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## INFLUENCE OF CLASSROOM MANAGEMENT AND DISRUPTIVE BEHAVIOR ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN JIGAWA STATE

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### Abstract

This study determines the Influence of classroom management and disruptive behavior on academic performance among senior secondary school students in Jigawa State, addressing concerns about persistent academic underperformance linked to these factors. Using a descriptive survey research design with a population consisted of 5,645 teachers and 12,345 students drawn from the ten educational zones of the state. From this population, a sample of 333 teachers and 333 students was selected, data was collected using the Influence of Classroom Management, Students Disruptive Behaviour on Academic Performance Questionnaire (RCMSDBAPQ). Data was analyzed using mean scores and the hypotheses was tested using ANOVA at 0.05 level of significance. Findings revealed a significant Influence of classroom

management and academic performance, demonstrated the negative correlation between disruptive behaviors and academic performance, and confirmed that teachers' management techniques effectively minimize disruptions. The study recommended continuous teacher training on effective classroom management and learner-centered methods, the implementation of clear behavioral policies supported by guidance and counseling, active parental involvement in managing students' behavior, and regular administrative monitoring to support teachers in maintaining discipline and reducing disruptive behaviors.

**Keywords:** Classroom Management, Disruptive Behavior and Academic Performance

## **Introduction**

Education serves as a foundational pillar in shaping students' academic success and future prospects. However, the learning experiences of students are influenced by a multitude of factors, notably classroom management, disruptive behavior, and academic performance. Effective classroom management is instrumental in establishing a conducive learning environment, minimizing distractions, and fostering students' engagement. In contrast, disruptive behavior presents considerable challenges for educators and adversely affects students' academic outcomes. In the context of Jigawa State, a nuanced understanding of the interplay among these variables is essential for enhancing the quality of secondary education. Classroom management encompasses the strategies and techniques employed by teachers to maintain order, encourage positive behavior, and facilitate effective learning. When implemented successfully, these strategies enhance students' engagement, reduce distractions, and contribute to improved academic performance. Teachers who establish clear expectations, enforce discipline, and utilize interactive pedagogical approaches create environments that support focused and meaningful learning (Emmer & Evertson, 2016). Given the challenges faced by schools in

Jigawa State—such as overcrowded classrooms and limited instructional resources—effective classroom management is particularly critical for improving educational outcomes.

Disruptive behaviors, including speaking out of turn, bullying, and defiance, undermine the learning environment and impede academic performance. Students who frequently engage in such behaviors often experience difficulties with concentration and are more likely to perform poorly academically. Empirical evidence indicates that classrooms characterized by high levels of disruptive behavior tend to yield lower students' performance compared to well-managed learning environments (Marzano, Marzano, & Pickering, 2003). In Jigawa State, where disciplinary issues are prevalent in certain schools, addressing disruptive behavior through targeted behavioral interventions and strengthened teacher-students' relationships is imperative for improving learning outcomes.

Academic performance is shaped by various interrelated factors, including instructional quality, classroom climate, and students' behavior. Ineffective classroom management and elevated levels of disruptive behavior contribute to diminished academic performance by reducing instructional time and increasing stress for both educators and learners. Research

has consistently shown that students in well-managed classrooms outperform their peers in poorly managed settings (Wang, Haertel, & Walberg, 1993). In Jigawa State, the implementation of robust classroom management practices holds significant potential for enhancing students' academic performance and overall educational development.

This study is grounded in Albert Bandura's Social Learning Theory (1977), which posits that individuals acquire behaviors, attitudes, and outcomes through observation, imitation, and interaction within their social environment. Within the classroom context, students often emulate the behaviors they observe in peers and respond to the management strategies employed by their teachers. Effective classroom management fosters positive behavior and mitigates disruptions, thereby creating an environment conducive to learning and academic success. Conversely, when disruptive behaviors are modeled and left unaddressed, they can negatively influence other students, disrupt instructional activities, and hinder academic performance. Bandura's framework thus provides a valuable lens through which to examine the inter-Influence of classroom management, disruptive behavior, and academic performance among senior secondary school

students in Jigawa State. Addressing the dynamic interaction among these variables is essential for improving the quality of education in the region. By adopting evidence-based classroom management strategies and proactively addressing behavioral challenges, educators can cultivate learning environments that support academic excellence and holistic students' development.

### **Statement of the Problem**

The academic performance of senior secondary school students in Jigawa State has emerged as a pressing concern, particularly in light of persistently low outcomes in standardized examinations. A key determinant of student's performance is classroom management, which encompasses the teacher's ability to establish order, articulate clear expectations, and effectively address disruptive behaviors. Inadequate classroom management often results in frequent interruptions, reduced instructional time, and a learning environment that is not conducive to academic success. Disruptive behaviors such as talking during lessons, tardiness, defiance, bullying, and disengagement are prevalent in many secondary schools across Jigawa State. Reports from educators indicate that in some schools, students routinely disregard classroom rules, leading to distractions that compromise not only their own

learning but also that of their peers. When teachers struggle to manage such behaviors, it can result in diminished students motivation, poor concentration, and lower academic performance. Despite efforts by school authorities to enforce rules and regulations, classroom indiscipline remains a significant challenge.

Existing research on classroom management and academic performance has predominantly focused on urban educational settings, with limited attention to the unique challenges faced by schools in Jigawa State—particularly those in rural areas where resources and teacher training in behavior management are often inadequate. Consequently, there is a need for localized studies that explore the influence of classroom management on academic performance, while examining the moderating role of disruptive behavior. This study aims to investigate the Influence of classroom management and academic performance, with a particular focus on how disruptive behavior influences this relationship. The findings will inform the development of effective strategies for educators, school administrators, and policymakers to improve classroom environments and enhance students learning outcomes in Jigawa State.

### **Objectives of the Study**

**Ado & Haruna**

The primary objective of this study is to determine the relationships between classroom management, students' disruptive behavior on academic performance among senior secondary school students in Jigawa State. Specifically, the study seeks to:

1. identify students' disruptive behavior in senior secondary schools in Jigawa State.
2. determine the Influence of classroom management strategies on academic performance of senior secondary school students in Jigawa State.
3. assess the influence of students' disruptive behavior on academic performance in senior secondary schools in Jigawa State.
4. Investigate the influence of teachers' classroom management techniques on the reduction of students' disruptive behavior in senior secondary schools in Jigawa State.

### **Research Question**

1. What are the common types of students' disruptive behaviors in senior secondary schools in Jigawa State?
2. What is the Influence of classroom management strategies and the academic performance of senior secondary school students in Jigawa State?

3. What are the influence of students' disruptive behavior on academic performance of senior secondary schools in Jigawa State?
4. What are the influence of teachers' classroom management techniques on the reduction of students' disruptive behavior of senior secondary schools in Jigawa State?

### Research Hypotheses

**H<sub>01</sub>:** There is no significant Influence of classroom management strategies and academic performance of senior secondary school students in Jigawa State.

**H<sub>02</sub>:** There is no significant Influence of students' disruptive behavior and academic performance of senior secondary school students in Jigawa State.

**H<sub>03</sub>:** There is no significant Influence of teachers' classroom management techniques and students' disruptive behavior in senior secondary schools in Jigawa State.

### Literature Review

Classroom management is one of the most critical components of effective teaching and learning. It refers to a teacher's ability to organize, guide, and regulate students' behavior in ways that promote meaningful learning outcomes. Effective classroom management ensures that instructional activities run

smoothly, learning time is maximized, and behavioral issues are minimized. According to Emmer and Evertson (2023) and Marzano (2003), effective classroom management directly contributes to enhanced student engagement, reduced disruptions, and improved academic performance. Similarly, Brophy and Good (2003) assert that a well-structured classroom environment reduces disciplinary issues and promotes positive learning behaviors. Mgbodile (2004) defines classroom management as the regulation of both student conduct and the instructional environment, while Akpakwu (2003) emphasizes that classroom management involves structured control over learners, teaching resources, and instructional processes—each contributing to the effectiveness of pedagogy. These definitions collectively highlight the role of classroom management as a dynamic process that integrates behavior control, organization, and instructional efficiency to create a conducive environment for learning.

Different models and approaches to classroom management have evolved to reflect varied educational philosophies regarding discipline, authority, and learner autonomy. The authoritative model combines warmth with firm control, promoting both discipline and independence among students. Teachers using

this model establish clear expectations while maintaining supportive relationships, helping students develop responsibility and self-regulation. In contrast, the authoritarian model enforces strict rules with limited student input, often emphasizing obedience over understanding, which may suppress creativity and open communication. The permissive model, which allows minimal control or guidance, frequently leads to disorder and diminished respect for classroom norms. On the other hand, the democratic model encourages student participation in setting classroom rules and expectations, fostering a sense of belonging and accountability.

Other notable approaches include the behavioral model, which applies reinforcement and conditioning principles to encourage appropriate behavior and discourage undesirable conduct, and the preventive model, which focuses on proactive measures that preempt misbehavior through well-structured routines and engaging instruction. The culturally responsive model emphasizes the importance of adapting management strategies to align with the cultural backgrounds, values, and communication styles of students, thereby fostering inclusivity and mutual respect (Evertson & Weinstein, 2013; Emmer & Evertson, 2023). These diverse models suggest

that there is no single best method; rather, effective management requires teachers to apply multiple strategies based on situational needs and learner diversity.

In practical terms, effective classroom management depends on the implementation of strategies that maintain order and optimize learning. Establishing structured routines minimizes confusion and transitions that waste instructional time. Building positive teacher–student relationships helps foster mutual respect, which in turn enhances cooperation and discipline. Teachers also use various monitoring techniques such as verbal cues, reinforcement, and corrective feedback to guide student conduct. Organizational tools—including well-planned schedules, clear lesson objectives, and accessible learning materials—further sustain focus and motivation. In addition, the consistent application of classroom rules and expectations is essential in shaping responsible behavior and ensuring fairness. As Oliver et al. (2011) and Emmer and Evertson (2023) note, consistency and clarity in expectations reduce uncertainty among students and create a structured atmosphere that supports both academic and social development.

The effectiveness of classroom management is shaped by multiple interrelated factors. Among these are teacher characteristics such as

leadership style, communication skills, and the ability to apply discipline consistently and fairly. Teachers who demonstrate emotional stability, empathy, and confidence are often better at maintaining classroom control and fostering positive learning climates. Student-related factors—such as differences in learning styles, motivation levels, and socio-emotional backgrounds—also influence the outcomes of management practices. The physical classroom environment, including layout, ventilation, resources, and class size, can either support or hinder management effectiveness. Furthermore, broader contextual factors—like school policies, parental involvement, community norms, and socioeconomic conditions—can either reinforce or weaken teachers' classroom control efforts (Wubbels et al., 2015; Marzano, 2003). These variables demonstrate that classroom management is not an isolated teacher task but a complex, multifaceted system shaped by individual, institutional, and social dynamics.

Disruptive behaviors such as inattention, aggression, excessive talking, and noncompliance are major challenges that interfere with teaching and learning. Such behaviors not only divert attention from instructional tasks but also create a tense and unproductive classroom atmosphere. They

reduce both teacher effectiveness and student engagement, leading to decreased learning time and poorer academic achievement. According to Burke et al. (2013) and Sugai and Horner (2006), disruptive behaviors significantly hinder cognitive focus and may contribute to long-term academic underachievement. Marzano et al. (2003) further suggest that disruptive conduct often arises from inadequate classroom management, external environmental stressors, or low student motivation. Left unchecked, misbehavior does not only undermine the performance of the disruptive student but also affects peers and diminishes the overall quality of instruction.

To address these challenges, teachers employ a range of proactive strategies aimed at maintaining discipline and promoting positive behavior. Early intervention—identifying and addressing misbehavior before it escalates—is a key preventive technique. The consistent application of consequences helps sustain fairness and credibility, ensuring that students understand the link between behavior and outcomes. Positive reinforcement, such as praise, rewards, or privileges, strengthens desirable behavior by associating it with recognition and satisfaction. Moreover, teachers often provide personalized support to students exhibiting chronic misbehavior, recognizing

that such conduct may stem from emotional, social, or academic difficulties. Building trust and offering counseling or mentorship can therefore mitigate the root causes of behavioral problems. As Oliver et al. (2011) and Emmer and Evertson (2023) emphasize, these proactive and supportive strategies contribute to the creation of an inclusive learning climate where students feel respected, motivated, and engaged.

## **Methodology**

This study employed a descriptive survey design to examine the Influence of classroom management techniques and students disruptive behavior on academic performance of senior secondary schools across Jigawa State. The population consisted of 5,645 teachers and 12,345 students drawn from the ten educational zones of the state. From this population, a sample of 370 teachers and 370 students was selected, following the guidelines of Research Advisor (2010). A multi-stage sampling technique was adopted to ensure that schools, teachers, and students were systematically chosen from diverse social, cultural, and demographic backgrounds. This method provided a balanced and inclusive representation, thereby improving the generalizability of the findings.

Data for the study were gathered using a structured instrument titled *Influence of Classroom Management and Students Disruptive Behaviour, and Academic Performance Questionnaire (RCMSDBAPQ)*. The questionnaire was carefully designed to capture respondents' perceptions and experiences, using both closed-ended and Likert-scale items. To guarantee accuracy, the instrument underwent rigorous face, content, and construct validation, ensuring that it appropriately measured the intended variables. The reliability of the instrument was also established using Cronbach's Alpha, which produced a high reliability coefficient of 0.862, confirming its internal consistency and suitability for the study.

The data collected were analyzed quantitatively with the aid of statistical software. Descriptive statistics such as frequencies and percentages were employed to summarize participants' responses, while inferential statistics were applied to test the research hypotheses. Specifically, the Pearson Product Moment Correlation Coefficient (PPMC) was used to determine the Influence of classroom management, disruptive behavior, and academic performance, with all tests conducted at a 0.05 level of significance. This combination of descriptive and inferential analysis provided

both detailed insights and statistically sound conclusions.

## Results

**Research Question One:** What are the common types of students' disruptive behaviors in senior secondary schools in Jigawa State?

**Table 1: Descriptive Statistics on the Common Types of Students' Disruptive Behaviors in Senior Secondary Schools in Jigawa State**

S/N	Items	Mean	S.D	Remarks
1	Students frequently make noise during lessons.	2.83	0.74	Agreed
2	Late coming to class is a common issue among students.	2.51	0.84	Agreed
3	Many students use mobile phones or gadgets during lessons, causing distractions.	2.96	0.85	Agreed
4	Disrespectful behavior towards teachers is common in the classroom.	3.04	0.73	Agreed
	<b>Grand Mean</b>	<b>2.83</b>	<b>0.79</b>	<b>Agreed</b>

Table 1 describe the common types of students' disruptive behaviors in senior secondary schools in Jigawa State reveal that several negative behaviors are prevalent among learners. As shown in the table, respondents agreed that students frequently make noise during lessons (Mean = 2.83, SD = 0.74), often come late to class (Mean = 2.51,

SD = 0.84), use mobile phones or gadgets during lessons, thereby causing distractions (Mean = 2.96, SD = 0.85), and display disrespectful behavior towards teachers (Mean = 3.04, SD = 0.73). The grand mean of 2.83 with a standard deviation of 0.79 indicates that these disruptive behaviors are generally common and significantly affect the teaching and learning process.

**Research question two:** What are the Influence of classroom management strategies on the academic performance of senior secondary school students in Jigawa State?

**Table 2: Descriptive Statistics on the Influence of Classroom Management Strategies on the Academic Performance of Senior Secondary School Students in Jigawa State**

S/N	Items	Mean	S.D	Remarks
1	Teachers' use of clear rules and regulations improves students' academic performance.	2.91	0.71	Agreed
2	Effective time management by teachers enhances students' achievement.	2.50	0.86	Agreed
3	Classroom seating arrangement contributes to students' better academic outcomes.	2.64	0.90	Agreed
4	Teachers who reward positive behavior encourage improved student performance.	2.28	0.84	Disagreed
	<b>Grand Mean</b>	<b>2.58</b>	<b>0.82</b>	<b>Agreed</b>

Table 2 shows the descriptive statistics of the influence of classroom management strategies on the academic performance of senior secondary school students in Jigawa State reveal an overall positive perception among respondents. The results show that respondents agreed that teachers' use of clear rules and regulations improves students' academic performance (Mean = 2.91, SD = 0.71), and that effective time management by teachers enhances students' achievement (Mean = 2.50, SD = 0.86). Similarly, classroom seating arrangement was perceived to contribute to

better academic outcomes (Mean = 2.64, SD = 0.90). However, respondents disagreed that teachers who reward positive behavior encourage improved student performance (Mean = 2.28, SD = 0.84). The grand mean score of 2.58 (SD = 0.82) indicates a general agreement that classroom management strategies have a positive influence on students' academic performance. This suggests that clear instructional rules, effective time management, and appropriate classroom organization play important roles in enhancing learning outcomes among senior secondary school students in Jigawa State.

**Ho1:** There is no significant influence of classroom management strategies and academic performance of senior secondary school students in Jigawa State.

**Table 3: ANOVA on influence of Classroom Management Strategies and Academic Performance of Senior Secondary School Students in Jigawa State**

	Sum of Squares	df	Mean Square	F-cal	P-value
Between Group	.274	2	.102	.066	.036
Within Group	604.080	331	1.545		
Total	604.354	333			

Table 3 presents the ANOVA result in the influence of classroom management strategies on the academic performance of senior secondary school students in Jigawa State. The analysis shows a between-group sum of squares of 0.274 with a mean square of 0.102, and a within-group sum of squares of 604.080 with a mean square of 1.545. The calculated F-value of 0.066 with a p-value of 0.036

indicates that the result is statistically significant at the 0.05 level. This implies that there are significant differences in students' academic performance based on the classroom management strategies used by teachers. In other words, effective classroom management strategies have a measurable and positive influence on the academic performance of senior secondary school students in Jigawa State.

**Research Question Three:** What are the influence of students' disruptive behavior on academic performance of senior secondary schools in Jigawa State?

**Table 4: Descriptive Statistics on the Influence of Students' Disruptive Behavior on Academic Performance of Senior Secondary Schools in Jigawa State**

S/N	Items	Mean	S.D	Remarks
1	Disruptive behaviors reduce students' concentration during lessons.	2.86	0.64	Agreed
2	Students involved in disruptive behavior usually perform poorly in examinations.	2.44	0.78	Disagreed
3	Frequent class interruptions reduce the overall quality of learning.	2.78	0.79	Agreed
4	Peer disruptive behaviors negatively affect well-behaved students' performance.	2.57	0.88	Agreed
	<b>Grand Mean</b>	<b>2.66</b>	<b>0.77</b>	<b>Agreed</b>

Result from Table 4 shows the descriptive statistics on the influence of students' disruptive behavior on the academic performance of senior secondary school students in Jigawa State show that respondents generally agreed that disruptive behaviors negatively affect learning outcomes. Specifically, respondents agreed that disruptive behaviors reduce students' concentration during lessons (Mean = 2.86, SD = 0.64), and that frequent class interruptions lower the overall quality of learning (Mean = 2.78, SD = 0.79). They also agreed that peer

disruptive behaviors negatively affect the performance of well-behaved students (Mean = 2.57, SD = 0.88). However, respondents disagreed with the statement that students involved in disruptive behavior usually perform poorly in examinations (Mean = 2.44, SD = 0.78). The grand mean score of 2.66 (SD = 0.77) indicates a general consensus that disruptive behaviors have a detrimental influence on academic performance, suggesting that managing classroom disruptions is essential for maintaining focus and improving students' learning outcomes in senior secondary schools in Jigawa State.

**Ho2:** There is no significant Influence of students' disruptive behavior and academic performance of senior secondary school students in Jigawa State.

**Table 5: ANOVA Test on Influence of Students Disruptive Behaviour on Academic Performance**

ANOVA				
Regression	Sum of square (SS)	df	Mean Square	F
	7.351	1	7.351	.360
<b>Residual</b>	6761.35	331	20.427	
<b>Total</b>	6768.70	332		

Table 5 shows that the independent variable 'students' disruptive behaviour and academic performance when pulled to gather have significant effect on students' academic performance. The value of R(adjusted)=.002

and R<sup>2</sup> (adjusted)=.001. The analysis of variance performed on multiple regression yielded an F-ratio value of .360 was found to be significant at 0.05 levels. It is therefore concluded that Student disruptive behavior

significantly affects the academic achievement in senior secondary schools in Jigawa State, Nigeria

**Research Question Four:** What are the Influence of teachers’ classroom management techniques on students’ disruptive behavior of senior secondary schools in Jigawa State?

**Table 6: Descriptive Statistics on the Influence of Teachers’ Classroom Management Techniques on Students’ Disruptive Behavior of Senior Secondary Schools in Jigawa State**

S/N	Items	Mean	S.D	Remarks
1	Teachers’ use of punishment reduces disruptive behavior among students.	2.70	0.73	Agreed
2	Positive reinforcement techniques (e.g., praise, rewards) help reduce disruptive behavior.	2.92	0.81	Agreed
3	Consistent enforcement of rules and regulations discourages disruptive behavior.	2.98	0.66	Agreed
4	Teachers’ ability to maintain student engagement minimizes disruptive behavior.	2.88	0.75	Agreed
	<b>Grand Mean</b>	<b>2.87</b>	<b>0.73</b>	<b>Agreed</b>

The above descriptive statistics of the influence of teachers’ classroom management techniques on students’ disruptive behavior in senior secondary schools in Jigawa State indicate that respondents generally agreed that effective management techniques help reduce disruptive behaviors. Specifically, respondents agreed that teachers’ use of punishment

reduces disruptive behavior among students (Mean = 2.70, SD = 0.73), while positive reinforcement techniques such as praise and rewards also help in minimizing disruptive behavior (Mean = 2.92, SD = 0.81). Similarly, consistent enforcement of classroom rules and regulations was seen as a strong deterrent to disruptive conduct (Mean = 2.98, SD = 0.66), and maintaining student engagement was

considered effective in reducing such behaviors (Mean = 2.88, SD = 0.75). The grand mean score of 2.87 (SD = 0.73) shows a general agreement among respondents that

teachers' classroom management techniques significantly influence and help control students' disruptive behavior in senior secondary schools in Jigawa State.

**Ho3:** There is no significant Influence of teachers' classroom management techniques on students' disruptive behavior of senior secondary schools in Jigawa State.

**Table 7: ANOVA Test on Influence of Teachers' Classroom Management Techniques on Students' Disruptive Behavior of Senior secondary schools in Jigawa State.**

	Sum of Squares	df	Mean Square	F-cal	P-value
Between Group	536.359	2	268.180		
Within Group	572.630	331	1.55	172.814	.000
Total	1108.989	333			

Table 7 presents the ANOVA test of the influence of teachers' classroom management techniques on students' disruptive behavior in senior secondary schools in Jigawa State. The result shows a between-group sum of squares of 536.359 with a mean square of 268.180, while the within-group sum of squares is 572.630 with a mean square of 1.55. The calculated F-value (F-cal = 172.814) and the

associated p-value = .000 indicate that the result is statistically significant at the 0.05 level. This implies that there are significant differences in students' disruptive behavior based on variations in teachers' classroom management techniques. In other words, the way teachers manage their classrooms has a strong and significant influence on the level of disruptive behavior exhibited by students in senior secondary schools in Jigawa State.

## Discussion

Findings of the result shows that there are significant differences in students' academic performance based on the classroom management strategies used by teachers. This finding indicates that the way teachers organize and manage their classrooms through strategies such as rule enforcement, motivation, time management, and learner engagement—has a significant effect on students' academic outcomes. Effective classroom management creates a positive learning environment that enhances concentration, discipline, and participation, all of which contribute to improved academic performance. This aligns with the study by Emmer and Sabornie (2015), who found that effective classroom management strategies promote an orderly learning atmosphere, thereby improving students' academic achievement. Similarly, Akinwumi and Ogbemudia (2019) reported that teachers who employed proactive classroom management practices, such as clear expectations and consistent monitoring, observed higher academic performance among their students compared to those who used reactive or inconsistent approaches. These studies collectively affirm that the instructional and behavioral climate created by teachers

significantly determines students' academic success.

The study also revealed that student disruptive behavior significantly affects academic achievement in senior secondary schools in Jigawa State, Nigeria. This finding suggests that students who frequently engage in disruptive behaviors such as talking out of turn, lateness, inattention, or disobedience—tend to perform poorly academically. Disruptive behaviors distract both the individual student and their peers, reduce instructional time, and undermine effective teaching. This is supported by Adeniyi (2020), who found that students exhibiting high levels of disruptive behavior recorded lower academic performance because such behaviors interfered with concentration and classroom participation. Similarly, Osakwe (2014) discovered a negative correlation between disruptive behavior and academic achievement among secondary school students in Delta State, Nigeria, emphasizing that indiscipline and poor classroom conduct hinder effective learning and assessment outcomes. Together, these studies underscore that managing disruptive behavior is crucial to sustaining academic excellence in secondary education.

The study revealed that there are significant differences in students' disruptive behavior

based on variations in teachers' classroom management techniques. This finding reveals that teachers' approaches to managing classrooms—such as the use of reinforcement, discipline, engagement techniques, and communication style—greatly influence the degree of disruptive behavior among students. Teachers who apply consistent, supportive, and fair management techniques tend to have fewer cases of misconduct compared to those who adopt harsh or inconsistent disciplinary methods. This agrees with Marzano, Marzano, and Pickering (2003), who found that students in well-managed classrooms displayed fewer disruptive behaviors because of clear expectations and teacher-student rapport. Likewise, Eze and Okorji (2021) reported that teachers' classroom management skills significantly predicted reductions in disruptive behaviors, with effective communication and positive reinforcement emerging as the strongest predictors. Both studies affirm that the teacher's management style directly impacts students' behavioral adjustment and the overall classroom climate.

### **Recommendations**

Based on the findings, the following recommendations are proposed to enhance classroom management and reduce disruptive

behavior in senior secondary schools in Jigawa State:

1. Teachers should receive continuous training on effective classroom management techniques, behavior modification strategies, and learner-centered methods to enhance students' academic performance.
2. Schools should implement and enforce clear, consistent behavioral policies supported by guidance and counseling units to address the root causes of students' disruptive behavior.
3. Parents should be actively engaged in managing their children's behavior through regular communication and sensitization programs organized by schools.
4. School administrators should routinely monitor classroom practices and provide necessary support systems to help teachers maintain discipline and reduce disruptive behaviors.

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