



Strategies for Managing Disruptive Behaviours Among Public Secondary School Students in Classrooms in Kogi East Education Zone Nigeria

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ABSTRACT

The study investigated strategies for managing disruptive behaviours among public secondary school students in classrooms in Kogi East Education Zone. The purpose of the study was to find out the causative factors responsible for students' classroom disruptive behaviours and strategies to be adopted by public secondary school teachers in the management of students' classroom disruptive behaviours. Two research questions guided the study. A descriptive survey design was adopted. The population of the study consisted of 2434 teaching staff from 208 secondary schools in the Kogi East education zone. A sample of 400 teachers representing 16% was purposively selected for the study. The Disruptive Behaviour Management Questionnaire (DBMQ) was used as an instrument for data collection. Mean and standard deviation were used to answer the research questions that guided the study with a benchmark of 2.50 for acceptance and rejection. It was revealed from the analysis that (1) hereditary factors, visual disability, mental disability, excessive intelligent quotient in an individual student, exposure of students to the use of computers, television, radios, internet, mobile phones and frustration resulting from emotional to be the causative factors responsible for students' classroom disruptive behaviours in Kogi East Education Zone. (2) Finding the cause, inducing the desirable behaviour, eliminating the undesired behaviour, systematic desensitization, ignoring strategy, dealing directly with persistent behaviours and monitoring techniques to be strategies for managing students' disruptive behaviours in the classroom in Kogi East Education Zone. Some recommendations were also made.

Introduction

Disruptive behaviour in the classroom is a very popular concept that is particularly characteristic of students of all educational levels. The Collegio di San Mateo (2013) stated that disruptive behaviours are "acts that interfere with the Collegio's teaching, administrative, or service functions. Evaluating disruptive behaviour can be a highly subjective process. For example, some role models speak as students." In the classroom, they may be perceived as disruptive or simply irritating in some situations and frustrating in others. Charles (2004) defines disruptive behaviour as behaviour that is considered inappropriate for the environment or situation in which it occurs. In the context of classroom climate, student misconduct can be defined as any act or action that teachers perceive as disruptive to the learning environment (Cruickshank, Jenkins & Metcalf, 2009).

Types and examples of disruptive behaviour reported by Richards and Renandya (2002) include (1) the back-row distractor: a student who always sits at the back and distracts others;

(2) non-participants: some students who do not participate in certain activities; and (3) the overly exuberant student: intelligent but very domineering students who monopolize all classroom activities. Likewise, Cruickshank, Jenkins & Metcalf (2009) state that there are several common misbehaviour problems that can arise in the classroom, including aggression, i.e. H. physical and verbal attacks and acts of violence; immoral acts i.e) cheating, lying, and stealing; Resistance to authority, e.g. refusal to obey teachers or lack of discipline; destructive behaviour, talking loudly, calling out, and tossing objects; and off-task behaviours i.e., daydreaming and fooling around. From those types of behaviours, we can observe some examples of disruptive behaviours that can cause discipline problems in the classroom.

In the same way, the University of Washington (2017) mentions the following items as examples of disruptive behaviours such as aggression toward other students or faculty, threats of violence, unyielding argument or debate, yelling inside or outside of the classroom, untimely talking, laughing, or crying, snoring in class, engaging in the content on a laptop that others find disruptive, and listening to music at a volume disruptive to others. These eight examples are considered low-intensity disorders because the behaviours are not directly threatening to others; even if they cause irritation and fear in others. The University provides other examples of behaviour that are considered highly disruptive, threatening, or dangerous, including physical or verbal attacks by a student on faculty or other students, where a student appears to be about to physically or verbally attack others and in doing so on a student injures or objects in the classroom and the student is carrying a firearm.

Other claims of examples of disruptive behaviour come from Tomorrow's Teaching and Learning (2017) and Richards and Farrel (2011), who note: arrivals and departures (late arrivals and early departures), loud students (talking and otherwise creepy noises) and other behaviours such as taking notes, sleeping, eating, apparent inattentiveness, authoritarian students, stressed students, challenging teachers' authority, disruptive online students, and even cheating.

Based on the above arguments, it can be concluded that students can engage in various inappropriate behaviours that can directly or indirectly distract teachers and other students and ultimately interfere with the teaching and learning process. It is important to identify the factors responsible for students' disruptive behaviour in the classroom and the strategies to manage these risks in Kogi East Education Zone, Kogi State, Nigeria.

The broad purpose of the study is to investigate strategies for managing disruptive behaviours among public secondary school students in classrooms in Kogi East Education Zone. Specifically, the study sought to find out: The causative factors responsible for classroom disruptive behaviours among secondary school students in Kogi east education zone. And Strategies to be adopted by public secondary school teachers in the management of students' disruptive behaviours in the classroom. Are the causative factors responsible for classroom disruptive behaviours among secondary school students in Kogi East education zone. Are the strategies to be adopted by public secondary school teachers in the management of students' disruptive behaviours in the Kogi East education zone.

Literature Review

In order to deal with disruptive behaviour in the classroom, the teacher needs to know the causes in order to apply the appropriate therapy (Shaibu & Ejeh, 2017). Researchers have found that there are several causal factors that cause problems in the classroom. Shaibu and Ejeh (2017) classified the causes as follows: (1) heredity factors; (2) physical and mental factors; (3) environmental factors; (3) societal factors, (4) technological factors; (5) psychological factors and; (6) emotional factors.

Heredity Factors, Some youngsters inherit disruptive behaviours from their parents (Shaibu and Ejeh, 2017). They showcase these behaviours naturally till it is cured. For instance, a baby can steal for any justifiable reason. He simply decides to take someone's property even when he has nothing to do with it. This man or woman is clinically referred to kleptomaniac

(Shaibu and Ejeh, 2017). Some different inherited characteristics are bullying, laziness, restlessness; noise-making, etc. Other troubles which can be inherited or obtained are bodily and intellectual disability.

Physical and Mental Factors Physical and intellectual elements that purpose unfavourable behaviours amongst kids encompass bodily incapacity which consists of visible and listening to disabilities and intellectual and getting to know disabilities.

Physical disability, this refers to a seen deformity on someone's physique that prevents/reduces the whole characteristic of that unique part. They are categorised below visible and listening to disabilities.

Visual disability, visual incapacity is the shape of bodily deformity in the place a man or woman can't see properly. Visually impairment can lead to disruptive behaviours amongst youngsters in the classroom. Visual incapacity can be grouped into blind, low imaginative and prescient and partially sighted children. Even though the partially sighted can gain from the ordinary schoolroom setting, they nonetheless showcase some disruptive behaviour in class. The relaxation may also now not advantage from the regular school room association besides specialised instructing arrangements. Some kids go through the following eye troubles in accordance to Shaibu and Ejeh (2017) except the expertise of the instructor their dad and mom and they show off school room disruptive behaviours as a result; myopia, hypermetropia, cataract, albinism, strabismus, nystagmus and heterophoria.

Hearing impairment, is one of the intellectual elements amongst youngsters militating in opposition to wonderful schoolroom educating and learning. Hearing Impairment is additionally recognized as difficulty of hearing. Such youngsters have the following schoolroom problems: they supply negative and sluggish responses to low sounds; continuously demand repetition; decide upon visible to auditory activities; frequently supply incorrect solutions to oral questions; shout when talking; frown and bend ahead in an effort to hear.

Mental incapacity, is one of the intellectual elements that have to do with the malfunctioning of the brain. Mental incapacity consists of learning-disabled and mentally retarded children. There is a distinction between intellectual incapacity and mental retarded/illness. Metal retarded/illness is normally referred to as insanity and can be cured however intellectual incapacity is now not a sickness and can't be cured however the country can be multiplied upon with an enriched surrounding and exclusive technique of educating (Chiaha, 2008). The mentally disabled sufferers have a very low shrewd Quotient (I.Q) beneath the everyday charge (100) whilst some mentally sick have very excessive IQs of a hundred and twenty rates. The mentally disabled to the positive stage can gain from academic offerings especially the slight (IQ varies from 25-50 rates) and reasonable (IQ varies from 50-75 rates) ones whilst the mentally retarded/ill cannot. Such disabled adolescents will simply showcase disruptive behaviours in category relying on their disability.

Learning disability, this is one of the intellectual elements which can reason disruptive behaviour in class. Learning incapacity is a kind of impairment that affects an unborn sickness of calcium tiers of inability main to seriously gaining knowledge of problems. Those with gaining knowledge of incapacity are frequently referred to as sluggish learners. Usually, they have common talents however with some disabilities and they can exhibit the following characteristics: dyslexic, dyscalculia, hyperactive, hypoactive, have an uncontrollable repetition of a precise word, have problems switching interest from one object to another, and have a perceptual disease which refers to terrible use of herbal senses specifically attention of objects and state of affairs (Muhammed, 2018).

The gifted, this is every other team of youngsters with bodily and intellectual elements that constitute schoolroom issues (Ejeh and Shaibu, 2017). These teens in accordance to Shaibu and Ejeh (2017) are with different capabilities or skills and have above-average intelligence. This

implies that their Intelligence Quotient (IQ) is above the everyday IQ of one hundred and most of them are determined in ordinary lessons due to the coverage of integration which requires the handicapped to be built into the ordinary schools, so instructors ought to be cautious and organized of having them in their classes. Such youngsters want to be recognized and treated mainly with the aid of the trainer (Chiaha, 2008). These teenagers show off the following traits that represent lecture room problems: they have an incredible reminiscence and fast learning; they are so inquisitive that is, they want to know; they have a giant quantity of information; they are very curious; they are very innovative and imaginative; they have perseverance in challenging tasks; they can set excessive dreams and beliefs for themselves; they regularly run counter to tradition; they may also do the sudden things; they can study and elevate out or do what others neglected; they are fascinated in the troubles of the world; they are fascinated in looking for older companions; they possess superior vocabulary; they are usually leading/leaders; they use the scientific technique of reasoning; they discover regular classification unchallenging and dull. When an infant in the type well-known shows the above behaviours, the instructor needs to attempt to apprehend that they are herbal traits and must be recommended to supply the proper kind of treatment

Environmental factors

Environmental factors that can cause disruptive behaviours are those resulting from the child's environment, such as home and school and peer groups.

Home factors

Parental upbringing can have an effect on the child's behaviour in school. It is believed that domestic is the first college that the infant attends in the usual training setting. Whatever the baby learns from domestic is transferred to the school. Poor parental upbringing such as immoderate petting, granting of all requests through the baby and so on can lead to troubles in faculty when such indulgencies are now not granted through the trainer or faculty authorities. On the different hand, young people such as the motherless, the extremely bad residents help, the rejected, and orphans who are introduced to very hard and harsh domestic backgrounds, lack love and parental care as this can lead to schoolroom behavioural problems, such as bullying, fighting, stealing, dozing in the class, inattentiveness. Some residence helpers are so busy that they have little time to sleep. At school, they fall asleep at some point during lessons. Also, such youngsters can also now not have time to do their domestic assignments. Some dads and moms have a negative mindset about their children's wishes at school. Some particularly the trained ones and those in politics and groups have no time for their children. They are hardly ever at domestic and when they are, they interact with themselves in conferences and agencies such that the kids are ignored or left to residence help, maids and stewards to cater for. Lack of parental interest can end result in disruptive behaviours in school. Disharmony in the domestic can additionally have an effect on a child's behaviour in class. When dad and mom quarrel and battle always, youth can be affected emotionally. Poverty can additionally lead to toddler misbehaviour in the class. Some mothers and fathers are so negative that they can't manage to pay for primary meals and academic services for their children. When expenses are now not paid and gaining knowledge of substances is no longer purchased, the toddler can steal or grow to be anti-social or an introvert in school. It can additionally lead to a lack of self-belief or an inferiority complex. When the infant fails to operate or do his assignments it may be viewed as laziness (Shaibu, 2018).

School factors

School elements as one of the environmental elements that can reason disruptive study room troubles amongst young people include, bad college plant and amenities maintenance, unfriendly college environment, lack of infrastructure, negative educating strategies and materials, bad teachers' attitude, terrible school room management, lack of suitable management style, unconducive college climate, curriculum no longer enriching adequate or

too excessive for the college students and incorrect placement in faculty or class. The faculty is no longer solely an agent of socialization but a quasi-home. A college is additionally a region designed for instructing and learning, the place college students need to be joyful amongst their friends and teachers. It needs to be a vicinity the place adolescents desire and like to be, an area the place adolescents experience assured to name theirs. This implies that the faculty need to provide an experience of equal belonging to the children. School can be very formative as a long way as personality coaching is concerned. It turns into a hassle especially when the college fails to furnish the integral requirement for the baby (Muhammed, 2018).

Societal factors

Societal elements have additionally contributed to study room administration problems. Our society looks to be a capitalist one the place every person is involved in making money. Most human beings these days are involved in making cash and/ or benefiting from the overlook of their children. Many mothers and fathers are so a whole lot concerned in the search for fabric wealth that they overlook the care and desires of their children, particularly their schooling needs. Fees are paid pretty okay however there is no monitoring of what goes on in college due to a lack of time on the phase of parents. This offers the instructor more burden, including parental roles to his duties. More so, the pupil populace increased. This implies that the mother and father go away for their work for instructors to do. Teachers on their very own as a section of society are additionally fascinated by cloth needs. They regularly bitch about job dissatisfaction, non-payment of salaries, and negative instructing amenities amongst others. As a result, their mindset to work is poor, and their morale is low this indicates they forget their obligations and so the kids suffer. All these coupled with present-day societal values end result in ethical laxity. Students, therefore, have the tendency to misbehave in classes. Some cheat, lie and come late to college and disobey the trainer and category regulations and guidelines (Shaibu and Ejeh, 2017).

Technological factors

The use of modern-day technological know-how has additionally brought its toll on study room administration problems. Students as properly as important college youngsters are now uncovered to the use of computers, television, radio, internet, and cellular phones. These assist young people get uncovered some practices which motivate disruptive behaviours. Students and kids are uncovered to assembly and discussion with all kinds of people. They recognize what is taking place in different superior international locations and favor being like them. There is cross-fertilization of thoughts amongst youths and technological know-how makes it simpler for the youth to layout and execute evils. For instance, small females in the faculty get cellular telephones from guys who without difficulty prepare and meet with these girls. Such publicity can make teens truants in school. It can additionally lead to satisfaction and conceitedness and immoral behaviours. The use of the web besides education can supply youngsters with pointless publicity to phonographic pictures, blue films, and violent moves that can make kids end up bullies. It can additionally improve peer-group misbehaviours and create study room administration issues (college of Mateo, 2013).

Peer group influence

Children are connected to their friends both through affection and dominance. Through affection, kids are drawn to their likes via activity or likeness or due to the fact of kindness, favour or love proven to them with the aid of some other child. In most cases, such affection culminates into friendship which can also now not ultimate long. Another kind of relationship is dominance. In this case, the toddler is attracted due to the fact he has something to provide or attain from every other child. He later reaches a stage the place he controls the different

child's attitudes and behaviours knowingly or unknowingly. He is like a charismatic chief to his peers, or he is managed (College of Mateo, 2013). Whichever way the enchantment comes the vital element is that friends stick collectively and behave alike. One person's behaviour can effortlessly impact the contributors of the peer group. The peer crew effect is a very robust issue affecting study room behaviour. Children like to accomplice with their peers. Peers are like minds and have a tendency to behave alike. For instance, if a specific trend is in vogue, such as a hairdo, famous music or music, even mode of dressing, manner of on foot or talking, the tendency is that kids defy regulations and policies to go alongside what their friends reflect on consideration on in vogue and if now not right checked or tailor-made toward an effective direction, disruptive behaviour will end result as this can without problems unfold to most of the classification members. Again, when a baby starts off evolving to put on his/ her uniform in a unique way in the identity of a trend like low waste and swagger such a baby if no longer checked can impact the relaxation of his/her friends to gown in an identical manner. Likewise, if a member of a peer crew has a positive disruptive behaviour; it can unfold to the class. It can additionally lead a baby to self-rejection as the College of Mateo (2013) determined that the poor opinion of a precise peer in a crew can negatively affect different peers.

Psychological factors

Some kids have incapacity of thinking which makes them lack composure for classification activities. Such young people have a phobia of classification endeavours probably due to parental upbringing or the teacher's mindset toward his work. This makes him/her concerned with each and every classification activity. Such youth can grow to be truants. In establishments of greater learning, such college students engineer, prepare, and spearhead strikes or motivate college students' unrest (Tomorrow's Teaching and Learning, 2017). Since they do now not like college activities, they revel in any undertaking that can disrupt them and their people. Such kids are normally noise makers.

Emotional Factors

Emotional factors that can result in disruptive behaviour according to (Siti, 2017) include immaturity, ignorance, frustration, lack of interest, and adolescent problem among others.

How to Manage Classroom Disruptive Behaviours

The potential of instructors in managing category disruptions can be varied. In an announcement by means of Cruickshank, Jenkins, and Metcalf (2009), there are no foolproof techniques for correcting misbehaviour and no single self-discipline method is regarded as a position to clear up quite a number sorts of disruptive behaviours. There are quite a few approaches to managing study room disruptive behaviours however a few of them that are in line with the above issues are handled below.

Finding the cause, before the trainer goes into any serious behaviour remedy in the administration of disruptive behaviours/problems there is a want for him to attempt to perceive the motive of the behaviour mainly in main disruptive behaviour (Albert, 2003). Finding the reason or identification of the hassle is a preliminary measure in the administration of disruptive behaviours. When the motive is determined the remedy will be exactly focused. The instructor needs to discover if the hassle is hereditary or due to incapacity or giftedness, or if it is domestic or school-based. Nevertheless, the techniques described can be utilized singly or in multiples (Albert, 2003).

Inducing desirable behaviour, this capability makes the child's behaviour nice hence policies and regulations. When the instructor decides to implore the areas of this approach he makes use of reprimands blended with praises. For instance, a baby who sleeps in the classification for the duration of the lesson can be made to examine a passage even if it is no longer an analyzing lesson. If he or she does it well, he receives praise.

Eliminating undesired behaviour, in the usage of this strategy, it is very necessary that the trainer makes certain of the motive of the trouble to allow him to take away same. For instance, if the use of a demonstration approach can lead to noise and unruly lecture room behaviour, the instructor needs to hire use of every other method. If he notices that the sitting collectively of two college students in the category leads to disturbance, they need to be separated. At times, if it is found that the prefect makes use of his repute to bully others such a prefect need to be modified (Albert, 2003).

Systematic desensitization, this is a state of affairs whereby extra of the undesired stimuli is given to the affected person so a good deal so that he receives fed up. For instance, a baby who disturbs the type with a specific dance step can be made to proceed to the dance earlier than the class, till he is fed up. The use of this remedy needs to be cautiously applied. It has to no longer be used for absenteeism or lateness or for truants. It has to additionally now not be used in academics. For instance, a toddler has to now not be made to write a unique subject, lesson, mathematics, spelling etc. a thousands of times, this is due to the fact it may additionally lead to poor effects (Daniels, 2013).

Ignoring strategy, as we have mentioned before, some disruptive study room behaviours are the end result of attention-seeking. Some youngsters specifically those over-petted at home, may additionally figure out to be looking for the interest of the instructor via disruptive lecture room behaviours. In this case, the instructor has to discourage him with the aid of now not paying interest to him. The type must additionally be prompted to pass the child. In secondary schools, some teens nonetheless are seeking the attention of the teacher, mainly girls. Using their little lecture room pranks, they prefer to be noticed. When omitted they sense shy, particularly earlier than their friends and may additionally now not show off such behaviour again. Interest on children's behaviour, frequently reinforces identical behaviour. Teachers have to consequently watch out for behavioural issues that are basically in search of their interest and omit them.

Dealing directly with persistent behaviours, at instances, the trainer may also deal with the undesirable behaviours via lack of understanding or different easier treatment plans such as movement technique. He may additionally then determine to deal immediately with the problem. In this case, he will discover the hassle and a well-defined remedy earlier than dealing with it after ideal planning and subsequent management. However, the trainer needs to now not be too rebellious in acts or too serious about a disciplinary offence (Tomorrow's Teaching and Learning, 2017).

Monitoring technique, it is apparent that in any type there are certain to be some distractions. This is due to the fact of the distinction in each heredity and surroundings among the college students in the class. The instructor needs to watch out for signs and symptoms of extraordinary kinds of disruptive behaviours. When these signs and symptoms manifest, he must follow the splendid technique. This cautious and tactful watch by using the trainer is referred to as monitoring. This implies that as the instructor is teaching, he has to be looking at the teens and be organized to address any signal or signs of disruptive behaviour via exceptional measures such as verbal warning, name of names and non-verbal measures, such as frowning, warning stares, humorous cough, winking etc. The monitoring method is essentially used as the first therapy for any symptom of disruptive behaviour. Other treatments/therapy includes;

Modelling, this capacity exhibits exemplary behaviour. It is a production of the likeness of the actual object. Just as architects produce fashions of homes and landscapes of structure, they choose to design, in an identical way, the trainer by using a unique method or method can produce exemplary behaviour that can be copied by the youth in his class. He can also use a self-approach mannequin in which case he makes himself a mannequin displaying an accurate instance and drawing children's interest to it if necessary. For instance, the trainer may additionally determine to come early to faculty to alternate the lateness amongst his students.

He can additionally exhibit true examples of neatness, orderliness and honesty for young people to emulate. On the different hand, he can make use of exemplary college students in the class. He can show off early comers, neat college students and many others bringing them out in the type for others to see and appreciate. He needs to draw the interest of different college students to the fashions and if integral inspire the ones with study room troubles to analyze from the models.

Orderliness, this implies an appropriate and neat association of the schoolroom substances and chairs, desks, tables, walls, charts, pix etc. Where there is orderliness, kids are sure to conform. The instructor ought to continually insist that children's desks, chairs, baggage and many others are saved in suited places. Whenever the category will become noisy or disorderly at some stage in the lesson, it is both the approach is uninteresting, boring or too technical for teens to follow. When a lecture room will become disorderly, the instructor must take a look at his approach and fashion of leadership. When training is properly deliberate with sufficient strategies and materials, orderliness is commonly achieved (Hendrick, 2001). The instructor must additionally endeavour to embellish the category with plants which can be modified every day with the aid of the students, wall, charts and pictures. Students have to be prompt now not to contact partitions and the photos or charts on them. It is additionally quintessential to have category libraries with story books and nature corners. These assist teens with frustration and emotional troubles to be subdued.

Enrichment of the learning environment, this entails having enough education and mastering substances to facilitate learning. It additionally ability making sure that the curriculum is wealthy and difficult adequate to entice and maintain the pastime of the learners. For instance, talented teens will be bored when the curriculum is no longer prosperous and adequate to stimulate their interest. The instructor needs to graph-type things to do in a gradual manner such that there are minor and essential tasks. While these studying issues gain from minor tasks, the proficient will advantage from fundamental tasks, and the ordinary young people will grapple with the mid-way (not too important and now not too minor) tasks. Teachers need to strive to interact with the youth in things to do that will be carried out at domestic and in the school. It is imperative that such things to do be checked and marked by way of the teacher. Children will have little time for misbehaving if they are stored busy (Marzano, Marzano and Pickering, 2003).

Enforcement of rules and regulations, as indicated earlier, upon getting into school, kids attempt the teacher's administration abilities and techniques. Some strive to flout faculty rules to take a look at the teacher's watchfulness and fashion of type control. If they recognise that the instructor is serious-minded and is now not equipped to tolerate any disruptive behaviour in his class, they will come to be cautious. On the different hand, if the trainer is busy, ignorant and non-observant, they will unleash their disruptive behaviours.

The instructor has to put into effect regulations and regulations. He needs to now not be partial or tribalistic. He should keep away from favouritism of any kind and deal with all college students alike even if it is his very own child. He must be a buddy of all and a pal to none. He must insist that policies and rules are obeyed. However, in doing this, he has to attempt to be thoughtful of his student's desires and aspirations. For instance, whilst implementing punctuality and regularity in school, he needs to think about an in-poor-health infant or a toddler who is searching after an in-poor-health dad or mum or a historical father or mother at domestic (Marzano, Marzano, and Pickering, 2003).

Motion technique, the action method is virtually a remedy used by way of the teacher. He bodily flora himself shut to the misbehaving toddler and in accordance to Akubue (2004), "stifling the hassle earlier than it leaks out". Akubue (2007) mentioned above refers to it as proximity management which makes the trainer behave as a supply of safety and strength. The

trainer locations himself with or observe earlier than the wrongdoer except for any verbal communication. This can assist to curb noise-making, lack of interest, fighting, and bullying. *Adoption of appropriate leadership style*, it is very necessary that instructors use fantastic management patterns in their study room administration (Chiaha, 2009). There are many essential sorts of management styles, charismatic, autocratic, lazier-faire and democratic, transformation, transactional, and translucent styles. Another team linked to organizational administration is monothetic, idiographic, and situational management styles. All of them will go a long way in managing students' disruptive behaviours in a study room when they should be adopted by means of the teachers.

Punishmen, punishment in an instructional putting is an act of inflicting the offender's regulations and policies of the schools. Punishment as a remedy ought to be the very remaining choice and can be utilized if all others failed. Punishment is given for two motives in accordance with Akubue (2004), to right and reform the child, and As a preventive measure towards different teens who may commit equal offenses.

Punishment has to be immediately (Charles, 2004). It must now not be delayed however utilized as quickly as the offense is committed. It needs to no longer be usually used however must be legally applied. This implies that the instructor ought to no longer go past his limit. He has to make sure that he no longer damages any regulation in the utilization of punishment. The toddler ought to be made to apprehend truly why the punishment is being meted on him/her.

Over the years there has been an outcry from both educational administrators and teachers at all levels about students' disruptive behaviours in schools and in classrooms especially during teaching and learning without empirically knowing the functional strategies to be adopted to manage the menace. Observation from these researchers shows hereditary factors, physical factors which include hearing and visual disabilities, mental factors which include learning disability, gifted and talented, environmental factors which include home and school factors, societal factors, technological factors, psychological and emotional factors to be the causative factors responsible for students' classroom disruptive behaviours in Kogi East Education Zone without any evidence to substantiate their claim. Evidence from the literature elsewhere revealed some of the strategies to be adopted for managing students' classroom disruptive behaviours to finding the cause, punishment, counselling, adoption of appropriate leadership style, motion technique, and enforcement of rules and regulations amongst others. But the causative factors responsible for students' classroom disruptive behaviours and strategies to be adopted in the management of these menaces among secondary school students in the Kogi East education zone are yet to be known hence the need for the study. However, the problem of this study put in question form is, what are the causative factors responsible for students' classroom disruptive behaviours and strategies to be adopted in the management of these menaces in Kogi East Education Zone.

Research method

The study used a descriptive survey design. This type of research collects data from a large number of companies. This makes sense as it aligns with the purpose of the study to examine strategies to address disruptive behavior among public high school students in classrooms of the Kogi East Education Zone. Emaikwu's (2013) design is appropriate when the researcher is unable to directly manipulate the independent variable. The study was conducted in the Kogi East Education Zone in Kogi State. This area includes nine local governments: Anka, Omala, Olamaboro, Dekina, Ofu, Igalamela, Idah, Ibaji, and Bassa. The Kogi East Education Zone in Kogi State was chosen for this study as education is an important industry in the region as there are 208 public secondary schools in the region (Ministry of State Education, Lokoja, 2018). But this important industry is in serious jeopardy due to the disruptive behaviour of students in the area. Something needs to be done urgently to bring the situation under control. Therefore,

there is an urgent need to explore strategies for dealing with the disruptive behaviour of public secondary school students in the classrooms of the Kogi East Education Zone. The surveyed population consisted of 2,434 teachers from 208 high schools in the Kogi East Education Zone (Kogi State Ministry of Education Office, Lokoja, 2018). The selection of these collaborators was based on the fact that these collaborators are best placed to provide the data needed for the study. The sample for the study consists of 400 teachers, representing 16%, 2434 out of 27 high schools, representing 22% of the 208 public high schools in the Kogi East Education Zone. Emaikwu (2013) believes that a representative sample of 15-20% of a population of 1,000 or more is considered ideal. Of 2,434 teachers in the study area, 400 were selected (16%).

The targeted sampling technique selected 27 schools from 208 public secondary schools in the region. The sample consisted of 400 teachers. The data collection tool was a researcher-designed questionnaire entitled the Disruptive Behaviour Management Questionnaire (DBMQ). It has been verified by three experts from Educational Foundations and Measurement & Evaluation, Departments of Educational Foundations, Kogi State University, Anyigba. The instrument had two sections. Section A contains the demographics of the respondents, while Section B has been divided into groups A and B. Group A includes items on factors responsible for disruptive behaviour in high school students, while Group B covers items on strategies for coping with disruptive behaviour. Behaviours of secondary school students in Kogi East Education Zone. The tool was tested with twenty (20) secondary school teachers (15 boys and 15 girls) in Kogi East Education Zone, Kogi State. This sample was drawn from a population with the same characteristics but status as Kogi, which was not part of the study sample and comprised 30 members. The respondents used a modified four-point rating scale with the answer modes “Totally agree” (SA) = 4, “Agree” (A) = 3, “Disagree” (D) = 2, and “Do not agree at all to” (SD) = 1. Cronbach's alpha was used to calculate the index, resulting in a reliability coefficient of 0.81. This indicates high internal consistency and reliability of the user tool (Ali, 2006). According to Emaikwu (2013), Cronbach Alpha is used to establish a more general method for estimating internal consistency. Thus, it was found that the instrument has high reliability and can be used on a test sample. The interviewer administered and collected the questionnaire personally over the course of a week with the help of two research associates. The mean and standard deviation were used to analyze the data to answer the research questions underlying the study. A mean threshold of 2.50 and above was used to define positive responses, while a mean threshold of less than 2.50 was considered a negative response.

Results

What are the causative factors responsible for classroom disruptive behaviours among secondary school students in Kogi east education zone?

Table 1. Mean and Standard Deviation of causative factors responsible for classroom disruptive behaviours among secondary school students in Kogi east education zone

S/N		Mean	SD (X)	Remark —
1.	Heredity factors	3.57	1.64	SA
2.	Visual disability	3.45	1.52	SA
3.	Hearing disability	3.28	1.35	A
4.	Mental Disability	3.51	1.58	SA
5.	Excessive Intelligence Quotient in an individual student	3.47	1.54	SA
6.	Poor School Plant and Facilities Maintenance	3.40	1.47	A

7.	Personal interest	1.00	0.05	SD
8.	Poor Teaching Method and Materials	3.44	1.51	A
9.	Exposure of students to the use of computers, television, radio, internet, mobile phones etc	3.55	1.62	SA
10.	Frustration resulting from emotion	3.49	1.58	SA
Total		3.22	1.40	A

Key: SA= Strongly Agree

A= Agree

Table 1 shows the teachers' responses on causative factors responsible for classroom disruptive behaviours among secondary school students in the Kogi East education zone. Items 1, 2, 4, 5, 9 and 10 with means of 3.57, 3.45, 3.51, 3.47, 3.55 and 3.49 showing strongly agree to the acceptance of hereditary factors, visual disability, mental disability, excessive intelligent quotient in an individual student, exposure of students to the use of computers, television, radios, internet, mobile phones and frustration resulting from emotion to be the causative factors responsible for students' classroom disruptive behaviours in Kogi East Education Zone. Items 3, 6 and 8 with means of 3.28, 3.40 and 3.44 show agreement to the acceptance of Hearing disability, poor school plant and facilities maintenance and poor teaching method and materials to be the causative factors responsible for students' classroom disruptive behaviours in Kogi East Education Zone. Item 7 with a mean of 1.00 shows strongly disagrees with personal interest as a causative factor responsible for students' classroom disruptive behaviours in Kogi East Education Zone.

What are the strategies to be adopted by public secondary school teachers in the management of students' disruptive behaviours in Kogi east education zone?

Table 2. Mean and standard deviation on strategies to be adopted by public secondary school teachers in the management of students' disruptive behaviours in the classroom.

S/N	Items	Mean	SD	Remark
(X)				
1.	Finding the Cause	3.59	1.66	SA
2.	Inducing Desirable Behaviour	3.56	1.63	SA
3.	Eliminating the Undesired Behaviour	3.58	1.35	SA
4.	Systematic Desensitization	3.56	1.63	SA
5.	Ignoring strategy	3.49	1.56	SA
6.	Dealing Directly with Persistent Behaviours	3.46	1.53	SA
7.	Monitoring Technique	3.45	1.52	SA
8.	Modelling Strategy	3.40	1.47	A
9.	Enforcement of Rules and Regulations	3.38	1.45	A

10.	Adoption of appropriate leadership style	3.35	1.42	A
	Total	3.50	1.52	SA

KEY: SA= Strongly Agree

A= Agree

Table 2 shows the teachers' responses on strategies to be adopted by secondary school teachers in the management of students' classroom disruptive behaviours in Kogi East Education Zone. Items 1, 2, 3, 4, 5, 6, 7, 8 with means of 3.59, 3.56, 3.58, 3.56, 3.49, 3, 46, 3.45 showing strong agreement to the acceptance of finding the cause, inducing the desirable behaviour, eliminating the undesired behaviour, systematic desensitization, ignoring strategy, dealing directly with persistent behaviours, and monitoring technique to be strategies for managing students' disruptive behaviours in classroom in Kogi East Education Zone. Items 8.9 and 10 with means of 3.40, 3.38 and 3.35 show agreement to the acceptance of modelling strategy, and enforcement of rules and regulations to be strategies for managing students' classroom disruptive behaviours in Kogi East Education Zone.

Discussion

This finding is in consonance with Rossouw (2003) when he elaborated on factors -which cause disruptive behaviour in the class- to be related to such as (1) the ratio of male-female educators in the school; (2) the number of students initiating disruptive behaviour; (3) a number of students in the class; (4) the absence of teachers; (5) low respect of human dignity; (6) inadequate legislation and policy; and (7) implementation of outcome-based (ignoring the process) education. Rossouw (2003) also revealed the following external factors such as (1) incorporative value application in the family (parents); (2) previous traumatic experience; (3) lack of care in the home across socio-economic background; (4) bad relation with specific educators; (5) gained impact from the society lack of discipline and (6) parents lack responsibility and tolerance to be causative factors of students disruptive behaviours in the classroom. Bru (2005) also corroborated the above findings when he elaborated on factors - which cause disruptive behaviour in the class- to be related to (1) cognitive competence; (2) relevancy of schoolwork; (3) contrastive belief against school management; and (4) pursuit of peer approval. Cruickshank, Jenkins, & Metcalf (2009) reveals physical and verbal attacks, displays of violence; immoral acts i.e., cheating, lying, and stealing; defiance of authority i.e., refusing to obey teachers or becoming unruly; disruptive behaviours i.e., talking loudly, calling out, and tossing objects; and off-task behaviours i.e., daydreaming and fooling around as disruptive behaviours among students in classrooms. In the same way, the University of Washington (2017) buttressed the above when revealed that aggression toward other students, threats of violence, unyielding arguments or debate, yelling inside the classroom, untimely talking, laughing, or crying, snoring in class, engaging in the content on a laptop that others find disruptive, and listening to music at a volume disruptive to others to be disruptive behaviours peculiar to students in classrooms. She added students physically or verbally assaults lecturers or other students a student's appearance, a student damages classroom furniture or property, and a student carrying a weapon are disruptive behaviours.

This finding is in line with Hendrick (2001) that the problems caused by students' misbehaviours can be prevented and solved by planning lessons thoroughly, developing positive interaction with students, and conducting lessons effectively which is the adoption of an appropriate leadership style in classrooms. Albert (2003); Marzano, Marzano and Pickering (2003) equally revealed that teachers should professionally, carefully, and effectively select and consider the context of problems and also the personality and motivation of their students before, as problem solvers, taking action. The findings were corroborated by Cruickshank,

Jenkins, and Metcalf (2009) when highlighted several types of intervention strategies that can be followed by teachers to be extinction that is, teachers ignore minor distractions such as attention-seeking misbehaviour; mild desists that is, a kind of nonverbal intervention strategies such as establishing eye contact, facial expression, body language, gesture, and reinforcement, reprimands (verbally); that is, to help teachers remind students of what they have done and show them that teacher does not tolerate the misbehaviour.

Conclusion

Based on the findings of the study the researchers conclude among other things that hereditary factors, visual disability, mental disability, excessive intelligent quotient in an individual student, exposure of students to the use of computers, television, radios, internet, mobile phones and frustration resulting from emotion, hearing disability, poor school plant and facilities maintenance and poor teaching method and materials to be the causative factors responsible for students' classroom disruptive behaviours in Kogi East Education Zone. While finding the cause, inducing the desirable behaviour, eliminating the undesired behaviour, systematic desensitization, ignoring strategy, dealing directly with persistent behaviours, monitoring technique, modelling strategy, and enforcement of rules and regulations are strategies for managing students' disruptive behaviours in the classroom in Kogi East Education Zone.

The following recommendations were made based on the conclusion made in the study, efforts should be made by the principals and teachers, and other establishments to adopt time management strategies, problems solving approaches with staff and students and improve team management. This will help to reduce the levels of disruptive behaviours emanating from students during classroom activities in the school.

Efforts should be made by the government to map out an effective policy on disruptive behaviour management strategies across every level of the educational system in Kogi state and Nigeria in general. Such a policy will help to curb the challenges faced by individual educational administrators and teachers in the school.

Efforts should also be made by educational managers to organize workshops, conferences, seminars and group discussions for the staff and students on the implications of their exhibition of disruptive behaviours during classroom activities. This exercise will help to sensitize and re-build individual mindsets on disruptive behaviours and also re-orientate the teachers about new skills to be used for managing this menace in the classroom.

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