Teaching and Learning Mathematics: Managing Disruptive Behaviours among Students Learning Mathematics in Secondary Schools In Nigeria

Luka Joshua
Department of Mathematics and Statistic, Federal Polytechnic Bauchi

Abstract
No Mathematics teacher in the course of his/her career escapes meeting problems of behavior among the students learning Mathematics at one time or another. It is impossible to face forty differing individuals, with unique personalities and individual ways of reacting, without becoming aware of the fluctuations of mood and behavior. The origin of these problems exhibited by students could be from home or from school. Therefore, this paper discussed the meaning and types of disruptive behaviors commonly exhibited by students when in Mathematics classroom and the way forward of preventing or managing these bad behaviors among students. Among other recommendation made is that government should create a full department that carter for the training of school counsellors in the ministry of education in each state and Federal Ministry of Education which should provide opportunities for acquiring knowledge in areas of Mathematics by Mathematics teachers.

Keyword: Disruptive behavior, Bullying, Truancy, Aggression.

Introduction
In the schools of the country are thousands of students who are regarded as normal in development. Such students are pictured as matured, able to gauge their strength and limitations on the physical side and to
conduct their affairs without the ill effects of stress and able to relax when necessary. Cleugh (2013) said the intellectual side, the normal student can be described as one who possesses a knowledge and acceptance of his abilities and who is able realistically to adjust his ambitious and hopes to his skills and ability. He further said, the normal mature student can usually weigh, discriminate and make judgements and decisions with confidence. He is able to distinguish between work, with its responsibilities and his leisure activities; and his approach is reasonable and well balance.

Emotionally, he has learned self-control and is able to channel his emotions into acceptable and useful behavior. His efficiency is not adversely influence by useless aggressions or purposeless fears and anxieties.

Normal behavior is a behavior leading to good adjustment of the child or individuals in the realm of home, school, work and social living.

At home, the student learns the patterns of his immediate environment, and becomes integrated into his cultural group. Normal behavior, therefore, what is socially acceptable and is a useful team of reference.

Abnormal behavior implies what is socially un-acceptable. Destructive behavior or compulsive stealing in an individual would be considered socially unacceptable, or in some cases as abnormal (Cleugh, 2013).

Mathematical Education (either formal or non-formal) plays a vital role in developing a child behavior normally. Normal development is promoted both by the guidance and training which the student receives within the school itself, from his mathematics teachers and systems of instruction and by the provision in the educational system of measures such as specialized education and schools, which cater for the child who requires to be normalized in special circumstance.

Each stage in school has its particular significance for the student and each is a necessary preparation for the final developmental pattern which emerges. Thus a total educational system helps to promote to the full normal behavior of the individual. At each stage, however, the training given and the work presented can only be effective and have significance for the child if a sound and proper relationship with the mathematics teacher is established.

The Mathematics teacher has an important part to play in promoting normal development by the influence the teacher wields on the class or group. Apart from the learning skills and factual information the teacher imparts, student’s attitudes toward mathematics are influenced and habits are formed in every Mathematics lesson the teacher gives.

After discussing normal and abnormal behavior of a student, next is disruptive behavior of a student in school or at home.
Bullying Define
The term may include mental, intimidation, frightening and verbal abuse in addition to physical assault on an individual student or group of students. Any student that exhibit bullying attitude in a bully and automatically has disruptive behavior. Victims of bullying normally have learning mathematic problems because they are not normal and lack concentration in learning mathematics.

DISRUPTIVE BEHAVIOR
Few Mathematics teachers take the view that disruption, when it occurs, it simply, the responsibility of the student(s) involved, and most would perhaps agree that the problem is unlikely to have a single cause. The term disruption to learning mathematics is so wide and general that it could cover anything from a failure in the power supply to an argument between Mathematics teacher and student. In this paper, it is disruption arising from the child’s home and from an interaction, or attempted interaction, between Mathematics teacher and student which is intended. Mansell (2009) defined disruptive behavior as a patterns of behavior that significantly interrupt the learning of others. Whether by student, mathematics teacher or outsider, when this stages are reached some form of action is necessary.

At home: important as ethnic and socio-economic groups undoubtedly are, the most important unit of all in the social development of the student is undoubtedly the family. Not only is it within the family that the students first attachment take place, it is within the family that we learn many of our other social roles. In most cases, parents who were themselves badly treated in childhood often seem unable to relate correctly to their own children. This implies not only to the physical aspects of the relationship but also to the emotional. Thus some parents, although apparently taking good care of their children’s material needs, provided them with an emotional environment which may contribute to severe neurotic or psychotic problems in childhood or adult life. The home has been blamed for a wide range of such problems, including even schizophrenia, and a parents-child relationship in which parents are excessively cold, demanding, accusing, or inconsistent may be responsible for much disruptive behavior in a child. Children developed disruptive behavior due to families break up, it is all too often the children who are the ones who suffer most.

In School
In a classroom group, the mathematics teacher is forced to observed the interaction of the students and becomes very well aware of those who are rejected. Let’s see some of the disruptive behaviors in the school systems. Isabella (2012) Opined that the problem of truancy from Mathematics class exhibited by students may appear with some student, problem of cheating in
class with others, some students may show tendencies to pilfer and others, again
may exhibit sex difficulties particularly at the adolescent stage. Occasionally, a
problem of soiling or wetting may arise, while with other student’s part and
undisciplined behavior may well cause real concern.
The anxious and the bored student, the insecure and the one who present a show
of bravado. The few students who do present problems can, however, because
of the inordinate amount of attention they require, frustrate and irritate the
Mathematic teachers whose main concern is with the care and education of the
group as a whole. A child with a problem shows down the entire group.
In most classes, there is usually one student who is an exhibitionist, in the sense
that he is constantly showing off. He is a nuisance perhaps by clowning and
drawing attention to himself. Such unacceptable behavior usually holds up the
works of the class and interferes with the learning of the other children (Isabella,
2012).
Cheating is found sometimes as a group problem in a class, and sometimes as
the persistent activity of a single student. It appears to be not so much a defect
of character as learned behavior and is found operating in some situations, e.g
in a class examination, but not in others. Generally, it is found to be a response
to a situation where the individual is unwilling to accept the consequences of
his own efforts or where exacting educational demands are made. Fear of failure
may be a significant factor. Sometimes the integrity of children is undermined
by too high expectations from parents or by school situation, which give the
impression that individuals worth a success is judged solely by the craterous of
high marks in competitive examinations.
In the classroom, many problems arise in connection with a student’s
aggressiveness or withdrawing attitudes, excess of both tendencies being
exaggerated forms of primitive advance retreat reactions.
Such exaggerations in conduct tends to appear when the child cannot cope with
his frustrations or when he is very deprived.
Teachers of Mathematics find aggressive symptoms more disturbing than
withdrawal and note it more frequently. Aggression may be expressed bullying,
kicking or fighting with other students. Temper tantrums may be present, or
with older student hostility with antisocial conduct, failure to obey rules,
defiance of authority and generally insubordinate behavior. These students may
be reacting to failure, deprivation or rejection. The root cause of some of the
aggressions may lie in the personality of the child who may be stronger or more
demanding than his group. Again, aggressive reactions may spring from
deprivation, where an individual is inadequate, or where the demands of the
environment are too high, reaction to this failure can show itself in aggression
in form of destructive behavior, restlessness, lack of concertation and
application to work.
At times, the overdisciplined child may bust out into open hostility. Where a Mathematics teacher frequently uses corporal punishment, recurring outburst of hostility may alternate with withdraw resentment. Over disciplined children may not always show open rebellion but may display their hostility, and vent their aggressiveness against someone other than the person to whom they feel hostile (Jones and Bayles, 2010).

A pathological personality may also show aggression and hostility but the behavior is more violent and more emotionally uncontrolled. With this type of personality, we find associated lying, stealing and set disturbances, their distorted views and violent outbursts of behavior lead many to trouble with court convictions.

A tendency to day-dream may also be found in the withdrawn child, who is contrast to the aggressive, is extremely timid, shy and retreats from group contact.

A further group of children who are source of difficulty, appear to show character disorders. These children are erratic in behaviors, impulsive and appear unable to sustain efforts to persevere with a task. One finds with them a lack of responsibility and obligation. They show shallow feelings and are unpre-occupied by worries, anxiety or guilt. Sometimes they show high intelligence and can be creative and artistic, but they are emotionally volatile, making friendships quickly and just as quickly for getting them.

The teacher
It is not sufficiently realized that the personality of the Mathematics teacher may be the cause of certain problems. The teacher whose own personality is not strong or lively may find her Mathematics class restless and inattentive. By contrast, dominating a personality may cause the timid child to retreat still further and be so inhibited in response that progress is impossible. The interaction of the teacher and student’s is reciprocal and next to the parent of the teacher provides probably the most important adult relationship in life of the child for many years. A teacher who is based by personal anxiety, usually subconscious, may be quite unable to exercise authority. A teacher may use a strict disciplinarian, unable to relax for a moment, because of the fear of aggression which she may feel latent in her pupils and which is partly a projection of her own unconscious aggression.

TOWARDS PREVENTION/MANAGING DISRUPTIVE BEHAVIOR
We cannot prevent certain factors if it is true, such as the death of a parent, but an understanding of children’s emotions may enable timely help to be given. If we believe that human altitudes cannot be changed or that some children are born with crime inherent in their make-up, then we shall scorn any methods
other than punishment. Education although very slowly, will be a powerful factor in managing that is education for parenthood, education in the emotional needs of children, and education in parental and child responsibility. In this education, the school must play a major role.

**At home**
If a child is given security, he tends to develop in one way, whereas if this security is threatened by neglect or serious emotional deprivation he will develop in another and less satisfactory way. Basically, it would appear that stability and reassurance are required for full confidence, and a child gains these from the attitude of the adults around him and primarily from his mother. A child learns he can trust the individuals nearest to him and so can trust human beings in general. Children need to feel that their parents are wise as well as kind. They need to feel the protection of individuals older and wise than them. Broadly speaking, security for the child then depends on a stable environment which embraces not only the home but society in general.

A good home provides a balance between stability and uniformity on one hand and variety and width of experience on the other. The emotional attitudes of the parents towards their child are of greater importance than the material aspect of a fine home with much up to date equipment.

Consistency in discipline creates an orderly environment in which the child can grow and thrive. Analyses of case histories in child guidance clinics reveals that the “erratic”, “irresponsible” parents, where inconsistencies in handling is present does far more damage to the mental health of the child than any other. If the parent are emotionally unstable, condoning an offence or action one minute and punishing or disapproving of the same action the next minute, the child is perplexed, puzzled and unsure. He is not capable of distinguishing between right and wrong, and is imitative of his parents. A child must be helped to mature and will stand a much better chance of doing this if the parents themselves try to behave in a mature fashion.

Parents are concerned not only with caring for and protecting their children, but also with imposing sanctions and authority. Parents should inculcate self-discipline in their children.

To manage a disruptive behavior child, parents should not be over strict, over indulgence, over-authoritarian, over disciplined on their children.

**In school**
The Mathematics teacher-student relationship is all important in a Mathematics learning situation. Because Mathematics teachers are not specially trained in it and because they are primarily concerned with a class or group, little use is made by them of the personal interview.
Parents are required to understand the strains and tensions of Mathematics teacher’s role and to work with school in problem. Good parents accept that the teaching of Mathematics is working for welfare of the student and is helping him to be independence. For the parents Mathematics-teachers association (if it exist) to succeed, it must reveal this sheared interest of both parents and teachers in the welfare of the student. The child guidance service must, of necessity, work closely with the school.

Mathematics Teachers require to differentiate between trivial and incidental Mathematics problems and the more serious situations where for their investigation can and should be undertaken by personnel trained to do so. Also, in managing a disruptive behavior, a trained psychologist service is also necessary in school system. The teacher need to remember that effective learning should be embody psychological principle, in practice and method.

Managing a disruptive behavior in a child need’s the real prevention of maladjustment by formulating school policies which would help to break the vicious circle of one generation of maladjusted children breeding (ST, 2008). If many problem children’s emerge from homes where there are psychological difficulties, should we not then be preparing children to combat these difficulties? This will only be done by education in its widest sense and only by those who believe that education is a preparation for life.

CONCLUSION
If a society is nurtured in the cradle, then future parents must know the rudiments of positive and negative child- training. How many do, or if so, after how many mistakes that need never arise? Better education might remedy these. Children’s remember what their teacher tell them, particularly, if the subject matter has a direct relationship to themselves. Specific lessons designed to lead to set let-understanding and self-acceptance are required. Only by an understanding of himself will the child be enabled to receive the actions and interactions of others in his immediate surroundings and thereby gain some insight into his own conduct in relation to others. Children’s potentialities for self-understanding of Mathematics are not always given the attention they merit. Human motives and the inner life of man, if touched on at all, are not stressed in formal education, and in the past a tendency to evade rather than to face personal concerns has appeared strongly entrenched in our educational system, although the winds of charge are now bellowing.

RECOMMENDATIONS
The following recommendation which are based on the findings of the study have been made. The research strongly recommends that: -
1. Government should create a full department that carter for the training of school councilors in the Ministry of Education in each of the state and Federal Ministry of Education. Training should provide opportunities for acquiring knowledge in areas of Mathematic which is the backbone for vocational, science and technology pursuit.

2. Government should enact laws that make the meaning of counseling clear in the minds of Nigeria citizenry. Such clarification may help to create a good rapport rather than conflicts and infringements on duties and functions of counselors and school Mathematics teachers.

3. Enough time be provided on school time tables to accommodate full counseling in the schools.

REFERENCES