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DISCIPLINARY MEASURES AS CORRELATES OF STUDENTS' MISBEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

Okaforcha, Choice Chimaa (Ph.D.) and Ilochi, Chika Princess
Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus, Anambra State, Nigeria
E-mail: choice.okaforcha@gmail.com

ABSTRACT

The study examined disciplinary measures as correlates of students' misbehaviour in public secondary schools in Anambra State. Two research questions and two null hypotheses guided the study. The study was a correlational research design. The sample of 1,064 SS2 students was drawn from the population of 21,272 SS2 students in 267 public secondary schools in the six education zones in Anambra State using multistage sampling techniques comprising proportionate stratified and simple random sampling techniques. Two instruments 'Disciplinary Measures Questionnaire (DMQ) and Students' Misbehaviour Questionnaire (SMQ)' was used for data collection. The instruments were subjected to face and construct validation. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient values of 0.82 for DMQ and 0.78 for SMQ were obtained and considered highly suitable for the study. Pearson Product Moment Correlation Coefficient was used for data analysis. The findings of the study revealed that the use of reinforcement and counselling negatively and significantly related to students' misbehaviour in public secondary schools in Anambra State. The study concluded that disciplinary measures are negatively and significantly correlated to students' misbehaviour in public secondary schools in Anambra State. Based on the findings, the study recommended that workshops, seminars, conferences, or in-service training on disciplinary measures should be organized for teachers in order to acquaint them to some disciplinary measures suitable for reducing classroom undesirable behaviour so as to give students the opportunity to inculcate moral and appropriate behaviour in classroom learning.

Keywords: Disciplinary Measures, Students' Misbehaviour, Public Secondary Schools

Introduction

The critical tool used in the transformation of the individual in particular and the society in general is education. Secondary school education in Nigeria is meant to prepare the learners for valuable living conditions within the society and training for further education in order to live a valuable living condition within any community and contribute towards the social, economic, and political development of the nation. Education is vital for equipping individuals with the right quality of knowledge, skills, competencies, values and

attitudes to enable them function competitively in emerging e-driven society. To achieve the objective of Education as spelt out in the National Policy on Education of the Republic of Nigeria, teachers must combine effectiveness with quality to bring out the desired outcome and reduce behavioural problems of students in the classroom to the barest minimal.

The behavioural problems among secondary school students have changed the society in different ways. This is shown in the students' refusal to comply with the school rules and regulations, unruly and naughty behaviour through destruction of school or public property rooting, stealing, bullying, disrespect, cases of physical assault, violation of human rights deceit, negligence of duty, among others. The moral laxity among secondary school students is simply defined as a trait of neglecting responsibilities or a decline in ones moral standards due to poor standard in the education system. Okaforcha (2025) noted that education is crucial for an individual's growth and development, as it helps pass on knowledge, introduce individuals to society, teach skills for jobs and leisure, and instill sound moral values which help to curb some challenging behaviours among students.

Behaviour may be induced by stimuli or inputs from the environment whether internal or external, conscious or subconscious, obvious or hidden, and voluntary or involuntary. Anyikwa and Akinyele (2023) asserted that behaviour is the response to happenings around a person which could be internally (thoughts and feelings) or externally (environment, including other people). Umeji (2024) noted that, this type of behaviour is not only damaging to the child displaying it but can hurt others. Children who exhibit challenging behaviour in schools are often hypersensitive and also have some specific stimulus that other children do not display. Okafor (2022) argued that teachers and parents need to identify challenging behaviour problems early in the life of a child to avoid future misbehaviour like antisocial behaviour, adolescent delinquency, and substance abuse. Okaforcha (2024) opined that, through problem-solving of these challenging behaviours of students in school, they can engage in cognitive and mental processes of learning.

For this study challenging behaviour does not imply disorder but is any disruptive behaviours displayed by children that hinders the effective flow of teaching and learning activities in the classroom. One of the key factors in classroom behaviour management is in understanding why challenging behaviour occurs. This is why the issue of classroom undesirable behaviour among students today is a cause of concern among parents, teachers, governments and even youths themselves. In recent times, there has also been a general outcry about classroom undesirable behaviours among children in the society at large and particularly in schools. Besides, Anakwe (2024) asserted that, a common persistent problem among teachers and perhaps the greatest fear of new teachers is students' misbehaviour.

Students' misbehaviour can be defined as any kind of students' behaviour that disturbs the plan of learning process in the classroom. Ifeanyi et al. (2024) opted that students' misbehaviour is classroom

undesirable behaviour. It is any form of behaviour that interferes with students' learning or normal development; threatens teachers' comfort and safety in managing classroom. Other terms used to refer to students' misbehaviour include classroom undesirable behaviours, inappropriate behaviour, disruptive behaviour among others. Some of the notable students' misbehaviour includes discussion during lesson, distractions to the teacher and other students, improper dressing, fighting and quarrelling over issues in the classroom among others. These classroom undesirable behaviours pose grave challenges to teachers in the modern classroom. This is because the number of students per class is increasing every day, so much that the usual classroom teacher may not know some of the students in his/her class. Thus, managing challenging behaviours in a classroom setting is a problem faced by all teachers.

Students' misbehaviour also entails inattentiveness, disruptive conduct, and defying the class rules. Weli and Nnaa (2023) opined that students' misbehaviour is any action that the teacher perceives as disruptive to the order of the classroom. Misbehavior ranges from very subtle actions to physically aggressive behaviours. Weli and Nnaa (2023) further noted that the most commonly exhibited misbehaviors in schools are classified as inappropriate talking (that is excessive talking, out-of-turn unnecessary talking), and inappropriate movements, such as clowning and out-of-seat behaviour. Other common misbehaviours induce; lateness, cutting class, not bringing supplies and books, inattentiveness, daydreaming, and mild verbal and aggressive acts. Less frequently, teachers encounter misbehaviours like crying, arguing, fighting, stealing, and cheating. With increased frequency, teachers also must react to students' use of chat, alcohol, and weapons. Responding to misbehaviour, then, is the process of helping students control themselves so that they can function productively in group settings such as the classroom (Kaweesi et al., 2024).

Students' misbehaviours such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Mbonu et al. (2023) reported that students' misbehaviours in the classroom are intolerable and stress-provoking, and they had to spend a great deal of time and energy to manage the classroom. Obviously, Anyikwa and Akinyele (2023) noted that students' misbehaviours retard the smoothness and effectiveness of teaching and also impede the learning of the students and their classmates. Moreover, Anyaeji et al. (2024) showed that school misbehaviour not only escalated with time but also lowered academic performance and increased delinquent behaviour. To lessen these immediate and gradual adverse effects of student misbehaviours, it is of primary importance to identify what exactly are these behaviours inside classroom. Different terms have been used to describe problematic behaviours of students. For instance, Anyaeji et al. further referred students' misconduct to disciplinary violations in school, for instance, tardiness, vandalism, fighting, stealing and drinking alcohol in school. When there are

explicit rules and regulations in school and classroom, violation of these is apparently a misbehaviour or misconduct or discipline problem. Nevertheless, a particular behaviour is viewed as problematic may not necessarily be rule breaking, but inappropriate or disturbing in the classroom setting. For instance, day dreaming in class, not completing homework, talking in class, lesson disruption, bullying and rudeness to the teacher are named as problem behaviours or disruptive behaviours (Kaweesi et al., 2024).

Students that are well disciplined perform well academically. In the view of Umeji (2024), when students misbehave, they learn less and keep their peers from learning. Teaching contact time is reduced as more time is devoted to managing misbehavior rather than teaching. Okpa et al. (2024) asserted that students misbehave create stress for teachers when they are detracted from academic time. Okpa et al. (2024) further reported that 17% of teachers lost about 4 hours a week to destructive behaviour, while an additional 19% of teachers lost between 2 and 3 hours per week to destructive behaviour. This time and energy needed to cope with some destructive students can be physically draining and emotionally exhausting.

Contextually, students' misbehaviour or classroom undesirable behaviours are behaviours that are considered to be inappropriate in the classroom. It comprises a set of behaviours displayed by students' conducts that go against implicit or explicit classroom rules. In encouraging and instructing the students on the proper path, efforts should be possibly made to develop strategies that could be used to control classroom undesirable behaviours. To that effect, teachers engage in disciplinary measures in order to control classroom undesirable behaviours among students.

Discipline is the key attribute that promotes development better attitude towards learning and character. Discipline positively impacts the learning practice by creating a stress-free environment for managing various school activities, improves planning through observing and maintaining a set daily routine, molds learner character and enhances their motivation which enables the setting of good examples and positively contributes to better grades (Obilor & Ikpa, 2022). Discipline in school settings help to produce well behaved students who do not only respect themselves but also the school authorities and regulations of the school. Discipline remains essential for creating a positive school climate conducive to learning process and sound academic performance and reducing students' misbehaviour in classroom. Weli and Nnaa (2023) defined students' discipline as character development and modification for good reason. Weli and Nnaa further noted that disciplinary measures employed in schools include counselling, reinforcement, corporal punishment and use of social isolation.

Students' discipline is the establishment of rules, regulations for good conduct and to be sure that guidance is effectively implemented. Disciplined student is one whose behaviors, actions and inactions conform to the predetermined rules and regulations of the school organization (Ayuba, 2022). Ayuba also listed the use of social isolation, counselling, reinforcement,

constructive confrontation and corporal punishment as disciplinary approaches to undesirable behaviour of students. Discipline is an essential ingredient for successful teaching and learning process in school environment and an element of concern for school teachers. Anyikwa and Akinyele (2023) opined that a school environment remains a point of socialization and positive morals values. Anyikwa and Akinyele added that school clearly needed to provide guidance to children toward better character which is one of the most schools' task and that the provision of beneficial events seems unavoidable describing discipline in secondary schools. They mentioned counselling, reinforcement and corporal punishment as disciplinary measures used for disciplining students.

Contextually, disciplinary measures typically refer to actions taken by school, principal, or teachers to correct unacceptable behaviour or actions of students in the school. They often follow a pre-established set of rules or guidelines and usually come into play after a thorough investigation of the breach. Disciplinary measures are not just meant for punitive purposes. They also play a substantial role in deterring instances of conduct breach, promoting a sense of responsibility, and upholding the values and standards set by schools. In this study, two important guidelines that a teacher could use to prevent students' misbehaviours including reinforcement and counselling were evaluated.

Teachers' use of reinforcement is a strategy that teachers use throughout their day, perhaps without even noticing. In classrooms, this could be awarding a table point for sitting quietly, a sticker for neat handwriting or free time following the completion of work. It involves doing something, or giving something to a student (such as a sticker, positive attention, time with a favourite toy) that increases the likelihood that a behaviour or skill will be repeated. Asiegbu *et al.* (2022) argued that classroom reinforcement is an important element in teaching new skills. It is used after a student uses a new behaviour to encourage the behaviour or skill to be used again. Ekwelunde *et al.* (2023) admitted that reinforcement is the positive experience in teaching, which allowed them to reach their goals. Furthermore, reinforcement works as it helps teachers communicate, motivate, teach, and control the students. Ekwelunde *et al.* further noted that all desirable behaviour should be rewarded and reinforced. Reward must not always be tangible. Giving gifts and awarding prizes is only one kind of teachers' classroom reinforcement. The more usual type of reinforcement employed by the teacher is in tangible. These include: praising a given action, smiling, nodding the head approvingly and applause. Whenever possible, deviant behaviour should be ignored, but sometimes, other techniques may be required to restore normalcy especially, through counselling.

The use of counselling is a collaborative process that involves the development of a confidential professional relationship that focuses on personal problems. Counselling as one part of the entire guidance programme ordinarily means consultation, discussion, deliberation, advice, exchange of ideas or a process of decision-making. In fact, it is a service

designed to help individual analyze himself by relating his capacity achievement, interest, weakness and modes of adjustment (Nnadi et al., 2023). Counselling assists in opening educational and vocational opportunities to students. Okafor and Enemuo (2024) opted that use of counselling will help students acquire the right values and attitudes that will make them productive and useful citizen. It will also help them acquire self-esteem, a sense of identity, values and beliefs that can guide their behaviour and form their characters. Okafor (2022) argued that, lack of effective or proper guidance and counseling in schools may hinder students from discovering themselves, their potential and interest. Some students may go to school, and leave without any idea of the kind of jobs upon their "blink" future. Therefore, young people need guidance and counseling than ever before, for they are living in a considerably more complex world than it was in the past.

Challenging behaviour is the most commonly talked about issue in some public secondary schools in Anambra State. This may be due to the danger posed by such behaviours. Behavioural standards in classrooms and schools are said to have declined as there is a high increase in antisocial behaviour and more severe problematic behaviours. There are several complaints by public school teachers, parents and the public about the high rate of challenging behaviour among some public secondary school students in Anambra State. When challenging behaviours become widespread in public secondary schools, it can destroy the reputation of such schools locally and internationally because schools with a high level of challenging behaviour will become dysfunctional and make teaching and learning difficult. The researcher however, observed that there are persistence occurrence of various forms of indiscipline among public secondary school students in the classroom and schools including truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, destroying of school properties, bullying, drug abuse, and failure to complete assignments, sexual harassment among others. The school authorities on the other hand, have put up several strategies and practicing some disciplinary measures to curb the menace of students' misbehaviour in school, but the problem persists. This, however, made it very necessary for the researcher to examine disciplinary measures as correlates of students' misbehaviour in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine disciplinary measures as correlates of students' misbehaviour in public secondary schools in Anambra State. Specifically, the study sought to:

1. ascertain the relationship between the use of reinforcement and students' misbehaviour in public secondary schools in Anambra State.
2. determine the relationship between the use of counselling and students' misbehaviour in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between the use of reinforcement and students' misbehaviour in public secondary schools in Anambra State?
2. What is the relationship between the use of counselling and students' misbehaviour in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. The use of reinforcement does not significantly relate to students' misbehaviour in public secondary schools in Anambra State.
2. The use of counselling does not significantly relate to students' misbehaviour in public secondary schools in Anambra State.

Research Method

The study was carried out in Anambra State, Nigeria. The study was a correlational research design. The population of the study consist 21,272 SS2 in 267 public secondary schools in the six education zones in Anambra State. The sample of 1,064 SS2 students was used for the study. Multistage sampling techniques comprising proportionate stratified and simple random sampling technique was used for the study. Two instruments 'Disciplinary Measures Questionnaire (DMQ) and Students' Misbehaviour Questionnaire (SMQ)' was used for data collection. The instruments were subjected to face and construct validation. The face validation was done using three experts, while construct validation was carried out by Principal Component Analysis (PCA) with the help SPSS v.26. The data collected from the pilot testing were subjected to internal consistency reliability technique for the items in each cluster using Cronbach Alpha and the average coefficient values of 0.82 for DMQ and 0.78 for SMQ were obtained and considered highly reliable and suitable for the study. Direct method of data administration was utilized by the researcher together with four research assistants who were secondary school teachers in Anambra State. Out of 1,064 copies of the instrument administered, 903(85%) of the instrument were correctly completed and returned. Pearson Product Moment Correlation Coefficient was used for data analysis.

Data Analysis

Research Question One: What is the relationship between the use of reinforcement and students' misbehaviour in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the relationship between the use of reinforcement and students' misbehaviour in public secondary schools in Anambra State

Variables	N	r	r^2	Remark
Use of reinforcement	903			
		-0.717	0.642	Highly Negative
Students' misbehaviour	903			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient on Table 1 showed that the use of reinforcement has a high negative relationship with students' misbehaviour in public secondary schools in Anambra State. This revealed a high negative correlation coefficient valued at -0.717 which indicated that there is a high negative relationship existing between the use of reinforcement and students' misbehaviour in public secondary schools in Anambra State. This implies that a unit increase in the practice of reinforcement in the classroom leads to 0.717(72%) decrease in students' misbehaviour in public secondary schools in Anambra State and vice versa. The coefficient of determination (r^2) value of 0.642 showed that the explanatory power of the variable was highly strong. This implies that 64% of the variations in students' misbehaviour in public secondary schools in Anambra State were accounted for by the variations in the use of reinforcement.

Research Question Two: What is the relationship between the use of counselling and students' misbehaviour in public secondary schools in Anambra State?

Table 2: Summary of Pearson Product Moment Correlation on the relationship between the use of counselling and students' misbehaviour in public secondary schools in Anambra State

Variables	N	r	r^2	Remark
Use of counselling	903			
		-0.702	0.614	Highly Negative
Students' misbehaviour	903			

***Significant at p < 0.05*

The summary result of Pearson Product-Moment Correlation Coefficient on Table 2 showed that the use of counselling has a high negative relationship with students' misbehaviour in public secondary schools in Anambra State. This revealed a high negative correlation coefficient valued at -0.702 which indicated that there is a high negative relationship existing between the use of counselling and students' misbehaviour in public secondary schools in Anambra State. This implies that a unit increase in the practice of counselling in the school leads to 0.702(70%) decrease in students' misbehaviour in public secondary schools in Anambra State and vice versa. The coefficient of determination (r^2) value of 0.614 showed that the explanatory power of the variable was highly strong. This implies that 61% of the variations in students' misbehaviour in public secondary schools in Anambra State were accounted for by the variations in the use of counselling.

Test of Hypotheses

Hypothesis One$_1$: The use of reinforcement does not significantly relate to students' misbehaviour in public secondary schools in Anambra State

Table 3: Summary of Pearson Product Moment Correlation on the significant relationship between the use of reinforcement and students' misbehaviour in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Use of reinforcement	903				
		-0.717	0.642	0.000	Significant
Students' misbehaviour	903				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient on Table 3 showed the significant relationship between the use of reinforcement and students' misbehaviour in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that the use of reinforcement does not significantly relate to students' misbehaviour in public secondary schools in Anambra State and accepted the alternative hypothesis that the use of reinforcement significantly related to students' misbehaviour in public secondary schools in Anambra State.

Hypothesis Two: The use of counselling does not significantly relate to students' misbehaviour in public secondary schools in Anambra State.

Table 4: Summary of Pearson Product Moment Correlation on the significant relationship between the use of counselling and students' misbehaviour in public secondary schools in Anambra State

Variables	N	r	r^2	p-value	Remark
Use of counselling	903				
		-0.702	0.614	0.000	Significant
Students' misbehaviour	903				

***Significant at p < 0.05*

The summary result of Pearson Product Moment Correlation Coefficient on Table 4 showed the significant relationship between the use of counselling and students' misbehaviour in public secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that the use of counselling does not significantly relate to students' misbehaviour in public secondary schools in Anambra State and accepted the alternative hypothesis that the use of counselling significantly related to students' misbehaviour in public secondary schools in Anambra State.

Discussion of the Findings

Findings on the relationship between the use of reinforcement and students' misbehaviour in public secondary schools in Anambra State revealed that the use of reinforcement has a negative relationship valued at 0.717 with students' misbehaviour in public secondary schools in Anambra State. This implies that increase in the use of reinforcement will bring about 72% decreases in students' misbehaviour in public

secondary schools in Anambra State and vice versa. The study also revealed that the use of reinforcement has a significant relationship with students' misbehaviour in public secondary schools in Anambra State. This finding supported by Nwankwoala (2022) findings that disciplinary measures including reinforcement are control strategy which ensures that students conform to the behavioural and performance standards determined by the school which significantly help in curbing students' misbehaviour. This finding is in corroboration Ekwelunde et al. (2023) findings that the use of positive reinforcement techniques effectively and significantly reduces absenteeism and motivates students to put up positive behaviour in class. In the findings of Nnadi et al. (2023), the use of positive reinforcement technique has been deemed effective in reducing the rate of truancy among secondary school students. The above result was expected because according to Anyaeji et al. (2024), through positively reinforcing students' acceptable behaviours, whether academic or social, the students and the teacher benefits academically, behaviourally, socially, and emotionally. Similarly, in the findings of Ifeanyi et al. (2024) and Okpa et al. (2024), they findings indicated that the process of reinforcing behaviour by consistently giving positive or negative reinforcement increase the probability that the reinforced behaviour will reoccur more frequently whereas those behaviours not rewarded will die out (extinct), and those met with unpleasant (punishment) consequences will be weakened. It is because truants' act of attending school was met with pleasant consequences or rewards, they decided to avoid be absent, skipping out of the class in order to improve their behaviour and academic performance in school.

Findings on the relationship between the use of counselling and students' misbehaviour in public secondary schools in Anambra State revealed that the use of counselling has a negative relationship valued at 0.702 with students' misbehaviour in public secondary schools in Anambra State. This implies that increase in the use of counselling will bring about 70% decreases in students' misbehaviour in public secondary schools in Anambra State and vice versa. The study also revealed that the use of counselling has a significant relationship with students' misbehaviour in public secondary schools in Anambra State. The finding is in line with the findings of Asiegbu et al. (2022) that counsellors utilize changing environment, reinforcement, disciplinary strategy and rules and regulation to handle students' maladaptive behaviour. It motivates the students to change from their undesirable habit to desirable ones. In line with this finding is that of Eboatu and Enemoh (2022) that disciplinary strategies and enabling environment can be adopted in curbing behavioural problems among students. Okafor (2022) findings indicated that reinforcement strategy, disciplinary strategy, changing environment and rules and regulation strategy are the counselling strategies utilized by school counsellors for curbing secondary school students' undesirable behaviour in Anambra State, Nigeria. In the findings of Nkem and Osuafor (2022), follow-up of students' activities is necessary because the outcome may result in service adjustment or improvement if

outright failure or unsatisfactory success has been detected. Mbonu et al. (2023) findings also indicated that collaborative work with students in the classroom and counselling services significantly influenced students' behaviour in the school. This result supports Anakwe (2024) contention that counselling services are offered to assist students in better adjusting to the school environment toward imbibing a positive behaviour in the school. Similarly, Okafor and Enemuo (2024) showed that acting as a mediator in resolving students' conflicts, and conducting group guidance activities were among strategies teachers used to help students curb undesirable classroom behaviour.

Conclusion

The findings have shown that disciplinary measures are crucial curbing variables for students' misbehaviour in public secondary schools in Anambra State. Thus, promoting good practices of disciplinary measures in the classroom are essential practices for curbing students' misbehaviour in public secondary schools in Anambra State. The study therefore concluded that disciplinary measures are negatively and significantly correlated to students' misbehaviour in public secondary schools in Anambra State.

Educational Implications of the Findings

The findings of this study have educational implication. The findings of the study revealed that disciplinary measures negatively and significantly correlated to students' misbehaviour in public secondary schools in Anambra State. By implication, increase practices of disciplinary measures by teachers in school will bring about significant decreases in students' misbehaviour in public secondary schools in Anambra State. Hence, certain classroom undesirable behaviour is prevalent among public secondary school students though the teachers adopt some disciplinary measures to curb that behaviour to barest minimum in the classroom. These behaviours also bear some grave consequences on the teaching and learning process of public secondary school students. These findings therefore suggest that teachers should adopt more innovative strategies or approach to teaching and learning that can arouse students' interest, engage them actively in the learning process and diminish undesirable behaviours in the classroom. The findings of the study should also be used as a yardstick for counselling students who exhibit classroom undesirable behaviours and other deviant behaviours in public secondary schools in Anambra State.

Recommendations

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

1. School management and teachers need to work collaboratively in order to minimize the occurrence of and impact of challenging behaviours in classrooms through special counselling that should be conducted for students who often engage in classroom undesirable behaviours.
2. Post primary school service commission should promote the use of positive behavioural support by providing the teachers and school administrators with lots of resources necessary to develop safe and

effective methods for encouraging positive students' behaviour in the school.

3. Workshops, seminars, conferences, or in-service training on disciplinary measures should be organized for teachers in order to acquaint them to some disciplinary measures suitable for reducing classroom undesirable behaviour so as to give students the opportunity to inculcate moral and appropriate behaviour in classroom learning.

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