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DISRUPTIVE BEHAVIOURS AMONG PRE-PRIMARY AND PRIAMRY SCHOOL PUPILS IN NSUKKA URBAN ENUGU STATE, NIGERIA
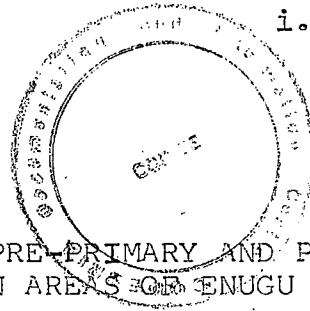
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TITLE PAGE

DISRUPTIVE BEHAVIOURS AMONG PRE-PRIMARY AND PRIMARY
SCHOOL PUPILS IN NSUKKA URBAN AREAS OF ENUGU STATE,
NIGERIA.

A THESIS
PRESENTED TO
THE DEPARTMENT OF EDUCATION
UNIVERSITY OF NIGERIA, NSUKKA.

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL PSYCHOLOGY.

BY

IGBO, JANET NGOZI (MRS.)
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MAY, 1998.

DEDICATION

This research project is dedicated to my family – my husband and the children: Chigoziem, Chinoneyrem, Chukwuma, Chukwudi, and Chinedum as well as to my niece Ogechi.

ACKNOWLEDGEMENT

I wish to express my sincere gratitude to all those who in one way or the other helped towards the successful completion of this research project. The first person here is my Supervisor, Dr. Sir. T. Ama Nwachukwu, who painstakingly read the manuscripts and made useful suggestions to improve the quality of the study. His fatherly disposition at all times, his eagerness to listen to arguments and his guidance all through cannot easily be forgotten.

My sincere thanks also go to the Research Assistants, who helped in the field work, the staff of the University Computing Centre, who helped in the computer-processing of the fieldwork data and to my husband, Dr. E.U.M. Igbo for his financial and moral support throughout the duration of the Programme.

The Council for the Development of Economic and Social Research in Africa (CODESRIA), through their small Grants Programme for Thesis Writing, strengthened my resolve and determination to complete this work, at a time when the project was eating deep into our family's up-keep income. I shall ever remain grateful to them for coming to my rescue, without which this work would have suffered a major set-back.

My gratitude also goes to the typist, Mrs. Onodu, who took time and pains to type this project and to all my Lecturers in the Faculty of Education, University of Nigeria, Nsukka, for their stimulating lectures that guided the choice of the topic.

Finally, I remain grateful to Almighty God for good health for all the family, and for seeing me through to the successful completion of this programme.

IGBO, J.N. (Mrs.)
1998

TABLE OF CONTENTS

CHAPTER THREE

CHAPTER FOUR

CHAPTER FIVE

ABSTRACT

The major objective of this study is to investigate and identify the various forms of disruptive behaviours exhibited in pre-primary and primary schools in Nsukka Urban with the aims of advancing appropriate strategies for managing them.

The population for the study consists of pre-primary and primary school pupils aged between 3 to 5 years and 9 t0 11 years respectively. 12 out of a total of 49 pre-primary and primary schools in Nsukka urban area were selected for study. Of the 12 schools studied, 6 were pre-primary and another 6 were primary schools. Forty-eight (48) pupils each were slected for study from the pre-primary and primary schools, making a total of ninety six (96) on the whole.

The major technique for data collection in the study was participant observation. This was done using pupil's behaviour check-list on a four-point rating scale (1, 2, 3, and 4) from the least to the highest in terms of occurence. The study lasted for 12 weeks and was conducted personally by the researcher and four trained research assistants.

The research questions which guided this study are as follow:

   (1) What are the forms of disruptive behaviours exhibited among pre-primary and primary

school pupils?

(2) To what extent are these disruptive behaviours displayed among pre-primary or primary school pupils?

(3) To what extent does the gender difference of pupils influence the frequency and form of disruptive behaviours?

(4) What are the contexts on which disruptive behaviours occur among pupils in pre-primary and primary schools in Nsukka Urban?

The following hypotheses were tested Ho_1

There is no significant difference between the means of disruptive behaviours exhibited by pre-primary and primary school pupils in Nsukka Urban areas.

Ho_2

There is no significant difference between the means of disruptive behaviours of male and female pupils in Nsukka Urban.

The findings of the research indicated that there is significant difference between pre-primary and primary school pupils with reference to disruptive behaviours. Of the two major forms of disruptive behaviours identified, "emotional disruptive behaviours" were more dominant in

pre-primary than in primary schools while "physical disrup-
tive behaviours" were more dominant in primary than in
pre-primary schools. On gender the findings indicate that
there is significant difference between male and female
pupils. While male pupils exhibit more of physical disrup-
tive behaviours, female pupils display more emotional
behaviours than their male counterparts.

CHAPTER ONE

INTRODUCTION

Background of the Study

Disruptive behaviour is one of the ways children test the environment, while attempting to assert their independence. Hurlock (1982) argues that "fighting and punching are part of the normal exploratory methods children use in social behaviour". The young child who has not yet learned to socialize gives vent to disruptive behaviour while struggling with environmental demands.

Pupils learn disruptive behaviour in just the same way that they learn other forms of behaviours. Galloway D., Ball, T., Blomfield, D., and Seyd. R., (1982) defined disruptive behaviour as any behaviour which appears problematic, in appropriate and disturbing to the teachers. Such behaviours manifest themselves in different forms.

Disruptive behaviour ca. be in form of anti-social behaviours which involve disobedience and wondering. According to Lindgren (1976) disruptive behaviour is a matter of concern for teachers because they are likely to interfere with pupil's learning.

These patterns of disruptive behaviours arise because of the adjustments the child must make to new

demands and new environmental conditions. Some disruptive behaviours are caused by unconscious mental processes, and could be manifested in form of unbalanced mental conditions, traumatic childhood experiences, personality mal-functioning and internal dispositions. This means that disruptive behaviours are rooted in the mental life of the individual.

Gettinger (1981) argues that disruptive behaviours occur when a pupil engages in any behaviour that inter-feres with another person or group of persons or that interupts the flow of the ongoing academic activity and necessitate a teacher's intervention. If, for example, a child is sleeping while others are busy with their assignments, this definitely will involve the teacher's intervention and a diversion of the attention of other pupils in the class or group.

Disruptive behaviours are therefore seen as those behaviours that are unwanted and unwaranted during teaching and learning activities in pre-primary and primary schools. These behaviours not only interfere with the classroom activities but consume both energy and time. Put simply disruptive behaviour is behaviour that deviates from the organizational rules and regulations of a particular school. For instance a child that walks about in the classroom during writing activity is said to be a

disruptive child because the child has deviated from the standard expectations and from what other members are doing.

The child whose behaviour is disruptive reacts to the school situation with hostility, suspicion, reluctance and frustration. Schostak (1983) draws on the testimony of pupils to make the case that disruptive behaviour in schools can often be seen as a rational response to "intolerable" circumstances. All disruptive behaviours, no matter what factors may be responsible for them seem to emanate from a basic sense of inadequacy and helplessness in the face of over-powering forces, which the individual feels he cannot control.

Disruptive behaviours usually take place in normal classroom situations. They are also very common during practical science class, domestic science and so on. These include monopolising the instruments for practicals and the misuse of equipments.

Gillford (1971) described the disruptive child as behaving more like a younger child in the severity and persistence of his/her symptoms. Compared with other children, the characteristic of disruptive children is that they are insecure and unhappy. They also fail in their personal relationship, and cannot cope well with all, or

major aspects of their life.

Disruptive behaviours are very common in educational institutions like pre-primary, primary, secondary and tertiary institutions. Besides, what constitutes disruptive behaviour differs according to the standard expectation of a particular level of education. In the pre-primary and primary school levels,what is accepted as disruptive behaviour may not be recognised as disruptive behaviour in the tertiary institutions. Behaviours are disruptive in as much as they interfere with teaching and the teacher's state of mind in the normal running of both the classroom lesson and out-door activities. Again, they are disruptive behaviours in as much as they also interfere with the learning activities of not only the actor but other children in the class.

Disruptive behaviours in the classroom or school may be as a result of age. Changes may take place as pupils develop. Lovell (1957) posits that with increase in age, there appears to be more stable personal relationship between the child and others.

Emphasizing the importance of early childhood parental relations Freud (1966) posits that too little or too much parental attention, love and warmth can

negatively affect the child's acquisition of adaptive

behavioural patterns. To him the disruptive child is

seen as one who received little or no gratification in

his relations with his parents and thus was unable to

develop social conscience or superege.

Statement of Problem

In both pre-primary and primary schools in

Nigeria including Nsukka, disruptive behaviours have

become a major source of concern to school administrators,

teachers, psychologists, and parents alike. Disruptive

behaviours such as fighting, talking, crying, running

and jumping interfere with normal classroom activities

and divert attention to the acting pupils and the problem

behaviour.

Behaviour are disruptive in so far as they interfere

with or interupt the process of teaching and learning in

the classroom and organised out-door activities. What

constitutes disruptive behaviour may differ according

to the standard expectations of a particular level of

education - whether pre-primary, primary, secondary, or

tertiary institutions. A cursory observation across

these levels of education indicates that the younger

the subjects receiving education, the more disruptive

their behaviours during the process of teaching and learning.

The increasing incidence of disruptive behaviours in pre-primary and primary schools in Nsukka Urban has become a major source of concern to all who are interested in the education of the young, including teachers, parents and the government. Disruptive behaviours cause many teachers to spend a lot more time and energy sorting out these behaviours than they do on actual teaching. This is an undesirable situation.

As Akubue (1991:19) indicates that teachers spend a good portion of their days dealing with students behaviour problems in secondary schools. If this observation is true of secondary schools with relatively older children (students) the problem can be best imagined with younger children, from three years to eleven years of age, who in addition, bombard the teacher with incessant complaints which are often frivolous and mischievous. What is more, many teachers may develop "thick skins" or an attitude of indifference toward the activities and complaints of their pupils while some others may become unnecessarily too harsh, abusive and aggressive. All these tend to militate against effective teaching and learning in pre-primary and primary schools.

Although there have been a great deal of research directed at management of problem behaviours (Ozigi 1977, Akubue 1991) and factors related to children's problem behaviours in secondary schools (Lovell 1957, Gillham 1981), relatively little is known, however about the forms of disruptive behaviours exhibited among pre-primary and primary school pupils in Nsukka Urban Area. Much less is known about the forms and conditions under which disruptive behaviours occur in pre-primary and primary schools.

The questions then arise, what are the major forms of disruptive behaviours common among pre-primary and primary school pupils in Nsukka Urban? To what can disruptive behaviours in pre-primary and primary schools in Nsukka urban be attributed? These questions constitude the main concern of this study.

Purpose of the Study

The major purpose of this study is to identify the various forms of disruptive behaviours exhibited by pre-primary and primary school pupils in Nsukka urban area of Enugu State, with a view to making appropriate recommendations that will substantially reduce these behaviours in these school.

More specifically the purpose of the study include:

(1) To identify the forms of disruptive behaviours
     among pupils in pre-primary and primary schools.

(2) To determine if disruptive behaviours are
     displayed more by pre-primary and primary
     school pupils.

(3) To ascertain if disruptive behaviours are dis-
     played more by male than female pupils in the
     schools.

(4) To ascertain the contexts within which disruptive
     behaviours occur.

Scope of the Study:

This study involved identifying the various forms
of disruptive behaviours exhibited among pupils in pre-
primary and primary schools in Nsukka Urban. It
encompasses physical and emotional disruptive behaviours.
It also involves the group that exhibit these behaviours
more than the other and the identification of the gender
differences in displaying disruptive behaviours and the
contexts in which these behaviours are exhibited.

Significance of the Study:

Disruptive behaviours are acts of indicipline.
If children should be saved from the frustration arising

from disruptive behavious, there is need for an early
intervention.

The study will be significant in two dimensions.

(a)   Practical dimensions.

(b)   Theoretical dimensions.

Practically, it is expected that this study
would raise puplic awareness about the forms and nature
of disruptive behaviours among pupils in schools. Once
the forms of disruptive behaviours have been established,
the remedial measures ot minimise such behaviours will be
proposed. Practically, therefore, this study will be
benefitial to parents, teachers, psychologists and educa-
tional planners. The study will help parents, proprietors/
proprietresses, headmasters/mistresses to improve their
behaviours management skills. Maduewesi (1971:10) has
observed that "a society attitude towards its children is
a measuring rod of its level of civilization".

This study would draw the attention of psychologists,
supervisors and other educational planners to disruptive
behaviours which can negatively affect the academic
progress of the affected school pupils. From this aware-
ness these educators will be sentitized to the need to
elicit a systematic approach which aims at helping pupils
with disruptive behaviours in Nsukka Urban.

This study will provide information for the benefit

of teachers, psychologists and parents of disruptive
children with a view to ameliorating a problem that is
endemic in pre-primary and primary education. The study
will be beneficial to teachers, supervisors and educational
planners who are always challenged by the daily problems
of pupils at schools. The results of the study will help
curriculum planners to identify areas in the content of
the curriculum that need modification. The result of this
study will throw more lights to teachers on how the age
and sex of the child influence disruptive behaviours.
Furthermore, the result will show the contexts under which
disruptive behaviours occur.

Theoretically, it is hoped that this study will
make a meaningful contribution to the general literature
on behaviour dynamics and classroom environments in
Nigeria. The study shall throw more light into the
problem of classroom climate in our pre-primary and primary
schools with a view to contributing to the existing body
of literature.

Research Questions:

The study was guided by the following research
questions:

(1) What are the forms of disruptive behaviours exhibited
among pre-primary and primary school pupils?

(2)   To what extent are these disruptive behaviours displayed among -re-primary or primary school pupils?

(3)   To what extent does the gender difference of pupils influence the frequency and form of disruptive behaviours?

(4)   What are the contexts under which disruptive behaviours occur among pupils in pre-primary and primary schools in Nsukka Urban?

Hypotheses

The study tested the following null hypotheses at 0.05 level of significance.

Ho_1

There is no significant difference between the means of disruptive behaviours exhibited by pre-primary and primary school pupils in Nsukka Urban areas.

Ho_2

There is no significant difference between the means of disruptive behaviours of male and female pupils in Nsukka urban.

CHAPTER TWO

LITERATURE REVIEW

The major purpose of this chapter is to review
what other researchers have done on disruptive behaviours.
The literature will be reviewed in the following order:

1)   The Concept of Disruptive Behaviours.

2)   The Incidence of Disruptive Behaviours.

3)   Theories of Disruptive Behaviours.

4)   Factors which are related to Disruptive Behaviours.

5)   Management Strategies of Disruptive Behaviours.

6)   The Empirical Studies of Disruptive Behaviours.

7)   Summary of Literature Review.

2.1   The Concept of Disruptive Behaviours

A person's behaviour is normal if the person can
make his thoughts and behaviours conform to the major
moral and social values of his cultural group. The
definition of disruptive behaviour differs according to
individual perception of disruptive behaviour. Doyle
(1986) defines disruptive behaviour as anything that
interferes with the teachers state of mind. However,
what interfered with one teacher's state or mind
may not interfere with another teacher's mind.

Disruption may be rooted in moral deficiencies.
Galloway et al (1982) explain. that any behaviour
which appears problematic, inappropriate and distur-
bing to teachers is disruptive behaviour." Pupils who
seek attention by clowning, talking, misusing equip-
ment, crying fighting, making loud noise are problems
to the teachers. Davies (1948) thus claims that pupils
disruptive behaviours occur when they are in danger of
losing struggles for attention in the classroom.

Lindgren (1976) defined disruptive behaviour
as "behaviour that interferes with teaching - learning
processes." Many teachers often bring class discu-
ssion of the day's lesson to a halt so that they could
direct their attention to pupils whose disruptive
behaviour was making it impossible to continue.
Therefore disruptive behaviour is a term that applies
to any kind of behaviour that creates difficulties.
According to Lindgren (1976) disruptive behaviours are
grouped into two major categories:
(1) Conduct Disruptive Behaviours — These consist
of behaviours that are grossly disturbing to others and
may be directed against them. Such behaviours are often
hostile, aggressive, destructive and disobedient.

(2)   Personality Disruptive Behaviours:-

These behaviours are more "neuratic" in character and often take the form of what may be called "withdrawal behaviour" which suggest that the child is fearful of others, feels anxious and avoids situations that might expose him or her to criticism, ridicle or rejection.

Achenbach and Edelbrock (1981) see disruptive behaviours as behaviours that emerge in some form over the course of normal development. These behaviours include lying, stealing, destruction of property and non-compliance which are relatively common at different points in childhood". Although these behaviours are diverse, their common characteristic is that they tend to violate major social rules and expectations. Many of these behaviours often reflect actions against the environment, including both persons and property.

There are many reasons that have been outlined for disruptive behaviours. It is usually argued that parents are the initial source of a child's disruptive behaviours. This is because very often children are not accepted as they are because parents insist on their being better. A small child may offer to wash dishes, sweep the room, or comb his or her hair. Such offer will often be refused by parents on the ground that the child

is too young. As Balson (1927) puts it if offers

of cooperation are declined, the children are denied

an opportunity to discover their own strengths and

doubt their capacity to belong usefully. They then

realise that they are younger and less competent.

Their efforts to learn and cooperate, at home or at

school are rejected on the ground that they are too

young. They then begin to feel that they cannot belong

through useful behaviours. The feeling of inferiority

then sets in, in the form of inadequate and unacceptable

or disruptive behaviours in their homes and classroom

lessons.

Disruptive behaviour can serve different motives

and each pupil can have different purposes from time to

time. For example, being lazy can be an attention seeking

strategy. It can be a struggle for power with the

teacher, and it can also be revenge upon an ambitious

parent.

The same pupil might seek revenge

upon over-judgemental parents, by being disruptive at

school and disappoing them. Such disruptive behaviour

in classroom is described as "attention-seeking".

Balson (1927) suggests that the child is saying "I am

special, attend to me". Such behaviour is likely to stop when attention is given and resume as soon as the teacher turns to others in the class.

Furthermore, all disruptive behaviours reflect pupils decision about how they can most effectively belong to the group. They want to develop feelings of equality and worth among others. As belonging is the basis of motivation for all individuals, problem pupils believe that by adopting disruptive behaviour they will gain a place within the group. Pupils know exactly how to act in order to provoke a reaction from each particular teacher. Pupils learn that the way to make teachers take note of them is to be naughty. In line with this, Galloway (1976) agreed that "pupils become more and more convinced that the way they could get attention was either too difficult or was simply un-successful". Such pupils should be ignored and at the same time they should be offered variety of small jobs.

The teacher could contribute to such disruptive behaviour by ignoring the behaviour and at the same time refusing to provide alternative assignments to the pupils. In other words, teachers refuse to understand and to observe the effort of the pupils attention. Very often, they concentrate on disruptive behaviour rather than on the purpose of the behaviour. Balson (1927) posits that

teachers rebuke the late-commers, praise the model child, punish the bully, admonish the talker, fight with the rebel, moralize with the cheat, flatter the vain child, correct the deficient and threaten the lazy". The issue is that all these disruptive behaviours hinder teaching and learning process, and these lead to the teacher exhausting his or her energy in order to restore normalcy in the classroom for purpose of enhancing teaching and learning. Changes may take place as the pupils develop. Lovell (1957) posits that with increase in age, there appears to be more stable personal relationship between the child and others.

Generally, all disruptive behaviours, no matter what other factors may be, arise from a basic sense of insecurity and a deep feeling of inadequacy and helpless-ness in the face of over-powering forces which the individual feels he cannot control.

Behind all forms of classroom and school disruptive behaviours, whether social, intellectual or emotional, are discouraged pupils who feel that they are unable to cope with the demands which the schools place upon them. Many of them have lost faith in their ability to meet the challenges ahead and in their attempt to belong.

Newman   (1965) defines disruptive behaviour, as behaviour that creates problems for teachers and for pupils themselves. These behaviours also cause suffering and concern to teachers and to others that are involved.

Montgomery (1972) sees disruptive behaviour as behaviour which interferes with the learning and opportunities of other pupils and imposes undue stress upon the teacher. These behaviours are of concern to the teacher, because naturally they disturb the purpose of the teacher's position in the classroom.

Gray and Sime (1984) see disruptive behaviour as "oppositional behaviours." This is because they represent delibrate and repeated infringements of classroom rules which teachers impose in order to create, what they believe to be the necessary conditions for effective teaching and learning.

Hewiha and Jenkin (1974) see disruptive behaviour as "neurotic" behaviours which involve deep anxiety, intense insecurity and often pervasive guilt. Such individual disruptive behaviour is a way of expressing an unresolved conflict and offers a release from anxiety. These individuals passes a relatively weak ego and tending to isolate themselves from other children.

2.2 Incidence of Disruptive Behaviours

According to Dreikurs (1953) disruptive behaviours are characterized by Changes in environment. It is the gratification of need by activity which directly affects the environment. Dreikurs (1953) identified and categorized the incidence of disruptive behaviours into four groups.

They are as follows:

(a) Attention seeking

(b) Power

(c) Escape by withdrawal

(d) Revenge.

(a) Attention Seeking

This involves instability unpredictability and bright sayings. Attention seeking is the most common form of disruptive behaviours peculiar with pre-primary and primary school pupils. One form of attention seeking behaviours is that in which a pupils actively, provokes or annoys a teacher in the way that cannot be ignored. These disruptive behaviours may irritate teachers, and are very effective in achieving pupils purpose. These pupil's achieve a sense of belonging by inducing the teachers to give them special service. These behaviours could be refered to behaviours that depart from commonly accepted

standards for classroom perfornace in the social, intellectual and emotional areas. A child who will not complete his assignments, refuses to stay on his/her task, makes a heavy and unfair demand on a teacher's time and energy is seeking attention,

Dreikurs, (1953) s a y s, ' t h a t All disruptive behaviours reflect children's decisions about how they can most effectively belong to the group." To them attention seeking results where young children have done badly in their activities. It may come inform of crying in the classroom, fighting, throwing objects. Pupils can be attention seeking in both active and constructive ways. This means that they would want to be a teacher's pet, always attentive, willing and helpful. However, Stott (1982) says that pupils route to improvement may be a period of heavy attention demanding. This also shows that attention seeking can come in different forms.

(b) Power

The incidence of disruptive behaviours in schools can be related to the goal of power. Many classroom are full of acts of retaliation as teachers strive to maintain authority over pupils who in turn, refuse to be

dominated or suppressed. Dreikurs (1953) identifies
behaviours which demonstrate power to include dis-
obedience, tamper tantrums, stubbornness, and argumenta-
tiveness. Pupils who engage in power struggles upset
teachers. Such teachers feel that their authority as
teachers is being threatened, eroded, and challenged.

(c) Escape by Withdrawal

These behaviours are known by lack of activity or
by a submissive attitude. They involve behaviours like
idleness, incapability, inferiority complex and babyish
ways. Hurlock (1982) discovered that "their sole purpose
is to avoid any further hurt, humiliation or frustration
and this is achieved by impressing teachers with their
stupidity, hopelessness, or their incompetence." These
group of pupils feel that they should be left alone, and
should not be asked to do anything in the classroom
activities.

Gillham (1981) in his view of this category of
disruptive behaviours includes behaviours such as
incapability, uninterestedness, fighting while the lesson
is going on, stubbornness, aggressiveness and being
quarrelsome. All these need the teachers intervention
to enable the classroom and school activities take place

in their proper situations. Lovell (1957) in his view
recourts that a child withdraws physically, from the
situation psychologically through fantasy. This means
that the child shows little or no interest.

(d)   Revenge

Some pupils feel that they are unfairly treated
by parents and teachers and their purpose is to seek
revenge against such parents and teachers. These
pupils may engage in attacking behaviours such as
stealing, violence, brutality, and cruelty. Dreikurs
(1957) in his view of revenge opined that "pupils who
have revenge as their goal are so discouraged that they
have given up hope of belonging through constructive
and cooperative activities, have been unsuccessful in
gaining attention, and now feel that the only way of
attaining a social position is by being disliked."
These group of pupils seek vengeance, in the process,
they provoke hostility in order to be recognized. Fraud
(1964) agreed that every behaviour was motivated and that
the primary motives were vengeance and survival drives.
The fact that children do not acknowledge the role of
their revenge wishes as central instigators for behaviour
is due to the fact that most of those motives are
unconscious.

2.3 Theories of Disruptive Behaviours

There are many theories that are dealing with disruptive behaviours. Some of these theories will be examined here.

(a) Psychoanalytic Theory:-

This is derived from Sigmund Freud's psychoanalytic explanation. Some other therapists that are in line with Freud's idea are Guttmacher (1958) and Montgomery (1992). This theory argues that disruptive behaviours result from inner conflicts, emotional problems, unconscious feelings of insecurity, inadequacy and inferiority. For instance, if the bonds of a family are not excessively strong and the family tightly contained, the children in the family are constantly exposed to conflicts. When the children begin to move outside the family they may not have been taught to cope by the family. These may be handled either by regressing back into the family and being unable to move from it or by displaying disruptive behaviours.

Following the three stages in personality development of id, ego, and superego children may become disruptive because of the deficiency of control over their instinctional drives. This theory argues that behaviours problem is traced to deficiencies in personality development during a child's early years. It is opinioned that as a child

grows during the early stages (oral, anal, and phallic) is excessive or insufficient amount of libidinal (id) energy is fixated at any of the stages this then creates emotional disruptive behaviours.

Again this theory says that disruptive behaviours are caused by unbalanced mental conditions such as neurotic and psychopathic conditions. The neurotic suffers from deep state of anxiety, tense insucurity and manifest disruptive behaviour in their attempt to relieve tension. The psychopatic children are at the verge of insanity and thus could be a nuisance in any setting they find themselves.

(b)   Social Learning Theory

This theory essentially states that pupils become disruptive because of association and association learning. Wheldall (1992), Lindgren (1976), Bandura (1977), Sutherland (1955), Nwachukwu (1993) and Montgomery (1992) posited that disruptive behaviours are learned in interaction, when pupils are involved in intimate personal relationships. This theory argues that human behaviour is developed and maintained through interactional processes. From this view, human behaviour is the product of on-going interaction between environmental influences and internal motivations which derive from mainly social experience.

This theory acknowledges that children acquire many important behaviours by imitating, models in their environment. Learning theory suggests that the way parents manage disruptive behaviours in the home contribute to children's dispositions to participate in disruptive behaviours and to enact disruption. This is why it is generally said among the Igbo people that "a goat that eats yam which follows another goat that eats coco-yam will soon begin to eat coco-yam." This is made possible through a learning process which develops by association. When children live in areas in which disruptive behaviours is accepted by the play-mates or peer groups, the type of disruptive behaviour that they may adopt often relate to that of the play mates or peer groups.

The theory says that if a child finds himself in good social and cultural environment, his normal development is apparently assured. The social environments of man always exposes him to risk. It means that when interaction in a social environment is very poor, the child stands the risk of being a problem to his or her society.

(c) Labelling Theory

This theory recalls that the official definition, identification and reaction to disruptive behaviour has serious consequences for the actor. Thearists such as Becker (1963), Lovell (1957) see disruptive behaviour as the behaviour people so lebel. Once a child realizes that he or she is labelled as a disruptive child the chances are greater that the child will adopt disruptive behaviour as a social role, motivated perhaps to live up to the reputation. Having been labelled as a disruptive child the child is also more likely to begin to associate more and more with other disruptive children and less and less with non disruptive children. The theory believes that once a child has been labelled as disruptive child, that child will without knowing it, begin to behave in that form.

(d) Biological Theory

The aspect of behaviours that are determined by biological inheritance are known as genetic theories. Tiger (1969) Montgomery (1992), Walter 1965) and Lindgren (1976) have explained disruptive behaviours in terms of the part played by one's body structure, such

as biological defectiveness, heredity such as low
forehead, ear deformation, eye deformation, neurotic
behaviour in children. This group of pupils are found
to be sensitive, over-inhibited, lonely and anxious
with strong feelings of inadequacy and inferiority, which
give rise to disruptive behaviour in children. This
goes on to explain that tendencies to react emotionally
to stress are genetically determined. Alternatively the
ability to face certain amount of stress without flying
into a panic is also genetically inherited.

In general, biological theorists place emphasis
on the role of human body in determining disruptive
behaviours. They emphasised that genetically some
children come into the world with a more robust
central nervous system than others, which enables them
to handle frustration more effectively. These group of
children are less liable to succumb to disruptive when
they are under psychological stress. Biological
theorists generally argue that structure determines
functions.

(e) Cognitive Theory

This approach is most closely associated with the work of Piaget. One characteristic of most cognitive theory is a continued emphasis on biological factors. Cognition refers to knowing and the central idea underlying this theory is that children's behaviour reflect the structure or organization of their knowledge.

Among the cognitive theoriests are Inhelder and Piaget (1958), Montessori (1964) and Montgomery (1992). These theorists suggest that pupils misbehave because they are bored or are seeking excitement to maintain a pleasurable level of dissonance or their cognitive strategies and knowledge are insufficient for coping with, the task and so they succumb to disruptive acts.

(f) Social Control Theory

This is a group of theories which emphasize the conflict the individual experiences. The disruptive child learns no consistent set of norms and values at all. Among the theorists are Gohen and Start (1955) Lindgren (1976) and Wheldall (1992). These authors emphasised that disruptive behaviours might represent the child's subconscious desire to be caught and punished because the child does not feel deserving of others respect and

esteem. The child of course does not recognize this Subconscious desire as the motivating force in his or her behaviour.

The theorists emphasize that if the socialization is lax, weak, incomplete, inconsistent, then the child from such environment may not even know and value what behaviour is expected from him. They agreed that social control theory is based on observation that the rate of disruption tends to be highest, if the child lives in an area that is deprived. In effect the disruptive child wages war against the people that have not provided for him. The children involved here do not think that they are doing the wrong thing.

The theorists further emphasised that the social control mechanisms have broken down, and the child has little chance to identify with any consistent set of positive norms and values. According to this theory, the disruptive child would not be able to control the impulse from the id because of some fault in the socialization process, including the failure to learn the difference between right and wrong.

They emphasised that disruptive behaviours represents the child's attempt to cope with a problem that the child is not even aware of. This theory assumes that the disruptive act does not mean what it seems to mean. The theory also emphasizes the society's failure to carry out its responsibilities and its lack of motivating conditions is a factor of problem behaviour.

From all indications disruptive behaviours could be explained in various ways, depending on one's interest and orientation. This means that there is no single universally acceptable theory of disruptive behaviour.

2.4 Factors which Are Related To Disruptive Behaviours

There have been arguments on the factors that are related to disruptive behaviours in pre-primary and primary school pupils. From pre-primary school to primary school is a time when young children learn to face a variety of fears. They are learning to deal with strong-feelings. They are just beginning to in-coporate a sense of right and wrong and their pre-operational logic may do things that appear to be disruptive behaviours, but which really reflect that

they are victims of their immature logic. These factors
can be seen from different directions as follows:

(a)   The Home

Lovel (1957), Dreikurs (1957), Reiss et al
(1979), Karl (1965), Morris (1969), Balson (1927)
Boyd (1969) and Montgomery (1992) suggest that there are
various causes of disruptive behaviour emanating from
the homes. These are summarised as follows:

(i) Some parents under-rate their children, by
discouraging them from practising how to do things by
themselves at home. The children are denied an
opportunity to discover their own strength and
abilities. They are being reminded that at present,
they are not much good. They begin to regard themselves
as less than others and doubt their capacity to belong
usefully. The child who is discouraged, may behave
in disruptive ways because there is no point in being
cooperative. This idea is often carried over to their
schools.

(ii) Parents over-protect and also pamper their
children. Over-protective mothers have a bad effect on
the social and emotional growth of their children. So
pampering and over protection by parents prevent the
normal social development of the child.

(iii) Refusal by the parents to recognize a job that is well done by the children when compared with their age also contribute in the development of disruptive behaviours.

(iv) Some parents lack of faith and confidence in their children enable the children to loose confidence in themselves and their ability. These hinder the children's confidence while trying to build their self respect.

(v) Prolonged separation of parents in the first five years of life, is likely to affect the social development of the child. This may lead to disruptive behaviour.

(vi) The inability of the parents to supply adequate materials like toys for their children at the early stage of their developmental process may also contribute to the problems of such children in pre-primary and primary schools.

(vii) Socio-economic background of the home such as poverty, poor feeding, insufficient sleep, and general neglect are known to course disruptive behaviours. Thus psychologically, unfaviourable home conditions frequently seem to be the factors that are related to disruptive behaviours which generally affect the academic performance of the child.

(viii) Parent-child relationship at the early years may give rise to disruptive behaviours. In this sense parents may fail to give children the love, security, direction and acceptance that they need. Some parents are inconsistent in the matter of reward and punishment, praise and blames. By doing these they fail to build up stable moral and social life, of their children. This may lead to the display of disruptive behaviours.

Above all, some parents lack clear authority in their homes. There is no clearly defined barriers which protect a child from himself and others. An atmosphere is which a child is left to do as he likes may well contribute to disruptive behaviour. Children living under any of these conditions are at risk of disruptive in cognitive, social and emotional development.

(b) The School

There are many researchers who strongly believe that disruptive behaviours are caused by factors related to the schools. Among them are Montgomery (1992), Ipaye (1977), Arnold (1971) Lovel (1957), Akubue (1991), Ozigi (1977), Morris (1965) and Durojaiye (1981). Generally these researchers have argued that:

(i) Lack of good personal relationship with pupils

and the inappropriate methods of excersising
authority create the greatest difficulties for
the pupils.

(ii) Teachers inability to react to immature minds
create problems with the pupils to secure within
the school any sort of recognition status.

(iii) The teacher – pupils relationship is not normal.
Teachers use aggressive attitude in the classroom.
This attitude is unhelpful to pupils because they
tend to react to aggression, with aggression.
Most schools lack the necessary instructional
materials that make for effective teaching and
learning process.

(iv) Teachers are not aware of the psychological
development of children, which usually determine
their attitude and behaviours.

(v) Lack of affection and security by some teachers
also contribute to disruptive behaviours.

(vi) Lack of the ability to identify pupils purpose
and then act the way that the behaviour does not
achieve its intended goal.

(vii) Lack of a conducive atmosphere. When the school
atmosphere is not conducive as a place for living
and learning. When pupils are not identified as
individuals this type of atmosphere lacks the

feeling of pride in the pupils and creates

disruption in teaching and learning.

(viii) Lack of sincerity on the part of the teachers.

Some teachers are irregular in class attendance.

They are not willing to deliver their lessons.

They lack the ability to assign written work to

pupils. These attitudes to work create room for

disruptive behaviours in classroom.

(ix) Teachers often come from home backgrounds that

are quite different from those of their pupils.

The difference in values, standard and interests

make it difficult for them to understand their

pupils. The socially approved behaviours at home may

be criticized at school by the teachers and by other

children. This creates conflict and confusion in

children and may be expressed in disruptive

behaviours.

(c) Playmate/Peer Group

Some researchers have explained that disruptive behaviours

can emanate from playmates or peer groups. Among these

researchers are Hurlock (1982), Akubue (1991), Britton and

Fisher (1969) and Arnold (1971). They all agreed that in

associative play, the child is more actively involved in the

play of others. The children engage in activities that
are identical. They suggest that children are more likely
to follow specifically the behaviour of other children of
their age, generally they identify with their playmates
or peer groups. If the play-mates or peers nag, if they
are disruptive, the pupils will behave in a similar manner
in other to conform with the play-mates or the peers.
Here the attitudes and expectations of others are involved.

The researchers emphasised that peers and mates
influence a child's standard in terms of his thinking,
social behaviour, dress or fashion and activities will
eventually be affected by the mates or peer group. Thus,
the behaviour of one individual in a class is likely to
affect the behaviour of others in that class.

They reported that the peer group influence children's
social development by envouraging them to conform to their
own social expectations. By doing so children learn to
adjust to peers and to develop patterns of behaviours.

The researchers argued that the desire to play an
adequate part in a group of one's own age may be effective
in developing disruptive behaviours. These behaviours in
group situations whether in negative or positive form,
involve being fairly courteous in everyday group associations.

Certainly the opinions of their friends are much more important to most of them than are the opinions of their families. Generally, children accept or develop interests that are unsuitable to their abilities in order to belong to their group.

(d)   The Physical Condition of the Classroom

There are other theorists who have argued that the physical condition of the classroom can equally determing the state of the classroom. Among them are Lovell (1957), Akubue (1991) and Hurlock (1982). These researchers emphasized that physical condition of the classroom can create disruptive behaviours. This could be noticed in different ways. For instance a classroom without any door will definitely create problem behaviour in the sense that pupils will be moving into the classroom and also moving out with or without the teachers persmission.

Similarly, the researchers argued that open classrooms create disruptive behaviours. In all cases, the noise from the classrooms can hardly be controlled because all the disruptive children see this as an opportunity for disrupting the classrooms without being noticed.

Again, it is argued that untidy chalkboard could create disruptive behaviours because the tendency for

pupils to do funny drawings and writings are not
ruled out. They agreed that lack of sitting and writing
materials can also create disruptive acts.

In summary the home, schools, playmates/peer
groups and the physical conditions of the classroom
are major factors that have been identified to influence
disruptive behaviours in pre-primary and primary
schools.

2.5 Management Strategies for Disruptive Behaviours

It is true that disorderliness does not make for
progress. Learning can only take place in a quiet
and peaceful atmosphere. Based on this assertion,
there are many theorists who have suggested strate-
gies that could be used to minimise disruptive behaviours
in schools.

Some emphasised that these disruptive behaviours
could be controlled from home. Among them are Stott
(1952), Nwachukwu (1991), and Akubue (1991) who maintain
that parents should give the child affection and
security and accept the child as a person in his or her
own right. Parents should attempt to build up a stable
system of moral-social values and aim in character
formation by internalising self discipline. Parents-

child relationship should be normal.

Parents should try to set good examples. At this early stage the child unconsciously absorbs the parents' feelings and attitudes and through the process of identification, he incorporates into himself their personal characteristics. Here children may acquire certain types of moral reasoning and behaviour by identifying with their parents. The authors emphasized that parents should support the child to participate in social activities and if the child avoids participating in the social activities they should find out the reasons.

Again, they believe that all kinds of broken homes as stated should be avoided. This should be done by preventing the family situation from becoming psychologically disruptive. By psychological family disruption. They mean severe conflict within the home, a breaking up of family ties, unsatisfactory parent-child relationship, lack of love and supervision.

The School

There are other authors who believe that disruptive behaviours could be controlled from the school. These authors include Lindgren (1976), Lovell (1957), Montgomery (1992), Hurlock (1982), Hoffman (1979) and Akubue, (1991).

They believe that teachers should act as anxiety
reducers. This could be done by having the ability to
sense the anxiety level of the pupils in the classroom
and other school activities outside the classroom.
They concluded that effective teachers move to help
pupils to reduce anxiety when it rises to a level that
interferes with positive learning in the school. By
helping pupils to reduce the level of their anxiety,
teachers are making it possible for the children to
acquire more acceptable social standard of behaviour
rather than displaying disruptive behaviours.

Again they concluded that behaviours could be
managed through "behaviour modification". This they say
could be done by ignoring these disruptive behaviours
and by attending to pupils only when they behave in ways
that are socially effective. This involves the teachers
turning their backs to all disruptive behaviours and
reinforcing cooperative behaviours with tokens exchangeable
for special privileges.

These authors maintain that disruptive behaviours
could be managed through task "imposed discipline that is
by imposing various tasks on the children. This therefore
directs their attention on the task rather than directing
their attention to disruptive behaviours. Once the
children are interested in this task, definitely, they

will be carried away by this, task, for a period of
time.   This is a diversionary strategy.

They also emphasized that separation of the
disruptive child from other classmates could be used
to achieve discipline in the classroom.   This method
of separating the child from other children demonstrates
to the disruptive child that his behaviour is interfering
with the work of the group and that it is not accepted.
Again this should be done in a proper way, not by
humiliation.   The teacher then determines when the child
appeared ready to join in the class activities.

The authors emphasized that disruptive behaviours
could be managed by more communication with parents and
the community.   This could be achieved by regular
parents teachers association meeting and by getting
familiar with the habits of pupils through home visits
and closer interaction.

Playmates/Peer Groups

There are other theorists who emphasized strongly
that disruptive behaviours could be managed through
playmates or peer groups.   Akubue (1991), Hurlock (1982)
and Nwachukwu (1991).   These theorists have emphasized
that whenever a child is known to be mixing with well
known disruptive companions at home or at school, the
best way is to discuss with the child the consequences that
may result from such association.   If it is as a result

of some emotional tension, something should be done to add to the child's security and feeling of acceptance. They emphasised that the child could be withdrawn from the company by assigning a special responsibility to such child like the task of preventing other children from disrupting.

2.6 The Empirical Studies on Disruptive Behaviours

Some major empirical investigations have been reviewed, according to their preferred methods of conducting research. The theorists and their studies are reviewed below.

Stark (1987) conducted a study on "The Effects of Family Conflict on School Behaviour as Perceived by Children and Teachers". The study examined the relation-ship between family conflict and interpersonal difficul-ties of children in school. The study was designed to ascertain whether students from families with higher levels of conflict exhibited greated interpersonal difficulties than those from families with less conflicts. The sample consisted of 96 fourth and fifth grade students in two elementary schools. Result of the study showed that children from families with higher levels of conflict exhibited greater behavioural difficulties than children from families with low level of conflicts.

Cooper (1987) study was on "the development and validation of an inventory to detect emotional stress in children". The Emotional Stress Inventory for Children (ESIC) consisting of twenty indicators was designed to detect emotional stress in elementary school children. A panel of experts was asked to rate every child in six elementary grade classes on a seven-point scale stressed and non stressed children were chosen from a sample of 97 children. The result showed that children "rated as stressed scored significantly higher" on the ESIC than children rated as non-stressed.

Ifekwunigwe (1984) conducted a study on "Perceptions of Stress in Elementary School Children." The study examined the relationship between the perception of stress by parents and teachers and the perception of stress by children. The sample consisted of 213 children in middle and upper elementary levels. Questionnaire was used, whereby the children, parents and teachers responded to. Results of the study proved that there are significant difference at the .05 level between the parents perceptions and the children's perceptions of stress and mental health status. Parents perceived the children as having lower levels of stress

than the children perceived themselves as having. Data analysis proved that the higher the perceived stress level of children the lower their perceived level of well being of anxiety and depression.

Lemieux (1985) conducted a study on "The adaptation of Hmong first to third graders to the Minneapolis Public School". The study was designed to investigate which variables (psychological), psychosocial stressors, cognitive ability language proficiency or sociocultural demographic) seem to be the best predictors of a Hmong child's perceived level of adjustment to the Minneapolis Public Schools. The sample consisted of 52 Hmong first to third graders. Result of the study proved that the child's cognitive ability level was the best predictor of the child's perceived level of the lack of standardization using this measure with non-English speaking childing and the significant correlation, between time in country and cognitive ability. Strobel (1986) conducted a study on "The effectiveness of a Parental Training Program for Improving Problematic Behaviours of Children in Regular Classroom". The study was designed to determine the effectiveness of a parental training programme for improving the problematic behaviours in children in regular classroom. The sample consisted of 61 first through fifth grade children from regular classroom

secting in public parachial schools and 38 parent volunteers. The methodology used for the study was a quasi-experimental design, with three treatment groups. The main treatment group consisted of children whose parents received training in

(a) Techniques for improving school-related behaviours.

(b) Psychological under pinnings, and general parenting still needed to implement these techniques. Results of the study showed that no improvement was found in children's observed behaviour in the classroom, as a function of treatment.

Hart et al (1964) conducted a study on "Behaviour modification". They demonstrated the modification of behaviour with observation techniques. They instructed teacher of two pre-school boys to ignore pupils when they engaged in disruptive behaviours such as crying and to attend to them when they handled stressful situations without crying. Result showed that as a result of differential attention, the rate of crying diminished to near zero.

Cogan (1954) conducted a study on Teacher-Students

Ewlationship". He surveyed junior high school students in 33 different classrooms and found a significant and positive relationship between the warmth and friendliness and positive relationship between the warmth and friendliness of the teacher and the amount of work, both self-initiated and required, done by students. In order words the teacher's attitudes and values affect the children in their behaviour and learning activities.

Hawkes and Peace (1962) found out in their study on "Social Responsibility" that children at 8 and under have the tendency to withdraw in organised games. They showed this in a classical examples of an egocentric behaviour which occured in a group of fourteen 6 and 7 year old boys and girls. Thus, a teacher introduced a game in which an object was hidden in a room during the children's absence. It was necessary for each child on his/her return, to discover the hiding place of the object. When found he/she was to keep calm but to sit down while the rest of the group continued to hunt. This game was played several times. The observer then noticed that a particular child was always last to find the object. Toward the end of the fourth time the game was played, the child that had been last to find the object announced

that she no longer wanted to play. She stayed in the
room playing with toys while the other children went
out. The next time when the group entered to hunt for
the hidden object, the girl who now knew where the
object was, turned from her toy and eagerly helped others
to find the object. The fact that she was always the
last one to sit down made her to display disruptive
behaviour by withdrawing initially from the group.
This is as a result of her inability to cope with
others.

Cohen and Cohen (1987) in their study on
"Disruptive Behaviour" found out that Newspapers,
television, and teachers confirm a widely held view
that disruptive behaviours in school is a serious and
growing problem.

O'Leary, et al (1987) conducted a study on
"The effect of loud and soft reprimands on the behaviour
of disruptive students. The study consisted of 10
students with rate of disruptive behaviours. The study
was done in two phases. In the first phase of their
study, almost all repremands were found to be of loud
nature and could be heard by many other children in the
class. In the second phase, the teachers used mainly sort
reprimands which were audible only to the children being
reprimanded. Results proved that with the institution of

soft reprimands, the frequency of disruptive behaviours declined in most of the children.

2.7 Summary of Literature Review

In the literature review the concept of disruptive behaviours in schools has been highlighted as behaviours that deviate from the accepted behaviours of a particular school and interferes with the processes of teaching and learning, and this behaviours also needs the attention of the teacher. Some of these behaviours are noise-making, crying in the classroom, fighting, refusal to obey teachers, pushing etc. The incidence of these behaviours were looked into, such incidence are attention-seeking, power, revenge and escape by withdrawal.

Some theories that could be responsible for disruptive behaviours were similarly looked into. Such theories include psychoanalytic, biological, social learning, labelling, cognitive and social control theories.

A number of factors related with disruptive behaviours have also been identified in the home, school, the playmates/ peergroups and the physical conditions of the classroom. These are the major agents of socialization which inculcat in young persons and children the values of behaviour patterns of the society.

A number of empirical studies carried out on problem

behaviours were reviewed in this section of the study. From the reviews it become clear that failure or inability of the agents of socialization to perform their functions adequately and satisfactorily is a major factor in disruptive behaviour among children. To prevent pupils from engaging in disruptive behaviours, a number of management strategies have been suggested to eliminate or substantially reduce such behaviours. Such strategies include providing a good environment for the child in the home, and school and strictly supervising the playmates or peer groups the child associate with.

CHAPTER THREE

Research Precedure

This chapter deals with the research design, area of the study, population of the study, sample and sampling techniques, instrument for data collection, method of data analysis and a description of the pilot study.

Research Design

This study is a descriptive survey of disruptive behaviours of pre-primary and primary school pupils in Nsukka Urban. The study which was conducted over a 12-week period, sought to observe, describe, and analyse the disruptive behaviours of a representative sample of these pupils as they are manifested in their various schools (classrooms and outdoor activities).

Area of Study

The study was carried cut in Nsukka Urban in Enugu State. Nsukka Urban is made up of three major wards Nkpunano, Ihe/Owerre and Nru. Nsukka is a University town where education is very much emphasized. It is therefore an ideal setting for this study.

Population of the Study

The population for the study consists of pre-primary and primary school pupils in Nsukka Urban. The target population comprises the pupils of six pre-primary schools and six primary schools – pupils aged between 3 to 5 years and 9 to 11 years respectively.

The emphasis on young pupils in pre-primary and primary schools is that their behaviours are often seen as they are manifested without adult interference. Young children presumably, are less likely than older children or adults to change their behaviours in response to being observed. As Godwin and Discall (1993) have argued, even when young children know that they are being observed, they feel less threatened or anxious than adults.

Sample and Sampling Techniques

There are altogether 49 pre-primary and primary schools in Nsukka Urban. This is made up of 25 pre-primary and 24 primary schools. The distribution is shown as follows in table I.

Table I: Number of pre-primary and primary schools
in Nsukka Urban by wards

Wards	Total pre-primary & primary schools	No. of pre-primary schools	No. of primary schools	No. of pre-primary school selected	No. of primary schools selected
Nru	9	5	5	1	1
Nkpunano	15	8	7	2	2
Ihe/Owerre	25	12	13	3	3
TOTAL	49	25	24	6	6

SOURCE: Nsukka Local Government Education Authority
(Collected September, 1996).

Out of the total number of 49 pre-primary and primary schools in the area of study, 12 schools were randomly selected for the study. The stratified random sampling technique was employed for this purpose. The schools were stratified into wards and types (Nru, Nkpunano, and Ihe/Owerre) pre-primary and primary schools) as shown in Table I. Again from each ward, schools were randomly drawn for inclusion in the study. Two schools were sampled from Nru. (One pre-primary and one primary) four schools from Nkpunano (two pre-primary and two primary) while six schools were sampled from Ihe/Owerre (three pre-primary and three primary).

The subjects for the study were (48) forty-eight
pupils aged 3 to 5^{+} who were sampled from the six pre-
primary schools and forty-eight (48) primary school
pupils aged 9 to 11^{+} who were sampled from the six
primary schools. Altogether there were twelve (12)
schools and 96 pupils from both pre-primary and
primary schools who were observed. The population of
the pupils in the schools were considered in the
sampling. The researcher sampled equal number of pre-
primary and primary school pupils and also equal number
of both male and female pupils. In sampling, the study
adopted balloting without replacement.

Instrument and Method of Data Collection

The major technique for data collection in this
study was participant observation. The reason is that
the pupils in pre-primary and primary schools are too
young to give reasonable information by writing due to
their tender ages. Four assistants were recruited and
trained especially for the purpose of observation.
Some teachers were also interviewed to obtain extra
information about pupils and their disruptive behaviours.
The researcher prepared Pupil Behaviour Rating Scale
(See appendix II) which was designed to collect informa-
tion on the observed disruptive behaviours displayed by

pupils. This was done using a four-point rating
scale. The items on the rating scale relate to the
forms of disruptive behaviours which consist of three
sections with their specific examples. For instance,
section (A) consists of physical disruptive behaviours
like fighting and pushing. Section (B) consists of
emotional disruptive behaviours such as crying,
laughing and dancing while section (C) consists of the
sources of disruptive behaviours such as noisy environ-
ment, and lack of writing materials.

The format for rating and scoring the disruptive
behaviours (See appendix II) manifested by the pupils
and their contexts are as follows. Any disruptive be-
haviour that does not occur throughout the period of
observation was rated "Does not occur" and scored one
"1". Any disruptive behaviour that occurs 1 to 3 times
per week of the period of observation was recorded
"occurs slightly" and was scored two "2". Those disrup-
tive behaviours that occur 4 to 6 times per week of the
observation were recorded as occuring frequently and
scored three "3". On the other hand when such behaviours
occur seven "7" times and above per week of the observa-
tion they were rated "occurs most frequently" and scored
four "4" points.

The pupils were studied on an individual basis. This involved observation in which the individual was observed in the context of a group and changes in the individual's disruptive behaviour as he or she partici- pates in different groups was documented.

In the group observation each pupils was watched for behaviours that are disruptive and this was done on a period of twenty "20" minutes. The observation took place in the classroom activities and also out door activities.

Method of Data Analysis

In analysing the data the researcher noted the frequency of disruptive behaviours that were observed. In each of the disruptive behaviours observed, the number of the observing rating scale was written in the column provided and the sum was divided by the total number of those rated in pre-primary and primary schools and according to gender category of the pupils.

The extent of the physical and emotional disruptive behaviours were determined by calculating their grand mean. The mean scores of the gender (males and females) were calculated separately to answer the question of gender difference of disruptive behaviours.

The mean scores on disruptive behaviours of pre-primary and primary school pupils were worked out to find out the group that displayed disruptive behaviours more than the other. The t-test statistic was used to test the two hypotheses postulated. The t-test value of age and gender were computed. Where the calculated value of t-test statistic is equal or greater than the critical or table value of the t-test statistic, the hypothesis was rejected, otherwise it was accepted.

Reliability

An estimation of inter-rater reliability was established for the rating scale. For this purpose ten "10" pupils from two "2" schools were observed by two independent observers. Each of the two raters rated the disruptive behaviours using a four-point scale for every child. The rating given by these raters were correlated using Peerson Product Moment Correlation Technique. From this, a co-efficient of inter-rater reliability of 0.89 was obtained from the instrument.

Validity of the Instrument

The children Behavioural Rating Scale was face validated with some teachers, headmasters/mistresses,

proprietors and proprietresses in pre-primary and primary schools. It was also validated with two experts in educational psychology in the Department of Education and two experts of the Department of psychology all in the University of Nigeria, Nsukka.

Following the series of validation made, some modifications of the instrument were made prior to pilot study.

Pilot Study:

The field work for this study started with pilot Study involving three schools. The selection was made bearing the three wards of Nsukka (Nru, Nkpunano and Ihe/Owerre in mind. These schools were not included in the main study. The total number of the pupils used were (10) ten: (05) five from pre-primary and (05) five from primary school.

As indicated earlier, this study employed the observation method. These was made with the behaviour rating scale designed for collecting information about disruptive behaviours. The observation was made for three weeks. A total of two, hours were put in each day during the school hours and this involved both indoor and outdoor activities. The same research

questions used for the study were also used. Based

on the research questions, the forms of disruptive

behaviours among pre-primary and primary school pupils

were noted.

The study was made to assess the appropriateness

of the instrument, that can be used to collect informa-

tion required for the study. It enabled the researcher

to have some experience in utilising the observation

technique. The pilot study was also made to find out

whether the recruited assistants that are to help in the

study will encounter any difficulty in filling the

checklist. This exploratory study gave ample ideas of

disruptive behaviours which are common in and outside

the classroom and in their natural forms without any

manipulation of the behaviours.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of the data from the study. The data are presented according to the order of the research questions and hypotheses which guided the study. The data were processed and computed at the University of Nigeria Computing Centre Nsukka.

Research Question One:-

What are the forms of disruptive behaviours exhibited among pre-primary and primary school pupils.

In answering this question, the distinction between physical disruptive behaviours and emotional disruptive behaviours is adopted for clarity as in Tables 2a and 2b.

Table 2a: The Mean Rating of Disruptive Behaviours (Physical) of **pre-primary** and primary School pupils as observed.

(Number = 96)

S/No.	Physical Disruptive Behaviour	Mean	Standard Deviation	Remarks
1.	Talking in the Class room	3.33	0.82	Occur Frequently
2.	Eating in the Class room	3.29	0.66	"
3.	Struggling	2.94	1.17	"
4.	Wondering	2.94	1.17	"
5.	Snatching of Materials	2.94	1.17	"
6.	Knocking on the head	2.87	1.05	"
7.	Pushing	2.85	0.71	"
8.	Fighting	2.58	0.77	"
9.	Wetting	2.37	0.90	Occur slightly
10.	Defecating	1.75	0.71	"

NOTE: Below 2.50 = occur slightly. 2.50 and above = occur frequently.

Table 2a above shows the mean on disruptive behaviours (physical) as observed by the researcher. The remarks show the items from the highest order to the lowest order of occurance talking in the classroom, Eating in the classroom, struggling, wondering, snatching of materials, knocking on the head, pushing, fighting, wetting and defecating.

Table 2b: The Mean Rating of Disruptive Behaviours (Emotional) of Pre-primary and Primary School Pupils as Observed.

(Number → 96)

S/No.	Emotional Disruptive Behaviours	Mean	Standard Devistion	Remarks
1.	Shouting	3.58	0.66	Occur Frequently
2.	Irritability	3.26	0.72	"
3.	Crying	3.20	0.89	"
4.	Temper tantrums	3.70	0.83	"
5.	Laughing	2.97	0.71	"
6.	Smiling	2.74	0.84	"
7.	Withdrawn Behaviour	2.56	0.88	"
8.	Hail biting	2.50	0.79	"
9.	Thumb Sucking	2.45	0.89	"
10.	Dancing	2.42	0.86	Occur Slightly

Table 2b shows the means of disruptive behaviour (emotiona) as observed by the researcher. The remarks indicates the items in the order of occurance from the highest order to the lowest order - shouting, irritability, crying, temper tantrums, laughing, smiling, withdrawn behaviours, nail biting, thumb sucking and dancing.

Research Question Two:

To what extent are disruptive behaviours displayed among pre-primary and primary school pupils?

Table 3a: The 'Mean of Disruptive Behaviours (Physical) As Observed and Recorded by the Researcher

S/No.	Physical Disruptive Behaviours	Mean $\bar{X}_1$	Scores $\bar{X}_2$	Difference in Means	Remarks
1.	Fighting	2.77	2.89	-0.12	OM X_2
2.	Pushing	1.97	2.57	-0.60	OM X_2
3.	Struggling	2.41	2.35	0.06	OM X_1
4.	Eating in the Class-room	1.85	3.85	-2.00	OM X_2
5.	Snatching of materials	2.91	2.97	-0.06	OM X_2
6.	Talking	1.93	3.91	-0.98	OM X_2
7.	Wondering	2.37	3.27	-0.9	OM X_2
8.	Knocking on the head	3.37	2.37	0.1	OM X_1
9.	Defecating	2.75	0.97	1.78	OM X_1
10.	Wetting	3.91	1.05	2.86	OM X_1

NOTE: $\bar{X}_1$ = Mean of pre-primary

$\bar{X}_2$ = Mean of primary

OM = Occur more

Table 3a shows the mean of Physical Disruptive Behaviours of observed by the researcher. The table also indicates the difference of the mean between the pre-primary and primary school pupils. Items 1,2,4 and 7 were

displayed more in primary schools than in pre-primary

schools. On the other hand items 3, 8 to 10 were displayed

more in pre-primary schools than in primary schools.

Table 3b: The Mean of Disruptive Behaviours (Emotional)
           as observed and Recorded by the Researcher

S/No.	Emotional Disruptive Behaviours	Mean Scores $\overline{X}_1$	$\overline{X}_2$	Difference in means	Remark
1.	Crying	3.20	2.97	0.23	OM X_1
2.	Laughing	2.29	2.83	-0.54	OM X_2
3.	Dancing	1.92	2.66	-0.74	OM X_2
4.	Thumb Sucking	3.50	2.36	1.14	OM X_1
5.	Shouting	2.18	3.25	-1.07	OM X_2
6.	Smiling	2.37	2.54	-0.17	OM X_2
7.	Irritability	2.54	2.45	0.09	OM X_1
8.	Temper Tantrum	3.64	1.30	2.34	OM X_1
9.	Nail biting	3.04	2.35	0.69	OM X_1
10.	Withdrawn behaviours	3.14	2.81	0.33	OM X_1

Table 3b shows the mean of the two groups and the

difference between the mean on Emotional Disruptive

Behaviours. Items 1, 4 and items 7 to 10 show that these

behaviours were displayed more in pre-primary schools than

in primary schools. While items 2,3,5 and 6 indicate

that these behaviours were displayed more in primary schools

than in pre-primary schools.

Research Question Three:

To what extent does the gender difference of pupils Influence the frequency of disruptive behaviours?

Table 4a: The Mean Ratings of Disruptive Behaviour (Physical) By Sex

S/No	Physical Disruptive Behaviours	MALES							FEMALES						
		Does not occur 1	Occur slightly 2	Occur Frequently 3	Occur Most frequently 4	Total No. of pupils	Mean	Ranks	Does not occur	Occur slightly	Occur Frequently	Occur Most frequently	Total No. of Pupils	Mean	Ranks
1.	Fighting	–	30	12	06	48	2.70	4	03	13	23	09	48	2.26	6
2.	Pushing	09	34	04	01	"	2.30	7	04	26	17	01	"	1.96	10
3.	Struggling	05	23	19	01	"	2.43	6	03	24	18	03	"	2.33	5
4.	Eating in the Classroom	23	04	17	04	"	2.17	8	09	09	10	20	"	2.85	4
5.	Snatching of Materials	01	14	20	13	"	2.97	2	01	10	26	11	"	2.93	2
6.	Talking	07	10	25	06	"	2.97	2	–	–	19	29	"	3.60	1
7.	Wondering	12	20	09	07	"	2.24	1	02	10	10	26	"	2.22	7
8.	Knocking on the head	07	21	11	09	"	2.45	5	12	23	10	03	"	2.12	8
9.	Defecating	22	12	09	04	"	1.67	10	11	23	08	06	"	2.12	8
10	Wetting	15	26	03	02	"	1.86	9	02	14	20	12	"	2.18	2

A close examination of table 4(a) show the raw data on the frequency of physical disruptive behaviours among males and females. From the table, male pupils tend to exhibit the highest mean in item 7 the following are the sequential order in which the behaviours occur for male pupils: items 5,6,1,8,3, 2, 4 and 10. The least in occurance was item 9, while items 5 and 6 were equal and had the same mean.

Among female pupils, from the highest to the lowest, the order was as follows: item 6 followed by items 5, 10, 4, 1, 3, 7 and items 8 and 9: with the same mean. The least was item 2.

Table 4(b): The Mean Rating of Disruptive Behaviours (Emotional) By Male and Remale Pupils

S/No.	Emotional Disruptive Behaviours	Males							Females						
		1 Does not Occur	2 Occur slightly	3 Occur Frequently	4 Occur Most Frequently	Total No. of pupils	Mean	Ranks	1 Does not Occur	2 Occur slightly	3 Occur Frequently	4 Occur Most Frequently	Total No. of pupils	Mean	Ranks
1.	Crying	03	29	14	02	48	2.83	4	01	09	17	21	48	3.20	1
2.	Laughing	05	22	13	08	"	2.49	7	02	19	20	07	"	2.66	6
3.	Dancing	09	22	15	04	"	2.28	9	01	31	12	04	"	2.39	8
4.	Thumb sucking	03	11	21	13	"	2.44	8	04	33	09	02	"	2.18	10
5.	Shouting	–	04	13	31	"	3.26	1	04	04	15	25	"	3.06	4
6.	Smiling	02	22	19	05	"	2.56	6	03	13	24	08	"	2.72	5
7.	Irritability	01	13	14	20	"	3.16	2	01	10	17	20	"	3.12	2
8.	Tamper Tantrums	03	19	16	10	"	2.87	3	02	18	13	15	"	2.64	7
9.	Nail biting	10	26	08	04	"	2.20	10	07	23	16	02	"	2.27	9
10.	Withdrawn Behaviours	02	15	27	04	"	2.66	5	–	17	08	23	"	3.12	2

The above table was used to test the validity
of the mean for emotional disruptive behaviours on
male and female pupils. A close examination of the
table shows that item 5 scored the greatest mean
on the males side. In descending order the others are
as follows: 7, 8, 1, 10, 6, 2, 14, and 3. The
least among all is item 9. On the female side, item
1 has the greatest mean, followed by items 7 and 10
which have the same mean score. These are followed by
items 5, 6, 2, 8, 3 and 4, while the least among the
items is item 4. The significance of difference
between male and female disruptive behaviours will
be tested in hypothesis two.

Research Question Four:

What are the context of disruptive behaviours among pupils?

Table 5a: Rating of the Contexts of Disruptive Behaviours Among Pre-primary and primary school pupils

S/No.	Contexts	Mean	Remarks
1.	When the child lacks writing materials	2.88	Occur frequently
2.	When the environment is noisy	2.83	"
3.	When the child is oppressed by his/her classmates	2.75	"
4.	When the child is frustrated	2.69	"
5.	When the child lacks communication	2.16	Occur slightly

NOTES: Below 2.50 = Occurs slightly

2.50 and above = Occurs frequently.

Table 5a shows the context under which disruptive behaviours occur. It was observed that contexts such as items 1,2,4 and 5, which are lack of writing materials, oppressions by other classmates, when the environment is noisy and when the child is frustrated are the contexts under which disruptive behaviours occur frequently. On the other hand item 3, which is lack of communication is the only context under which disruptive behaviours occur slightly.

Table 5b: Rating on Contexts of disruptive
Behaviours Based on Pre-primary
and primary school pupils

S/No.	Contexts	Pre-primary $\bar{X}_1$	Primary $\bar{X}_2$	Grand Mean
1.	When the child lacks writing materials	2.66	3.06	2.86
2.	When the child is oppressed by his/her classmates	2.50	2.97	2.73
3.	When the child lacks communication	3.31	1.87	2.59
4.	When the environment is noisy	1.35	2.35	1.85
5.	When the child is frustrated	2.83	2.22	2.52

NOTE: Below 2.50   =   Occur slightly

2.50 and above = occur frequently

$\bar{X}_1$ = Mean of pre-primary

$\bar{X}_2$ = Mean of primary

Table 5b shows mean of the two groups as observed by
the researcher. When combined, items 1 and 2 occur frequently
on both sides. Based on the individual groups, items 3 and
5 occur frequently in group 1, while the same items occur
slightly in group 2. On the other hand item 4 occur
slightly in group 1, while the same item occurs frequently
in group 2. Based on the grand mean items 1 to 3 and
5 occur frequently while item 4 occur slightly.

Table 5 c: Rating on Contexts of disruptive
            Behaviours based on gender.

S/No.	Contexts	Male $\bar{X}_1$	Female $\bar{X}_2$	Grand Mean
1.	When the child lacks writing materials	3.10	3.18	3.14
2.	When the child is oppressed by his/her classmates	2.68	2.77	2.72
3.	When the child lacks communication	2.80	2.12	2.46
4.	When the environment is noisy	2.79	2.87	2.83
5.	When the child is frustrated	2.68	2.70	2.68

NOTE: Below 2.50 = occur slightly

2.50 and above = occur frequently

$\bar{X}_1$ = mean of male

$\bar{X}_2$ = mean of femal

Table 5c shows the mean of the two groups as observed
by the researcher. It was observed that in both groups
item 1,2,4 and 5 occur frequently. On individual basis
item 3 occurs frequently in group 1, while on the other
hand item 3 occur slightly. Looking at the grand mean on
both groups items 1,2,4 and 5 occur frequently while item
3 occurs slightly.

TESTING THE HYPOTHESES FOR THE STUDY

The two hypotheses for the study will be tested in this section.

Hypothesis One: There is no significant difference between the means of disruptive behaviours exhibited by pre-primary and primary school pupils.

Table 6a: Summary of t-text Result for Testing Hypothesis One

S/No.	Physical Disruptive Behaviours	Pre-primary $\bar{X}_1$	Primary $\bar{X}_2$	T Calculated	df	Probability Level	T Table	
1.	Fighting	2.79	2.39	2.49	94	0.05	1.99	
2.	Pushing	2.97	2.27	2.33	"	"	"	
3.	Struggling	3.35	2.41	0.43	"	"	"	N.S
4.	Eating in the Class-room	1.85	3.85	16.30	"	"	"	S
5.	Snatching of material	2.93	2.97	0.43	"	"	"	N.S
6.	Talking	3.27	3.31	0.31	"	"	"	"
7.	Wondering	2.37	2.37	0.0	"	"	"	"
8.	Knocking on the head	1.93	1.97	2.67	"	"	"	"
9.	Defecating	3.91	1.05	9.70	"	"	"	"
10.	Wetting	3.91	1.97	14.43	"	"	"	"

NOTE: S   =   Significant.

N.S.=   Not significant.

A close examination of table 6(a) shows that the calculated value of t is greater than the table value on physical disruptive behaviour on items 1,2,4,8,9 and 10. The effect is to reject the null hypothesis in favour of the alternative

hypothesis.

On the other hand items 3, 5, 6 and 7 show
that the null hypothesis is accepted in favour of
the alternative hypothesis because the t-table is
greater than the calculated t.

Table 6(b): Summary of t-test Result For Testing
Hypothesis one

S/No.	Emotional Disruptive Behaviours	Pre-primary $\bar{X}_1$	Primary $\bar{X}_2$	T Calculated	df	Probability Level	T Table	Remarks
1.	Crying	3.20	2.27	6.47	94	0.05	1.99	S
2.	Laughing	2.83	2.29	3.15	"	"	"	"
3.	Dancing	2.54	2.37	0.19	"	"	"	NS
4.	Thumb Sucking	3.50	2.91	3.37	"	"	"	"
5.	Smiling	2.66	2.18	2.80	"	"	"	"
6.	Shouting	3.35	3.81	3.61	"	"	"	"
7.	Irritability	2.54	2.45	0.51	"	"	"	NS
8.	Temper tantrums	3.64	2.50	9.20	"	"	"	"
9.	Hail biting	3.47	3.04	3.07	"	"	"	"
10.	Withdrawn Behaviours	3.14	2.81	2.35	"	"	"	"

Table 6(b) above shows that almost all the items,
except two of the ten Emotional Disruptive Behaviours,
tested under t-test have calculated t-value that are greater
than the table value (1.99). These items are items 1, 2,
4, 5, 6 and 8, 9 and 10. Based on this the researcher

rejected the null hypothesis in favour of the
alternative hypothesis. The two items with lower
t-calculated value are items with lower t - calculated
value are items 3 and 7. In these cases, the null
hypothesis is accepted as against the alternative
hypothesis.

Hypothesis Two:-

There is no significant difference between the
means of disruptive behaviours of male and female
pupils in Nsukka Urban.

Table 7(a): Comparison between Males and Females on Disruptive Behaviours (Physical)

S/No	Physical Disruptive Behaviours	Males $\bar{X}_1$	Females $\bar{X}_2$	t-calculated	df	Probability Level	T Table	Remarks
1.	Fighting	2.79	2.37	2.71	94	0.05	1.99	S
2.	Pushing	3.35	3.31	0.24	"	"	"	NS
3.	Struggling	2.33	2.43	0.73	"	"	"	"
4.	Eating in the Classroom	2.83	2.87	0.17	"	"	"	"
5.	Snatching of materials	2.97	2.91	0.43	"	"	"	"
6.	Talking	3.12	2.45	2.53	"	"	"	S
7.	Wondering	2.25	2.22	1.58	"	"	"	NS
8.	Knocking on the head	1.79	1.70	0.57	"	"	"	"
9.	Defecating	2.30	1.96	2.92	"	"	"	S
10.	Wetting	3.04	2.85	0.75	"	"	"	NS

Table 7(a) shows that in items 1,6, and 10 the t-test
calculated is more than the table value. Therefore we

reject the null hypothesis and unhold the alternative
hypothesis. On the other hand, with the same table items
2 to 5, 7, 8 and 10, the t-test calculated is less than
the table value. Therefore, we accept the null hypothe-
sis and reject the alternative hypothesis.

Table 7(b): Comparison between males and females on Disruptive Behaviours (Emotional)

S/No.	Emotional Disruptive Behaviours	Males $\bar{X}_1$	Females $\bar{X}_2$	t-cal-culated	df	Probability Level	T Table	
1.	Crying	2.83	2.64	0.08	94	0.05	1.99	N.S
2.	Laughing	2.50	2.62	0.69	"	"	"	"
3.	Dancing	2.39	2.52	0.68	"	"	"	"
4.	Thumb Sucking	3.12	3.29	0.91	"	"	"	"
5.	Smiling	2.29	2.56	1.54	"	"	"	"
6.	Shouting	3.56	3.60	0.31	"	"	"	"
7.	Irritability	2.56	2.43	0.77	"	"	"	"
8.	Temper Tantrum	3.14	3.00	0.85	"	"	"	"
9.	Nail biting	3.37	3.14	1.55	"	"	"	"
10.	Withdrawn behaviours	3.14	2.81	2.35	"	"	"	S

In the same way, an examination of table 7(b) shows
that items 1 to 9 of Emotional Disruptive Behaviours tested
have t-test calculated less than the table value. Based
on this the null hypothesis is accepted in favour of the
alternative hypothesis. On the other hand item 10 has a
greater t-calculated than the t-value. Therefore the null
hypothesis is rejected while the alternative hypothesis
is upheld.

Summary of Findings

The results obtained from the investigations made revealed that

(1) The major forms of disruptive behaviours exhibited by pre-primary and primary schools were physical disruptive behaviours – fighting, pushing, struggling, talking; and emotional disruptive behaviours – crying, laughing and shouting.

(2) The emotional disruptive behaviours are exhibited more by pre-primary than primary school pupils, physical disruptive behaviours are exhibited more by primary school pupils.

(3) There is gender difference in the exhibition of disruptive behaviours by pupils. Male pupils exhibited more physical disruptive behaviours than female pupils. On the other hand, female pupils showed more emotional disruptive behaviours than the male pupils.

(4) Conditions of lack of writing materials, oppression by others, lack of communication, noisy environment and frustration – precipitate the behaviours of pre-primary and primary school pupils.

CHAPTER FIVE

INTERPRETATION AND DISCUSSION OF RESULTS

This chapter deals with interpretations, and discussions of the results presented in the previous chapter. The implications, limitations, recommendation and conclusions as well as suggestions arising from the study are also included here.

Discussion of Results

In presenting the interpretation and discussion of the results of this study, the following Sub headings are used as basis:

(a)   Identification of the forms of disruptive behaviour in pre-primary and primary schools.

(b)   The extent of disruptive behaviours.

(c)   The contexts of disruptive behaviours.

(d)   Hypotheses one and two.

Identification of the Forms of Disruptive Behaviours

From the results of the first research question on (tables 2(a) and 2(b) there are two major forms of disruptive behaviours exhibted among both pre-primary and primary school pupils. A close examination of table 2(a) which deals with physical disruptive behaviours, indicates that talking was the most common behaviour

exhibited by pupils, followed by eating in the classroom, struggling among pupils, snatching of materials and wondering. Others are pushing, fighting, knocking on the head and lastly defecating.

On the other hand, based on table 2(b) which deals with emotional disruptive behaviours, the results showed that "shouting" is the most prevelant or common, followed by irritability, crying, temper tantrums, laughing, smiling, withdrawn behaviour, nail biting, thumb sucking and finally dancing as the least. The disruptive behaviours of the pupils were related to school activities such as failure to follow school regulations. For instance fighting in the classroom, talking out of turn crying and wondering. In line with this Touliatos and Lindholm (1981) in their study found out that parents and teachers reported problem behaviours in their children and pupils at their homes and schools respectively.

The findings of this study show that on the average, none of the disruptive behaviours both physical and emotional, occurs most frequently with the average means of 4.00 and above in the classroom. But there are indications that all the twenty disruptive behaviours were displayed.

The Extent of Disruptive Behaviours Among Pre-primary and Primary School Pupils

In answering research question two (tables 3(a) and 3(b), the means of physical disruptive behaviours and that of emotional disruptive behaviours were computed. A close examination of table 3(a) which is for physical disruptive behaviours shows that the means of primary schools pupils in almost all the physical disruptive behaviours on the side of the pre-primary school pupils. On physical disruptive behaviours alone there are ten items and amoung the ten items, six occur more in primary schools. "Talking" which has been identified as the most common is understandably more prevalent among older pupils (9-11 years) who have made friends and have a lot of things in common to talk about. This is not so with younger pupils (3-5 years). The next disruptive behaviour "eating in the classroom" occurs more in primary schools because these pupils are more mature, and often come to school with eatables or money to buy things whereas pre-primary school pupils often need to be fed by others at given times and generally not allowed to come to school with money to buy things because they do not yet know the value of money.

On emotional disruptive behaviours (see table 3(b)

therefore indications that pre-primary school pupils

on the other hand, are leading in six out of ten items in

this form of disruptive behaviours. "Thumb-sucking and

temper tantrums, and crying, which are the most common

of these disruptive behaviours are more common in

pre-primary schools than in primary schools. The

reason appears to be the fact that pre-primary

school pupils are very tender in age compared to their

primary school counterparts and therefore miss their

parents and other close family members more than their

older counterparts. "Crying" for example, is a common

response of pre-primary school pupils to a change of

environment from the warmth of their homes to a strange

school environment. There is hardly any pre-primary

school pupil who does not cry for the first one-week at

school.

A summary of the findings based on research question

two, points to the fact that physical disruptive behaviours

are displayed more among primary school pupils than pre-

primary school pupils while emotional disruptive

behaviours are displayed more among pre-primary school

pupils. The findings on this section of the study have

show that the disruptive behaviours of pupils undergo

changes over a period of time. This means that age-related changes occur in the disruptive behaviours of pupils in pre-primary and primary schools. Particular types of disruptive behaviour may be a function of age. This is in line with the findings of Cummings et al (1989) that behavioural shifts occur that correspond to changes in developmental level of thinking between pre-primary and primary school pupils. Behaviours like temper tantrums, wetting out of fear, and defecating were commonly observed in pre-primary than primary school pupils in this study. Similarly, younger children are more easily upset than older ones and this is often manifested through crying as a way of seeking attention.

The indication is that pupils' usually out grow these behaviours as they grow up. Indeed, Murphy (1956) who had studied a group of nursery school children noted that not a single child was free of conflicts or developmental problems. These conflicts and problems, however, generally tend to disappear as children grow up or develop over the years.

The Contexts of Disruptive Behaviours

The results of the analyses contained in tables 5(a)

5(b) and 5(c) indicate the contexts under which disruptive

behaviours were displayed. Table 5(a) shows that both

pre-primary and primary school pupils displayed disruptive

hehaviours on the highest order "when they lack writing

materials. In this context, such pupils think they have

a licence to play about and disturb others. Other contexts

in which disruptive behaviours are very common among the

pupils, in their descending order are as follow: When the

environment is noisy. Pupils seize this opportunity to

disrupt teaching and learning, by adding more noise to

the noisy environment. When the child is oppressed by his

or her classmates. The child reacts to this act of

oppression by creating disruptive behaviour, which could

come inform of crying, shouting and struggling. When the

child is frustrated. The child also react to frustration

by fighting, pushing, and withdrawing. This is in line

with Lovell (1957:267) view that the number of responses

to frustration are aggression, compensation, withdrawal

and regression. In effect if a child is unable to vary

his responses to a frustrating situation, so that his

needs become satisfied in a socially acceptable manner, the

child will become disruptive to some extent for the teacher

and the learners. When the child lacks communication.

This leads to undesired response and also increases the

chances of blocking massages which the teacher wants to
convey and therefore creates disruptive behaviours on
the part of both the teacher and the learners.

With regards to the contexts of disruptive behaviours
of pre-primary and primary schools there are some signifi-
cant differences between the means of the two groups.
Pre-primary school pupils particularly tend to display
disruptive behaviours as a result of "lack of appropriate
communication" between the teaching aid and the pupils.
This was what happened during my observation study. On
one of the occasions, a teacher in one of the pre-primary
schools had to slot in a video tape and the pupils were
left on their own, but unfortunately they could not
understand the language and actions in the film they were
watching and this created a lot of disruptive behaviours
among the pupils. Many were moving about while others
were playing. This is in line with Akubue (1991), who
argues that some illustrations of teachers can cause
"communication gap" unless these are made intelligible
to the young minds who may not be familiar with them.
Table 5(b) also shows that pre-primary school pupils
generally displayed more disruptive behaviours than
primary school pupils as a result of their immature age

Specifically, primary school pupils displayed more

disruptive behaviour under the following contexts than the pre-primary school pupils: When the child lacks writing materials, and when the child is oppressed by his or her classmates. This is in line with Lindgren (1989) who observed that disruptive behaviours are displayed as a result of reciprocal interaction between the pupils in the classroom. The feeling of being oppressed by the mates within the individual appears to be the prime source of the act. Lastly, was when the environment is noisy. It was observed that the primary school pupils seize the opportunity on any noisy environment to display disruptive behaviours. For instance in one of the primary schools a mad man walked briskly into the school compound, and this created a very noisy environment as they shouted and followed the man wherever he went. This is in line with Akubue's (1991) assertion that children generally seize the opportunity of a noisy environment to display disruptive acts.

On the rating of the contexts of disruptive behaviours based on gender (males and females) in pre-primary and primary school pupils, table 5(c) shows the result in the descending order as follows: When the child lacks writing materials, when the child is oppressed

by his or her mates. When the environment is noisy,
due to frustration and when the child lacks communication.

A close examination of table 5(c) shows that all the
contexts scored an average mean of 2.50 which was rated
"occur frequently". This indicates that all disruptive
behaviours can originate from the five contexts, or are
triggered-off as a result of the five contexts in table
5(c).

The Results of the Hypotheses.

Hypothesis one Ho_1

When the data was subjected to statistical analysis
in Hypothesis one, to test if the differences were signifi-
cant, the result in tables 6(a) and 6(b) show that the
observed difference from the tables on hypothesis one
indicated that 6 out of 10 physical disruptive behaviours
and 8 out of 10 emotional disruptive behaviours were greater
than the table value which was 1.99. Therefore the null
hypothesis was rejected. The implication is that there
is significant difference among the pre-primary and primary
school pupils in the rating of these physical and emotional
disruptive behaviours among pupils at 0.05 level of
significance. The high level of difference between disrup-
tive behaviours among pre-primary and primary school pupils

could be as a result of the age difference between
the two groups.

On the other hand 4 out of the 10 physical disruptive
behaviours and 2 out of the emotional disruptive behaviours
as shown in tables 6(a) and 6(b) respectively show that
there is no significant difference in the disruptive
behaviours exhibited among pre-primary and primary school
pupils. The t-test of difference between the mean $\bar{X}$
rating by pre-primary and primary school pupils on
these behaviours were less than the table value on 1.99.
Therefore the hypothesis was accepted.

Hypothesis Two (Ho$_2$)

In analysing hypothesis two to test if the
difference on gender were significant the results in
tables 7(a) and 7(b) show that 3 out of the 10 physical
disruptive behaviours and 1 out of the ten emotional
disruptive behaviours were greater than the table value
which is 1.99. The evidence from the table tend to be
in support of the alternative hypothesis. This implies
that the null hypothesis was rejected. This therefore
means that there is significant difference in the mean
of disruptive behaviours among male and female at 0.05
level of significance. The high rate of difference between
male and female pupils could be as a result of males being

more intense and physically active than female. This is
in line with Hurlock's (1982) view that male children
are freer to react to situation due to their hyperactive
behaviours.

A close examination of tables 7(a) and 7(b) ones
more indicate that 7 out of the 10 physical disruptive
behaviours and 9 out of the other 10 emotional disruptive
behaviours did not show significant difference among
male and female pupils. The t-test between the means
rating of male and female pupils on these disruptive
behaviour were less than the table value which is 1.99 at
0.5 level of significance. The implication is to uphold
the null hypothesis against the alternative hypothesis.

Implications of the Study.

The study has a great deal of implications for
the pupils, parents, teacher and educational policy
makers.

(1)   The result of the study indicated that pre-primary
        and primary school pupils exhibit disruptive
        behaviours. There were some indications that certain
        behaviours were dominant among pre-primary school
        pupils. It implies that disruptive behaviours
        can manifest in children even at pre-primary school
        age. There were also indications that such behaviours

could be carried over to primary school age. This then corresponds with studies on childhood experiences which were studied by some researchers like Hurlock (1982) and Frued (1965) who found out that a child's adult life and personality are much influenced by his or her early experiences in life. The above finding is based on the fact that young children are just beginning to incorporate a sense of right and wrong and with their logic, they may do things that appear to be disruptive but which really reflect that they are victims of their immature logic.

Disruptive behaviour develop as a result of the inability of parents to satisfy all the necessary needs of the children. This could booster tensions which the child has to battle with. This is also in line with psychoanalytic theorists who beleive that disruptive behaviours are displayed as a result of unconscious feelings of insecurity and inadequacy on the part of the child who displays these behaviours.

(2) The result of the study highlights the difference between pre-primary and primary school pupils displayed disruptive behaviours. Pre-primary school pupils displayed more emotional disruptive behaviours, while primary school pupils displayed more physical disruptive behaviours.

On the whole there is no significant difference between
the disruptive behaviours that were displayed by both
groups. Following the findings of this study, the disrup-
tive behaviours exhibited were as a result of the age
differences between the two groups (pre-primary and primary
school pupils). It was hypothsized that changes in disrup-
tive behaviours accured from pre-primary to primary schools.
For instance behaviours such as temper tantrums, defecating
and wetting out of fear were dominant among pre-primary
school pupils.

(3) Another important finding in the study is that
pre-primary school pupils are prone to emotional disrup-
tive behaviours. This could also be as a result of their
age and their emotional feelings which are yet to be built
up as they develop. This is in line with Hurlock's
(1982) view that children react violently to a seeming
trivial stimulus, when angry they have temper tantrums
out of all proportion to what angered them. This is
because children at pre-primary school age lack emotional
tolerance. This implies that emotional disruptive
behaviours are less expressed as children grow older due
to the fact that they learn how teachers and other people
feel about their disruptive behaviours.

(4)   This study also revealed that male pupils are more hyperactive than female pupils in the sense that they displayed more physical disruptive behaviours than their female counterparts. On the other hand females were found to be more emotionally disturbed than their male counterparts. Richman, Stevenson and Graham (1975) in line with the above they found out that boys have higher rate of problem behaviours. It implies that boys expressed disruptive behaviours that are regarded as appropriate to their sex such as fighting more frequently than these disruptive behaviours that are considered more appropriate for girls such as crying and laughing.

(5)   The study shows some of the contexts or situations in which the child finds himself or herself at a particular time. Such situations include that of lack of writing materials, that is inability of parents to provide writing materials for the child. The implication is that pupils displayed disruptive behaviours against the feeling of frustration experienced as a result of lack of writing materials. This is in line with Akubue (1991) that some parents neglect their responsibilities to their children. So parents should provide the basic need of the school for their children. This study also revealed that pupils displayed disruptive behaviours when they are under pressure

from others. For instance, a child that is oppressed by the "bullies" has no other alternative than to react, in the form of crying, fighting, pushing and struggling. These reactions often affect teaching and learning in the schools, with far reaching consequences for the individual pupil.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made.:

(1) The government should make sure that proprietors/ proprietresses are qualified psychologists or have knowledge of childhood education before their schools are registered.

(2) The government should endevour to include psychologists as inspectors and supervisors, who will from time to time visit the pre-primary and primary schools for purpose of appraising the progress reports of the pupils. If disruptive behaviours are noticed, immediate and possible intervention will help to minimize such behaviours in the schools.

(3) On the part of the teacher, the teachers'
     educational programmes should include adequate
     training on how to handle and minimize problem
     behaviours that might arise in the classroom.
     The teacher should endevour to understand
     that there are individual differences among
     pupils. This knowledge may help him/her to
     intervene effectively in the life of pupils.

(4) Teachers should create a conducive classroom
     to enable children to enjoy learning.

(5) The curriculum planners should endevour to
     provide opportunities for tasks which challenge
     the pupils creativity and their imaginations.

Limitations of the Study:

Though this study attempted to obtain adequate
information on types of disruptive behaviours in general
The results have been limited by certain factors:

(1) The methodology used in the study was a survey
     design in which participant observation was used
     as the main technique for collecting data. It may
     be possible that if observation is combined with
     interview it would have yielded different results.

(2) The number of pupils used for the study are relatively few. These may introduce minor biases.

(3) The scope of the study was limited to only Nsukka urban in Enugu state. It was impossible to extend the study to other Urban areas, because of the constraints faced by inadequate resources and the time limit.

(4) Some of the teachers who assisted the researcher in data collection might not have been competent and careful in observing pupils in the study and might have misrepresented the pupils real patterns of behaviours.

Dispite these limitations, the study was successful, for the fact that the purpose of the study was achieved.

Suggestions for Further Research

From this study there are some areas that the study did not adequately address and which therefore require further research. These are as follows:

(1) A comparative study of the incidence of disruptive behaviours among pre-primary and primary school

in Nsukka urban and rural area.

(2) A similar study on disruptive behaviour among pre-primary and primary school pupils could be made in other urban areas in the state as well as other states using a combination of questionnaire and observation methods.

(3) A similar study on disruptive behaviours could be made in tetiary institutions including the universities.

Summary of the Study:

The aim of this study is to investigate the disruptive behaviours among pre-primary and primary school pupils in Nsukka Urban, area of Enugu State in Nigeria. The following objectives guided the study:

(1) To identify the forms of disruptive behaviours among pupils in pre-primary and primary schools.

(2) To determine if disruptive behaviours are displayed more by pre-primary or primary school pupils.

(3) To ascertain if disruptive behaviours are displayed more by male than female pupils in the schools.

(4) To ascertain the contexts within which disruptive behaviours occur in these schools.

The population for the study involved twelve (12) schools, six (6) pre-primary and six (6) primary schools. The sample consisted of ninety six (96) pupils selected from the two groups (pre-primary and primary schools). In doing the selection, balloting without replacement was used. Observation was the major instrument used for the data collection. Pupils Behaviour check-list, with a four-point rating scale was used. In analysing the data the researcher made use of frequency, mean and standard deviation for the four research questions, and t-test statistic for testing the hypotheses.

The following were the major findings of the study:

(1) Two forms of disruptive behaviours (Physical and emotiona) were revealed.

(2) Emotional disruptive behaviours are displayed more by pre-primary than primary school pupils. Physical disruptive behaviours are displayed more by primary school pupils.

(3) Gender differences contributed to the differences contributed to the differences in physical and emotional disruptive behaviours of pupils.

(4) Social Conditions – lack of writing materials, oppression by others, lack of communication,

noisy environment and frustration-precipitate
the disruptive behaviours of pre-primary and
primary school pupils.

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Appendix I

Department of Education,
University of Nigeria,
Nsukka.
Enugu State.

23rd October, 1997.

The Headmaster/Mistress/Proprietor/Proprietress,

_____

_____

_____

Dear Sir/Madam,

Research Project

The student whose particulars are stated below
is conducting a study on Disruptive Behaviour of pre-
primary and primary school children in Nsukka Urban,
Enugu State. The purpose of the study is to find out the
forms of disruptive behaviours exhibited among pre-primary
and primary school pupils.

Your co-operation is highly needed in order to make
this study successful. I wish to assure you that all
information given   will be treated in strict
confidence and used purely for research purposes.

Thanks for your anticipated co-operation.

Yours sincerely,

Professor J.N. Okpala,
Head, Department of Education.

Igbo, J.N. (Mrs.) Student
PG/M.ED/93/15053.

APPENDIX II

CHILDREN'S BEHAVIOURAL RATING SCALE

Please fill in the preliminary information
before scoring the questions.

Age Range 3 to 5+ _____ 9 to 11+ _____

Sex: Male _____ Female _____

Classes: Preprimary _____ Primary _____

Name of School _____

INTRODUCTION

Having known the preliminary information of the
child, rate the following disruptive behaviours by
ticking (=/) on four point 1 to 4 scale reflecting the fre-
quency with which the particular behaviour generally occur
in the child with what you have observed.

For example as scale of   1 = Does not occur.

                            2 = Occur slightly

                            3 = Occur frequently

                            4 = Occur most frequently.

SECTION A

How often did the following disruptive behaviour occur in the child's behaviour?	Ages 3 – 5 Pre-primar				Ages 9 – 11+ Primary 5 & 6			
	Occur most Frequently(4)	Occur Fre-quently (3)	Occur slightly (2)	Does not occur (1)	Occur most Frequently(4)	Occur Fre-quently (3)	Occur sli-ghtly (2)	Does not Occur (1)
PHYSICAL DISRUPTIVE BEHAVIOUR								
1. Fighting								
2. Pushing								
3. Struggling								
4. Running about in the classroom								
5. Snatching of materials								
6. Talking in the classroom								
7. Wandering								
8. Kicking								
9. Knocking on the head								
10. Throwing of object								

Appendix iii.

LIST OF SCHOOLS

(1) Aunty Lizzy's Nursery School Onuiyi, Nsukka

(2) Royal kiddies Nursery School Ihe/Oweere, Nsukka.

(3) Wisdom Nursery School Ihe/Owerre, Nsukka.

(4) St. Paul's Nursery School, Nsukka.

(5) Mercy Nursery School, Nru, Nsukka.

(6) Foundation Nursery School Nru, Nsukka.

(7) Central Primary School Ihe/Owerre, Nsukka.

(8) Central School Nru Nsukka.

(9) Union Primary School II, Nsukka.

(10) Umukashi/Achara, Joint Primary School Nsukka.

(11) Union Primary School, Nru, Nsukka.

(12) Enugu Road Primary School, Nsukka.

SECTION B:

EMOTIONAL DISRUPTIVE BEHAVIOUR	Ages 3 - 5+ Pre-primary				Ages 9 - 11+ Primary 5 and 6			
	Occur most Frequently(4)	Occur Fre-quently (3)	Occur sli-ghtly (2)	Does not occur (1)	Occur most Frequently(4)	Occur Fre-quently(3)	Occur sli-ghtly (2)	Does not occur (1)
11. Crying								
12. Laughing								
13. Dancing								
14. Thumb sucking								
15. Shouting								
16. Smiling								
17. Irritability								
18. Temper Tantrums								
19. Nail biting								
20. Withdrawn behaviour								
WHEN DOES THE CHILD DISPLAY THESE BEHAVIOURS?								
1. When the child lacks writing materials								
2. When the child is oppressed by the age mates/peer group								
3. When the child lacks communication								
4. Due to noisy environment (over crowded, open hall classroom								
5. When the child is frustrated								