

**SELF-EFFICACY, SELF-IMAGE AND DISRUPTIVE BEHAVIOR AMONG
UNDERGRADUATES IN RIVERS STATE UNIVERSITIES.**

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ABSTRACT

The study investigated the relationship between self efficacy, self image and disruptive behavior among undergraduate in Rivers State Universities. A cross-sectional research design was adopted for the study. A sample of 180 respondents was chosen from three universities in Rivers State namely: University of Port Harcourt, Rivers State University and Ignatius Ajuru University. An instrument titled: Self Efficiency, Self Image and Disruptive Behaviour was self developed and used for data collection. The instrument was validated by experts from the department, while the reliability index of 0.837 was determined using Cronbach statistics. Mean and standard deviation were employed to analyze the research questions while Pearson Product Moment Correlation Coefficient was used to test the hypothesis at 0.05 level of significance. The key findings of the study revealed that self efficiency and self image does not relate with disruptive behaviour. Hence students with high efficiency and self image are more likely to exhibit positive academic behaviour while those with low self efficiency and self image are more likely to engage in disruptive behaviour. It was recommended that appropriate intervention measures such as engaging students in serious academic exercise should be adopted to reduce or mitigate disruptive behaviours in schools.

Keywords: self efficacy, self-image, disruptive behavior

INTRODUCTION

The behavior of university students is shaped by a variety of psychological and social factors, with self-efficacy and self-image being two of the most influential personal constructs that affect their attitudes and actions. These two factors play a crucial role in the academic and social lives of undergraduates, particularly in the context of Nigerian universities, such as those in Rivers State, where challenges related to academic performance, social identity, and peer influence are common. When students experience difficulties in managing their academic responsibilities or social relationships, disruptive behaviors can emerge. These behaviors can range from academic dishonesty and substance abuse to violence and involvement in campus cults. Understanding the relationship between self-efficacy, self-image, and disruptive behavior can provide insight into how undergraduates navigate their university environments and how interventions can be designed to mitigate negative outcomes.

Self-efficacy, as defined by Albert Bandura (1977), refers to an individual's belief in their ability to successfully perform tasks and achieve goals. It plays a central role in how students approach challenges, set goals, and persist in the face of setbacks. High self-efficacy is associated with greater motivation, perseverance, and resilience, while low self-efficacy often leads to feelings of helplessness, anxiety, and avoidance of difficult tasks (Zimmerman, 2000). Among university students, self-efficacy can affect their approach to academic tasks, social interactions, and coping strategies in stressful situations.

In the context of Rivers State Universities, where academic pressure, peer competition, and social expectations can be intense, students with low self-efficacy may struggle to cope with the demands of university life. This can lead to a sense of inadequacy and frustration, which may manifest in disruptive behaviors. Research by Bandura (1997) emphasizes that students with low self-efficacy are more likely to engage in avoidance behaviors, procrastination, and even unethical

behaviors, such as cheating, in an attempt to escape perceived failure or to compensate for a lack of confidence in their abilities.

Self-image, which refers to how individuals perceive and evaluate themselves, is another critical factor influencing student behavior. According to Rosenberg (1965), self-image is a component of self-esteem, which encompasses the emotional evaluations individuals make about their worth. Positive self-image leads to greater confidence, social engagement, and a sense of belonging, while a negative self-image can result in isolation, insecurity, and a tendency to engage in behaviors that seek validation from others (such as through disruptive actions).

For undergraduates in Rivers State Universities, self-image is intricately tied to their social identity, academic performance, and relationships with peers. A positive self-image enhances an undergraduate's ability to cope with the pressures of university life, making them less likely to engage in disruptive behaviors like substance abuse, violence, or academic misconduct. However, students who experience negative self-perception, often due to poor academic performance, social rejection, or stigmatization, may turn to disruptive behavior as a way of compensating for their perceived shortcomings. Research by Harter (2012) supports this view, suggesting that low self-esteem and a negative self-image are linked to a variety of maladaptive behaviors, including delinquency, aggression, and substance use.

Disruptive behavior among undergraduates can take many forms, including academic dishonesty (e.g., cheating, plagiarism), substance abuse, violence, and membership in campus cults. Such behaviors not only affect the academic success of the individuals involved but also contribute to a toxic university environment, undermining the overall learning experience for other students. Owusu et al. (2022) and Okorie et al. (2021) highlight that peer pressure, social identity, and the need to belong to a group are powerful motivators for disruptive behavior among students in Nigerian universities. In Rivers State, universities such as the University of Port Harcourt and Rivers State University have experienced a surge in violence and cultism, which can be partly attributed to the psychological struggles faced by students regarding their self-efficacy and self-image.

Students who lack the confidence to perform academically or socially may gravitate toward groups or behaviors that promise immediate recognition and validation. For instance, students who struggle with feelings of inadequacy might seek out violent campus groups or cults to boost their self-esteem, as these groups offer a sense of power and belonging. Galtung (2015) notes that individuals with low self-worth or poor self-efficacy are more susceptible to joining deviant groups that promise social capital in exchange for loyalty or participation in disruptive behaviors.

The relationship between self-efficacy, self-image, and disruptive behavior among undergraduates is complex and multifaceted. While high self-efficacy generally leads to better academic performance and healthier social relationships, students with low self-efficacy may compensate for their perceived academic or social shortcomings through negative behaviors. Similarly, students with a poor self-image may engage in disruptive behaviors to gain attention or acceptance from their peers, compensating for feelings of inadequacy or low self-worth.

A study by Okafor and Eze (2023) revealed that students with low self-efficacy and a negative self-image are more likely to resort to cheating, substance abuse, and other forms of academic dishonesty as coping mechanisms. Moreover, Owusu et al. (2022) found that students who perceive themselves as incapable or socially inferior often seek membership in groups that provide an identity and sense of power, even if those groups are involved in negative behaviors like violence or cultism.

In Rivers State, where peer influence is especially strong and the pressure to succeed can be overwhelming, these psychological factors are likely to contribute to an environment where disruptive behaviors are prevalent. Adebayo & Omotosho (2021) suggest that interventions aimed at improving self-efficacy and fostering positive self-image can help reduce the incidence of disruptive behaviors among students, as these psychological factors directly affect students' motivation and coping strategies. Self-efficacy and self-image are fundamental psychological

constructs that shape the behavior of undergraduates in Rivers State Universities. When students lack confidence in their academic or social abilities, or when they harbor negative perceptions of themselves, they may be more likely to engage in disruptive behaviors as a form of coping, identity formation, or social validation. Understanding the intricate relationship between these factors is crucial for developing targeted interventions aimed at reducing disruptive behavior and promoting healthier student outcomes. By improving self-efficacy through academic support programs and enhancing self-image through counseling and social support, universities can help students navigate the challenges of university life in a more constructive and positive manner.

Statement of the Problem

In recent years, Nigerian universities, particularly those in Rivers State, have witnessed an alarming rise in disruptive behaviors among undergraduates. These behaviors, which include academic dishonesty, substance abuse, violence, and involvement in cult activities, not only undermine the academic environment but also pose significant challenges to the broader campus community. While a range of factors contribute to these disruptive behaviors, psychological constructs such as self-efficacy and self-image have been found to play a pivotal role in shaping student actions, yet their precise influence remains under-explored in the context of Rivers State Universities.

Self-efficacy refers to an individual's belief in their ability to successfully accomplish specific tasks and goals, which significantly impacts how they approach challenges, cope with failure, and persist in the face of adversity (Bandura, 1977). Undergraduates with low self-efficacy may feel overwhelmed by academic pressures or social challenges, leading them to avoid tasks, engage in procrastination, or resort to disruptive behaviors as a coping mechanism. Self-image, on the other hand, refers to how individuals perceive themselves, and it is closely linked to their self-esteem and identity. Students with a negative self-image, often resulting from poor academic performance, social rejection, or stigmatization, may engage in disruptive behaviors to seek validation, belonging, or to compensate for their perceived shortcomings (Harter, 2012).

In Rivers State Universities, where peer pressure, competition, and societal expectations are high, students may face unique challenges related to their self-efficacy and self-image, which in turn contribute to disruptive behaviors. Students who perceive themselves as academically inadequate or socially inferior might be more likely to engage in unethical behaviors, such as cheating, joining violent groups, or participating in cultism, as a way of compensating for their low self-esteem or lack of confidence. Despite the evident link between psychological constructs like self-efficacy, self-image, and disruptive behavior, limited empirical research has focused on this relationship in the context of Rivers State Universities. Moreover, current interventions often fail to address these underlying psychological factors, instead focusing on surface-level behaviors or peer group dynamics.

Thus, the problem lies in the insufficient understanding of how self-efficacy and self-image specifically contribute to the development of disruptive behaviors among undergraduates in Rivers State Universities. There is a need for an in-depth investigation into how these psychological factors interact to influence students' behavior, as well as the development of targeted interventions that can help enhance students' self-efficacy, improve self-image, and reduce disruptive behaviors on campus. Without addressing these fundamental psychological issues, efforts to curb disruptive behaviors among undergraduates in Rivers State Universities may remain ineffective.

Purpose of the Study

The study sought to examine the relationship between self-efficacy, self-image, and disruptive behavior among undergraduates in Rivers State universities. The study sought to investigate the following:

1. To find out the relationship between self-efficacy and disruptive behavior among undergraduates in Rivers State universities
2. To find out the relationship between Self-image and disruptive behavior among undergraduates in Rivers State universities.
3. To find out if there is a difference in the self-efficacy and Self-image among undergraduates who exhibit disruptive behavior and those who do not.

Research Questions

The following research questions guided the study:

1. What is the relationship between self-efficacy and disruptive behavior among undergraduates in Rivers State universities?
2. How does self-image influence disruptive behavior among undergraduates in Rivers State universities?
3. Is there a significant difference in self-efficacy and self-image between undergraduates who exhibit disruptive behavior and those who do not?

Hypotheses

1. Ho1: There is no significant relationship between self-efficacy and disruptive behavior among undergraduates in Rivers State universities.
2. Ho2: There is no significant relationship between self-image and disruptive behavior among undergraduates in Rivers State universities.
3. Ho3: There is no significant relationship between self-efficacy and self-image between students who exhibit disruptive behavior and those who do not.

Conceptual Review

Self-Efficacy

Self-efficacy refers to an individual's belief in their ability to succeed in specific situations or accomplish tasks. According to Bandura (1997), self-efficacy is a critical cognitive factor influencing how individuals approach goals, tasks, and challenges. High self-efficacy has been linked to greater motivation, better academic performance, and a positive attitude towards learning (Schunk, 2012). On the other hand, students with low self-efficacy may experience anxiety, lack of motivation, and poor academic achievement, which can lead to disruptive behaviors such as disengagement or frustration (Zimmerman, 2000).

For undergraduates in Rivers State universities, self-efficacy plays an essential role in how students approach their academic tasks and social interactions. Students with low self-efficacy may be more prone to disruptions in class as a form of coping with feelings of inadequacy or frustration (Akpan&Ifeoma, 2017). Enhancing students' self-efficacy may help mitigate disruptive behavior by fostering confidence and motivation to engage more positively in academic activities.

Self-Image

Self-image refers to how individuals perceive themselves, encompassing their physical, emotional, and social identity (Rosenberg, 1965). Positive self-image is associated with better psychological well-being, while negative self-image is often linked to feelings of inferiority, low self-esteem, and psychological distress (Leary, 2007). A positive self-image can help undergraduates feel more competent in academic and social contexts, while a negative self-image may contribute to maladaptive behaviors, including disruptive actions in the classroom.

In Rivers State universities, where socio-cultural and academic pressures may affect students' perceptions of themselves, having a positive self-image may enhance students' ability to engage productively in their studies and reduce tendencies for disruptive behaviors (Ogunyemi, 2018).

Conversely, students who struggle with poor self-image might act out as a means of coping with their insecurities or social isolation (Egbo, 2020).

Disruptive Behavior

Disruptive behavior in the context of undergraduates refers to actions that interfere with the learning environment, including talking out of turn, using mobile phones in class, non-compliance with instructors, and other behaviors that hinder academic progress (Bailey et al., 2019). Several studies have shown that factors such as low academic self-concept, poor self-esteem, and lack of engagement with academic tasks contribute to disruptive behaviors in students (Krejci et al., 2018).

In Rivers State universities, disruptive behavior among students may also be influenced by environmental factors such as large class sizes, inadequate infrastructure, and high levels of stress due to academic and financial pressures (Nwachukwu&Aji, 2019). In some cases, students may act disruptively as a way to gain attention, cope with failure, or express dissatisfaction with their educational experience. Understanding the role of self-efficacy and self-image in these behaviors is crucial for developing interventions that can reduce disruptive tendencies and promote better academic outcomes.

Relationship Between Self-Efficacy, Self-Image, and Disruptive Behavior

The relationship between self-efficacy, self-image, and disruptive behavior can be conceptualized through Bandura's Social Cognitive Theory, which emphasizes the importance of personal beliefs in shaping behavior (Bandura, 1997). High self-efficacy and a positive self-image can reduce the likelihood of disruptive behavior, as students who feel capable and competent are more likely to engage positively in their studies and follow academic norms (Schunk& Zimmerman, 2013). Conversely, low self-efficacy and a poor self-image can contribute to frustration, disengagement, and disruptive behavior (Zimmerman, 2000; Leary, 2007).

In Rivers State universities, where students may face unique social and academic challenges, addressing self-efficacy and self-image can play a pivotal role in reducing disruptive behaviors. Interventions aimed at improving students' confidence in their abilities and promoting a positive self-concept may help in curbing disruptions and improving overall academic performance.

Theoretical Review

Bandura's Social Cognitive Theory (Self-Efficacy)

Albert Bandura's Social Cognitive Theory (SCT), particularly the concept of self-efficacy, plays a foundational role in understanding student behavior. According to Bandura (1997), self-efficacy refers to an individual's belief in their ability to succeed in specific situations, which influences their actions, emotional states, and overall behavior. In the context of education, self-efficacy shapes students' motivation, persistence, and approach to academic challenges.

Bandura's theory suggests that students with high self-efficacy are more likely to set challenging academic goals, persist through difficulties, and exhibit positive behaviors in learning environments. On the contrary, students with low self-efficacy may avoid difficult tasks, experience anxiety, and engage in maladaptive behaviors, such as disruptive behavior in class, to cope with feelings of inadequacy (Schunk& Zimmerman, 2013).

Relevance to the Study:

For undergraduates in Rivers State universities, the application of Bandura's self-efficacy theory is vital in understanding how students' beliefs in their academic abilities influence their classroom behaviors. High self-efficacy is expected to reduce disruptive behaviors, as students are more

likely to engage with the curriculum positively and confidently. On the other hand, those with low self-efficacy may manifest disruptive behaviors as a means of coping with perceived academic failure or frustration (Akpan&Ifeoma, 2017). This theory provides the foundation for investigating how self-efficacy influences students' academic conduct and how interventions aimed at boosting self-efficacy might mitigate disruptive behaviors.

Rosenberg's Self-Esteem Theory (Self-Image)

Rosenberg's Self-Esteem Theory (1965) focuses on self-image as an essential component of an individual's psychological well-being. Self-image involves how individuals perceive themselves, which can be divided into their personal, social, and academic identity. Rosenberg (1965) argued that self-esteem (an individual's overall sense of self-worth) has significant effects on how they behave in various contexts, including academic settings.

Students with a positive self-image are more likely to experience higher levels of self-confidence, emotional stability, and academic engagement, while those with a negative self-image may struggle with feelings of inferiority, which can lead to disruptive behaviors (Leary, 2007). In academic environments, students with poor self-image may exhibit disruptive behaviors to either cope with their insecurities or gain attention from their peers and instructors.

Empirical Studies

Self-Efficacy and Academic Behavior

Self-efficacy, which refers to the belief in one's ability to succeed in specific tasks, plays a pivotal role in academic success and behavior. Several studies have explored the relationship between self-efficacy and academic behavior, including disruptive conduct, among university students.

Schunk and Zimmerman (2013) highlighted that students with high self-efficacy are more likely to exhibit positive academic behaviors, including engagement in learning and adherence to classroom norms. In contrast, students with low self-efficacy often demonstrate signs of disengagement and disruptive behavior, such as inattentiveness or acting out in response to frustration.

Akpan and Ifeoma (2017) examined how self-efficacy influenced academic performance and classroom behavior among Nigerian undergraduates. They found that students with higher self-efficacy were less likely to engage in disruptive behaviors. The study indicated that academic self-efficacy contributed to better academic engagement, reducing instances of distractions or misconduct in the classroom.

Egbo (2020) conducted a study in Rivers State universities and found that students who rated themselves as having lower self-efficacy were more likely to exhibit disruptive behaviors such as excessive talking, use of mobile phones, and non-compliance with instructor expectations. The study suggested that enhancing self-efficacy could improve students' classroom behavior and engagement in academic activities.

Self-Image and Academic Behavior

Self-image, the way individuals perceive themselves, including their abilities and worth, is strongly tied to academic behaviors. Positive self-image has been associated with greater academic achievement and lower incidences of disruptive behavior.

Leary (2007) and Rosenberg (1965) emphasized that students with negative self-images often struggle with feelings of inadequacy, which could lead to behaviors such as withdrawing from academic tasks or disrupting the classroom environment as a coping mechanism.

In a study by Ogunyemi (2018), the relationship between self-image and academic performance was explored in Nigerian universities, including those in Rivers State. The findings indicated that students with positive self-images were more engaged and less likely to exhibit disruptive behaviors. However, students with poor self-image were more likely to engage in avoidance behaviors, which could escalate into disruptions in the classroom.

Nwachukwu and Aji (2019) found that undergraduates who perceived themselves as socially isolated or academically unsuccessful tended to have lower self-esteem, which led to disruptive behavior in university settings. Their study suggested that interventions aimed at improving students' self-image could reduce disruptive behaviors by fostering greater academic engagement and social inclusion.

Disruptive Behavior in Higher Education

Disruptive behavior in higher education refers to any behavior that interrupts the teaching-learning process. Disruptions may include talking out of turn, using mobile phones, late arrivals, non-compliance with rules, and general disengagement. Research has linked disruptive behavior to both self-efficacy and self-image.

Bailey et al. (2019) investigated disruptive classroom behaviors in higher education and found that students with lower academic self-concept (a related concept to self-efficacy) were more likely to engage in disruptive behavior as a means of coping with frustration or insecurity.

Krejci et al. (2018) explored the role of self-regulation and self-efficacy in student behavior. They discovered that students with low self-efficacy and poor self-regulation were more prone to disruptive behavior, as they struggled to manage their emotions and academic responsibilities effectively. The study suggested that improving self-regulation skills could help mitigate disruptive behaviors.

Egbo (2020) also focused on the link between self-image and disruptive behavior in Rivers State universities. The study found that students who felt unsupported or undervalued in their academic settings were more likely to engage in disruptive behaviors as a way of expressing frustration or as a form of seeking attention.

Regional Studies and Context-Specific Research in Rivers State Universities

While there may not be an abundance of studies exclusively focused on Rivers State universities, existing research on Nigerian universities provides insights that can be applicable to Rivers State, considering the socio-cultural and educational context of Nigeria.

Ogunyemi (2018) conducted research on the role of self-image in reducing disruptive behaviors in Nigerian universities, focusing on how the socio-economic challenges and peer pressures in universities like those in Rivers State contribute to students' academic performance and behavior. Ogunyemi suggested that many students in Rivers State universities face stressors, such as financial constraints and academic pressures, that negatively impact their self-image and lead to increased disruptive behaviors in class.

Nwachukwu and Aji (2019) looked at the factors influencing student behavior in Nigerian universities and included Rivers State as a case study. They identified that students' academic struggles often led to poor self-esteem and low self-efficacy, contributing to disruptive behaviors in academic settings. The study recommended that universities in Rivers State implement academic counseling and support services to address these issues.

Interventions and Practical Implications

Several studies have suggested practical interventions aimed at improving self-efficacy and self-image to reduce disruptive behavior in the classroom. These interventions include:

Academic Support Programs: Studies by Schunk (2012) and Zimmerman (2000) emphasized the importance of creating academic environments that nurture self-efficacy by providing feedback, scaffolding, and opportunities for mastery experiences. In Rivers State universities, these could include mentorship programs, peer tutoring, and workshops focused on academic skills development.

Counseling and Psychological Support: Leary (2007) and Rosenberg (1965) suggested that psychological counseling programs focused on improving self-image and emotional well-being can

help students cope with academic pressures and reduce disruptive behavior. Implementing counseling centers that focus on self-esteem and social support in Rivers State universities could be beneficial.

Behavioral Interventions: Research by Bailey et al. (2019) suggested that teachers can implement behavioral management strategies to address disruptive behavior. In Rivers State, this might include clear communication of expectations, fostering a supportive classroom environment, and providing students with the tools to manage frustration and engage with the material.

METHODOLOGY

Research design: - The study adopted a cross-sectional survey design.

Populations of the study: The population of this study comprised of all the 77,000 undergraduates students in three Universities in Rivers State, namely : University of Port Harcourt , Rivers state University and Ignatus Ajuru University.

Sample and sampling techniques: A sample of 180 study respondents were purposively and randomly selected from the three Universities which is thus represented as follows:

University of Port Harcourt 60

Rivers state University 60

Ignatus Ajuru University 60

Instrument for data collection: An instrument for data collection was a self designed questionnaire titled: Self Efficiency, Self Image and Disruptive Behaviour Questionnaire (S.E.S.I.D.B) the instrument was structured in accordance to a four point Likert scale of Strongly Agree, Disagree and Strongly Disagree. The first part of the instrument captured the demographic variables of respondents while the second part addressed the questionnaire items.

Validity of the instrument: Both face and content validity of the instrument was ensured through expert scrutiny to ensure adequate coverage of the scope of the study.

Reliability of the instrument: The internal consistency of the research instrument was ascertained using Cronbach alpha statistics. However, a correlation coefficient index of 0.837 was obtained, showing that the instruments are highly reliable.

Method of Data Analysis: The data collected on research questions were analysed using mean and standard deviation while the hypotheses were tested using Pearson Product Moment Correlation Statistics at our significance level.

RESULTS

Research question1:- what is the relationship between self efficacy and disruptive behaviour among undergraduates in Rivers state Universities.

Table1;-mean and standard deviation scores on the relationship between self efficacy and disruptive behaviour.

s/n	items	sum	X	sd	Remarks
1	Students with high self efficacy were less likely to engage in disruptive behaviour.	520	2.888	1.699	Agreed
2	Students with high self efficacy exhibits positive academic behaviours.	555	2.888	1.699	Agreed
3	Students with low self efficacy may experience anxiety, lack of motivation which may lead to disruptive behaviour.	530	2.94	1.715	Agreed
4	Students with low self efficacy do not adhere to classroom norms or engage in active learning.	510	2.833	1.693	Agreed

Data analysis on table1:-indicated that items 1-4 had all the mean scores above the criteria mean of 2.5, meaning that respondents agreed that self efficacy relates with disruptive behaviours, hence students with high self efficacy were less likely to engage in disruptive behaviour while those with low self efficacy experiences anxiety and lack of motivation which leads to disruptive behaviour.

Research question2:- what is he relationship between self image and disruptive behaviour among Universities in rivers state .

Table 2;- mean and standard deviation shows on the relationship between self image and disruptive behaviour.

s/n	items	sum	X	SD	Remarks
5	Students with negative self image are more likely to engage in disruptive behaviour	544	3.022		
6	Most students who perceive themselves as being socially isolated, tend to have low self image, which may lead to disruptive behaviour	522	2.912		
7	Those students with poor self image were more likely to engage in disruptive behaviour.	510	2.912		
8	Students with positive self image are less likely to engage in disruptive behaviour.	545	3.028		

Table 2 data analysis showered that it across 6-8 had all the mean scores above the criteria mean of 2.5 meaning that respondents have expressed their views how self image relates with disruptive behaviour, hence students with negative self image are more likely to engage in disruptive behaviour while those with positive self image are less likely to engage in disruptive behaviour.

HYPOTHESIS

Ho₁: There is no significant relationship between self efficacy and disruptive behaviour among undergraduate in Rivers state Universities.

Table3: Test of relationship between self efficiency and disruptive behaviour of undergraduate students in Rivers state Universities.

variables	N	X	SD	r	D	Remarks
Self efficacy	180	2.937	1.713	0.025	0.56	No of sign
Disruptive behaviour	180	2.721	1.649			

Analysis of data in table3:-revealed the x calculated value of 0.025 is less than the P- value of 0.56 ($r=0.025$, $P>0.05$). Hence, null hypothesis is accepted, meaning there is no significant relationship between self efficacy and disruptive behaviour among undergraduate students in Rivers State Universities.

Ho₂: There is no significant relationship between self image and disruptive behaviour among undergraduates in Rivers State Universities.

Table4: Test of relationship between self image and disruptive behaviour among undergraduate in Rivers State Universities.

variables	N	X	SD	r	D	Remarks
Self efficacy	180	2.948	1.76	0.042	0.82	Not sig
Disruptive behaviour	180	2.721	1.649			

Table4: data analysis showed that the $r=$ calculated value of 0.042 is less than the $P=$ value of 0.82 ($r=0.042, P>0.05$). Hence the null hypothesis is accepted meaning that there is no significant relationship between self image and disruptive behaviour among undergraduate students in Rivers State Universities.

DISCUSSION OF FINDINGS

The discussion on the research question one and hypothesis one findings revealed that self efficacy does not significantly relate with disruptive behaviours. Hence, students with high self efficacy were less likely experience anxiety and lack of motivations. This findings agrees with Sclulk and Zimmaman(2023) and Akpan and Ifeoma (2017) who attest that students with high self efficacy are likely to show or display positive academic behaviours by engaging or adhering to classroom norm.

Research question two and hypothesis two findings revealed that self image do not significantly relate with disruptive behaviour of students in Rivers state Universities. Hence, students with negative self image are more likely to engage in disruptive behaviour, while those with positive self image are less likely to engage in disruptive behaviours. His findings are reported by ogunyemi(2018),and Nwachukwu and Ali(2019) who entered that most students who are socially isolated tend to have lower self image which leads to disruptive behaviours.

CONCLUSION

In Nigerian Universities and in Rivers state in particular, students face several social and academic challenges which may lead to disruptive behaviours. Self efficacy and self image can play a pivotal rule in reducing disruptive behaviour institutions of learning. The conclusion drown from this study is that enhancing students efficacy and self image mat help mitigating disruptive behaviour in our campuses. The study concludes that self efficacy and self image does not contribute to disruptive behaviour among undergraduates in Rivers state Universities.

RECOMENDATIONS

Based on the findings of the study, it was recommended thus :-

1. Appropriate interventions measures should be adapted to reduce or mitigate disruptive behaviours.
2. Students hould be fully engaged in more academic arguments on campus to avoid excess leisure time.
3. The management of universities should adopt social inclusions whereby every student takes parts in various social activities approach by the school.

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