VARIABLES OF SCHOOL PHYSICAL ENVIRONMENT AND DISRUPTIVE BEHAVIOUR AMONG STUDENTS IN UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

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Introduction

Disruptive behaviour in schools has been a source of concern in the school system for several years. In recent times, campuses of both secondary and tertiary institutions have become plagued with incessant exhibition of disruptive behaviour by students towards resolving problems that seem to threaten their welfare. This can be seen in frequent students' riots, violation of school rules and violent demonstrations on campuses. Indeed, the most common single request for assistance from lecturers is related to behaviour, and classroom management. In many cases, these disruptive behaviours are evidently witnessed from day to day activities on campuses such as open confrontation of school management by students due to lack or inadequate supply of social amenities such as electricity, pipe borne water, and others, challenging lecturers' authority, and conflict between themselves. Other disruptive behaviours could be observed in the form of cult wars, students' – lecturer confrontations, and students' demonstrations against the school governing authorities, even the state or federal government. These students' disruptive behaviours lead to a number of problems. These problems include destruction of school property, disruption of academic and as well as administrative programmes of such institutions.

Students' disruptive behaviours are precipitated sometimes by very rational and genuine causes, sometimes, a lack of priorities of goals make students go on rampage over petty and misguided issues, the consequences of which are always immediately regretted. Students need help to resolve their social, health, home, academic, emotional, financial, vocational and religious problems. The need to assist students in resolving these problems lies on school counsellors, school administrators, educational psychologists and other paraprofessionals to come together and provide services, which are essential for the comfort of students in their struggle to attain their academic goals in life. Despite many studies on behaviours, disruptive behaviour has gripped

many students in South-South geo-political zone in particular and Nigeria in general. The question that bothers the present researcher is the extent to which variables of school physical environment influence students' disruptive behaviour. There are myriads of reasons advanced by its victim to buttress their actions. The reasons, however, assume to be crowded lecture halls, social amenities and school library. According to Chauhan (2009), classroom with frequent disruptive behaviours has less academic engaged time, and the students in disruptive classrooms tend to have lower grades and do poorer in standardized tests. Based on this premise, this study was carried out using the following variables of school physical environment; crowded lecture halls, social amenities and school library to find out how they are the sources of disruptive behaviour among students.

On the role of lecture halls, crowded lecture halls in the University system is as a result of increased number of students in enrolment without the corresponding lecture venues. This translates to creating an atmosphere of instability that tends to strangle social order and the educational process. Overcrowding increases classroom discipline issues which translate to distractions, making it more difficult for students to learn and for lecturers to lecture (Pirog and Maureen, 2001). It is worthy of note that the moment the class size increased beyond the limit that the lecturer could exercise control over or manage, the students stand the chances of exhibiting disruptive behaviour.

Social amenities such as electricity, pipe borne water, hostel accommodations and many others are very essential to students in all areas of their studentship while in the University. The shortage in supply of any of them raised a state of disorder among students which in turn could lead to students' protest which at times escalated to violent demonstration and rampage on campus. School library, the role and position of libraries have dramatically changed around the globe. Okon (2005) observed that the rapid pace of development in the field of information technology and the advent of networked information services have prompted a comprehensive review of the library and information services (LIS) profession. The global trend is now characterised with a fundamental shift from traditional information environment where emphasis is placed more on the acquisition of e-resources such as e-books, e-journals, as well as online databases. The current condition of Nigeria universities' libraries are at the reverse when compared with advanced countries. This has been considered to be a contributing factor to students' disruptive behaviour in Universities which this study sought to examine. In South-South, Nigeria, there have been frequent students' rioting and violent demonstrations on our campuses. Many empirical studies such as

Hamby (2010), William (2011) and Sun-Geun (2002) have been carried out in other aspects of behaviour but none has been done as regards disruptive behaviour in South-South, Nigeria. The researcher concluded that when the intervening variables in this study are properly addressed and dealt with, the result will help to reduce disruptive behaviour among students thereby helping them to behave in a socially acceptable manner.

Okeke and Denga stated that the aim of education is to help the individual chart his course of action, direct his movement and equip his approach to self-actualisation. In our public institutions of learning today, things appear differently, as there are evidences of violence behaviour as seen by students' activism in the schools. The disruptive behaviour in the schools lead to a number of problems. Among the consequences is the wanton destruction of school and public property, destruction of lives, disruption of academic and administrative programmes.

School administrators find it very frustrating to lose a semester or a whole school year and even students themselves find it so frustrating to spend more years in school than expected. The students would be adversely affected. All these frustrations tend to point to the whole issue of disruptive behaviour emanating from the school variables such as: peer group, lecturers' students' relationship, crowded lecture halls, social amenities, vice-chancellor leadership styles and school library. A careful review of literature reveals that despite many works done by researchers locally and internationally, none known to the researcher has been specifically dedicated to school variables that affect students towards disruptive behaviour in South-South, Nigeria. To that end, the researcher decided to embark on this study to proffer a lasting solution to this menace that is so prevailing on our campuses.

The main purpose of this study was to determine the Influence of School Variables and Students' Disruptive Behaviour in Universities in South-South, Nigeria. Specifically, the study was designed to:

1. determine the influence of crowded lecture halls on students' disruptive behaviour in Universities in South-South, Nigeria.
2. determine the influence of social amenities on students' disruptive behaviour in Universities in South-South, Nigeria.
3. determine the influence of school library on students' disruptive behaviour in Universities in South-South, Nigeria.

The following research questions were posed to guide the study:

1. How does crowded lecture halls influence students' disruptive behaviour in Universities in South-South, Nigeria?

2. How does social amenities influence students' disruptive behaviour in Universities in South-South, Nigeria?
3. How does school library influence students' disruptive behaviour in Universities in South-South, Nigeria?

The following null hypotheses were formulated and tested at .05 level of significance.

Crowded lecture halls do not significantly influence students' disruptive behaviour in Universities in South-South, Nigeria.

There is no significant influence of social amenities on students' disruptive behaviour in Universities in South-South, Nigeria.

There is no significant influence of school library on students' disruptive behaviour in Universities in South-South, Nigeria.

Method

The methods are presented under the following sub-headings: Design of the Study, Area of the Study, Sample and Sampling Technique, Instrumentation, Validity of Instrument and Method of Data Analysis.

This study adopted the survey research design. This design is considered most suitable because the researcher is only interested in measuring the variables of interest as they exist in the natural environment of the subjects. Furthermore, the survey design allowed the researcher to have a comprehensive coverage of the population and ensured an even representation of all the elements of the population in the sample.

The sample is 1,367 full-time year three undergraduate students which is 5% of the population. 46 students were randomly drawn from each of the ten selected faculties in each of the three selected Federal Universities. University of Uyo, University of Calabar and University of Port Harcourt. The convenience sampling technique was adopted for the study.

The research instrument used for this study is a questionnaire entitled "Variables of School Physical Environment and Students' Disruptive Behaviour Questionnaire (VSPESDBQ)" was developed by the researcher and examined by the research supervisor and validated by three other experts in the field. The instrument has three parts – "A", "B" and part "C". "A" consisted of 6 items to elicit demographic data from the respondents while part "B" had 3 sections, each section is designed to cover each variable while part "C" covers the items on dependent variable thereby making it a total of twenty-five (25) items which are statements by which respondents are

expected to answer with their levels of agreement or disagreement based on four (4) points scale.

Scoring of instrument was done on a 4-point rating scale. The scale had four (4) response categories of SA (Strongly Agree) with 4 points weight, A (Agree) with 3 points weight, D (Disagree) with 2 points weight, SD (Strongly Disagree) with 1 point weight. Positively worded items were weighted in this manner whereas negatively worded items had the weight reversed on the scale thus: SA = 1 point, A = 2 points, D = 3 points and SD = 4 points.

The items on the instrument were carefully constructed based on the different variables under investigation and the purpose of the study to ensure content validity. The items were subjected to analyses by two experts from Educational Psychology and one expert in Test and Measurement in the University of Uyo, Uyo. The experts used the purpose of the study, research questions and research hypotheses as the guide in analysing the suitability of the instrument, ensuring that all the items were properly worded and well - constructed. However, the experts' comments and correction were duly considered and effected.

Data collected from the respondents were scored using the weights on the scale. Afterwards, the scores on each variable for each respondent were collated for analyses. Mean scores were computed to answer the research questions while hypotheses 1 to 3 were tested using related t-test.

The results of data analyses carried out on data collected for the study are presented here. The findings that emerged from the analyses are also presented. The presentation is done according to the trend of the three research questions and hypotheses directing the study based on the following sub-headings: Analyses of Research Questions and Hypotheses Testing.

Data obtained from the sample of the population under investigation are analysed according to the identified variables in the study using Mean analysis for the purpose of providing answers to the three (3) questions earlier raised to guide the study. The results of the analyses and the answers to the research questions are presented in the following subsections.

Results

Table 1: Mean and standard deviation for the influence of crowded lecture halls on students' disruptive behaviour in Universities in South-South, Nigeria(N = 1367)

Variables	N	Mean	SD
Crowded lecture halls	1367	2.54	1.97

Students' Disruptive behaviour	1367	2.17	1.35

Data in Table 1 show the values of variables' mean of crowded lecture halls and students' disruptive behaviour of 2.54 and 2.17 respectively. It also shows the standard deviation of 1.05 and 1.35 for crowded lecture halls and students' disruptive behaviour respectively. The mean value of 2.54 indicates that students strongly agreed on the influence of crowded lecture halls on their disruptive behaviour meaning that crowded lecture halls have influence on students' disruptive behaviour in Universities in South-South, Nigeria.

Table 2: Mean and standard deviation for influence of social amenities on students' disruptive behaviour in Universities in South-South, Nigeria (N = 1367)

Variables	N	Mean	SD
Social amenities	1367	2.60	1.05
Students' Disruptive behaviour	1367	2.17	1.35

Data in Table 2 show the values of variables' mean of social amenities and students' disruptive behaviour of 2.60 and 2.17 respectively. It also shows the standard deviation of 1.05 and 1.35 for social amenities and students' disruptive behaviour respectively. The mean value of 2.60 indicates that the students agreed on the influence of social amenities on their disruptive behaviour. This implies that social amenities have influence on students' disruptive behaviour in Universities in South-South, Nigeria.

Table 3: Mean and standard deviation for the influence of school library on students' disruptive behaviour in Universities in South-South, Nigeria (N= 1367)

Variables	N	Mean	SD
School Library	1367	2.54	0.87
Students' Disruptive behaviour	1367	2.17	1.35

Data in Table 3 show the values of variables' mean of school library and students' disruptive behaviour of 2.54 and 2.17 respectively. It also shows the standard deviation of 0.87 and 1.35 for school library and students' disruptive behaviour respectively. The mean value of 2.54 indicates that

school library has influence on students' disruptive behaviour in Universities in South-South, Nigeria.

The current study outlined three (3) distinct hypotheses for analyses to enable the researcher to draw meaningful and valid conclusions from the data obtained in this study. The three hypotheses are tested using related t-test.

Table 4:   Mean, standard deviation and t-value of the influence of crowded lecture halls on students' disruptive behaviours in Universities (N= 1367)

Variables	N	Mean	SD	t(cal)	t(crit)
Crowded lecture halls	1367	2.54	1.97	6.08	1.96
Students' Disruptive behaviour	1367	2.17	1.35		

Significant at .05 level, df = 1366

The result as shown in Table 4 indicates that the calculated t-value of 6.08 is greater than the critical t-value of 1.96 at .05 level of significance with 1366 degree of freedom. With this result the null hypothesis that says there is no significance influence of crowded lecture halls on students' disruptive behaviour in Universities in South-South, Nigeria was rejected. This implies that there is a significant influence of crowded lecture halls on students' disruptive behaviour in Universities in South-South, Nigeria.

Table 5: Mean, standard deviation and t-value of the influence of social amenities on students' disruptive behaviour in Universities (N = 1367)

Variables	N	Mean	SD	t(cal)	t(crit)
Social amenities	1367	2.60	1.05	7.81	1.96
Students' Disruptive behaviour	1367	2.17	1.35		

Significant at .05 level, df = 1366

The result as shown in Table 11 indicates that the calculated t-value of 7.81 is greater than the critical t-value of 1.96 at .05 level of significance with 1366 degree of freedom. With this result, the null hypothesis that says there is no significance influence of social amenities on students' disruptive behaviour in Universities in South-South, Nigeria was rejected. This implies that there is

a significant influence of social amenities on students' disruptive behaviour in Universities in South-South, Nigeria.

Table 6: **Mean, standard deviation and t-value of the influence of school library on students' disruptive behaviour in Universities (N = 1367)**

Variables	N	Mean	SD	t-cal	t-crit
School Library	1367	2.54	0.87	6.08	1.96
Students' Disruptive behaviour	1367	2.17	1.35		

Significant at .05 level, df = 1366

The result as shown in Table 6 indicates that the calculated t-value of 6.08 is greater than the critical t-value of 1.96 at .05 level of significance with 1366 degree of freedom. With this result, the null hypothesis was rejected, this implies that there is a significant influence of school library on students' disruptive behaviour in Universities in South-South, Nigeria.

Discussion

The discussions in this section are presented in the light of the three research questions and hypotheses tested in this study.

The analysis of research question one indicated that crowded lecture halls have influence on students' disruptive behaviour in universities. The observed influence was found to be statistically significant. It was revealed that whenever a school enrolled students more than the available lecture halls, the classes will be crowded hence there will be that tendency for students to exhibit different kinds of disruptive behaviour. The finding of this study is similar to one conducted by Williams (2011) who found out that the quality of educational facilities including classrooms and the type of school learning environment have a significant influence on students behaviour and their academic performance. Nye, Hedges and Konstantopoulos (2000) stated that students perform better when the lecturers are able to give one on one or small group instruction on a regular basis and that when the classroom size increases, it becomes difficult to accomplish it. Smith and Glass (2001) found out that louder classrooms translate to distractions, making it more difficult for students to learn and for lecturers to give lecture and as such leads to lecturers' burnout as the number of students increases, the stress also increases. All

these findings serve to reinforce the fact that crowded lecture halls expose students to exhibition of disruptive behaviour.

The second research question determined disruptive behaviour in relation to social amenities. The result of analysis indicated that social amenities have influence on students' disruptive behaviour meaning that whenever students are denied of social amenities such pipe borne water, electricity and hostel accommodation either intentionally or not in the university, the students' tendency towards disruptive behaviour would be precipitated. This result is similar to that obtained by Ubong (2009) who found out that the decision of the Federal Government in 2003 to increase hostel fees from the rate of ninety naira (N90.00) per academic year to ten thousand naira (N10,000.00) caused a widespread demonstration by students. Wilson (2008) supported that in the case of shortage of water on campus and in a situation whereby school management lacks the maintenance culture to the extent that it affects the source of water supply to students in their respective hostels or units for usage. This incident will eventually end up causing a state of pandemonium among students and trigger them to stage action in the form of riot that in many cases, result in destruction of school property. These studies are coherent with the answers to the research question 4 of this study that make it clearer why students in universities exhibit disruptive behaviour.

The third research question focused on the influence of school library on students' disruptive behaviour in Universities. Statistical analysis of research question 6 indicates that there is influence between the two variables. This implies that the rude nature of some library attendants towards students' requests for assistance and none availability of the needed resource materials for their academic and research works exposed many students to disruptive behaviour. This is in line with Kumar (2009) who notes that academic libraries are changing dramatically by adopting new means of technology in all activities of print to e-environment where a variety of manual methods are replaced by computerized system which provides opportunity for online accessibility. Nok (2006) supported that many staff of the university libraries are rude to the students owing to the fact that they are not computer literate and as such, they find it very difficult to cope with the requirements of the electronic age demanding. The present day academic library services are focusing more on the area of digital, virtual or libraries without borders, all of which have transformed academic libraries and led to transition and transformation in the academic library environment. The transition and the transformation are with sophistication in the changing pattern in the information needs of users (students) which is growing rapidly. And as such, university libraries staff needs to be updated based on the current trend of the

21st century libraries in order to reduce the level of disruptive behaviour among students in Universities in Nigeria.

Conclusions

Based on empirical findings from this study, the influence of crowded lecture halls, social amenities and school library on students' disruptive behaviour have been analysed and from the results obtained, it was evident that: crowded lecture halls have a significant influence on students' disruptive behaviour, social amenities exert a significant influence on students' disruptive behaviour and school library has a significant influence on students' disruptive behaviour.

Based on the foregone observations, it was concluded that crowded lecture halls, social amenities and school library all have significant influence on students' disruptive behaviour in the study area.

Recommendations

Based on the findings of this study and subsequent conclusions, the following recommendations have been made:

1. The school management should take to cognizance the number of students to be enrolled for programmes and the corresponding lecture halls to avoid the incident of overcrowding which always generates a state of pandemonium that incubate and nurse disruptive behaviour. In putting this into consideration, it is undoubtedly that the issue of crowded lecture halls by students would be addressed.
2. The federal government should formulate a policy to privatize the Universities' hostels for proper and effective management. In doing this, the issues of shortage of water supply and power failure that always caused problem between students and the school authority will be resolved.
3. Academic libraries staff should be given opportunities to undergo in-service training to update themselves in line with the 21st century's needs of the students. This will help the librarians to welcome and assist to supply the needs of the students professionally thereby reducing students' tendencies towards disruptive behaviour in the Universities in Nigeria.
4. The management of academic libraries should explore more sources of funding by initiating consultancy services, marketing of information products as well as other income generating services since over reliance on the government on monies that are not forthcoming may

not provide the desired solution for purchase of books and other relevant materials in the academic libraries.

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