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Strategies for Restraining Classroom Disruptive Behaviour Among Public Secondary Schools Students in Ekiti State

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Abstract: The study aims to explore Strategies for restraining Classroom Disruptive Behaviour Among Public Secondary Schools Students in Ekiti State. Specifically, it sought to examine the types of disruptive behaviours, problems encountered by the schools, and strategies to be adopted to curb disruptive behaviours perpetuated by students in the classroom during teaching and learning. Three research questions guided the study. The study adopted a descriptive research design and utilized a quantitative approach. A sample of 100 respondents involving principals and teachers was used through purposive sampling. Strategies for Restraining Students'Disruptive Behaviours in Public Secondary Schools (SRSDBPSS) served as an instrument. Data collected was analyzed using mean and standard deviation. The analysis revealed that (1) lateness to school, irregular class attendance, fighting with each other within and outside the school, refusal to do assignments given by teachers, non-participation in-class activities, use of abusive language against one another, and operating phones during class hours were disruptive behaviours perpetrated by students. (2) The school encountered several problems such as bullying of teachers and management by the punished students, teachers get discouraged going back to class, which causes more stress for teachers as they become detracted from academic routine. (3) The use of classroom management, allowing students to have easy access to the teachers, promptness of teachers to the discharge of their tasks of teaching profession, ensuring of appropriate seating arrangement by teachers, attentiveness of the teachers to both reported and unreported cases in class, regular checking of children by parents in schools, and maintenance of small and well-controlled class size were strategies to be adopted to curb disruptive behaviours among public secondary schools students in Ekiti state.

Keywords:strategies, restraining, disruptive behaviours, classroom, public secondary school, students

1. Introduction

In Nigeria, as in many other countries, demands for improving the education system have led to progressive and widespread changes in the management of education, including government efforts to develop educational reform policies. For decades, governments have demonstrated the will to transform Nigeria by implementing various policies and programs to achieve their goals. The government has proposed a reform program that is expected to be achieved through quality education. Therefore, the education sector has introduced new educational concepts related to policies and plans, schools, infrastructure, funding, school management, student performance assessment models, etc. [1]. Indeed, successive governments in Nigeria have recognized that the education sector is an important part of achieving transformational goals. Education is the key, therefore Nigeria must be competitive in the production, transfer, and utilization of knowledge in the international community.

In line with the above, the Federal Republic of Nigeria stated in its National Education Policy that education must remain in national development plans because education is the most important instrument of change and fundamental changes in the psychological and social expectations of society [2]. To follow this message, the country has a lot of energy and attention to improve its general education system. In the context of the world, one of the main goals of this process is to improve school management practices[1]. Strategic planning, educational reform, and school improvement targeted at the actualization of

1Bob Kizlik, 'Education information for new and future teachers.' 2019, http://www.adprima.com/managing.htm

educational objectives which among other things include disruptive behaviours have become common strategies for schools across the country.

Disruptive behaviour includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the school [3]. Examples are talking on the phone during class, snoring in class, being talkative, threats of violence, constant interruptions, being consistently late, fighting, talking or texting on a mobile telephone, passing notes, creating excessive noise, and frequent aggressive behaviour among others. Behavioural problems in the classroom increase stress for teachers, administrators, and students; disrupt the flow of learning and conflict with the learning goals and process [4]. It also changes classroom dynamics when attention shifts from academic activities to distractions caused by disruptive behaviour Ødegård and Solberg [5]. Often, one or two students will be identified as "problems," and sometimes they will work harder to manage problems by encouraging themselves and possibly others in the classroom to engage in disruptive activities. A common response to problem behaviour according to Morin[6] is to view the children involved as "trouble," view them as the source of the "trouble," and develop specific strategies to deal with their misbehaviour especially when exhibited in the classroom.

Classroom in the opinion of Stadler-Altmann [7] is an ecological environment with its environment, including the teacher (leader), students and their relationships, equipment, books, and the sequence of activities, all of which are related to the influence on the behaviour of people in it. To complicate matters, teachers and students bring experiences and issues from the wider ecosystem in which they live and operate into the classroom, for example: school communities, families, homes, and other places in the wider world. Interventions that target individual children in the classroom may not resolve classroom behaviour problems [8]. These researchers stated that focusing on individuals ignores the teacher-student relationship, teacher management and teaching styles, curriculum and skills needed by students, work order, and many other aspects of the classroom and the general school environment.

Vogel and Schwabe [9] noted that children bring to school many anxieties, frustrations, reactions and patterns of behaviour that are identified, accepted and supported outside the classroom. Thus, viewing children as a "problem" diverts attention from a closer examination of the classroom ecology or context of schools and families and the wider communities in which schools exist. Also, children learn to distinguish appropriate behaviour in different contexts, so they can learn to act differently if appropriate behaviour is pointed out, encouraged, and supported in a context: decisions must also be made based on the environmental context. To put problem behaviour into context, Stacy [10] revealed that 88% of teachers surveyed said poor classroom management was "sometimes" or "often" the cause of behaviour problems in the classroom. The researcher adds that unfortunately, these teachers have little previous training in behaviour management, and some teachers feel that professional development in practice has little or no effect.

Literature evidence depicts that some strategies adopted by school management are factors responsible for some behaviour problems in schools. For instance, a study conducted by Batool et al [11] showed that administrators who used ineffective classroom management strategies experienced more student problems and more talk. De La Cruz et al [12] found that hyperactivity and inattention in kindergarten were more predictive of school failure than aggressive behaviour. In addition, Allan [13] stated that children who show behavioural problems are more likely to suffer from serious disorders in adolescence, such as conduct disorder. The author continues that behavioural problems between the ages of seven and nine were associated with the following factors, after mixing variables such as economic disadvantage, family conflict, child abuse, race, and gender. crime (including violent crime and incarceration), drug use (including nicotine and illicit drug addiction), mental health (including major depressive/anxiety disorders, serious illness, and suicide attempts) and sex (including sex at the age of 10) by managing a partner, teenage pregnancy and domestic violence). Based on these findings, it is reasonable to assume that more children with behavioural problems are not addressed in schools or in districts where more children drop out of school and more adolescents with behavioural problems. Since all of these problems are related to behavioural problems, there should be an opportunity to improve the child's behaviour at school. However, it is yet to be known whether the strategies already employed by the management team of public secondary schools in Ekiti state could therapeutically curb students' behavioural problems in classrooms in the area.

This study focuses on strategies to prevent negative classroom behaviours among students in public secondary schools in Ekiti state. Observation has shown that there are many disruptive student behaviours, including lack of study, inattentiveness, violence, gangling, stealing, cheating on tests, and telling inappropriate jokes in the classroom. Nooruddin and Baig [14]have stated teachers alone cannot prevent unruly act among students, high school governing bodies perform an important role in preventing disorderly behaviour among students in the classroom. The Department of Education has done a lot to prevent bullying among high school students. From the Honourable Minister of State to the Permanent Secretary of the Library Services Unit, to Press and Public Relations, not least the Regional Office. Be that as it may, there is still a persistence of disruptive behaviours among students in public secondary schools in Nigeria and one wonders if the strategies in use are effective or not. This among other things motivates this research.

According to Ford[15], disruptive behaviour is considered a violation of school board rules governing student behaviour that disrupts or disrupts the learning environment. Ford adds that disruptive behaviour can be addressed through discipline, increased parental supervision and referral to appropriate helpers (eg, counsellors, etc.). Other ways to prevent disruptive behaviour in high school students according to Wangdi and Namgyel [16] include: keeping difficult students around you keeping misbehaving students around you telling them to model the behaviour that you want to explain what is right and wrong, and paying more attention to the costs than the costs. Use friendly teaching methods, try to understand your students, be thoughtful,

listen to the students, and then decide what you want. These strategies may or may not work among public secondary school students in Ekiti state.

More so, strategies that can also prevent bullying among students according to Le Menestre [17] include the following: Having a sense of humour, never raising your voice, being quiet, remembering students' names, reporting to the bullying centre first, and second to the office, Administrators will visit your classroom to talk to the administrator about your classroom, etc. Some systemic interventions, such as positive behaviour interventions and school-wide supports, effectively reduce school referrals and suspensions [18]. However, Lereya et al [19] and Ivanova [20] suggest that changing teacher behaviour is an important aspect of any significant improvement in school systems and student education. Similarly, the Organisation for Economic Co-operation and Development [21] suggest improving the "professionalism" of teachers and other professionals to better prevent and respond to behavioural problems. However, the study is intended to ascertain strategies for restraining classroom disruptive behaviours among public secondary school students in Ekiti state, Nigeria.

It is a known fact that school leaders face challenges in the education sector and are increasingly using deep management strategies to transform schools [22]. The hope is that schools will make the changes, which will benefit students, staff, and the community, and contribute to national change. If school leaders are to change their schools, they need to have the necessary management skills. Management skills are an important factor that determines the range of academic goals. Being good at something, like management, means being very good at doing it well. Management strategies of school leaders are related to their ability to successfully plan, organize, coordinate, manage, decide, and initiate actions to help schools run well.

The principal initiated most of the strategies for restraining disruptive behaviours prevalent among students in school and therefore be captured as a stakeholder in the discussion of disruptive problems in school. The principal is the person who is responsible for managing the school and using the resources at his disposal to achieve the school's goals [23]. The author continues that the principal liaises with various educational authorities to ensure that the desired educational goals are met. This means that the principal carries out administrative functions, including planning, directing, organizing, communicating, motivating, and developing strategies to curb disruptive behaviours among students and teachers. The duties/positions also include: shaping the climate and culture of the medical school; developing and improving curriculum educators; providing and maintenance of school greenhouses; and teaching and non-teaching supervision. According to Onyekwere and Ubong [24], school principals are the main planners and implementers of programs, policies and programs aimed at certain educational goals. The principal's administrative duties are to guide teachers and students to create an environment conducive to student development. The principal of the school must use his wisdom and knowledge to strive to achieve the set goals. Nonetheless, the focus of the study is to explore the strategies for checkmate disruptive behaviours among students that are capable of truncating the achievement of classroom teaching and learning in Ekiti state.

There are some dropout students in society today, and it seems what leads to their dropping out are disruptive behaviours they showcase during their studentship in schools. Some of these disruptive behaviours are an exhibition of indiscipline acts, nonchalant attitude, disobedience, and moving with the bad company of friends among others which appear to be responsible for their dropout. Some managerial strategies have been used elsewhere to curb these disruptive behaviours but it is yet to be known whether such strategies can be effective in Ekiti state. It is in light of this that the researchers seek to find out strategies to be adopted to curb disruptive behaviours among public secondary school students in Oye Local Government Area of Ekiti State.

2. Theoretical Framework

This section reviews some theories that are relevant to this study.

2.1. Theory of self-control

This theory was established by Fred Jones[2]. The theory is a non-confrontational method that requires teachers to help students develop self-control. By using appropriate body language, using a system of incentives, and providing effective assistance to students, teachers help students control themselves. Learning self-control empowers students and prepares them for the future. This theory is relevant to this study because the study shows that teachers should assist students by creating opportunities for them to express themselves. By this opportunity students can relieve themselves of their internal stress and peace can be maintained in the classroom teaching and learning situation.

2.2. Social learning theory

Social learning theory was established by Bandura [25]. The theory posits that people learn from each other through observation, imitation, and modelling. His theory is often called a bridge between behaviourist and cognitive learning theories because it includes attention, memory, and motivation. He defined self-efficacy as "belief in one's ability to organize and carry out the procedures needed to cope with potential situations". Self-efficacy is a central component of classroom management

[2] Frede Jones, “Fred Jones: Tools for Teaching,” November, 02, 2007, https://www.educationworld.com/a_curr/columnists/jones/jones.shtml

today. This theory is related to this study in that the study directed the teachers to live a model life worthy of emulation by students. This theory aligns with the item of the study which stated that students are to be allowed to have easy access to the teachers for consultation. By way of observation, imitation, and modelling which were emphasised by this theory, the promptness of teachers to the discharge of their tasks in the teaching profession as one of the findings of this study could therapeutically assist students in the exhibition of disruptive behaviours.

2.3. Reality and choice theory

Reality and Choice theory was developed by Glasser [26]. The theory states that students must be aware of their responsibility and make their own decisions about their learning and behaviour in the classroom. Students must have a choice and if they help choose the curriculum and decide the rules of the classroom; then they will own their learning, take pride in their participation, have higher self-esteem, and exhibit higher levels of self-confidence and higher levels of cognition. This approach to classroom management creates a safe space for learning because it is primarily their space. This theory aligns with the finding of this study which found the attentiveness of the teachers to both reported and unreported cases in class. The choice concerning academics made by students through giving due attention goes a long way to consolidating their active participation in class activities.

2.4. Theory on assertive discipline

The theory of Assertive Discipline was proposed by Canter and Canter [27]. The theory says that rules and expectations of behaviour must be established and enforced. Teachers should never threaten students but promise fair consequences for misbehaviour. For this model to work, the teacher must use a firm voice and constant eye contact. This model places responsibility for student misbehaviour on the teacher. This theory aligns with the finding which unveiled that appropriate seating arrangements by teachers and maintenance of small and well-controlled class sizes as stipulated by school law are to be maintained by the school management and teachers. These gestures will help both teachers and school management to achieve a reasonable level of disruptive behaviour that could emanate from students.

2.5. Purpose of study

The main purpose of this research is to explore strategies for restraining classroom disruptive behaviour among public secondary school students in Ekiti State. Specially, the study aims to achieve the following objectives:

1) To find out the disruptive behaviour imminent among public secondary school students of Oye Local Government of Ekiti State.
2) To find out the problem encountered by the management team to curb disruptive behaviour among public secondary school students of Ekiti State.
3) To ascertain the strategies to be adopted by the management team in curbing disruptive behaviour among public secondary school students.

2.6. Research questions

1) What are the disruptive behaviours that are prevalent among public secondary school students in Oye Local Government of Ekiti State?
2) What are the problems encountered by the management team in curbing disruptive behaviour among public secondary school students of Oye Ekiti Local Government?
3) What are the strategies to be adopted by the management team for curbing disruptive behaviour among public secondary school students?

3. Method

The study adopted a descriptive research design and utilized a quantitative approach. The design involved the collection of data to describe and interpret existing conditions and prevailing practices using a re-preventative sample to represent the population.

The population of the study consists of all the principals and teachers in public secondary schools in Oye Local Government Area, Ekiti State. There are eighteen (18) public secondary schools in Oye LGA of Ekiti state. An information obtained during the personal visit of the researchers to the Ekiti State Ministry of Education shows that the public schools have 18 principals and 418 teachers. The choice of these subjects is based on the fact that they are directly interacting with students and should be in the best position to supply the information concerning the disruptive behaviours that are been perpetrated by the students in both classrooms and on campus.

A sample of 100 respondents (principals and teachers) was purposively selected for the study. These subjects were selected from the entire 18 public secondary schools to ensure a fair representation of the sample. The choice of these subjects was based on the fact that they are the ones to adopt the strategies to restrain behaviour problems in classes and schools.

The instrument, titled 'Strategies for Restraining Students' Disruptive Behaviours in Public Secondary Schools (SRSDBPSS),' was self-constructed. It was sub-divided into two (2) parts that is A and B. Part A contains demographic attributes of the respondents while section B has 20 items, clustered on the nature of disruptive behaviours perpetrated by students, problems encountered by the school in curbing disruptive behaviours and strategies to be adopted by the school to curb disruptive behaviours among students. The instrument was a four-point Likert Scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) with a benchmark of 2.50 decision rule. The use of the 4-Point Likert Scale was to allow the researchers to include four extreme options without a neutral choice.

The instrument was given to two experts to assess the face and content validity. One expert is from the Department of Educational Management and Business Studies, and the other one is from the Department of Measurement and Evaluation, Faculty of Education, Federal University Oye-Ekiti, Ekiti State. Their corrections, opinions, suggestions and recommendations were used.

To determine the reliability of the instrument, the half method was used on two selected schools from Ado LGA of Ekiti State that were not part of the sample but had the same attributes. The data collected were analyzed using Pearson product-moment and the total reliability coefficient value of 0.89 indicating that the instrument was 89% reliable for use.

The researchers personally administered the questionnaires to the respondents with the assistance of three research assistants who were familiar with the administration and collection of the instrument. The instruments were retrieved from the respondents in their various locations within Ekiti state in one month. Hundred (100) copies of the questionnaire were distributed to 100 respondents selected for the study with strict supervision. Due to caution and strict monitoring by the researchers, a 100 per cent return rate was actualised

The data collected for this research were analyzed using mean and standard deviation for deriving the inference at 2.50 decision rule. The use of mean was to allow researchers to summarize and understand the average value of a set of data points. The use of standard deviation helps the researchers to understand the spread of data and the accuracy of the mean as a representation of the sample or population.

4. Results

Table 1
Mean and standard deviation of the responses on disruptive behaviour imminent among public secondary school students

S/NN	Items	SA	A	D	SD	Mean	S.D	Decision
1	Student lateness to school	33	48	17	2	3.12	0.75	Agree
2	Student irregular class attendance	25	47	21	7	2.90	0.85	Agree
3	Student fighting with each other within and outside the school	24	47	23	6	2.89	0.84	Agree
4	students' refusal to do assignments given by teachers	16	39	37	8	2.63	0.85	Agree
5	Non-participation in-class activities	31	52	14	3	3.11	0.75	Agree
6	use of abusive language against one another, and students bringing smartphones into class	35	35	12	18	2.61	0.92	Agree
7	operating phones during class hours	48	24	9	19	2.83	0.86	Agree
aggregate mean scores and St.D						2.34	0.711	Agree

The above table 1 shows exclusive acceptance of the items to be disruptive behaviours imminent among public secondary school students in Oye Local Government of Ekiti State.

Table 2
Mean and standard deviation of the responses on problem encountered by management team to curb disruptive behaviours among public secondary school students

S/N	Items	SA	A	D	SD	X	S.D	Decision

1	Bullying of teachers and management by the punished students are always noticed	20	51	25	4	2.87	0.77	Agree
2	Teachers get discourage going back to class	17	52	27	4	2.82	0.75	Agree
3	causes more stress for teachers as they become detracted from academic routine	7	29	44	20	2.23	0.85	Agree
4	General bad relationship among students and teachers.	14	51	29	6	2.73	0.77	Disagree
5	Causes poor realization of educational objectives in school.	18	42	29	11	2.67	0.89	Agree
Aggregate mean scores and St. d		2.664	0.812	Agree				

The above table 2 revealed that almost all the items were accepted by the schools to be the problems encountered by the management to curb disruptive behaviours in their schools. It was disagreed that item 4 was not the problem encountered by the management to restrain disruptive behaviours in schools.

Table 3
Mean and standard deviation of the responses on strategies to curb disruptive behaviours among students

SN	Items	Sa	A	D	SD	Mean	S. D	Decision
1	The use of classroom management	25	48	19	8	2.90	0.87	Agree
2	Allowing of students to have easy access to the teachers	20	37	39	4	2.73	0.82	Agree
3	Promptness of teachers to the discharge of their tasks of teaching profession	31	30	16	23	2.69	1.10	Agree
4	Creation of opportunities by teachers for the students to express themselves	16	24	38	22	2.34	0.99	Disagree
5	Ensuring of appropriate seating arrangement by teachers	16	36	33	15	2.53	0.93	Agree
6	Attentiveness of the teachers to both reported and unreported cases in class	40	33	10	17	2.73	0.88	Agree
7	Regular checking of children by parents in schools	45	31	6	18	2.95	0.82	Agree
8	Maintenance of small and well-controlled class size	19	51	27	3	2.86	0.75	Agree
Aggregate Mean Scores and St. D						2.18	0.898	Agree

The above table 3 shows strategies to curb disruptive behaviours among public secondary school students in Oye Local Government of Ekiti State. Analysis revealed that the items of the questionnaire gained almost acceptance to all the items except item 4.

5. Discussion of Findings

The finding indicates that lateness to school, irregular class attendance, fighting with each other within and outside the school, refusal to do assignments given by teachers, Non-participation in-class activities, use of abusive language against one another, and operating phones during class hours were disruptive behaviours perpetuated by students in public secondary schools in Ekiti state. This finding implies that there cannot be effective teaching and learning where such disruptive acts exist. Omar and Mahmoud [28] corroborated these findings, stating at the time of publication that tardiness, absenteeism, bullying, and rowdiness are some of the disruptive behaviours that affect school children in Kano State, Nigeria. Urien and Silas Courage [29] also reported that using abusive language, using mobile phones in class, and not doing homework were disruptive behaviours exhibited by secondary school teachers in Delta State, Nigeria. Researchers also find that these types of disruptive behaviour in students hurt by increasing participation, developing strategies for recognizing appropriate behaviour, and actively monitoring classroom learning. Buthelezi [30] found that sleeping, eating, and cell phone use types of disruptive behaviour, and confirmed that drug use and class cramming were found to trigger disruptive behaviour, thus supporting these observations. Srirezky et al [31] showed that inattention, inattention, cheating, excessive use of cell phones, unnecessary conversations, moving around the room, loud noise, and disturbing others, are disruptive behaviour that occurs regularly in high school English classes.

The findings also revealed that bullying of teachers and management by punished students is frequently observed. Such incidents discourage teachers, contribute to their stress, detract from academic routines, deteriorate relationships between students and teachers, and hinder the achievement of educational objectives. The implication of this finding to education is that teachers get bored when distracted by the students with disruptive behaviours deterring them from focusing on the main target of educational objectives for effective implementation of educational goals. The finding is in line with Wangdi and Namgyel [32] who acknowledged that disruptive behaviours in the classroom have negative effects on learning and learning outcomes. Okeke et al [33] substantiated this finding when published that learners' disruptive behaviours hurt teachers' well-being.

The study found that strategies such as prompt payment of teachers' salaries, ensuring students' easy access to teachers, allowing students to express their views, and attentive monitoring of all classroom interactions are effective in reducing unruly behaviour. Leonard et al [34] supported this finding that disruptive behaviours could be reduced to a certain extent by using seating arrangements as an intervention strategy. Noeth-Abele[35] proposed policy and professional development to help constituents in school communities understand the effects of chronic disruptive student behaviour and to find ways to alleviate stress caused by disruptive student events. Nanyele et al [36] revealed that teacher-centeredness was adopted by most teachers as the main classroom management strategy to minimize noise, chatting with others, inattentiveness and harassment. Mahvar et al [37] showed all the techniques and strategies used and teachers' challenges in dealing with students' disruptive behaviours were included in conflict management strategies, which were classified into three categories, i.e. cooperative and problem-solving strategies, avoidance strategies and punishment strategies. Moreover, the studies mostly emphasized the use of cooperative and problem-solving strategies, and the most highlighted methods were making effective mutual communication with students to correct their negative behaviour, training and preparing the teachers for dealing with the student's disruptive behaviours and using various teaching methods and approaches based on the classroom situation. Zuhra et al [38] corroborated that most of the teachers are to practice proactive, reactive, recognition and reward strategies. Ningsih et al [39] have revealed that classroom management, taking individual approaches, behaviour management, understanding student characteristics, and teaching social skills are strategies to be adopted by teachers to curb disruptive behaviours among students.

The review discovered students fighting with each other within and outside the school as disruptive behaviour eminent in school. This finding is by Amalia [40] published that fighting, making noise, playing phone, involve in irrelevant activities, laughing at friends' mistakes, students who dominate the classroom, coming late to the classroom, eating, arguing and debating the teacher or their friends, sleeping during the classroom, students who coming out and coming in the classroom, borrowing stuff from others, talking out of turn or when not supposed to talk, and asking irrelevant questions are all types of disruptive behaviour that were found in PBI classroom.

The study demonstrated that disruptive behaviour causes more stress for teachers as they become distracted from academic routines. This finding implies that educational objectives may not be effectively achieved when teachers are distracted. The finding aligns with Okeke et al [33] who found that learners' disruptive behaviours hurt teachers' well-being.

It was found that students are to be allowed to have easy access to teachers as a strategy for curbing disruptive behaviour in the classroom. This is one of the proactive measures pointed out by Niwaz et al [41] when reported that teachers call erring students when there is free time for both students and teachers. Through individual talk, students get individual attention and counselling to some extent.

6. Conclusion

The following conclusions were derived:

1) The disruptive behaviours perpetuated by students were lateness to school, irregular class attendance, fighting with each other within and outside the school, refusal to do assignments given by teachers, non-participation in-class activities, use of abusive language against one another, and operating phones during class hours.

2) The school encountered several problems such as bullying of teachers and management by the punished students, teachers get discouraged going back to class, causes more stress for teachers as they become detracted from academic routine. Generally, the poor relationships between students and teachers lead to inadequate achievement of educational objectives.

3) Strategies to be adopted to curb disruptive behaviours among public secondary school students in Ekiti state were the use of classroom management, allowing students to have easy access to the teachers, promptness of teachers to the discharge of their tasks of the teaching profession, ensuring of appropriate seating arrangement by teachers, attentiveness of the teachers to both reported and unreported cases in class, regular checking of children by parents in schools, and maintenance of small and well-controlled class size.

7. Limitations of the Study

Although the research provides valuable information, there are acknowledged limitations.

1) The use of purposive sampling and reliance on self-reported data from a specific demographic (teachers and principals in a single locality) may introduce biases that can affect the generalizability of the findings. This reliance on self-reported data could impact the exactness of the conclusions drawn.

2) The absence of a more diverse methodological approach (e.g., interviews or observational data) may restrict a deeper understanding of the contextual dynamics influencing disruptive behaviours.

8. Recommendations

The following recommendations are made based on the conclusions derived from the review:

1) Teachers should adopt classroom management skills that are relevant in checkmating disruptive behaviours among students in the class.

2) Teachers should assign responsibilities to students to make them have full participation in the learning process. This will keep them busy from engaging in disruptive behaviours.

3) PTA meetings should be held regularly to inform the student's parents on how to guide their children's behaviour to ensure that the good behaviour learnt in schools by the students is observed at home

4) School management should spend more time teaching, reinforcing and setting guidelines jointly with students on how to maintain appropriate classroom behaviour.

5) Teachers should develop a positive supportive environment within the classroom to promote cognitive and affective outcomes.

Ethical Statement

This study does not contain any studies with human or animal subjects performed by any of the authors.

Conflicts of Interest

The authors declare that they have no conflicts of interest to this work.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study.

Author Contribution Statement

Shaibu Leonard: Conceptualization, Methodology, Software, Validation, Resources,Writing - original draft, Supervision; **Momoh Danladi:**Formal Analysis, Investigation; **Amaha Christiana Ojochide:** Data Curation; **Odoma Lois Onyemowo:** Writing- review& editing, Visualization.

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