Influence of Undesirable Classroom Behaviours on Academic Achievement of Senior Secondary School Students in Rivers State

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ABSTRACT

This study investigated the influence of undesirable classroom behaviour on academic achievement of senior secondary school students in Rivers State. Three research questions were raised and three hypotheses were formulated. The study adopted descriptive survey research design. The population of the study is 34,168 (15,944 male and 18,224 female) senior secondary school (SSS1) students in Rivers State (Planning Research and Statistics Department, Rivers State Senior Secondary School Board) where the Taro Yamen formula was used to draw a sample size of 395 (184 males and 211 female) students. A self-structured questionnaire of 12-item titled "Influence of Undesirable Classroom Behaviour on Academic Achievement Questionnaire" (IUCBAAQ) was used for data collection. The instrument was content and face validated by an evaluation expert. Using the Cronbach Alpha to measure the internal consistency of the instrument, a reliability coefficient value of 0.79 was obtained. The research questions were answered using mean and standard deviation while t-test statistic was used to test the null hypotheses at 0.05 level of significance. The findings of this study have revealed the types of undesirable classroom behaviours prevalent in senior secondary schools in Rivers State, the causes of such undesirable classroom behaviours, their consequences. Given the enormity of the consequences of undesirable classroom behaviours, it is pertinent that the schools, parents and every well-meaning and patriotic citizen of Rivers State must stand up and face the challenges posed by this menace, otherwise, our future and the future of our children shall be in consequential jeopardy. From the findings of the study, it was recommended that that efforts should be made by all stakeholder in the education enterprise to reduce to the barest minimum (if not totally eradicated) the occurrence of undesirable behaviours in the classroom. Both experienced and newly employed teachers should be trained on effective measures for minimizing and effective controlling of classroom undesirable behaviours so that their decision on the choice of method is not just based on wish.

Keywords: Undesirable classroom behaviour, academic achievement, senior secondary school, Rivers State.

INTRODUCTION

Undesirable behaviour obviously mitigates academic achievement of students to its brime. Students that are prone to this behaviour basically in classrooms, are also close to poor academic achievement than those whose cognitive are conscious in the society. Students who are disrespectful to the normal societal behaviours do not consent to study especially something worth devoting time for. Rather, as their normal characteristics, they tend to disregard serious learning activity and this has often depicted poor academic

achievement (Uzor, 2000). According to Shaw (2001), students should not be misled in their desire for learning. He asserted also that students with undesirable classroom behaviour are also distracted from basic and effected learning activities in schools. Consequently, those who neglect and disobey stated rules and regulations in the school, do so at their academic peril.

The issue of undesirable behaviours among students is a cause of concern among parents, teachers, governments and even children themselves today. This is because in recent times there have been a general outcry about undesirable behaviours among students in the society at large and particularly in schools. Undesirable classroom behaviour is the greatest fear of teachers and remains a persistent problem among them (Cruickshank, Jenkins & Metcalf, 2003). Several teachers today are leaving the teaching profession as a result of this anomaly. Hence the perception that there is a relationship between behaviour and learning and as such behaviour should not be considered personally from teaching and learning (Grigg, 2010). Undesirable classroom behaviours are said to have the capability of mitigating learning other than enhance learning. Undesirable classroom behaviours also include, misbehaviour, inappropriate behaviour, disruptive behaviour, abnormal behaviour among others. Efforts have therefore been made to develop modalities that can be applied in regulating these behaviours. Given the above, behaviour modification theories are required to guide and control/modify students' behaviour.

Students' academic achievement has a negative pairing with undesirable classroom behaviour (Nwaka, 2004). According to her, students who have no regard for the instructions of their parents, teachers, adult and members of the society, hardly make it in life. That they hardly progress and reach the goals of life, including their academic goal. In a simple context, undesirable classroom behaviour constitutes deviant actions that are otherwise from an accepted path. Thus, undesirable behaviour consists of those acts which do not follow the norms and expectations of a particular social group or society (Arnolds, 2005). In other words, such behaviour is usually limited to deviance which results in negative sanctions. Infact, Marshal (2000), suggested that the term deviance, should be reserved for those situations in which behaviour is in disapproved direction and of a sufficient degree to exceed the tolerance limit of the community.

In recent time, there have been increasing concern in the tertiary institutions that students' behaviours have deteriorated. In the view of Infantino and Little (2004), the most concerning undesirable behaviour for students are those that involve minor violations of rules and regulations and disruption to the smooth running of the classroom. Violent behaviour in classroom is also a major concern of most teachers, although, extreme incidents of school violence are a global phenomenon. There is considerable evidence that those students who are deviants are not regular in school for whatever reason, and have limited lifetime opportunities, socially, professionally and economically (Reid, 2004). As such they are more likely to experience unemployment, underemployment and long term dependency. There can also be strong association, between deviant behaviours like truancy, exclusion, crime and high students' achievement in school (McCarthy, 2004). Some common undesirable behaviours among pupils in the classroom include noise making, failing to do assignments, not paying attention, chewing or eating during lessons, missing classes, bullying and lying among others (Machumu, 2011).

It is worthy of note that the causes of many undesirable behaviours in schools are beyond the scope of the school. Factors such as lack of social support, poverty, and parenting patterns contribute a lot to students' undesirable classroom behaviours. As such, it is obviously difficult for teachers to influence such factors but they can seek for ways of controlling them, especially in the classroom. Undesirable classroom behaviours can also improve the level of efficiency and productivity in a classroom situation where the classroom teacher is unable to maintain effective classroom control.

The notion of whether a behaviour is good or bad is not static because it varies from time to time and from place to place. This was supported by the opinion of Grigg (2010) that one of the difficulties in assessing the extent of undesirable classroom behaviour is that it is context-specific. Johnston, Halocha and Chapter (2007) in another context established that good behaviour in students is not a fixed or definite thing, anymore than the good life is an agreed notion among adults. What we require of children will differ from one society or age to the other; therefore our present expectations must be seen as temporary rather than certain solutions. This notwithstanding, there are certain behaviours that are actually undesirable especially in the classroom irrespective of the place, the time and even the culture.

Therefore concerns about undesirable classroom behaviours are being expressed all over the world today. A teacher will have to engage in good classroom practices and management in order to control undesirable behaviours among his/her pupils.

Evertson and Emmer (2009) comment that for a teacher to sustain good behaviour throughout the year, he/she will have to be actively involved in maintaining pupils' cooperation and compliance with necessary classroom norms, rules and procedures. Therefore, they suggested that the following guidelines by a teacher can prevent these undesirable behaviours in the classroom; monitor pupils' behaviour and academic progress carefully, be consistent in the use of procedures, rules and consequences, deal with inappropriate behaviour promptly, build positive climate with an emphasis on reinforcing appropriate behaviours, an over the world, punishment in one form or the other is used to control undesirable behaviours. However, it is used extensively and freely in some parts of the world than others (Machumu, 2011). This is with particular reference to Africa where corporal punishment is still widely used. According to him, the way punishment is used in Africa is due largely to factors like, teachers do not know any better ways due to low level of education, there are no legal measures in existence to restrain the use of punishment and there is hardly any law prohibiting teachers from ill-treating pupils. If there are such laws, they remain unenforced. It should be noted that corporal punishment which takes the form of caning, kicking, slapping, punching and even throwing pupils against the walls is still widely used all over African schools and even homes despite the existence of certain circular laws and guidelines of corporal punishment in schools.

There are various ways of measures that can be applied to minimize the level of undesirable behaviours in the classroom (Gulec & Balcik, 2011). They are; warning to all forms of corporal punishments. The ability of a teacher to use any of these strategies and of course the appropriate one depends on a lot of factors which range from the teachers' personality, years of experience, the class size, the teachers' qualification to the teachers' gender. Johnston, Halocha and Chater (2007) asserted that less experienced teachers can learn to go beyond merely imitating what they think they see (techniques and rules) and can learn that techniques work only when backed by inner authority and rules are worthwhile only when supported by understanding and more experienced teachers can understand that what works in any given situation need to be professionally discussed and shared. This factor underscores the need for teachers to be properly trained especially at the level of teacher preparation/training while in training institutions in good behavior management techniques and skills. This include training teachers on how to apply procedures and rules consistently, handling classroom problems promptly using accepted approach, monitoring disruptive behaviours until they stop among others.

Previous studies on undesirable behaviours have revealed that undesirable classroom behaviours among students include, lying, fighting, stealing, cheating, talking without permission, chewing or eating during lessons among others (Magela 2016). According to Winzer (2002), undesirable classroom behaviours in students occur among the rich, the poor, the gifted, the intellectually disabled, and members of all racial and ethnic groups. It is also noted that children rarely can decide for themselves that they are behaviourally disordered except their parents and teachers determine that. This study therefore sought to investigate the influence of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State.

Statement of the Problem

Today, the level of undesirable classroom behaviours among students seem to be on the high side. With reference to several official reports and education stakeholders' comments and reports by the media, there seem to be an increase in acts of violence among students in recent times. These include antisocial behaviours and delinquent behaviours among students and these have brought about unprecedented level of juvenile delinquency in our societies all over the world. Can it be attributed to the inability of teachers to control such undesirable behaviours or that the strategies are not effective or sufficient in mitigating the behaviours? An observation of what goes on in our schools today seem to reveal that undesirable behaviours manifested by students are to a large extent, either completely unchanged or ineffectively changed. This is said to be harmful to our educational sector because these set of behaviours if not properly checked, have the capacity to hinder teaching and learning process. The goal of education is

beyond making individuals acquire knowledge and skills but also to make individuals worthy in character. Obviously, the moment students are seen to be wild in the classroom, the teacher is determined to lack classroom control as well as required management skills. Hence, this study aimed at investigating the type of undesirable behaviours displayed by students, the causes, consequences and the measures used by the teachers to minimiz them in the study area. Given the above, this study sought to investigate the influence of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State.

Purpose of the Study
The purpose of this study is to investigate the influence of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State. Specifically, the objectives were to:
1. Identify the common undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State.
2. Ascertain the causes of undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State.
3. Determine the consequences of undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State.
4. Find out the measures that could be adopted to minimize the rate of undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State.

Research Questions
The following research questions were raised for the study:
1. What are the common undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State?
2. What are the causes of undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State?
3. What are the consequences of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State?
4. What are the measures that could be adopted to minimize the rate of undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State?

Hypotheses
The following null hypotheses were formulated and tested in this study:
1. There is no significant difference in the mean perception of male and female students on the types of undesirable classroom behaviours that influence academic achievement of senior secondary school students in Rivers State.
2. There is no significant difference in the mean perception of male and female students on the causes of undesirable classroom behaviours that influence academic achievement of senior secondary school students in Rivers State.
3. There is no significant difference in the mean perception of male and female students on the consequences of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State.
4. There is no significant difference in the mean perception of male and female students on the measures that could be adopted to minimize the rate of undesirable classroom behaviours that influence academic achievement of senior secondary school students in Rivers State.

METHODOLOGY
The study adopted descriptive survey research design. The population of the study is 34,168 (15,944 male and 18,224 female) senior secondary school (SSS1) students in Rivers State (Planning Research and Statistics Department, Rivers State Senior Secondary School Board) where the Taro Yamen formula was used to draw a sample size of 395 (184 males and 211 female) students. A self-structured questionnaire of 12-item titled "Influence of Undesirable Classroom Behaviour on Academic Achievement Questionnaire" (IUCBAAQ) was used for data collection. The instrument was content and face validated by an evaluation expert. Using the Cronbach Alpha to measure the internal consistency of the instrument, a

reliability coefficient value of 0.79 was obtained. The research questions were answered using mean and standard deviation while t-test statistic was used to test the null hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: *What are the common undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State?*

Table 1: Descriptive Statistics on Male and Female Students' Responses on Types of Undesirable Classroom Behaviours that Influences Academic Achievement of Senior Secondary School Students in Rivers State.

S/No.	Items	Male (n_1 = 184)			Female (n_2 = 211)		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
1	Stealing	3.01	1.42	Agreed	3.03	1.09	Agreed
2	Lying	2.64	1.39	Agreed	2.82	1.17	Agreed
3	Fighting	3.24	1.42	Agreed	3.20	1.38	Agreed
4	Truancy	2.88	1.21	Agreed	3.10	1.36	Agreed
5	Disobedience to classroom rules	3.01	1.40	Agreed	3.31	1.20	Agreed
6	Excessive noisemaking	2.50	1.33	Agreed	2.71	1.51	Agreed
7	Use of foul language	3.00	1.17	Agreed	3.12	1.27	Agreed
8	Lateness to the classroom	2.80	1.40	Agreed	3.10	1.40	Agreed
	Grand Scores	**2.89**	**1.34**	**Agreed**	**3.05**	**1.13**	**Agreed**

The total sample for MALE and FEMALE used for the study is 395 male and female students with n_1 and n_2 representing the sub-samples for MALE and FEMALE students respectively.

Decision: Male and Female students in Rivers State **AGREED** that items 1- 8 on Table 1 constitute the types of undesirable classroom behaviours prevalent in senior secondary schools in Rivers State: $(2.50 \leq \bar{x} \geq 3.49)$.

Table 1 above shows that the various types of undesirable classroom behaviours prevalent in senior secondary schools in Rivers State that influences academic achievement of students include stealing, lying, fighting, truancy, disobedience to classroom rules, excessive noise making, use of foul languages and lateness to classroom. Table 1 also shows the grand means of 2.89 and 3.05, and standard deviations of 1.34 and 1.13 for male and female students respectively indicating an agreement that items 1 – 8 constitute the types of undesirable classroom behaviours that influences academic achievement of students in senior secondary schools in Rivers State.

Research Question 2: *What are the causes of undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State?*

Table 2: Descriptive Statistics on Male and Female Students' Responses on Causes of Undesirable Classroom Behaviours that Influences Academic Achievement of Senior Secondary School Students in Rivers State.

S/No.	Items	Male (n_1 = 184)			Female (n_2 = 211)		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
9	Lack of social support	2.91	1.20	Agreed	2.96	1.47	Agreed
10	Parenting patterns	2.64	1.15	Agreed	2.80	1.52	Agreed
11	Poverty.	2.90	1.32	Agreed	2.53	1.31	Agreed
12	Child maltreatment	2.53	1.29	Agreed	3.00	1.09	Agreed
13	Lack of financial Support	2.97	1.25	Agreed	3.04	1.33	Agreed
14	Poor teaching method	2.88	1.19	Agreed	2.68	1.29	Agreed
15	Peer group influence	3.18	1.30	Agreed	3.26	1.22	Agreed
16	Lack of necessary instructional facilities and resources to facilitate easy learning by students	2.50	1.32	Agreed	2.72	1.41	Agreed
	Grand Score	**2.81**	**1.25**	**Agreed**	**2.87**	**1.33**	**Agreed**

The total sample for MALE and FEMALE used for the study is 395 male and female students with n_1 and n_2 representing the sub-samples for MALE and FEMALE students respectively.

Decision: Male and Female students in Rivers State **AGREED** that items 9- 16 on Table 2 constitute the causes of undesirable classroom behaviours prevalent in senior secondary schools in Rivers State: $(2.50 \leq \bar{x} \geq 3.49)$.

The data presented in table 2 shows the mean ratings of the responses of male and female students on the causes of undesirable classroom behaviours that deter academic achievement of students in senior secondary schools in Rivers State. From table 2, the grand mean score of 2.81 and a standard deviation of 1.25 were gotten from male students while the grand mean score of 2.87 and a standard deviation of 1.33 were gotten from female students indicating a consensus that items 9 – 16 on table 2 constitute the causes of undesirable classroom behaviours that deter academic achievement of students in senior secondary schools in Rivers State.

Research Question 3: *What are the consequences of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State?*

Table 3: Descriptive Statistics on Male and Female Students' Responses on Consequences of Undesirable Classroom Behaviours on Academic Achievement of Senior Secondary School Students in Rivers State.

S/No.	Items	Male (n_1 = 184)			Female (n_2 = 211)		
		$\overline{x}$	SD	Decision	$\overline{x}$	SD	Decision
17	It makes teaching difficult for the teacher.	2.76	1.19	Agreed	2.71	1.42	Agreed
18	Impedes learning among students.	2.91	1.32	Agreed	2.80	1.51	Agreed
19	It interrupts teaching and learning	2.84	1.40	Agreed	2.65	1.29	Agreed
20	Creates negative interaction among students.	3.00	1.37	Agreed	3.11	1.35	Agreed
21	Makes assessment of students difficult.	2.64	1.21	Agreed	2.82	1.40	Agreed
22	Regulating these behaviours consumes time and has a negative impact on teaching and learning.	2.51	1.39	Agreed	2.75	1.26	Agreed
	Grand Score	**2.78**	**1.31**	**Agreed**	**2.81**	**1.37**	**Agreed**

The total sample for MALE and FEMALE used for the study is 395 male and female students with n_1 and n_2 representing the sub-samples for MALE and FEMALE students respectively.

Decision: Male and Female students in Rivers State **AGREED** that items 17- 22 on Table 3 constitute the consequences of undesirable classroom behaviours prevalent in senior secondary schools in Rivers State: $(2.50 \leq \overline{x} \geq 3.49)$.

From table 3, the grand mean and standard deviation for male students are 2.78 and 1.31 and for female students the grand mean and standard deviation are 2.81 and 1.37 respectively. These indicate that the male and female students agree that items 19 – 22 on table 3 constitute the consequences of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State.

Research Question 4: *What are the measures that could be adopted to minimize the rate of undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State?*

Table 4: Descriptive Statistics on Male and Female Students' Rating on Measures that could be Adopted to Minimize the Rate of Undesirable Classroom Behaviours that Influences Academic Achievement of Senior Secondary School Students in Rivers State

S/No.	Items	Male (n_1 = 184)			Female (n_2 = 211)		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
23	Extinction technique as a means of dealing with undesirable behavior among students.	2.81	1.41	Agreed	2.90	1.27	Agreed
24	Students' behaviour and academic success should be carefully regulated.	3.51	1.26	Strongly Agreed	3.55	1.28	Strongly Agreed
25	Reward for good behaviour in controlling undesirable behavior should be encourage by teachers.	2.75	1.30	Agreed	3.05	1.40	Agreed
26	Inappropriate behaviours should be dealt with promptly.	3.60	1.22	Strongly Agreed	3.18	1.28	Agreed
27	Reinforcement (praise) of good behaviour should be encourage in the classroom.	3.39	1.35	Agreed	3.40	1.43	Agreed
28	There should be consistency in the use of procedures, rules and consequences.	2.94	1.28	Agreed	3.76	1.52	Strongly Agreed
	Grand Score	**3.17**	**1.30**	**Agreed**	**3.31**	**1.36**	**Agreed**

The total sample for MALE and FEMALE used for the study is 395 male and female students with n_1 and n_2 representing the sub-samples for MALE and FEMALE students respectively.
Decision: Male and Female students in Rivers State **AGREED** that items 23- 28 on Table 4 provides the measures that could adopted to minimize the rate of undesirable classroom behaviours prevalent in senior secondary schools in Rivers State: $(2.50 \leq \bar{x} \geq 3.49)$.

Table 4 shows a grand mean of 3.17 and a standard deviation of 1.30 for male students and grand mean of 3.31 and a standard deviation of 1.36 for female students in senior secondary schools. This implies that male and female students agreed that the measures from 23 – 28 of table 4 could adopted to minimize the rate of undesirable classroom behaviours and improve the academic achievement of senior secondary school students in Rivers State.

Testing of Hypotheses
Hypothesis 1: There is no significant difference in the mean perception of male and female students on the types of undesirable classroom behaviours that influence academic achievement of senior secondary school students in Rivers State.
Table 5: Test of Difference in the Mean Perception of Male and Female Students on the Types of Undesirable Classroom Behaviours that Influence Academic Achievement of Senior Secondary School Students in Rivers State.

Gender	$\bar{x}$	SD	N	Df	$\propto$	z-cal.	z-crit.	Decision
Male	3.41	2.06	184	393	0.05	1.12	1.96	H_0
Female	3.59	2.13	211					Accepted

Table 5 shows that the z-calculated value of 1.12 using degree of freedom of 393 at 0.05 level of significance is less than the z-critical value of 1.96 which indicates that the null hypothesis that "there is no significant difference in the mean perception of male and female students on the types of undesirable classroom behaviours that influence academic achievement of senior secondary school students in Rivers State" is accepted. This implies that male and female students of senior secondary schools in Rivers State are in agreement that the listed types of undesirable classroom behaviours significantly influence academic achievement of senior secondary school students in Rivers State.
Hypothesis 2: There is no significant difference in the mean perception of male and female students on the causes of undesirable classroom behaviours that influence academic achievement of senior secondary school students in Rivers State.
Table 6: Test of Difference in the Mean Perception of Male and Female Students on the Causes of Undesirable Classroom Behaviours that Influence Academic Achievement of Senior Secondary School Students in Rivers State

Gender	$\bar{x}$	SD	N	Df	$\propto$	z-cal.	z-crit.	Decision
Male	3.21	1.97	181	393	0.05	1.18	1.96	H_0
Female	3.69	2.02	211					Accepted

Table 6 shows that the z-calculated value of 1.18 using degree of freedom of 393 at 0.05 level of significance is less than the z-critical value of 1.96 which indicates that the null hypothesis that "there is no significant difference in the mean perception of male and female students on the causes of undesirable classroom behaviours that influence academic achievement of senior secondary school students in Rivers State" is accepted. This means that male and female students are in agreement that the listed causes of undesirable classroom behaviours deters their academic achievement in senior secondary schools in Rivers State.

Hypothesis 3: There is no significant difference in the mean perception of male and female students on the consequences of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State.

Table 7: Test of Difference in the Mean Perception of Male and Female Students on the Consequences of Undesirable Classroom Behaviours on Academic Achievement of Senior Secondary School Students in Rivers State.

Gender	$\bar{x}$	SD	N	Df	$\propto$	z-cal.	z-crit.	Decision
Male	3.63	3.17	181	393	0.05	1.14	1.96	H_0
Female	3.85	3.38	211					Accepted

Table 7 shows that the z-calculated value of 1.14 using degree of freedom of 393 at 0.05 level of significance is less than the z-critical value of 1.96 which indicates that the null hypothesis that "there is no significant difference in the mean perception of male and female students on the consequences of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State" is accepted. This means that male and female students are in agreement that the listed consequences of undesirable classroom behaviours influences academic achievement of senior secondary school students in Rivers State.

Hypothesis 4: There is no significant difference in the mean perception of male and female students on the measures that could be adopted to minimize the rate of undesirable classroom behaviours that influence academic achievement of senior secondary school students in Rivers State.

Table 8: Test of Difference in the Mean Perception of Male and Female Students on the Measures that could be Adopted to Minimize the Rate of Undesirable Classroom Behaviours that Influence Academic Achievement of Senior Secondary School Students in Rivers State.

Gender	$\bar{x}$	SD	N	Df	$\propto$	z-cal.	z-crit.	Decision
Male	3.41	3.12	181	393	0.05	1.05	1.96	H_0
Female	3.90	3.63	211					Accepted

Table 8 shows that the z-calculated value of 1.05 using degree of freedom of 393 at 0.05 level of significance is less than the z-critical value of 1.96 which indicates that the null hypothesis that "there is no significant difference in the mean perception of male and female students on the measures that could be adopted to minimize the rate of undesirable classroom behaviours that influence academic achievement of senior secondary school students in Rivers State" is accepted. This implies that male and female students of senior secondary schools in Rivers State are in agreement that the listed measures if adopted could minimize the rate of undesirable classroom behaviours that influences academic achievement of senior secondary school students in Rivers State.

DISCUSSION OF RESULTS
The study investigate the influence of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State and found the major types of undesirable classroom behaviours prevalent in senior secondary schools in Rivers State that influences academic achievement of students include stealing, lying, fighting, truancy, disobedience to classroom rules, excessive noise making, use of foul languages and lateness to classroom. This result agrees with the study conducted by Infantino and Little (2004), the most concerning undesirable behaviour for students are those that involve minor violations of rules and regulations

and disruption to the smooth running of the classroom. Violent behaviour in classroom is also a major concern of most teachers, although, extreme incidents of school violence are a global phenomenon. There is considerable evidence that those students who are deviants are not regular in school for whatever reason, and have limited lifetime opportunities, socially, professionally and economically (Reid, 2004). This finding is also consistent with that of McCarthy (2004) that the students are more likely to experience unemployment, underemployment and long term dependency, and that there can also be strong association, between deviant behaviours like truancy, exclusion, crime and high students' achievement in school. Some common undesirable behaviours among pupils in the classroom include noise making, failing to do assignments, not paying attention, chewing or eating during lessons, missing classes, bullying and lying among others (Machumu, 2011).

The study further found that the causes of undesirable classroom behaviours in senior secondary schools in Rivers State include lack of social support, parenting patterns, poverty, child maltreatment, lack of financial support, poor teaching method, peer group influence, and many others as indicated in table 2. This result is supported by the findings of McCarthy (2004) who asserted in his study is worthy of note that the causes of many undesirable behaviours in schools are beyond the scope of the school and that such factors contribute a lot to students' undesirable classroom behaviours. In otherwords, it is obviously difficult for teachers to influence such factors but they can seek for ways of controlling them, especially in the classroom. Undesirable classroom behaviours can also improve the level of efficiency and productivity in a classroom situation where the classroom teacher is unable to maintain effective classroom control. The notion of whether a behaviour is good or bad is not static because it varies from time to time and from place to place. This was supported by the opinion of Grigg (2010) that one of the difficulties in assessing the extent of undesirable classroom behaviour is that it is context-specific. Johnston, Halocha and Chapter (2007) in another context established that good behaviour in students is not a fixed or definite thing, anymore than the good life is an agreed notion among adults. What we require of children will differ from one society or age to the other; therefore our present expectations must be seen as temporary rather than certain solutions.

The results of the study also showed that the consequences of undesirable classroom behaviours on academic achievement of senior secondary school students in Rivers State are; it makes teaching difficult for the teacher, impeding learning among students, interrupting teaching and learning, creating negative interaction among students, making assessment of students difficult and others. Evertson and Emmer (2009) supported this finding by establishing in his study that for a teacher to sustain good behaviour throughout the year, he/she will have to be actively involved in maintaining pupils' cooperation and compliance with necessary classroom norms, rules and procedures. Therefore, they suggested that the following guidelines by a teacher can prevent these undesirable behaviours in the classroom; monitor pupils' behaviour and academic progress carefully, be consistent in the use of procedures, rules and consequences, deal with inappropriate behaviour promptly, build positive climate with an emphasis on reinforcing appropriate behaviours, an over the world, punishment in one form or the other is used to control undesirable behaviours. However, it is used extensively and freely in some parts of the world than others (Machumu, 2011).

Finally the study proffered measures that can minimize undesirable classroom behaviours and improve the academic achievement of students in senior secondary schools in Rivers State. They are extinction technique as a means of dealing with undesirable behavior among students, students' behaviour and academic success should be carefully regulated, reward for good behaviour in

controlling undesirable behavior should be encourage by teachers, inappropriate behaviours should be dealt with promptly, reinforcement (praise) of good behaviour should be encourage in the classroom, there should be consistency in the use of procedures, rules and consequences. In line with this finding, Gulec and Balcik (2011) opined that there are various measures that can be applied to minimize the level of undesirable behaviours in the classroom. They are; warning to all forms of corporal punishments. The ability of a teacher to use any of these strategies and of course the appropriate one depends on a lot of factors which range from the teachers' personality, years of experience, the class size, the teachers' qualification to the teachers' gender. Johnston, Halocha and Chater (2007) asserted that less experienced teachers can learn to go beyond merely imitating what they think they see (techniques and rules) and can learn that techniques work only when backed by inner authority and rules are worthwhile only when supported by understanding and more experienced teachers can understand that what works in any given situation need to be professionally discussed and shared. This factor underscores the need for teachers to be properly trained especially at the level of teacher preparation/training while in training institutions in good behavior management techniques and skills.

CONCLUSION

The findings of this study have revealed the types of undesirable classroom behaviours prevalent in senior secondary schools in Rivers State, the causes of such undesirable classroom behaviours, their consequences. Given the enormity of the consequences of undesirable classroom behaviours, it is pertinent that the schools, parents and every well-meaning and patriotic citizen of Rivers State must stand up and face the challenges posed by this menace, otherwise, our future and the future of our children shall be in consequential jeopardy. It is therefore concluded that the undesirable behaviours in the classroom, if not properly managed, controlled and checked will have a negative influence on the academic achievement of students.

RECOMMENDATIONS

Several bodies, government, individuals and group have at different times tried to provide solution to curb this heinous crime, but little have been achieved in the fight against it. In view of the above, it is recommended that efforts should be made by all stakeholder in the education enterprise to reduce to the barest minimum (if not totally eradicated) the occurrence of undesirable behaviours in the classroom. Both experienced and newly employed teachers should be trained on effective measures for minimizing and effective controlling of classroom undesirable behaviours so that their decision on the choice of method is not just based on wish. Effective content of behaviour management modalities should be adviced at the pre-service teacher education level. Also, opportunities should be made available for stakeholders' forum in order to discuss the issue of undesirable behaviours in students as this will improve the collaboration between the home and the school in checking the menace of undesirable behaviours in schools.

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