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Classroom Management: A Strategy to Curbing Disruptive Behaviours among 5th Grade Learners in Ghanaian Pre-Tertiary Schools (Evidence from Ridge Experimental School, Akyem- Oda, Birim Central Municipality in the Eastern Region of Ghana)

By Edmond Agyeman Amoako, Samuel Nyamekye Otchere, Rosina Opoku & Gifty Segu-Essel

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Keywords: *disruptive behaviours, grade five, learners, pre-tertiary schools, classroom management.*

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Edmond Agyeman Amoako [α], Samuel Nyamekye Otchere [σ], Rosina Opoku [ρ] & Gifty Segu-Essel [ω]

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Keywords: disruptive behaviours, grade five, learners, pre-tertiary schools, classroom management.

I. Background to the Study

Arguably, learners' ability to perform academically well in the school setting largely depends on several factors both known and unknown. This is to say that the presence or absence of these determinants may either positively affect the state of learners' performance or otherwise. Factors such as teachers' pedagogy, content knowledge and pedagogical content knowledge have been identified as possible elements that could drive or shape learners' behavior particularly in the area of performance in the school system (NaCCA, 2019). In a similar attempt to explain factors that influence learners' behavior in the classroom, Antwi-Danso (2012) envisaged that some resulting causes are learner-bound rather than facilitator-bound.

According to Bonney (2012), there are certain amount of behavioral problems that learners exhibit in the classroom environment which many a time threaten effective teaching and learning. These unapproved behaviours or behavior problems in the colosseum of education, the classroom setting are termed as disruptive behaviours. Disruptive behaviour basically constitutes engaging in disorderly conduct on school compounds or at school-bound activities which interferes with the activities of others, including studying, teaching, research and school administration (CCBC Code of Conduct, 2020). This implies also that disruptive behaviors in the classroom may refer to all problematic attitudes that make it difficult for learners to focus and pay attention in the teaching and learning process.

Disruptive behaviour is usually associated with distractible behaviours of learners in class. This generally sometimes eventually influences learners' ability to function academically in and out of the classroom setting. Nemenzo (2016) cited in Bonney (2017) described disruptiveness as a behaviour disorder which includes talking excessively, fidgeting, anxiety, conflict, anger, or other mood changes. Arguably, the classroom has always been a place where attention tends to have a greater value. In every single academic activity that goes on in the classroom, both learners' and teacher's attention or focus is highly required. Sadly, due to disruptiveness, learners often struggle to pay attention to academic activities; their attention deficit is relatively high that instructional purposes get blown away in thin air without materializing. Lack of attention jeopardises effective teaching and learning as Bonney (2017) rightly puts it. Due to attention deficit, learners begin to perceive assigned tasks as difficult and challenging. In some cases, they are even more likely to give up before truly trying. Studies have shown that disruptiveness emanating from learners' behavior in teaching and learning situations can only be curtailed through a well-established behavior interventions.

The resulting factors of learners' disruptive behaviours are enormous. However, common among these causes relate to genes and the immediate environment of learners. Highlighting learners' genes or heredity as a potential contributor of disruptiveness among learners, points to the claim that learners possess some form of innate behavior disorder called Attention Deficit Hyperactivity Disorder (ADHD).

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Attention Deficit and Hyperactivity Disorder (ADHD) is a neuro-behavioural disorder manifested by chronic level of hyperactivity, impulsivity and attention (American Psychiatric Association, 2018). Consequently, learners tend to exhibit unwelcomed behaviours in and out of classroom settings as a result of this disorder. In other words, the presence of this genetic or hereditary disorder yields series of unapproved behaviours shown by learners in the process of instruction. Moore and Crutsinger (2000) postulate that hyperactive learners dash around touching or playing with whatever is in sight, or talk incessantly. Sitting still during a school lesson becomes difficult for them. They squirm and fidget in their seats or roam around the room. Alternatively, they may wiggle their feet, touch everything, or noisily tap their writing materials.

Witzel and Mercer (2003) point out that classroom management is one of the most common problems facing teachers because disruptive learners take up valuable learning time. Learners with disruptive, defiant, and disrespectful behaviours often make it difficult for teachers to teach and learners to learn. Educators who have learners with problematic behaviours in their classrooms become extremely frustrated. These individuals often come to feel that they are ineffective at working with learners which is one cause of teacher attrition (Witzel & Mercer, 2003).

Attention Deficit and Hyperactivity Disorder (ADHD) is a neuro-behavioural disorder manifested by chronic level of hyperactivity, impulsivity and attention. It is one of the most common childhood behavioural disorder affecting 3 to 7 percent of school age pupils (American Psychiatric Association [APA], 2000). Attention Deficit and Hyperactivity Disorder (ADHD) is one of the most common disorders in early children. It can be identified by its main characteristics that include: impulsivity, hyperactivity, cognitive, behavioural, emotional deficits, and inattention. The symptoms of nearly half of ADHD children are shown when children are 5 years old (Dreyer, 2006).

Prayitno and Amti (2013) argued that disruptive behaviour such as fighting with playmates can happen because of several things; for example, lack of self-control, selfishness, hyperactive, the unstable condition at home or the contrary incident, permissive among others. Moreover, Slavin (2009) investigated that disruptive behaviour during the class may be the result due to the urge to get more attention from the teachers and classmates. In addition, it is also performed as the purpose to release the uncomfortable feeling. Based on the characteristics that previously discussed about intellectual disability children, it can be concluded the major cause of disruptive behaviour is from internal factor. Intellectual disability has social, emotion and behaviour problems that lead to the disruptive behaviours.

Managing inappropriate behaviours in schools help reduce the stress teachers and other learners go through and improve academic performance of learners. The study seeks to use classroom management strategies to reduce disruptive behaviours among learners. Learners whose behaviours are regarded as inattentive, disruptive or maladjusted have been shown to be at risk of poor educational progress. In addition to the consequences for an individual, such behaviour problems in the classroom diminish educational opportunities for other learners and contribute to teacher stress (Hinshaw, 1992a). This phenomenon is not different from what is being experienced in pre-tertiary schools in Ghana hence the study.

a) Statement of the Problem

During an off-campus teaching and supervision programme at Oda Ridge Experimental School, it was observed that some of the learners paid less attention during lessons. Some learners during lessons pinched their peers, slept, chat with the friends, and frequently moved out to urinate. This reflected in their performance. This was confirmed from learners' exercise books and continuous assessment record book that the inattentiveness and other disruptive behaviours made them score low marks. The study therefore sought to use classroom management strategies to help reduce disruptiveness among learners in Ridge Experimental School.

b) Purpose of the Study

The purpose of the study is to use classroom management strategies to help reduce disruptiveness among learners in Ridge Experimental School.

c) Objectives of the Study

The objectives of the study was to:

1. Investigate the causes of disruptive behaviours among learners in Oda Ridge Experimental School.
2. Examine classroom management strategies that could be used to address learners' disruptive behaviours in Oda Ridge Experimental School.

d) Research Questions

This study was guided by the following questions:

1. What factors account for learners' disruptive behaviours in Oda Ridge Experimental School?
2. In what ways could classroom management strategies be used to address disruptive behaviours in Oda Ridge Experimental School?

e) Scope of the Study

This study was conducted at Ridge Experimental School in the Akim Oda Township in the Birim Central Municipality in the Eastern region of Ghana with the focus on learners' disruptive behaviours in class, its causes and the use of classroom management as interventional strategies to address the problem.

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II. Review of Related Literature

The review of literature delves into the theoretical, conceptual frameworks and empirical review of the study. The section dwells on the key issues raised in the research questions which are the causes of disruptive behaviours in schools and the use of classroom management strategies to address disruptive problems in class.

a) Causes of Disruptive Behaviours in Schools

It is quite obvious that whatever happens in the classroom has its triggers or inciters of which learners' disruptiveness in the class is not an exception. Therefore learners behave disruptively as a result of the following causes;

i. *Social causes:* Absenteeism, lateness, roaming in class, assignment incompletion and fidgeting are the hallmark of learners' disruptiveness which does not encourage classroom learning. Again, the nature of the lesson instructions presented to a class is also one of the causes. Learners decide not to pay attention when the lesson presented is either too difficult, not understandable or not challenging enough. Teachers' methodology and TLMs choice for a lesson can either make learners more active or boring when the lesson is ongoing. Also, teachers who refuse to set rules and regulations with learners for a class refuse to also control the class. Learners turn to dash around touching or playing with whatever is in sight, or talk incessantly.

ii. *Emotional causes:* Broken homes, single parenting, and indifferent treatment of parents towards their children affect their active focus and participation in class. However if a learner is treated badly at home, it reflect in his/her classroom concentration and performance as well. These children lose focus when a teacher is teaching as their mind will be at home (Kumthekar, et al., 2016). According to Merrell and Boelter (2001) inattention is a hallmark feature of attention deficit-hyperactivity disorder (ADHD), which can affect adults as well as children and teens. He added that learners with these disorder never pay attention in class no matter what the teacher may try unless clinical treatment is given.

iii. *Economic causes:* Poor nutrition, learners' tasks to family's daily living, inability of parents or guardians to afford their children's learning materials affect their classroom behaviours and cause them not to pay attention fully in class (Nye, 1957). This is because studies had indicated that socio-economic background of parents' have a great influence on the pupils' educational aspirations (Nye, 1957).

b) Using Classroom Management Strategies to Address Learners' Disruptive Behaviours in Class

In attempt of reducing disruptive behaviours among learners, it is important for teachers to establish a classroom environment where all learners feel safe, comfortable, and welcome. According to Conroy et al (2014), "Creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children's learning and prevent problem behaviours from occurring" (p. 18). This tone can be established by teachers' reactions to learners' behaviours in these regards:

i. *Behaviour Management:* Behaviour management is also an essential factor to be considered when disruptiveness is being addressed. For learners to progress significantly depends on their classroom behaviours. Therefore setting clear and observable rules with learners for the classroom routines guides the learners to comport themselves to the classroom norms. There is the need to keep consistent, explicit classroom rules visible to all and the possible consequences. The classroom rules should be developed by teachers and learners to bring about commitment on part of both parties.

ii. *Appropriate seating and sitting arrangement:* Appropriate seating arrangement is a very important interventional strategy for dealing with disruptive behaviours in the classroom. When the physical environment in the classroom, especially seating arrangement, is taken into consideration, the learner with disruptive problems could be accommodated (Cwalina, 2005 cited in Bonney, 2017). To minimize distractions, seat the distractible learner away from both the hallway and the windows. Preferential seating thus next to the teacher, close to the blackboard, away from high traffic areas such as doors, pencil sharpeners, areas in which teachers give individualized instruction, or windows.

iii. *Development of classroom routine chat:* Another way inappropriate behaviours could be reduce in classrooms is through the development of class routine chart that will structure the learner's day and provide predictability. This could be in the form of timetable that spell out the turn of event in each day. This helps to reduce the frustrations learners would go through when activities seem to be new to them. In case of any changes in the routine activities of the class, learners should be communicated to long before its execution (School Psychologists and Social Workers, 2004 cited in Antwi-Danso, 2012).

iv. *Choice of instruction methodology:* The choice of methodologies and its teaching resources, lesson presentations and its transitions, breaking of

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task into bits and lesson timing are instructional modifications which are carefully done to help learners with inappropriate learning behaviours. Again, making sure you have the learners' attention before giving instructions by maintaining eye contact, a close physical proximity and stating the desired behaviours in positive terms are very relevant to solve learners' disruptive behaviours.

v. *Reinforcement:* Alberto, Troutman and Anne (2008) recommended the first step of solution that can be conducted by the teacher to reduce unexpected behaviour is using differential reinforcement. Martin & Pear (2010) explained there are 5 steps of differential reinforcement application. These points should be done in a coherent, following: choose an appropriate behaviour to strengthen that is incompatible with the behaviour to be eliminated; take baseline data of the appropriate behaviour over several sessions or more to determine how frequently the appropriate behaviour should be reinforced to raise it to a level at which it will replace the inappropriate behaviour; select a suitable schedule of reinforcement for increasing the appropriate behaviour; while strengthening the incompatible behaviour, apply the guidelines for the extinction of the problem behaviour; gradually increase the schedule requirement for the appropriate behaviour in such a manner that it continues to replace the inappropriate behaviour as the reinforcement frequency decreases.

In a nut a shell, educators can use the following multi-step process outlined by Mather, Goldstein and Eklund (2001) to manage their learners' behaviours using consequences. The first step is to define the problem by count or description. The second step is to change the behaviour by developing a behaviour management plan. The third step is to identify an effective reinforcer, and the last step is to apply the reinforcer on a consistent basis in order to change the behaviour.

III. Methodology

The study is a collaborative action research. It is experimental and descriptive in nature. It sought to use classroom management strategies to help reduce disruptiveness among learners in Ridge Experimental School. Basically, an action research design tends to investigate perceived instructional and classroom and bound challenges (Owu-Ewie, 2011) whiles its preferred form being collaborative involves a group of people researching a specific topic (VanBarren, 2019). Accidental sampling was involved in selecting the participating school; nonetheless, simple random sampling procedure specifically the lottery method was employed in choosing fifty-five (55) participants from a pool of one hundred and twenty-five (125) potential participants. This consisted of thirty-five (45) learners and ten (10) teachers respectively.

An unstructured interview guide, a structured questionnaire and observation were the primary instruments used for the data collection. The 15-item questionnaire was administered to teachers only and was designed based on the key themes raised in the research question. The researchers, read out the question items to the participants and explained them accordingly. Participants were to indicate their responses using a five-point Likert Scale (strongly agree, agree, indifferent, disagree, strongly disagreement).

Similarly, the interview guide was used for some selected teachers. These tools were structured with the list of key issues to look out for areas such as; inappropriate behaviours put up in class, frequency of those behaviours, how those behaviours affect the student and others as well as performance of students with inappropriate behaviours in school. Interview responses were recorded in all formats (audio, video format and audio-visual). Detailed notes were taken in the course of the interview session. Repeated playbacks of recorded responses were done afterwards for voice clarity and transcription purposes. Codes were generated and assigned to data gathered from the interview.

Also, an Interaction Process Analysis was employed to analyse all observational data. Regarding this, the classroom behaviours of learners were coded for four weeks over a two-month period. In addition, quantitative data were descriptively analysed using simple percentages; however, qualitative data like interview responses were subjected to thematic analyses. In ensuring trustworthiness of the instruments, experts, supervisors, teachers, colleagues and students (participants) were consulted for suggestions, before they were carried out as proposed by Anderson and Morgan (2008).

IV. Results

Findings from the study were presented in accordance with the data type. Tables were used to discuss quantitative results from survey whereas qualitative results from in-depth interviews and observations were also interpreted thematically. The table below presents the results on the causes of disruptive behaviours among learners in schools.

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Table 1: Causes of disruptiveness in school (Teachers' views)

Reason (Cause)	Response	Frequency	Percentage (%)
Personality disorder, economic factors such as poor nutrition, and social factors such as broken homes	S.A	8	80
	A	2	20
	I	0	0
	D	0	0
	S.D	0	0
Lack of audio-visual aids in teaching at the pre-tertiary particularly at the lower primary	S.A	4	40
	A	3	30
	I	1	10
	D	1	10
	S.D	1	10
Poor classroom control Mechanisms	S.A	7	70
	A	2	20
	I	1	10
	D	0	0
	S.D	0	0
Lack of interest in Classroom lessons, The subject itself and Mode of presentation	S.A	5	50
	A	1	10
	I	1	10
	D	2	20
	S.D	1	10
Total		n = 10	n= 100%

Source: Field Survey (2020)

Table 1 shows participants' responses to causes of disruptiveness in schools. The responses captured in the table represent the views of teachers in relation to most dominating factors accounting for disruptiveness in schools. From the table, participants were presented with listed possible reasons/causes of disruptiveness in schools; personality disorder, economic factors (e.g., poor nutrition), social factors (e.g., broken homes), lack of audio-visual aids for instruction, poor classroom control mechanisms and lack of interest in classroom lessons, subjects taught and mode of presentation. The responses gathered show that all ten (10) participants representing 100% were found in the domain of agree. They pointed to personality disorder, economic factors such as poor nutrition and social factors such as broken homes as the main causes of disruptiveness in school. These responses comprised eight (8) participants forming 80% strongly agreeing and another two (2) participants representing 20% also agreeing to the statement that personality disorder, economic factors such as poor nutrition and social factors such as broken homes are the primary causes of disruptiveness in schools. Seven (7) respondents constituting 70% were identified in the boundaries of agree claiming that lack of audio-visual aids in teaching at the pre-tertiary level particularly at the lower primary is the reason behind disruptiveness in school. This was made up of four (4) respondents making 40% strongly agreeing and three (3) respondents constituting 30% also agreeing to the statement. However, two (2) respondents forming 20% were spotted in the categories of disagree in relation to the aforementioned cause as captured in the statement. One (1) representing 10% was on the other hand found to be indifferent. Poor classroom control mechanisms was also identified as a potential cause of disruptiveness in school. Nine (9) respondents representing 90% attributed disruptiveness in school to poor classroom control mechanisms. This was made seven (7) respondents forming 70% strongly siding and another two (2) respondents making 20% supporting that poor classroom control mechanisms result in disruptiveness in school. Meanwhile, one (1) respondent forming 10% neither agreed nor disagreed that poor classroom control mechanism could lead to disruptiveness in school. Lack of interest in classroom lessons, nature of subject and mode of presentation was also measured. It was noticed from the table that six (6) respondents representing 60% were found in the categories of agree. This was composed of five (5) respondents forming 50% strongly agreeing and one (1) respondent comprising 10% also agreeing that disruptiveness in school is the outcome of lack of interest in classroom lessons, nature of subject and mode of presentation. Three (3) respondents representing 30% were however found in the domains of disagree with two (2) representing 20% disagreeing and another one (1) forming 10% disagreeing that lack of interest in classroom lessons, nature of subject and mode of presentation is the primary cause of disruptiveness in school. One (1) respondent comprising 10% was found out to be indifferent in

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relation to the statement pointing lack of interest in classroom lessons, nature of subject and mode of presentation as primary causes of disruptiveness in school.

The responses given by this section of participants are indication that disruptiveness in school have resulting factors. Nonetheless, from the gathered responses, it has been revealed that personality disorder, economic factors such as poor nutrition and social factors such as broken homes turn out to be the primary factors of disruptiveness in schools. Equally, other factors such as poor classroom control mechanisms, lack of audio-visual aids in teaching at the pre-tertiary level particularly at the lower primary and lack of interest in classroom lessons, nature of subject and mode of presentation have also been found out respectively to be highly sensitive to disruptiveness in school. Considering the responses obtained, one can therefore deduce that personality disorder, economic and social factors, poor classroom control mechanisms, lack of instructional audio-visual aids and declined interest in classroom lessons, subject nature and presentation styles are among the resulting factors of disruptiveness in schools. These responses confirm the positions of Nye (1957) and Kumthekar et al (2016) posit that poor nutrition, single parenting and broken homes affect young learners' stability in the classroom.

The pictorial representation of the use of classroom management strategies to reduce disruptiveness in classroom among learners can be seen below:

A bar graph showing the use of classroom management strategies to reduce disruptiveness among learners in the classroom:

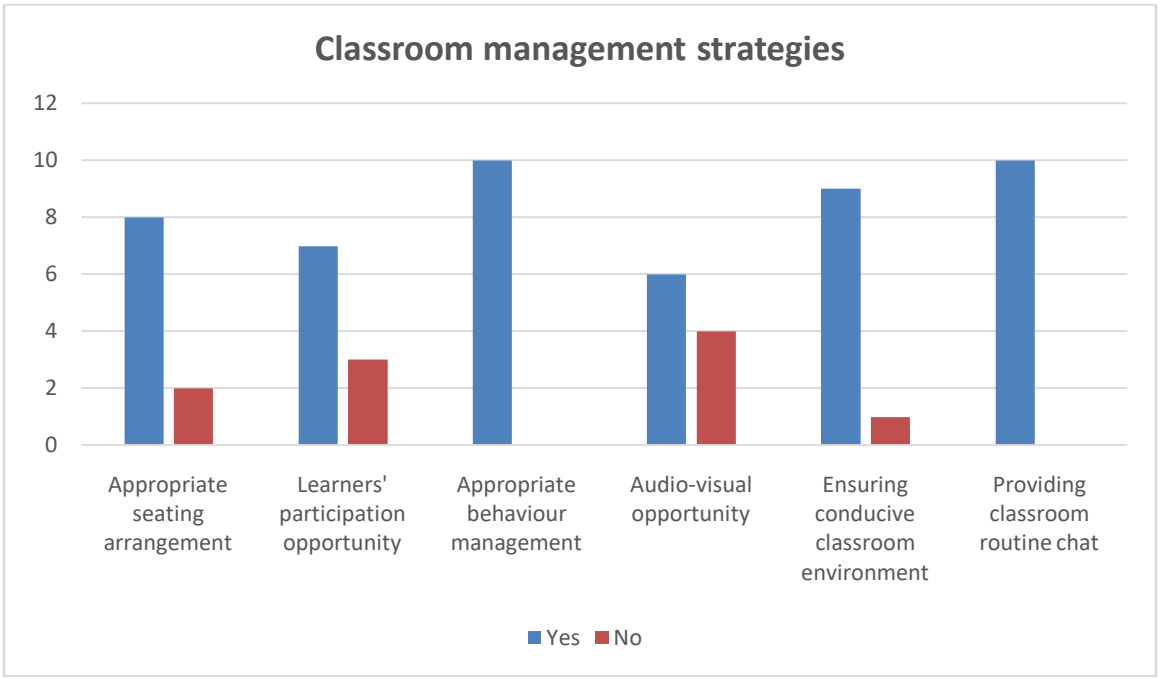

Figure 1

Regarding the use of classroom management strategies, eight (8) responses comprising 80% were recorded to have answered 'yes' indicating that they are of the view that there should be appropriate seating arrangement. The remaining two (2) respondents forming 20% however did not succumb to this view. Seven (7) respondents constituting 70% of the respondents said giving learners the opportunity to respond and participate in classroom activities could help. This view was not same with the remaining three (3) respondents who formed 30% of the respondent base. Again, all ten (10) respondents forming 100% agreed that providing appropriate behaviour management and providing classroom routine chart could prove helpful in reducing disruptiveness in the classroom. Six (6) respondents making 60% were of the view that teachers should provide adequate audio visual aids whilst the remaining three (3) representing 30% did not share this view. Nine (9) respondents constituting 90% claimed that teachers must ensure conducive classroom environment. One (1) respondent representing 10% on the other hand did not agree to this position.

Based on the responses gathered, it can deduced that classroom disruptiveness can be managed or reduce when teachers focus on providing and using appropriate behaviour management strategies and classroom routine charts.

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a) Analysis of Pre-test results

Table 2: The performance of Learners

Performance of pupils	Number of Pupils	Percentage (%)
Below average performance	30	66.7
Average performance	10	22.2
Above average performance	5	11.1
Total	45	100

Field data, 2020

The above table shows the pre-test results as a result of inattentiveness. From the table, thirty (30) learners representing 66.7% performed below average. Ten (10) learners forming 22.2% put up average performance whereas 11.1% of learners representing five (5) learners exhibited above average performance.

b) Interview Data Analysis

Confirming the findings from learners on the factors accounting for disruptive behaviours, few of the learners were interviewed in focus groups of two. The groups were labelled **A** and **B** representing the respondents with five pupils representing the group.

Responding to the causes of learners' disruptiveness, Respondents **A** had this to say;

> *Conditions such as disorders, broken homes, illness and poor nutrition are of the challenges they face at home which reflect in their classroom behaviours.*
>
> *Lack of audio-visual aids in teaching especially in primary, poor classroom control mechanisms, disinterest in classroom lessons, the subject itself and their presentations are said to be some of the main factors that contribute to learners' disruptive behaviours.* (Respondents **B**).

The interview results revealed that learners' disruptive behaviours are caused by multiple of factors which include; ways by which teachers teach learners, disorders such as poor nutrition, broken homes which make students to be disruptive during teaching and learning. This confirms the assertion of Kumthekar et al (2016) that broken home, single parenting and indifferent treatment of parents towards their children affect their active focus and participation in class.

c) Intervention Stage

After all these pre-intervention activities had been done, the researchers implemented the interventions.

i. *Intervention implementation*

The researchers implemented the interventions for the whole of January and February, 2020 but used each strategy concurrently. It was revealed that some learners pinch their peers, sleep, chat with the friends, and frequently move out to urinate during lessons. Since disruptiveness is an off-task behaviour, the researchers modified the instructional strategy of teaching to involve activity method to offer the learners the opportunity to practice and interact with learning resources to retain what is learnt. This strategy lasted for half of the month precisely from 1st January, 2020 to 15th January, 2020.

The learning activities were made for learners to practice and use adequate teaching and learning resources. This intervention was implemented alongside the setting of clear and observable classroom rules. The observation provided the researchers with a frequent count that they had to prompt the learners to obey the rules and participate fully in the lesson. The rules were pasted on walls and learners were frequently taken through. Those who went contrary were corrected with the stated outcomes. These activities were implemented from 16th to 31st of January, 2020; thus the rest of the month.

Cwalina (2005) emphasized that appropriate seating arrangement is a very important interventional strategy for dealing with disruptive behaviours in the classroom. To minimize distractions, the researchers seated the distractible learners away from the windows but close to the blackboard and next to the teachers for the first week (from 1st to 9th of February, 2020). Here, learners appeared less distracted and exhibited various activities than they had been doing in the previous seating arrangements. Learners with disruptive behaviours were paired with learners with positive behaviours to serve as role models. Peer tutoring and cooperative learning were encouraged. This was done alongside with motivational incentives where stickers, prizes, and food items or privileges were given to learners who are hardworking, obedient and very attentive in class. These activities lasted for only the second week; thus from 12th to 16th of February, 2020. Also, learners with undesirable behaviours were delayed for two to three minutes before going for break as their punishment. Some of the learners suffered the withdrawal of privileges as a way to reduce inappropriate behaviours. This activity was put in place in the third week; thus from 19th to 23rd of February, 2020 alongside the seating arrangement strategy.

Finally, individual assessments were also conducted for the rest of the month (26th to 28th) intermittently to monitor the progress of the interventions and deviations were corrected. This brought a healthy competition among the groups and individuals in the class. The analysis of the data is reported in graph and

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tables. The provision of prompt feedback on behaviours and assessment were provided as an intervention to reducing disruptive behaviours among learners. These were the last strategies conducted in the month of February, 2020.

After the interventions had been implemented for a whole term, an assessment was conducted to find out whether the interventions had worked out. The assessment was conducted using class test, class exercises and observations. It was observed that there was a dramatic improvement in learners' performance. When compared learners' performance during pre-intervention with post-intervention performance, the results showed that there had been improvement in their performance.

d) Post-test Analysis

Table 3: The performance of Learners

Performance of pupils	Number of learners	Percentage (%)
Below average performance		15.6
Average performance	13	28.9
Above average performance	25	55.6
Total	45	100

Field data, 2020

The above table shows the post-test results after the interventions. Seven (7) learners representing 15.6% performed below average. Thirteen (13) learners forming 28.9% had average performance and twenty-five (25) learners constituting 55.6% performed above average. Comparing the pre-test and the post-test results, it is evident that the number of learners who performed below average in the pre-test decreased from 66.7% to 15.6% in the post-test which shows a real improvement in the performance of the learners. Also there was an increase in the number of learners who scored within the average group. While 22.2% was obtained in the pre-test, 28.9% was obtained in the post-test which signifies an improvement in the lesson. Again, the number of learners who scored above average in the pre-test increased from 11.1% to 55.5%. This in all shows improvement.

V. Summary of Findings

The study presents the following as the summary of findings. Regarding the causes of students' disruptiveness, the results revealed that the nature of lesson instructions presented to a class, broken homes and other overt factors such as assignment incompletion, refusal to set rules and regulations in class indifferent treatment of parents towards their children, attention deficit-hyperactivity disorder, lack of motivation during teaching and learning, and inability of parents or guardians to afford their children's learning materials are said to be some of the main factors that affect their classroom behaviours and contribute to learners' disruptive behaviours.

Concerning the use of classroom modification strategies to address disruptive behaviours among the learners, creating a positive and engaging classroom atmosphere, ensuring appropriate seating arrangement, development of class routine chart, the choice of methodologies and its teaching resources, the use of classroom rewards and incentives, setting expectations for positive interactions, breaking of task into bits and lesson timing, using reinforcement and punishment strategies to increase desirable behaviours, giving learners' opportunity to respond and participate in classroom activities, providing appropriate behaviour management and ensuring conducive classroom environment were mentioned as techniques to address learners' disruptive behaviours.

VI. Conclusion

The following conclusions were drawn based on the findings of the study: Learners' disruptiveness are as result of the factors such as absenteeism, lateness, assignment incompletion, refusal to set rules and regulations in class, broken homes, indifferent treatment of parents towards their children, attention deficit-hyperactivity disorder, lack of motivation during teaching and learning, inability of parents or guardians to afford their children's learning materials among others. However, classroom modification strategies were the interventions implemented to address the problem.

VII. Recommendations

Based on the findings of the study, the following recommendations were made:

The Ghana Government, philanthropists, NGOs and other stakeholders in education should help provide appropriate teaching and learning resources to schools in support of learners from broken homes, neglected and the needy ones. There should be flexible, clear and observable rules to accommodate learners with disruptive behaviours to enable them have a permanent positive change in behaviour. The provision of child-centered approaches to teaching and learning which will give the learners opportunity to participate in lesson activities should be encouraged and monitored by education boards, heads in schools and supervisors

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among others. Since these phenomena are emotionally and psychologically bound, it will be prudent that the Guidance and Counselling Coordinating departments of the Ghana Education Service be intensified and fortified through frequent in-service training to equip them for tasks like this. Parents ought to also give their wards the needed attention as effectively as possible.

VIII. Suggestions for Further Research

According to the researcher, the use of rewards and visual aids are the suggested interventional strategies that could be used for this same study as far as learners' disruptiveness is concerned. Consequently, future research should aim exploring this angle.

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