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TRANSNATIONAL JOURNAL OF EDUCATION AND SCIENTIFIC DEVELOPMENT



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Volume 2, Issue 2, April 2026 - ISSN: 3092-9431

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## Psychosocial Variables and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area

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DOI: <https://doi.org/10.5281/zenodo.19700848>

**Citation:** Bassi, G. S., Uwah, R. J., Ibah, R. B., & Okpo, I. N. (2026). Psychosocial Variables and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area. *Transnational Journal of Education and Scientific Development*, 2(2). <https://doi.org/10.5281/zenodo.19700848>

### Abstract

*The study explored the relationship between psychosocial variables and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area. Four objectives, four research questions, and four hypotheses were formulated to guide the study. The study employed a correlational research design. The population of the study consisted of all senior secondary two (SS2) students in all the public secondary schools in Uyo Local Government Area. A simple size of 320 students was selected for the study using a random sampling technique. Researchers developed instruments, and the “Psychosocial Variables and Classroom Disruptive Behavior Tendencies Questionnaire (PVCDBTQ)” was used for data collection. The instrument was validated, and the reliability was tested. A Cronbach*

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*alpha statistic was used to test the reliability of the instrument, which yielded a reliability coefficient of 0.82. Data collected were analyzed statistically using Pearson Product Moment Correlation (PPMC) statistical analysis to answer the research questions and test the hypotheses at a 0.05 level of significance. The results revealed that self-control, emotional regulation, peer group influence, and teacher-student relationships have a significant relationship with the classroom disruptive behavior tendencies of secondary school students in the Uyo Local Government Area. It was recommended, among others, that the government should implement and support comprehensive self-control and self-regulation programs within the school curriculum to equip students with better impulse control and behavior management skills.*

**Keywords:** Psychosocial Variables, Self-Control, Emotional Regulation, Peer Group, Classroom Disruptive Behavior, Students.

## Introduction

Secondary school students operate within a structured academic environment that requires discipline, active participation, and adherence to established rules in order to facilitate effective teaching and learning. However, many students exhibit behaviors that disrupt this process, thereby creating challenges for both teachers and learners. Classroom disruptive behavior tendencies among secondary school students refer to actions that interfere with instructional delivery, hinder academic progress, and destabilize the classroom environment. These behaviors include talking out of turn, non-compliance, aggression, absenteeism, and defiance of authority. Such tendencies not only interrupt the flow of teaching but also create an atmosphere that affects students' learning outcomes and overall school functioning. According to Okafor and Obi (2021), these behaviors are influenced by a combination of psychological and social factors, commonly referred to as psychosocial variables. Persistent classroom disruptions have been linked to poor academic performance, increased dropout rates, and a negative school climate, thereby undermining the educational development of students (Adebayo, 2022).

Globally, classroom disruptive behavior among secondary school students has become a major concern due to its negative implications for educational outcomes.

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Studies across both developed and developing countries reveal that disruptive behaviors are widespread, although their forms and causes may vary. In the United States, Johnson and Lee (2020) reported that about 15–20 percent of students frequently engage in disruptive behaviors, often associated with family instability, socio-economic disparities, and mental health challenges. Similarly, in the United Kingdom, teachers identify disruptive behavior as a key classroom management issue, frequently linked to peer influence and emotional disturbances (Smith and Williams, 2021). These behaviors reduce instructional time and contribute to poor academic achievement. In developing countries such as Nigeria, the problem is further compounded by inadequate school facilities, limited parental involvement, and socio-economic difficulties, which intensify the challenge of managing student behavior effectively (Adeyemi et al., 2020).

In Nigeria, disruptive classroom behavior among secondary school students remains a persistent issue confronting educators. Research indicates that the prevalence of such behaviors is high, with factors such as poor parenting, peer pressure, and socio-cultural influences contributing significantly to students' misconduct (Ibrahim and Musa, 2022). The educational system is also faced with challenges, including overcrowded classrooms, insufficient teacher training, and inadequate counseling services, all of which exacerbate the problem (Uche and Onwuka, 2023). In the South-South region, particularly in Uyo, studies have shown that students' disruptive behaviors are often associated with psychosocial factors such as low self-control, emotional instability, peer group influence, and poor teacher-student relationships (Eze and Okeke, 2024). These behaviors not only hinder academic learning but also affect students' long-term social development and future productivity.

One major factor that may influence classroom disruptive behavior is psychosocial variables. Psychosocial variables refer to the combination of psychological and social factors that shape individuals' behaviors, attitudes, and emotional responses (Ukaegbu & Obikoya, 2017). These variables involve internal processes such as thoughts, feelings, and motivations, as well as external influences including relationships, cultural expectations, and environmental conditions (Smith and Williams, 2021). In the school context, psychosocial variables determine how students interact with others, manage challenges, and regulate their behavior. Understanding these variables is essential for designing effective interventions aimed at improving

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students' conduct and overall well-being. In this study, the psychosocial variables considered include self-control, emotional regulation, peer group influence, and teacher-student relationships.

Self-control refers to an individual's ability to regulate impulses, emotions, and behaviors in order to achieve long-term goals and conform to societal expectations. It involves resisting immediate temptations and engaging in appropriate actions that support academic and social success. Boone et al. (2020) noted that self-control is essential for maintaining discipline and focus within the school environment. Similarly, Moffitt et al. (2021) found that students with high levels of self-control tend to perform better academically, exhibit fewer behavioral problems, and maintain positive peer relationships. Interventions aimed at improving self-control have also been shown to enhance students' classroom behavior and emotional resilience (Wang, 2022). Furthermore, the development of self-control is influenced by genetic, environmental, and social factors, highlighting the need for deliberate strategies to foster this attribute among students (Zhao et al., 2023).

Emotional regulation is another important factor influencing students' behavior. Emotional regulation refers to the processes through which individuals monitor, manage, and modify their emotional experiences and expressions in order to function effectively. It enables students to control the intensity and duration of their emotions and respond appropriately to different situations. Ukaegbu and Ekpenyong (2025) emphasized that emotional regulation is vital for reducing psychological distress, improving social interactions, and enhancing academic performance. Strategies such as cognitive reappraisal, mindfulness, and problem-solving help students cope with stress and negative emotions effectively (Zhang, et al., 2022). However, difficulties in emotional regulation are associated with mental health challenges such as anxiety, depression, and behavioral problems, making it a critical area for intervention (Davis and Lee, 2024).

Another key variable is peer group influence, which plays a significant role during adolescence. As highlighted by Ukaegbu and Ekpenyong (2025), peer group influence refers to the effect that individuals of similar age or status have on a student's behavior, attitudes, and values. Brown and Larson (2021) observed that peer influence could be either positive or negative, depending on the norms and expectations of the group. Positive peer influence may encourage academic engagement and prosocial

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behavior, while negative influence may lead to delinquency and disruptive actions. Chen et al. (2023) further noted that peer groups shape students' behavioral choices, self-esteem, and social norms. The extent of peer influence is often determined by factors such as group cohesion and individual personality traits. Interventions targeting peer dynamics have been found to promote positive behavior and reduce risky activities among adolescents (Nguyen and Patel, 2024). In addition, Etuk (2023) revealed that students' disruptive behaviors are often linked to peer pressure and poor emotional regulation, while Ikpe and Inyang (2024) reported that students with low self-control are more prone to aggression and inattentiveness. Similarly, Obong and Akpan (2022) found that peer approval can reinforce disruptive tendencies, and Udofia and Enang (2025) emphasized that poor teacher-student relationships can further aggravate such behaviors.

Teacher-student relationships are another significant variable that can influence classroom behavior. Teacher-student relationships refer to the interactions and connections between teachers and students that affect learning, behavior, and emotional development. Roorda et al. (2020) noted that positive teacher-student relationships promote student engagement, motivation, and academic success. Johnson and Smith (2023) further emphasized that supportive relationships foster a sense of belonging, safety, and respect, which encourages students to participate actively in classroom activities. Conversely, negative relationships characterized by poor communication and lack of respect can lead to behavioral problems and academic disengagement. Factors such as empathy, consistency, and effective communication enhance these relationships and contribute to better classroom management (Kumar and Davis, 2024).

From the foregoing, it is evident that disruptive classroom behavior among secondary school students is influenced by a combination of psychosocial factors that operate within the school and social environment. These behaviors pose significant challenges to effective teaching and learning and require targeted interventions to address them. In Uyo Local Government Area, the prevalence of disruptive behaviors, including truancy, aggression, and disrespect for authority, highlights the need for context-specific research. Uyo, as a growing urban center with increasing socio-economic pressures, provides an appropriate setting for examining how psychosocial variables influence student behavior. The researchers are therefore motivated to investigate the relationship between psychosocial variables and classroom disruptive

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behavior tendencies among secondary school students in the Uyo Local Government Area of Akwa Ibom State, Nigeria, with the aim of contributing to strategies that will enhance discipline, improve learning outcomes, and promote positive student development.

## **Statement of the Problem**

In an optimal situation, comprehending the psychosocial factors affecting secondary school students would empower educators and counselors to formulate specific interventions that mitigate disruptive behaviors in the classroom. Psychosocial factors such as self-esteem, peer influence, family background, and emotional well-being are critical in shaping students' behavior in the classroom. When these variables are positively aligned, students are more likely to display self-control, cooperate with teachers, and engage actively in learning activities. Effective management of these psychosocial factors could lead to a more conducive learning environment, improved academic performance, and better social relationships among students in secondary schools within Uyo Local Government Area.

However, as observed by the researchers in Uyo Local Government Area, many secondary school students exhibit high tendencies toward disruptive behaviors, which often stem from unresolved psychosocial issues. Factors such as peer pressure, low self-esteem, family instability, and emotional distress have been linked to increased misconduct and classroom disruptions. Despite the recognition of these variables, there is limited systematic understanding of how they specifically influence student behavior in the local context. The mismatch between students' psychosocial challenges and the school's behavioral management strategies contributes to persistent disruptive tendencies, thereby hindering effective teaching and learning. This situation calls for a focused investigation into the psychosocial factors that underlie disruptive behaviors among students in this region.

Furthermore, the prevalence of disruptive classroom behavior presents significant challenges for teachers and school administrators in Uyo Local Government Area. Teachers often find it difficult to maintain discipline and foster a positive learning environment without a thorough understanding of the psychosocial issues contributing to student misconduct. Though some efforts have been made to implement behavioral management programs, their effectiveness remains limited due to inadequate data on

the psychosocial profiles of students. This situation has motivated the researchers to determine the relationship between psychosocial variables and disruptive behavior tendencies among secondary school students in the Uyo Local Government Area.

### **Purpose of the Study**

The purpose of this study was to explore the relationship between psychosocial variables and classroom disruptive behavior tendencies of secondary school students in the Uyo Local Government Area of Akwa Ibom State. Specifically, the objectives of the study include:

- i. To determine the relationship between self-control and classroom disruptive behavior tendencies of secondary school students.
- ii. To ascertain the relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students.
- iii. To examine the relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students.
- iv. To determine the relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students.

### **Research Questions**

The following research questions guided the study:

- i. What is the relationship between self-control and classroom disruptive behavior tendencies of secondary school students?
- ii. What is the relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students?

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- iii. What is the relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students?
- iv. What is the relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students?

## **Research Hypotheses**

The following hypotheses were tested at the .05 level of significance.

- i. There is no significant relationship between self-control and classroom disruptive behavior tendencies of secondary school students.
- ii. There is no significant relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students.
- iii. There is no significant relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students.
- iv. There is no significant relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students.

## **Methodology**

The research design adopted for this study was a correlational research design. This design is a research approach that investigates the relationships between two or more variables. It enables the researcher to establish the magnitude and direction of the relationship between variables. The area of this study was Uyo Local Government Area, which is the capital of Akwa Ibom State. The population of the study comprised all the senior secondary two (SS 2) students in all the public secondary schools in Uyo Local Government Area in the 2025/2026 academic session, with the total number of 3,204 students (Akwa Ibom Secondary Education Board, 2026). A sample size of 320 students (10% of the population) was selected for the study. A simple random sampling technique was used to select five public secondary schools in the study area. A random sampling technique was also adopted to select 64 students from each of the five

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sampled schools, giving rise to 320 respondents. This was done to ensure an equal and independent chance of being selected.

A researcher-developed instrument titled “Psychosocial Variables and Classroom Disruptive Behavior Tendencies Questionnaire (PVCDBTQ)” was used for data collection. The instrument has two sections, Section A and B. Section A contains 20 items with four sections. Each section contains five items each. It was structured on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively, while section B contains 10 items on a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively. To determine the face validity of the test instrument, the instrument was validated by three experts. Two from the Department of Guidance and Counselling and one from Psychological Foundations of Education who specialized in Measurement and Evaluation, all from the University of Uyo, to check the relevance of the items to the study. After due corrections, the experts fine-tuned the items and certified them fit for administration. The corrections and suggestions were effected and incorporated into the final draft of the instrument.

To ascertain the reliability of the instruments, a trial test was conducted with 30 students from the population who were not involved in the main study. Using Cronbach's alpha statistics, the reliability coefficient of 0.82 was obtained for the PVCDBTQ. These reliability coefficients were considered adequate and suitable for the study. With a letter of introduction, the researcher obtained permission to carry out the study in each of the selected schools. The researcher, after obtaining permission to carry out the study in each school, explained the purpose of the study to the school principals and the respondents, concerned that the instrument developed would help to determine the objectives of the study. After the explanation, the researchers administered copies of the printed questionnaire and performance test to respondents in person with the help of five research assistants who were staff of the selected schools. The completed questionnaire was collected on the spot for a high return rate. All the 320 copies of the questionnaire administered were retrieved and used for data analysis. Data generated was analyzed using Pearson Product Moment Correlation (PPMC) statistics for answering research questions. The same statistical tool (PPMC) was used for testing of the null hypotheses at the .05 level of significance.

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## Results

**Research Question 1:** What is the relationship between self-control and classroom disruptive behavior tendencies of secondary school students?

**Table 1: Pearson Product Moment Correlation Coefficient of Relationship between Self-Control and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area**

Variables	n	r	Remark
Self-Control	320	.943	Very High Positive Relationship
Classroom Disruptive Behaviour Tendencies			

From the result in Table 1, it is revealed that the r-value is .943. This implied that there is a very high positive relationship between self-control and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

**Research Question 2:** What is the relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students?

**Table 2: Pearson Product Moment Correlation Coefficient of Relationship between Emotional Regulation and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area**

Variables	N	r	Remark
Emotional Regulation	320	.762	Very High Positive Relationship

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## Classroom Disruptive Behaviour Tendencies

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From the result in Table 2, it is revealed that the r-value is .762. This implied that there is a very high positive relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

**Research Question 3:** What is the relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students?

**Table 3: Pearson Product Moment Correlation Coefficient on the Relationship between Peer Group Influence and Classroom Disruptive Behavior Tendencies of Secondary School Students in the Uyo Local Government Area**

Variables	N	r	Remark
Peer Group Influence	320	.812	Very High Positive Relationship
Classroom Disruptive Behaviour Tendencies			

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From the result in Table 3, it is revealed that the r-value is .812. This implied that there is a very high positive relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

**Research Question 4:** What is the relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students?

**Table 4: Pearson Product Moment Correlation Coefficient on the Relationship between Teacher-Student Relationship and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area**

Variables	n	r	Remark
Teacher-Student Relationship	320	.924	Very High Positive Relationship
Classroom Disruptive Behaviour Tendencies			

From the result in Table 4, it is revealed that the r-value is .924. This implied that there is a very high positive relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students in the Uyo Local Government Area.

### Test of Hypotheses

**Hypothesis 1:** There is no significant relationship between self-control and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

**Table 5: Pearson Product Moment Correlation Analysis of Relationship between Self-Control and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area**

Variables	n	P-Value	Remark
Self-Control	320	.001	Significant. Ho1 Rejected

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## Classroom Disruptive Behaviour Tendencies

\*P < .05\*

The analysis of data shown in Table 5 indicates that the p-value of .001 is less than .05. Hence, hypothesis one, which states that there is no significant relationship between self-control and classroom disruptive behavior tendencies of secondary school students, is rejected. This means that there is a significant relationship between self-control and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

**Hypothesis 2:** There is no significant relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students.

**Table 6: Pearson Product Moment Correlation Analysis of Relationship between Emotional Regulation and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area**

Variables	n	P-Value	Remark
Emotional Regulation	320	.001	Significant. Ho2 Rejected
Classroom Disruptive Behaviour Tendencies			

\*P < .05\*

The analysis of data in Table 6 shows that the p-value of .001 is less than .05. Hence, the null hypothesis two, which states that there is no significant relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students, is rejected. This means that there is a significant relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students.

**Hypothesis 3:** There is no significant relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students.

**Table 7: Pearson Product Moment Correlation Analysis of Relationship between Peer Group Influence and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area**

Variables	n	P-Value	Remark
Peer Group Influence	320	.000	Significant. Ho3 Rejected
Classroom Disruptive Behaviour Tendencies			

\*P < .05\*

The data analysis shown in Table 7 indicates that the p-value of .000 is less than the .05 alpha level. Hence, the null hypothesis three, which states that there is no significant relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students, is rejected. This means that there is a significant relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students.

**Hypothesis 4:** There is no significant relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students.

**Table 8: Pearson Product Moment Correlation Analysis of Relationship between Peer Group Influence and Classroom Disruptive Behavior Tendencies of Secondary School Students in Uyo Local Government Area**

Variables	n	P-Value	Remark
Teacher-Student Relationships	320	.002	Significant. Ho3 Rejected

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Classroom Disruptive Behaviour  
Tendencies

\*P < .05\*

The data analysis shown in Table 8 indicates that the p-value of .002 is less than the .05 alpha level. Hence, the null hypothesis three, which states that there is no significant relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students, is rejected. This means that there is a significant relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area.

## Discussion of the Findings

The result of the analysis of data showed that there is a very high positive relationship between self-control and classroom disruptive behavior tendencies of secondary school students in the Uyo Local Government Area. The corresponding hypothesis revealed that there is a significant relationship between self-control and classroom disruptive behavior tendencies of secondary school students. This finding indicates that students with higher levels of self-control tend to exhibit fewer disruptive behaviors in the classroom. The reason for this relationship is rooted in the fact that self-control enables students to regulate their impulses, delay gratification, and adhere to classroom rules, which directly reduces tendencies toward misconduct. When students can manage their emotions and behaviors effectively, they are less likely to engage in disruptive activities such as talking out of turn, fighting, or other forms of misconduct. This aligns with social learning theories suggesting that self-regulation is crucial for appropriate social behavior, especially in structured environments like classrooms. The findings of this study agree with the research conducted by Moffitt *et al.* (2021), which revealed that self-control among students significantly influences classroom disruptive behavior tendencies. Similarly, the findings align with the work of Boone *et al.* (2020), who found that self-control has a significant relationship with students' classroom disruptive behavior tendencies in schools.

The result of the analysis of data showed that there is a very high positive relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students. The corresponding hypothesis revealed that

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there is a significant relationship between emotional regulation and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area. This finding suggests that students who are better at regulating their emotions are less likely to display disruptive behaviors. Emotional regulation allows students to manage feelings such as anger, frustration, or anxiety, which might otherwise manifest as disruptive actions. When students can control intense emotions, they are less prone to outbursts, arguing, or defiance that disturb the learning environment. The reason for this relationship is that emotional dysregulation often leads to impulsive and aggressive behaviors, while effective emotional regulation fosters patience, tolerance, and appropriate responses, thus reducing classroom disruptions. This result aligns with the findings of Gross and Muñoz (2020), which revealed the significant influence of emotional regulation on classroom disruptive behavior tendencies of secondary school students. Additionally, the finding is in support of Zhang *et al.* (2022), which revealed that emotional regulation has significant influence on students' classroom disruptive behavior tendencies.

Furthermore, the result showed that there is a very high positive relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students. The corresponding hypothesis indicated that there is a significant relationship between peer group influence and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area. This finding highlights that peer influence significantly impacts students' behavior in the classroom. Students are often influenced by their friends and social groups; peer pressure can encourage engagement in disruptive behaviors to gain acceptance or conform to group norms. For instance, students may participate in misconduct such as truancy, bullying, or talking back to teachers to be accepted or to avoid rejection by their peers. The reason for this relationship is that adolescents tend to prioritize peer approval and may imitate negative behaviors observed within their peer groups, which can undermine the classroom management efforts of teachers and promote disruptive tendencies. The findings of this study agree with the findings of Chen *et al.* (2023), which revealed that peer groups significantly shape behavioral choices, self-esteem, and social norms. The result also concurs with the study by Etuk (2023), which revealed that students' disruptive tendencies are often rooted in external influences such as peer group pressures and internal factors like poor emotional regulation.

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Finally, the study revealed that there is a very high positive relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students. The corresponding hypothesis revealed that there is a significant relationship between teacher-student relationships and classroom disruptive behavior tendencies of secondary school students in Uyo Local Government Area. This finding indicates that positive teacher-student relationships are associated with fewer disruptive behaviors. When students feel respected, understood, and supported by their teachers, they are more likely to develop a sense of belonging and motivation to adhere to classroom rules. Conversely, poor or strained relationships can lead to frustration, disengagement, and defiance, which may manifest as disruptive behavior. The reason for this relationship is that strong relationships foster trust and open communication, making students more receptive to guidance and discipline. Teachers who establish rapport and demonstrate care can effectively influence student behavior, thereby reducing tendencies toward disruption.

The findings of this study agree with the research conducted by Johnson and Smith (2023), which revealed that strong, supportive teacher-student relationships foster a sense of safety, belonging, and respect, which encourages students to participate actively and take academic risks. Also, the finding aligns with the study by Kumar and Davis (2024), which showed a significant relationship between teacher-student relationships and students' classroom disruptive behavior tendencies in schools.

## **Conclusion and Implications for Counseling**

Based on the findings of this study, it was concluded that addressing classroom disruptive behavior requires a holistic approach that targets both individual psychological factors and social influences.

The significant relationship between self-control and classroom disruptive behavior tendencies implies that students who exhibit low self-control are more likely to engage in disruptive behaviors. This underscores the need for school counselors to design and implement intervention programs aimed at enhancing students' self-control skills. Counselors should organize training sessions on impulse management, goal setting, and delayed gratification. Techniques such as cognitive-behavioral strategies, self-monitoring, and reinforcement can be used to help students regulate their actions.

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Nevertheless, counselors should collaborate with teachers and parents to create supportive environments that encourage discipline and consistency in behavior management both at school and at home.

The finding that emotional regulation is significantly related to classroom disruptive behavior tendencies suggests that students who have difficulty managing their emotions are more prone to disruptive acts. This highlights the importance of incorporating emotional regulation training into school counseling programs. Counselors should teach students coping strategies such as mindfulness, relaxation techniques, and emotional awareness skills to help them manage anger, frustration, and anxiety effectively. Group counseling sessions can also be organized to allow students to express their emotions and learn appropriate ways of responding to challenging situations. Early identification and support for students with emotional difficulties will help reduce behavioral problems in the classroom.

Furthermore, the significant relationship between peer group influence and classroom disruptive behavior tendencies indicates that peers play a critical role in shaping students' behaviors. This finding implies that counselors should pay close attention to peer dynamics within the school environment. Counselling interventions should focus on promoting positive peer relationships and discouraging negative group influences. Peer education programs, mentorship schemes, and group counseling can be used to encourage prosocial behaviors among students. Counselors should also guide students in developing assertiveness skills to resist negative peer pressure and make independent, responsible decisions.

The result showing a significant relationship between teacher-student relationships and classroom disruptive behavior tendencies emphasizes the importance of positive interactions between teachers and students. Counselors should therefore work with teachers to improve interpersonal relationships in the classroom. This can be achieved through workshops and seminars that equip teachers with skills in effective communication, empathy, classroom management, and conflict resolution. Counselors should also mediate in cases where strained relationships exist between teachers and students, fostering mutual respect and understanding. A supportive and respectful classroom climate will reduce the likelihood of disruptive behaviors.

# T J E S D

TRANSNATIONAL JOURNAL OF EDUCATION AND SCIENTIFIC DEVELOPMENT



A PUBLICATION OF WORD ASTRA  
wordastrajournals@gmail.com  
www.wordastrajournals.com

Volume 2, Issue 2, April 2026 - ISSN: 3092-9431

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## Recommendations

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

- i. The government should implement and support comprehensive self-control and self-regulation programs within the school curriculum to equip students with better impulse control and behavior management skills.
- ii. Teachers and school counselors should organize regular emotional regulation workshops and counseling sessions to help students develop healthy emotional coping strategies.
- iii. Parents should collaborate with teachers to monitor and guide peer interactions, fostering positive peer influence and implementing anti-bullying and peer mentorship programs to reduce disruptive behaviors.
- iv. School authorities should promote strong, respectful teacher-student relationships through professional development and mentorship programs that emphasize the importance of fostering trust and open communication.

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