The Nigerian Educational Psychologists Vol. 21 No. 1, August, 2024. pp. 223-235

DIFFERENCES BETWEEN ATTITUDE OF STUDENTS TOWARDS SCHOOL DISCIPLINE AND STUDENTS' DISRUPTIVE BEHAVIOUR IN SELECTED SENIOR SECONDARY SCHOOLS IN ZARIA METROPOLIS OF KADUNA STATE, NIGERIA

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Abstract
This study examined the relationship between Attitude of students towards school discipline and students' disruptive behavior in selected senior secondary schools in the Zaria metropolis of Kaduna state, Nigeria. The study sample consisted of 322 students. The study employed an ANOVA design. The instruments used for data collection were the Attitude of students toward the school discipline questionnaire (AOSTSDQ) and the student's disruptive behavior questionnaire. Data were analyzed using descriptive (frequencies, mean, and standard deviation) for bio-data and t-test for testing hypotheses at 0.05 alpha level of significance. Findings revealed that boys' and girls' students differ significantly in Attitude toward school discipline (t = 9.6, p = 1.86). There is a significant difference between boys' and girls' students' attitudes toward disruptive behavior (t= 5.8, p = 1.83). That day and boarding students significantly differ in Attitude toward school discipline (t = 7.3, p = 1.86). That there is a significant difference between boarding and day school students' attitudes toward disruptive behavior (t = 3.9, p = 1.83). Based on the findings, it was recommended that Teachers should provide effective instruction to effectively address disruptive behavior by the students whenever it occurs, no matter who is exhibiting it, either male or female students, and that teachers must accurately identify the causes of disruptive behavior, whether it is individual or collective.
Keyword: Attitude, Discipline and Destructive Behaviour

Introduction

Attitude plays a critical role in arriving at a goal we have set out to achieve, and the successful and unsuccessful performance of the task depends on individual Attitude. Attitude encompasses the set of emotions, beliefs, and behaviour toward a particular object, person, thing, or event. Attitudes are often the result of past experience or upbringing, and they can have a powerful influence over behaviour. Attitudes are enduring and they can also change. According to Jian-Bin Li et al.

(2020), attitudes are a basic and pervasive part of human life, and no one would know how to react to events, make decisions, or even have much to talk about without Attitude. Individuals develop some kind of Attitude towards everything we come in contact with in our everyday lives. Granero-Gallegos et al. (2020) explained that every individual has an attitude toward practically everything and everyone in the world that individual has ever spent any time thinking about. If we think about and say something about someone, we form an opinion about that person, and our opinion is our Attitude put into words (Jian-Bin Li et al. 2020).

Students' Attitude is their tendency to respond in a certain way towards something. Naturally, the student's response can be on a continuum of positive to negative or good to bad. When a teacher says that a student has a bad attitude, he/she means that the student did not respond positively to something asked to do. The opposite is also true; a student with a good attitude is likely someone who has a cooperative spirit in terms of complying with the teacher's instruction. It is essential to mention that Attitude is considered a psychological construct. This means you can see the consequences of the Attitude but not the Attitude itself. In other words, the behavior is observed to determine the Attitude. For instance, students who refuse to follow the rules and regulations provided by the school show that he/she has a bad attitude.
Discipline is a form of internal code of conduct, a state of mind that ensures that a person does what is right because he is convinced it is right, not because he is afraid of reprimands if he behaves otherwise (Welsh & Little, 2018). Discipline is very important in an educational environment. There are standards to follow to ensure discipline in school. Some of these standards emanate from the National Policy on Education (NPE, 2004), which sought to inculcate the right type of values, attitudes, and behavior for the survival of the individual and Nigerian society. The Ministry of Education (MOE) and then the management of individual schools set standards for the students, which are expected to be in line with extant rules and best practices. The set standards regulate the behaviour of the students inside the classroom and outdoors, such as respect for teachers, staff, and school management; school and class attendance; school uniform (dress code); and work ethics.

Anything a student does that is contrary to the set rules and regulations is referred to as disruptive behaviour. Thus, disruptive behaviour by students in schools is a violation of school rules, and it could be explained as the complete opposite of discipline. According to Granero-Gallegos et al (2020), discipline in schools is the respect for school laws and regulations and the maintenance of an established standard of behaviour and implies self-control, restraint, and respect for oneself and others. Disruptive behaviour is an issue of concern for educators and they also came up with the idea that boarding schools have a small population, so in some cases, help teachers to monitor students' behaviour, which encourages students to behave

well and develop positivity, which reduces their disruptive behaviour. Welsh & Little (2018) posits that education is not successful when learners lack discipline as discipline enhances orderliness and effectiveness in the school.

Common examples of disruptive behaviour include but are not limited to eating in class, monopolizing classroom discussion, failing to respect the rights of other students to express their viewpoints, talking when the teacher is speaking, frequently entering class late or leaving early, using cell phones or other electronic devices in the classroom, inordinate or inappropriate demands for time and attention. Shin & Ryan (2017) noted that some students would do anything to gain attention, such as disrupting the teaching and learning process, using and abusing drugs, assaulting, insulting, and engaging in other antisocial activities. To ensure discipline in schools, the students are expected to cultivate a positive attitude to adherence to rules and regulations. Doing these will engender a smooth running of school activities, including teaching, extra-curricular activities, and other acts that will promote peace in schools. It is in view of the foregoing discourse that the research intends to investigate the Attitude of students towards school discipline and disruptive behaviour in selected secondary schools in Zaria Metropolis.

Statement of the Problem

Discipline within the school is to maintain an environment that will optimize appropriate learning. A student's lack of discipline may be a result of boredom or an attempt to display disruptive behaviour; discipline is the structure that facilitates the workings of some activities. These activities include the acquisition of knowledge and the training of students. Disruptive behavior tends to be a matter of concern in every secondary school in Nigeria. Peers exert pressure on others to conform, which may negatively influence behaviour. However, not all peer influence is about negative influence, as some also learn positive values such as discipline, cooperation, and responsibility.

There is an ongoing debate among stakeholders in education about whether school discipline will curtail disruptive behaviour in secondary school.

It is in view of the foregoing, that the researchers deem it necessary to examine the extent to which Attitude of students toward school discipline affect the disruptive behaviour of secondary school students in selected secondary schools in Zaria Metropolis.

Review of Literature

Definitions of Attitude

Attitude is literally derived from the Latin word, 'aptitudo,' 'aptus,' which means 'fit'. The word 'aptus', which is also the root of the word aptitude, indicates a state of preparedness or adaptation. A precise definition of Attitude is difficult to derive because the concept overlaps with other kinds of psychological concepts. Owan et al

(2020) define Attitude as a state of mind of the individual towards an object. It also refers to the way that you behave towards someone or in a particular situation, especially when this shows how you feel. Alves et al (2020) define Attitude as a lasting system of assessment which would be positive or negative emotional feelings, the tendency to give respect to an object, the mental readiness organized through experience, and it is used to determine a person's response to all objects and situations. Similarly, Svenningsson et al (2021) explains that Attitude is a concept that helps in understanding human behavior. Attitude has three components: cognitive, affective, and behavioural. The cognitive component provides knowledge about an object, event, another person among others while the affective or evaluative component determines feelings, either like or dislike if they touch the emotion. Behavioural is the operational component reaction, which happens to be the focus of this study. Attitude is considered an essential factor influencing student behaviour. Attitude is important because one cannot neatly separate it from behaviour. It means that student's disruptive behaviour and Attitude have a relation so that it can influence students' disruptive behaviour (Owan et al, 2020). Also, Shin & Ryan (2017) stated that a student's Attitude is an important factor that impacts a student's disruptive behaviour. In this case, Attitude is seen as an aspect of personality that contributes to students' disruptive behaviour.

Discipline

Rodríguez & Welsh (2022) refers to discipline as orderliness in life, which results from our adherence to certain codes of conduct prepared by learned people such as teachers in school. Discipline plays an important role in student's behavior, such as self-discipline, which is the ability of students to monitor and control their own behaviour. Welsh & Little (2018) define the term discipline as a trained condition of order and obedience, an order that is kept among students to bring about a condition of obedience and to control the behaviour of students so as to curb their disruptive behaviour. In Jian-Bin Li et al (2020), the term is defined as a practice of imposing strict rules of behaviour on other people and also as the ability to behave and work in a controlled manner. Not only does discipline lead to a better display of behaviour, which society has agreed upon as appropriate, but it also involves actions taken to prevent or handle disruptive behavior in the classroom as well as control students' behaviour (Welsh & Little, 2018).

Disruptive Behaviour

Disruptive behavior in the classroom is playing an increasingly negative role and is occurring with greater frequency and as a result, it now poses one of the biggest and most worrying problems in education (Morris & Perry, 2017). Disruptive behaviour, according to Mani et al (2023), is student behaviour that systematically disrupts educational activities, undermines the habitual development of the tasks carried out

in the classroom, and causes the teacher to invest a significant amount of time in dealing with it, time that should otherwise be devoted to the processes of teaching and learning. Ciranka & van (2019) came up with the idea that boarding schools have a small population and, in some cases, help teachers to monitor students' behaviour, which encourages students to behave well and develop positivity, which reduces their disruptive behaviour. Also, day students have the right to go out of school without being monitored by the teacher and, as a result of this, develop bad manners that lead to disruptive behaviour in school.

According to Rodríguez & Welsh (2022), this disruptive behaviour has become increasingly prevalent in schools over the last few decades, the most frequent types of such behaviour being the transgression of classroom rules, the interruption of tasks, the challenging of teachers' authority, and aggression towards other classmates. It is also worth highlighting the categorization provided by Mani et al (2023), who identified two types of violence within disruptive behaviour. The first of them is verbal violence, which includes insults, shouting, swearing, taunting, jokes, insults, and name-calling, all of which are engaged in with the aim of ridiculing, humiliating, and unsettling a classmate or teacher or making them feel bad. Secondly, there is physical violence, which includes molesting, manhandling, hitting, kicking, and pushing, each with the aim of harassing, attacking, or provoking the victim. The term disruptive behaviour, could be refer to students' behaviour that are against school or class routines, practices, and minor rules (Granero-Gallegos (2020).

Purpose of the study

The purpose of this study is to investigate the extent to which the Attitude of students toward school discipline differs in the disruptive behaviour of secondary school students in the Zaria metropolis. Specifically, the study aims to:

1. Examine the difference between boys' and girls' students' Attitudes toward school discipline in selected senior secondary schools in Zaria Metropolis
2. Examine the difference between boys' and girls' students' attitudes to disruptive behaviour among senior secondary schools in Zaria Metropolis.
3. Examine the difference between boarding and day students' Attitudes toward school discipline in selected senior secondary schools in Zaria Metropolis.
4. Examine the difference between boarding and day students' Attitude in disruptive behaviour among senior secondary schools in Zaria Metropolis.

Research Questions

The study was guided by the following research questions;

1. What is the difference between boys' and girls' students' Attitudes toward school discipline in selected senior secondary schools in Zaria Metropolis?

2. What is the difference between boys' and girls' students 'attitudes toward disruptive behaviour among senior secondary schools in Zaria in Metropolis?
3. What is the difference between boarding and day students' Attitudes toward school discipline in selected senior secondary schools in Zaria Metropolis?
4. What is the difference between boarding and day students' Attitudes to disruptive behavior among senior secondary schools in Zaria Metropolis?

Research Hypotheses

The following hypotheses were formulated and tested in the study:

Ho1.There is no significant difference between boys' and girls' students' Attitudes toward school discipline in selected senior secondary schools in Zaria Metropolis.

Ho2. There is no significant difference between boys' and girls' students' attitudes toward disruptive behaviour among senior secondary schools in Zaria Metropolis

Ho3. There is no significant difference between boarding and day students' Attitudes toward school discipline in selected senior secondary schools in Zaria Metropolis.

Ho4.There is no significant difference between boarding and day students' Attitudes to disruptive behaviour among senior secondary schools in Zaria Metropolis

Methodology

The research design for this study is ANOVA. ANOVA design is used to attempt to determine whether there is a difference between two or more quantifiable variables and to what degree this difference exists. ANOVA research, therefore, establishes a difference (or lack thereof) in making predictions (Marder et al. 2023). The design is applicable to this study as it seeks to determine the difference between the Attitude of students towards school discipline and students' disruptive behaviour.

The population of the study comprises all the S.S.1 males and females' students in the public Senior Secondary Schools of Zaria metropolis in Kaduna State, with five (5) boarding schools and twenty-six (26) day schools. One thousand nine hundred and twelve (1,912) students were found to exhibit disruptive behaviour in the classroom at the time of carrying out this research. The process was carried out through the use of a teacher log book to identify the students with disruptive behaviour.

A simple random sampling technique was used to select ten (10) schools out of the thirty-one (31) Senior Secondary Schools in Zaria metropolis. The ten (10) selected schools include boarding and day students, boys only and girls only schools. A purposive sampling method was used to select the sample for the study. The reason

for the purposive sampling technique is that it is characterized by the use of judgment and deliberate effort to obtain representative samples. (Campbell, 2020). From a total number of one thousand, nine hundred and twelve (1,912) students and using the Research Advisors (2006) table for determining sample size from a given population at 5.0%, three hundred and twenty-two (322) samples were used for this study.

The researchers made use of two instruments to collect data for this research: Attitude of Students Toward School Discipline Scale (AOSTSDS) and Students' Disruptive Behaviour Scale (SDBS). The (AOSTSDS) was self-developed by the researchers while (SDBS) was adapted from Erinisha (2012).

Procedure for Data Collection.

The researchers drafted a letter of introduction, which was given to the principals of the schools where the research was carried out. Copies of three hundred and twenty-two (322) questionnaires were produced by the researchers for distribution to the target population. 5% of the total questionnaire was added to care for any mortality). After permission was sought from the principal, the researchers administered the questionnaire to the respondents, with the assistance of the staff members in the area of study who were trained in the administration of instruments. The process lasted approximately one-hour duration. After completion, the researchers collected them for analysis. The study made use of tables to present the results. Descriptive statistics was used to analyze the Bio-data of the respondent; percentage, mean, and standard deviation were used to answer the research questions raised, while the inferential statistics of the t-test were used to test all four hypotheses at 0.05, an alpha level of significance. SPSS version 20.0 statistical software was used for data analysis and storage.

Results

Table 1: T-test statistics on difference between boys' and girls' students' attitude toward school discipline

Variable	Gender	N	Mean	SD	DF	T-Cal.	P
Attitude	Male	204	25.5	5.04	9	5.8	1.83
	Female	118	14.7	3.84			
Disruptive Behaviour	Male	204	20.4	4.5	9		
	Female	118	11.8	3.4			

P < 0.05, **.

The outcome of the t-test statistics above showed that boys and girls differ significantly in Attitude toward school discipline. The mean score on students' Attitudes toward school discipline for boys is 25.5, and for girls is 14.7. At the 5%

level, this implies that girls tend to exhibit more positive Attitudes toward school discipline than boys (t = 9.6, p = 1.86). Based on the above explanation, the null hypothesis, which states that there is no significant difference between boys' and girls' students' attitudes toward school discipline in selected senior secondary schools in Zaria Metropolis, was rejected.

Table 2: T-test statistics on the difference between boys' and girls' students' attitudes toward disruptive behaviour

Variable	Gender	N	Mean	SD	DF	T-Cal.	P
Attitude	Male	204	25.5	5.04	9	5.8	1.83
	Female	118	14.7	3.84			
Disruptive Behaviour	Male	204	20.4	4.5	9		
	Female	118	11.8	3.4			

P < 0.05, **.

The results shown in Table 2 indicate that there is a significant difference between boys and girls ' attitudes toward disruptive behaviour. The mean score on students' attitudes to disruptive behaviour for boys is 25.5, and for girls, it is 14.7. At the 5% level, this implies that male students were found to exhibit negative Attitudes, which in turn led to high disruptive behaviour, while female students exhibited positive Attitudes, which in turn led to low disruptive behavior in schools. This suggests that female students are less disruptive in their behaviour than their male counterparts (t= 5.8, p = 1.83). Based on the above explanation, the null hypothesis, which states that there is no significant difference between boys' and girls' students' attitudes toward disruptive behavior in selected senior secondary schools in Zaria Metropolis, was rejected.

Table 3: T-test statistics on the difference between boarding and day students' Attitudes toward school discipline

Variable	School type	N	Mean	SD	DF	T-Cal.	P
Attitude	Boarding	86	10.7	3.27	8	7.3	1.86
	Day school	236	29.5	5.43			
Discipline	Boarding	86	7.8	2.78	8		
	Day school	236	21.4	4.62			

P < 0.05, **.

The results shown above indicate that day and boarding students significantly differ in Attitude towards school discipline, with day students having a mean score of 29.5 while boarding students got a score of 10.7 (t = 7.3, p = 1.86). The result suggests that day students have negative Attitudes toward school discipline while boarding

students have positive Attitudes toward school discipline. The above statistical result means that the null hypothesis, which states that there is no significant difference between boarding and day students' Attitudes toward school discipline in selected senior secondary schools in Zaria Metropolis, was rejected.

Table 4: T-test statistics on the difference between boarding and day students' Attitudes to disruptive behaviour

Variable	School type	N	Mean	SD	DF	T-Cal.	P
Attitude	Boarding	86	10.7	3.27	9	3.9	1.83
	Day school	236	29.5	5.43			
Disruptive Behaviour	Boarding	86	8.6	2.93	9		
	Day school	236	23.6	4.85			

P < 0.05, **.

The outcome of the T-test statistics above shows that there is a significant difference between boarding and day school students' Attitudes to disruptive behavior, with day students having a mean score of 29.5 while boarding students got a score of 10.7 (t = 3.9, p = 1.83). The result suggests that day students have a negative attitude toward disruptive behaviour, which in turn leads to high disruptive behaviour, while boarding students have a positive attitude toward disruptive behaviour, which in turn leads to low disruptive behaviour in school, with the above statistical result, it means that the null hypothesis which states that there is no significant difference between boarding and day students' Attitude in disruptive behaviour in selected senior secondary schools in Zaria Metropolis was rejected.

Discussions

This study focused on the differences between the Attitude of students toward school discipline and students' disruptive behavior in selected senior secondary schools in the Zaria metropolis of Kaduna state, Nigeria.

Boys' and girls' students' attitudes toward school discipline: This result indicates that there is a significant difference between boys' and girls' students' Attitudes toward school discipline. Also, with reference to the findings of this study and the tested hypothesis, the result shows great differences in favor of female students to their male counterparts. The finding reports that female students possess a more positive attitude toward school discipline than their male counterparts. Hence, female students were seen to be more disciplined. Virtually, the reason behind this could be that girls are more likely to conform to rules and regulations in order to prevent social disagreement. This finding is in line with Shin & Ryan (2017), who stated that a student's Attitude is an important factor that impacts discipline. In this case, Attitude is seen as one of the personality traits that affect student discipline.

Still in support of the result is the study by Owan et al (2020) which examines that Attitude is a concept that helps in understanding human behaviour and that Attitude is considered an essential factor influencing a student's behaviour. Attitudes are important because one cannot neatly separate them from behaviour. This means that discipline and Attitude are related and can influence students' behaviour.

Boys' and girls' students' attitudes toward disruptive behavior: This result indicates that there is a significant difference between boys' and girls' students' attitudes toward disruptive behaviour. The result also shows that there is a great difference in favour of female students over their male counterparts in terms of Attitude and disruptive behaviour. The reason is that girls possess positive attitudes in the classroom due to the training received from home, which in turn leads to less disruptive behaviour in school. Meanwhile, the reverse is the case for boys and this finding is also in line with Shin & Ryan (2017) who stated that students' Attitude is an important factor that impacts students' disruptive behaviour. Attitudes are important because one cannot neatly separate them from behavior. This means that discipline and Attitude are related and can influence students' disruptive behaviour.

Boarding and day behaviour students' Attitude toward school discipline: Looking at the hypothesis seeking to find out differences between students' Attitudes toward school discipline of boarding and day students, the finding reveals that there is a difference in students' Attitude toward school discipline and this result is in line with the literature reviewed. It is also believed that differences exist with regard to school type because while some parents foresee the advantage of sending their children to boarding school for close monitoring and checking by the teacher, other parents send their children to day school so that they can help them in some domestic chore and also help in running an errand before going to school. This finding is supported by Rosemary (2009), who emphasizes that boarding school can be a great place to meet with new peers, have fun that would mold their behavior, instill discipline, and teach them how to coexist with one another. Usually, day school is still a good place to go if one doesn't like being away from parents.

Boarding and day students' Attitude to disruptive behaviour: The finding of this study revealed that there is a significant difference between boarding and day school students' Attitudes to disruptive behaviour. The result also shows that there is a great difference in favour of female students over their male counterparts in terms of Attitude and disruptive behaviour. The reason is that female students possess positive attitudes, which in turn lead to low disruptive behaviour, while male students possess negative Attitudes, which in turn lead to high disruptive behaviour. In supporting this finding, Ciranka & van (2019) came up with the idea that boarding schools have a small population and, in some cases, help teachers to

monitor students' behaviour, which encourages students to behave well and develop positivity, which reduces their disruptive behaviour. Also, day students have the right to go out of school without being monitored by the teacher and, as a result of this, develop bad manners that lead to disruptive behaviour in school. Came up with the idea that boarding schools have a small population and, in some cases, help teachers to monitor students' behaviour, which encourages students to behave well and develop positivity, which reduces their disruptive behaviour. Hence, day students have the right to go out of school without being monitored by the teacher and, as a result of this, develop bad manners that lead to disruptive behaviour in school.

Conclusion

In light of the findings obtained in this study, the following conclusions are made.

1. It is concluded that there is differences between boys and girls attitude towards school discipline, that girls exhibit positive Attitude which make them to be more disciplined than boys.
2. That there is difference between boys and girls in disruptive behaviour, the girls' exhibits positive Attitude that lead to less disruptive behaviour than the male counterpart.
3. The finding also concluded that there are differences between boarding and day students' attitude towards school discipline, that boarding students exhibit positive Attitude which make them to be more disciplined that their day students' counterpart.
4. That there are differences between boarding and day students' attitude in disruptive behaviour, were boarding students exhibits positive Attitude which in turn lead to less disruptive behaviour than day students.

Recommendations

1. Teachers should provide effective instruction to effectively address disruptive behaviour by the students whenever it occurs, no matter who is exhibiting it, either male or female students, by accurately identify the causes of disruptive behaviour by the student and seeks for ways to tackle this behavioural problem in the classroom.
2. Teachers must also be aware that some students' disruptive behaviour is manageable by the teacher and that there are others that are out of teachers' control. Only the former can be approached in the short term, that is, in the classroom; the latter must be approached by professionals like educational psychologists and school counsellors.
3. The educational policy makers in education should provide training and technical assistance specific to encourage student's positive Attitude toward school discipline that will encourage students to shun disruptive behaviour.

4. The government should build school staff personnel to provide appropriate behavioural interventions through the Support system and make use of the service of educational psychologists and school counselors to help students with disruptive behaviour

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