

UNIVERSITY OF EDUCATION, WINNEBA



**EXAMINING STUDENTS' BEHAVIOURAL ISSUES AND ACADEMIC
ACHIEVEMENTS IN ODORGONNO SENIOR HIGH SCHOOL**

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ACHIEVEMENTS IN ODORGONNO SENIOR HIGH SCHOOL**

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of the Degree of Post-Graduate Diploma
(Education)**

**Department of Educational Foundations
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DECLARATION

STUDENT'S DECLARATION

I, **Elijah Karikari Owusu**, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature: _____

Date: Tuesday, 24 February 2026



SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of dissertation as laid down by the University of Education, Winneba.

Mr. Eric Ofosu-Dwamena (Supervisor)

Signature:

Date: Tuesday, 24 February 2026

DEDICATION

To my mother, Rose Addai.



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ABSTRACT

The purpose of the study was to examine students' behavioural issues and academic achievements in Odorgonno Senior High School. Quantitative research approach with the use of a descriptive survey design was adopted. A sample of 150 SHS 2 students from Odorgonno Senior High School was selected using the census sampling technique for the study. Questionnaire was used to collect data. Data was analysed using SPSS version 27. The findings of the study revealed that, noise-making, absenteeism, unauthorized phone use, aggression, reluctance to complete tasks and low concentration were the range of behavioural issues among students. Based on the findings of the study, it was concluded that, behaviours are widely perceived to negatively affect academic achievement by disrupting lessons, reducing classroom engagement, and limiting access to instructional time. Implementation of strategies is essential for improving student behaviour, enhancing academic performance, and fostering a more disciplined and productive learning environment. Based on the conclusion, it is recommended that, students, school managers and stakeholders should prioritise the development and implementation of comprehensive behavioural monitoring systems. Again, stakeholders should support the integration of structured academic support programmes.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education serves as a cornerstone for individual development and national progress, equipping learners with essential knowledge, skills, and attitudes necessary for societal advancement (Attahakul, 2025). However, the efficacy of the educational process extends beyond curriculum design and pedagogical quality, as it is significantly influenced by students' behavioural dispositions toward learning (Stronge, 2018). Student behaviour profoundly impacts academic engagement, classroom participation, and overall achievement, with issues such as indiscipline, absenteeism, inattentiveness, truancy, and lack of motivation posing substantial challenges to educational outcomes across all levels (Shala, 2021; Krobea, 2024).

From the perspective of educational psychology, learning is an intricate interplay of cognitive, emotional, and behavioural domains (Ben-Eliyahu, 2019). While cognitive competence reflects a student's intellectual capacity, behavioural attributes determine the effective application of this capacity within the learning environment (Harris & Bacon, 2019). Students who exhibit discipline, punctuality, and adherence to school regulations are more likely to sustain academic focus and achieve positive outcomes compared to those displaying disruptive or apathetic behaviours (Pomaah, 2020). Consequently, behaviour emerges as both a predictor and a determinant of academic success. Globally, behavioural challenges among secondary school students, particularly during adolescence, have been a persistent concern.

The Senior High School phase, coinciding with adolescence, is marked by heightened emotional sensitivity, a quest for independence, and susceptibility to peer influence,

often manifesting in behaviours such as disrespect for authority, absenteeism, lateness, and disengagement from academic tasks (Baidoo-Anu & Acquah, 2021). These behaviours disrupt the learning process, undermine instructional efficacy, and compromise the overall quality of education.

In the Ghanaian context, the Ministry of Education and the Ghana Education Service (GES) have consistently prioritised discipline as a critical component of academic excellence. Initiatives such as the School Code of Conduct, Guidance and Counselling Programmes, and Prefectship systems have been instituted to foster responsible student behaviour (Adu & Srivastava, 2024). Despite these measures, behavioural infractions remain prevalent in many Senior High Schools. Reports from the West African Senior School Certificate Examination (WASSCE) Chief Examiner and school disciplinary committees consistently underscore the detrimental impact of poor student conduct, including chronic lateness, absenteeism, poor study habits, noise-making, examination malpractice, and general indiscipline, on academic performance (Opoku-Asare et al., 2015).

Empirical research in Ghana and other developing nations has established a robust correlation between negative behavioural patterns and suboptimal academic achievement. Studies indicate that students exhibiting disruptive behaviours tend to underperform due to reduced instructional time, diminished concentration, and limited engagement with academic tasks (Asamoah, 2018; Yelewonah, 2024). Furthermore, disruptive behaviours often compel educators to allocate significant time to classroom management, thereby reducing instructional efficiency and limiting learning opportunities (Bentsi-Enchill, 2024). These findings align with Cudjoe (2021), who

argues that student behaviour indirectly influences academic achievement by shaping the classroom climate, peer dynamics, and teacher motivation.

Odorgonno Senior High School, a prominent institution in the Greater Accra Region renowned for its academic excellence, has recently encountered challenges related to student discipline and behavioural management. Anecdotal evidence from teachers and administrators suggests that increasing instances of lateness, absenteeism, disobedience, and lack of focus have contributed to a decline in academic performance. These behavioural concerns raise critical questions about the extent to which student behaviour affects academic achievement and the strategies that can be employed to address these challenges effectively within the school environment.

Academic achievement, as defined by scholars such as Zughoul et al. (2018) and Chung et al. (2022), represents the extent to which students meet learning objectives, as evidenced by performance in standardised assessments, coursework, and examination results. It serves as a key indicator of individual progress and institutional effectiveness. Persistent behavioural issues, including poor time management, lack of motivation, and reduced instructional engagement, hinder students' ability to achieve academic goals (Mensah et al., 2024). Thus, understanding the interplay between student behaviour and academic performance is essential for enhancing educational quality and outcomes.

While numerous studies have explored the relationship between student behaviour and academic performance globally (Lei et al., 2018; Ofori et al., 2018; Mensah & Koomson, 2020; Boateng et al., 2021), few have specifically examined the context of Odorgonno Senior High School. Given that each school environment is shaped by unique socio-cultural and administrative dynamics, a localised empirical investigation

is warranted to elucidate how behavioural issues influence academic achievement within this institution.

This study, therefore, aims to investigate the effects of students' behavioural issues on academic achievement at Odorgonno Senior High School. The findings are expected to yield valuable insights for educators, school administrators, and policymakers, informing the development of targeted behavioural interventions to enhance discipline, foster positive learning attitudes, and improve academic performance among Senior High School students in Ghana.

1.2 Statement of the Problem

In contemporary educational discourse, academic achievement serves as a pivotal measure of both educational efficacy and national development. In Ghana, persistent concerns regarding declining student performance in Senior High Schools have garnered significant attention from educators, policymakers, and researchers (Asamoah, 2018; Taylor et al., 2021; Fokuo et al., 2022). While factors such as teacher quality, instructional resources, and socio-economic backgrounds have been extensively studied as determinants of academic outcomes, the influence of students' behavioural issues has received comparatively less focus, despite mounting evidence underscoring behaviour as a critical determinant of learning success.

In the Ghanaian educational context, behavioural challenges among Senior High School students have emerged as a pressing issue. Reports from the West African Examinations Council and the Ghana Education Service consistently highlight underperformance in core subjects such as Mathematics, English Language, and Integrated Science (McCarthy et al., 2015). While academic deficiencies are frequently attributed to inadequate instructional delivery or resource constraints,

behavioural infractions such as chronic lateness, absenteeism, examination malpractice, and lack of academic commitment have been identified as significant contributing factors (Opoku-Adusei, 2021). These behaviours not only disrupt classroom dynamics but also erode teacher morale and hinder the realisation of educational objectives.

Despite the acknowledgement of these challenges, empirical research examining the specific relationship between students' behavioural issues and academic achievement within individual school contexts remains limited. Much of the existing literature generalises findings across diverse educational settings, often overlooking the unique institutional, social, and cultural dynamics that influence behaviour and learning outcomes (Bentsi-Enchill, 2024). At Odorgonno Senior High School, a distinguished institution in the Greater Accra Region, recent years have witnessed an increase in behavioural infractions, including truancy, disrespect for authority, and classroom inattentiveness. These issues have coincided with concerns about declining academic performance, yet no comprehensive study has systematically explored the linkage between student behaviour and academic achievement within this specific context.

Moreover, while prior studies (Ofori et al., 2018; Mensah & Koomson, 2020; Boateng et al., 2021) have established a correlation between behavioural issues and adverse academic outcomes, there is a notable scarcity of localised empirical data to guide the development of effective behavioural intervention strategies at the school level. Without context-specific evidence elucidating how particular behavioural patterns impact academic performance, educators and administrators face challenges in designing targeted interventions to foster discipline, motivation, and academic excellence.

Given this backdrop, this study seeks to investigate the extent to which students' behavioural issues influence academic achievement at Odorgonno Senior High School. By providing empirical insights into this relationship, the research aims to inform the development of evidence-based policies and strategies to enhance student discipline, optimise teaching and learning processes, and elevate academic performance. This study is poised to contribute to the broader educational discourse in Ghana by addressing a critical gap in understanding the interplay between student behaviour and academic success within a specific institutional context.

1.3 Purpose of the Study

The purpose of the study was to examine students' behavioural issues and academic achievements in Odorgonno Senior High School.

1.4 Objectives of the Study

Specifically, the objectives of the study were to;

1. Identify the common behavioural issues exhibited by students in Odorgonno Senior High School.
2. Examine behavioural issues that influence students' academic achievements.
3. Find out strategies used by teachers and school authorities to manage behavioural issues and improve students' academic achievements.

1.5 Research Questions

The study aimed to answer the following questions:

1. What are the common behavioural issues exhibited by students in Odorgonno Senior High School?
2. What are the behavioural issues that influence students' academic performance in Odorgonno Senior High School?

3. What strategies are employed by teachers and school authorities to manage students' behavioural issues and enhance academic performance in Odorgonno Senior High School?

1.6 Significance of the Study

The significance of examining the effects of students' behavioural issues on academic achievement lies in the fundamental role that student behaviour plays in shaping the teaching and learning process. Behavioural patterns among students influence their level of engagement, classroom participation, and overall learning outcomes. In the context of Senior High Schools in Ghana, where educational quality remains a key national priority, understanding how behavioural issues affect academic performance is essential for improving school effectiveness and student success.

In addition, this research contributes to the academic discourse on the interplay between behaviour and achievement, offering contextualised insights into how behavioural patterns affect learning within the Ghanaian secondary school environment. While international literature acknowledges a correlation between behaviour and achievement, localised studies remain limited. This investigation, therefore, fills a crucial gap by focusing specifically on Odorgonno Senior High School, thereby enriching the body of knowledge on school-based behavioural dynamics in Ghana.

Ultimately, the study has implications beyond the immediate school setting. It offers a foundation for future research on student behaviour, psychosocial development, and academic performance, while also serving as a reference for educationists, psychologists, and curriculum planners. By identifying the behavioural factors that most significantly influence academic outcomes, this study aims to support the

creation of effective behavioural intervention models that enhance student learning, teacher satisfaction, and institutional performance. In essence, the findings will contribute to fostering a more disciplined, supportive, and achievement-oriented educational culture within Senior High Schools in Ghana.

1.7 Delimitation of the study

The study was confined to Odorgonno Senior High School and focuses on understanding the link between students' behaviour and academic performance. By examining behavioural patterns, their effects, and management strategies, the research aims to propose practical recommendations to enhance discipline and promote academic excellence.

1.8 Limitations of the Study

While this study provides valuable insights into the relationship between students' behavioural issues and academic achievement, certain limitations must be acknowledged to ensure a balanced interpretation of the findings. A primary limitation of the study lies in its scope and sample size, as the research focuses exclusively on Odorgonno Senior High School. Although the school provides a meaningful context for exploring the effects of behavioural issues on academic outcomes, its unique institutional culture, student population, and disciplinary policies may not be representative of all Senior High Schools in Ghana. Consequently, the findings may not be fully generalizable to schools with differing administrative structures, socio-economic contexts, or behavioural management systems. The localised focus enhances depth but limits the study's external validity.

Additionally, the study's cross-sectional design captures student behaviour and academic achievement at a single point in time. Behavioural patterns and academic

outcomes, however, are dynamic phenomena that evolve with time, developmental changes, and contextual factors. As such, the study may not fully account for longitudinal variations in behaviour or their cumulative effects on academic performance. A longitudinal approach, though more resource-intensive, could have provided deeper insights into how behavioural trends influence achievement over extended periods.

1.9 Organisation of the Study

This thesis is systematically organised into five chapters to provide a comprehensive and coherent presentation of the research. Each chapter addresses distinct components of the study, ensuring a logical progression from foundational context to actionable outcomes. Chapter One introduces the study by delineating its background, articulating the problem statement, and specifying the research objectives and questions. Additionally, it outlines the significance, scope, limitations, and delimitations of the research, establishing a clear framework for the investigation.

Chapter Two presents a thorough review of relevant literature, encompassing conceptual, theoretical, and empirical perspectives. This chapter synthesises existing scholarship to situate the study within the broader academic discourse and identify gaps that the research aims to address. Chapter Three details the research methodology, providing a comprehensive overview of the research design, target population, sample size, and sampling techniques. It further elaborates on the data collection instruments, procedures, and methods employed for data presentation and analysis, ensuring methodological rigour and transparency.

Chapter Four focuses on the presentation and discussion of the research findings. This chapter critically analyses the data, interpreting results within the context of the

research objectives and existing literature to derive meaningful insights. Chapter Five concludes the thesis by offering a summary of the findings, drawing informed conclusions, and providing recommendations based on the research outcomes. Additionally, it proposes directions for future research, highlighting potential areas for further scholarly exploration to advance knowledge in the field.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter offers a comprehensive review of the literature relevant to the topic. It explores three main categories of the literature review: theoretical, conceptual, and empirical. The Social Learning Theory and Behaviourist Theory were utilised as the theoretical framework for this study. Key themes such as students' behavioural issues, behavioural management strategies and academic achievement were analysed within the research context. Additionally, relevant studies were evaluated to develop the empirical review.

2.2 Theoretical Review

This study is grounded in the Social Learning Theory and Behaviourist Theory.

2.2.1 Social Learning Theory

The theoretical foundations of Albert Bandura's Social Learning Theory (1977) propose that learning occurs within a social context and is mediated through cognitive processes rather than through direct behaviourist reinforcement only. According to this view, individuals acquire new behaviours by observing the actions of others (models), encoding the observed behaviour, and reproducing it when the situation is appropriate (Bandura, 1977). Recent studies continue to confirm that observation and modelling remain central to learning processes in educational settings (Ahn et al., 2019). Within this framework, three key cognitive processes are attention to a model's behaviour, retention of that behaviour in memory, and reproduction of the behaviour, all of which are necessary conditions for observational learning. In addition, motivation and the expectation of outcomes influence whether the observed behaviour

will be enacted. The model also asserts reciprocal determinism, meaning that the individual, behaviour and environment interact dynamically so that neither behaviour nor context alone determines learning.

One of the main assumptions of Social Learning Theory is that much human learning occurs through observation, by watching models in the environment rather than through direct experience or reinforcement. This expands the behaviourist view by incorporating internal cognitive states such as beliefs, expectations and self-efficacy, which influence whether an individual will reproduce an observed behaviour. Later developments of Bandura's work highlighted self-efficacy, the belief in one's ability to perform specific behaviours, as a key determinant of action. The assumption of modelling suggests that models who are noticeable, similar to the observer, rewarded for their behaviour or hold a position of authority are more likely to be imitated. Another assumption is that the social environment provides cues and reinforcement, both observed and direct that shape the observer's expectations of outcomes. The theory also assumes that learning does not always lead to an immediate change in behaviour; rather, learning may remain hidden until the conditions allow the modelled behaviour to be performed.

In terms of application, Social Learning Theory has been widely used in education, organisations, health and development studies. Ahn et al. (2019) explain how role modelling in educational settings influences student outcomes through the cognitive processes of attention, retention, reproduction and motivation. In health education, social theories of learning, including Bandura's, have been used to design interventions that rely on observation, modelling and the strengthening of self-efficacy (Koutroubas & Galanakis, 2022). In school environments, teachers serve as

examples of positive social behaviour and academic persistence, while peers demonstrate classroom norms. Research on educational practice highlights the importance of supportive feedback, peer modelling and structured observation of desirable behaviours as effective strategies for behavioural change (PositivePsychology.com, 2021).

Applying these ideas to the study –examining students’ behavioural issues and academic achievements in Odorgonno Senior High School” shows the relevance of Social Learning Theory. Students who display behavioural issues such as disrupting classroom routines, copying aggressive peer behaviour or showing low academic engagement can be understood through the lens of modelling and observational learning. If disruptive behaviours are demonstrated by peers or tolerated by teachers or the wider school environment, other students may notice and remember these behaviours when they observe their outcomes, such as gaining attention or avoiding tasks. The theory suggests that if students believe that misbehaviour brings rewards or recognition, their motivation to imitate it increases. On the other hand, positive academic behaviours shown by teachers or peers, including consistent completion of homework, respectful interaction and focused participation, may encourage others to learn and adopt similar habits, enhance their self-efficacy in academic success and improve performance. By acknowledging the interaction between behaviour, cognition and environment, the investigation at Odorgonno Senior High School can explore how classroom conditions, such as teacher example, peer influence and reinforcement systems, affect students’ behavioural issues and academic outcomes. Encouraging positive models of behaviour, supporting academic engagement and reducing exposure to negative behavioural examples can influence students’ learning through observation. In summary, Social Learning Theory provides a useful

framework for understanding how behavioural problems and academic achievement are linked. Negative behaviours may spread through observation and imitation, which can reduce academic success, while promoting positive role models and self-efficacy can improve both behaviour and achievement.

2.2.2 Behaviourist Theory

Behaviourist theory, as advanced in the operant tradition associated with B. F. Skinner, explains learning as a change in the probability of behaviour that follows from its consequences, with behaviour strengthened by reinforcement and weakened by punishment or extinction, a position that remains foundational in contemporary behavioural science and its applications in education (Martin & Pear, 2019; Cooper, et al., 2020).

Operant principles specify that positive and negative reinforcement increase responding, punishment procedures decrease responding, and extinction removes the maintaining consequence until responding declines, with current expositions detailing stimulus control, motivating operations, shaping, chaining and schedules of reinforcement that regulate the durability and rate of classroom behaviour (Cooper, et al., 2020; Miltenberger, 2024). Modern reviews in applied behaviour analysis emphasise that carefully selected reinforcement schedules and the judicious use of extinction are central to durable behaviour change, including updated recommendations for thinning reinforcement while maintaining socially important gains in educational contexts (Kranak, et al., 2023; Miltenberger, 2024).

At the level of assumptions, behaviourism treats behaviour as a lawful function of environmental contingencies rather than inner traits, expects that reliable measurement can identify maintaining variables, and holds that intervention should

alter contingencies to produce clear, observable change that generalises and maintains over time (Cooper et al., 2020; Martin & Pear, 2019).

A further assumption is that complex academic and social behaviours can be built through successive approximations and maintained through programmed reinforcement, with classroom management grounded in high rates of contingent praise, active engagement, and explicit teaching of expected behaviours (Martin & Pear, 2019; Miltenberger, 2024). Applications in schools include class-wide reinforcement systems, differential reinforcement to reduce disruption while strengthening alternative responses, and the Good Behaviour Game and related contingency management procedures, each supported by recent syntheses that report improved engagement and reductions in disruptive conduct (McIntosh, et al., 2023; Gulboy et al., 2025). School-wide positive behaviour support represents a systems application of operant principles that integrates data, practices and leadership to set expectations, teach routines and reinforce appropriate conduct, with current evidence linking faithful implementation to fewer suspensions and better achievement for diverse learners (McIntosh, et al., 2023; Centre on PBIS, 2024).

These principles are directly relevant to the study of behavioural issues and academic achievement at Odorgonno Senior High School because student misbehaviour competes with academic responding for access to reinforcement, and when disruption contacts peer attention or escape from tasks, it is likely to persist unless contingencies are redesigned (Cooper et al., 2020; Martin & Pear, 2019). Recent literature shows that behavioural difficulties are associated with weaker attainment, which underscores the need for function-based interventions that replace problem behaviour with reinforced academic and pro-social alternatives while minimising inadvertent

reinforcement for disruption (Dias et al., 2022; Iqbal, 2024). Accordingly, the study can apply behaviourist methods by identifying the functions of common problem behaviours, increasing the density and immediacy of reinforcement for academically engaged responses, arranging differential reinforcement for appropriate alternatives, and embedding school-wide systems that deliver consistent contingencies, with expected improvements in classroom climate and achievement (Miltenberger, 2024; McIntosh et al., 2023).

2.3 Conceptual Review

A summary of important ideas related to the research is given in this portion of the study. The following ideas are covered in the review: students' behavioural issues, behavioural management strategies and academic achievement.

2.3.1 Concept of students' behavioural issues

The concept of students' behavioural issues broadly encompasses a spectrum of observable actions, attitudes, and responses that deviate from expected classroom norms and inhibit the smooth functioning of teaching and learning processes. These behaviours often disrupt instructional time, diminish peer collaboration, and reduce students' engagement in academic tasks. Common manifestations include aggression, defiance, inattentiveness, absenteeism, non-compliance, and other forms of externalising and internalising difficulties that impede learning and classroom harmony (Dias et al., 2022; Muluneh, 2024). Behavioural issues, when left unmanaged, tend to erode the quality of teacher-student interactions, strain peer relationships, and limit the overall effectiveness of classroom instruction.

Empirical studies consistently demonstrate a strong association between behavioural difficulties and academic underachievement. Research suggests that students who

frequently exhibit disruptive or defiant behaviours are more likely to experience reduced concentration, incomplete assignments, and lower performance on standardised assessments (Kulkarni et al., 2022; Franklin, 2024). In particular, externalising behaviours such as aggression, impulsivity, and restlessness are often inversely related to academic attainment, as they consume valuable instructional time and divert teachers' attention from content delivery to classroom management. Similarly, internalising behaviours, including anxiety, withdrawal, and low self-esteem, may also moderate learning outcomes by limiting students' participation, confidence, and persistence in academic tasks (Dias et al., 2022). Although the evidence on the moderating role of internalising tendencies remains inconclusive, most studies agree that they contribute to a decline in motivation and cognitive engagement.

Contemporary educational surveys further underscore the growing prevalence and impact of behavioural challenges in schools. For instance, the EdWeek Research Centre (2025) reports that teachers across several jurisdictions view deteriorating student conduct as a major obstacle to effective teaching and learning. Persistent behavioural issues not only diminish academic opportunities for the individuals involved but also affect the learning experiences of their peers by disrupting concentration, reducing instructional time, and fostering a negative classroom climate.

In the context of this study, examining the nature, frequency, and implications of student behavioural issues within Odorgonno Senior High School is crucial for understanding their potential effects on academic achievement. Identifying these patterns will enable the research to assess the extent to which such conduct correlates with learning outcomes and to determine whether targeted behavioural interventions

and management strategies are required to enhance student discipline, engagement, and academic performance.

2.3.2 Concept of behavioural management strategies

Behavioural management strategies refer to the systematic and deliberate techniques employed by teachers, school administrators, and support personnel to prevent, reduce, and manage inappropriate student behaviours while simultaneously promoting positive and adaptive conduct within educational settings. These strategies are designed not only to ensure order and discipline in classrooms but also to create an environment that fosters engagement, cooperation, and academic success. They may involve a combination of preventive, corrective, and restorative approaches that address both the causes and manifestations of behavioural challenges among students. Common examples include antecedent-based approaches that modify environmental triggers of misbehaviour, reinforcement of desirable behaviours through praise and rewards, effective teacher communication, provision of positive attention and feedback, implementation of consistent and fair consequences, and the adoption of restorative practices to rebuild relationships and accountability (Riden, et al., 2023; McGuire, 2023; DeBlois, 2019).

Empirical evidence underscores the significance of effective behavioural management in enhancing the overall learning environment. Research has demonstrated that classrooms where teachers consistently apply proactive management techniques experience improved order, greater student engagement, and higher academic achievement (Chalak & Fallah, 2019; Safiullah, et al., 2023). For example, Riden, et al. (2023) found that reinforcement and antecedent strategies positively influence students' academic performance, whereas punitive or harsh disciplinary methods

show limited or even negative effects. Furthermore, studies highlight that the quality of teacher-student interactions plays a critical role in shaping behavioural outcomes. Teachers who communicate clearly, provide empathetic responses, and adopt empowerment-oriented strategies tend to foster trust, motivation, and mutual respect, thereby reducing behavioural infractions and improving students' connection to school (Fogelgarn et al., 2023; Hattie & Mandouit, 2023).

Within the context of this study, behavioural management strategies serve as a crucial mediating variable linking student behavioural issues to academic achievement. When students exhibit disruptive behaviours, the manner in which educators respond through supportive, consistent, and evidence-based management practices can either mitigate or amplify the negative consequences on learning outcomes. Examining which strategies are currently employed at Odorgonno Senior High School, how effectively they are implemented, and whether they align with best practices in behaviour management is essential for understanding the interplay between discipline and academic performance. This exploration not only reveals existing strengths and gaps in school practice but also offers a foundation for designing targeted interventions and policy reforms aimed at promoting a more disciplined, inclusive, and academically productive learning environment.

2.3.3 Concept of academic achievement

Academic achievement represents the measurable extent to which students have acquired the knowledge, skills, and competencies outlined in the curriculum. It is commonly operationalized through indicators such as examination scores, grade point averages, class rankings, competency assessments, or promotion and progression rates. In educational research, academic achievement serves as a central outcome

variable reflecting both individual learning and institutional effectiveness. It encapsulates not only cognitive mastery but also motivation, engagement, and perseverance in learning tasks. As such, it provides a crucial benchmark for evaluating the success of teaching strategies, behavioural interventions, and school policies.

Over the past few decades, academic achievement has been extensively studied in relation to a broad range of cognitive, affective, and contextual factors (Wu, et al., 2022). Cognitive abilities such as intelligence, memory, and problem-solving capacity remain strong predictors of performance; however, emotional regulation, behavioural discipline, and social context have also emerged as critical determinants. The literature increasingly recognises that behavioural issues significantly impede students' ability to focus, participate, and perform well academically. Meta-analytic evidence demonstrates a clear negative correlation between externalising behaviours such as aggression, impulsivity, or defiance and academic attainment, revealing that such behaviours predict poorer long-term achievement trajectories (Kulkarni et al., 2022). Similarly, longitudinal studies show that behavioural tendencies such as inattentiveness, distractibility, or non-engagement place students at greater risk of underperformance, even after controlling for prior ability and socio-economic background (Dias et al., 2022).

Beyond identifying correlations, contemporary research seeks to explain *how* and *why* behavioural problems undermine achievement. Poor classroom behaviour can disrupt learning environments, consume instructional time, and diminish teacher effectiveness. Conversely, positive behavioural patterns foster concentration, cooperation, and persistence attributes closely linked to academic success.

Importantly, the presence or absence of effective behavioural management strategies may alter this relationship. Supportive and consistent management practices can buffer the negative effects of misbehaviour, whereas punitive or inconsistent responses may exacerbate them.

2.4 Conceptual Framework

The conceptual framework can be defined as a collection of broad ideas and principles drawn from relevant fields of study, utilised to organise a subsequent presentation (Bellato, et al., 2022). This study's conceptual framework integrates key variables and their hypothesised relationships based on the theoretical foundations previously outlined.

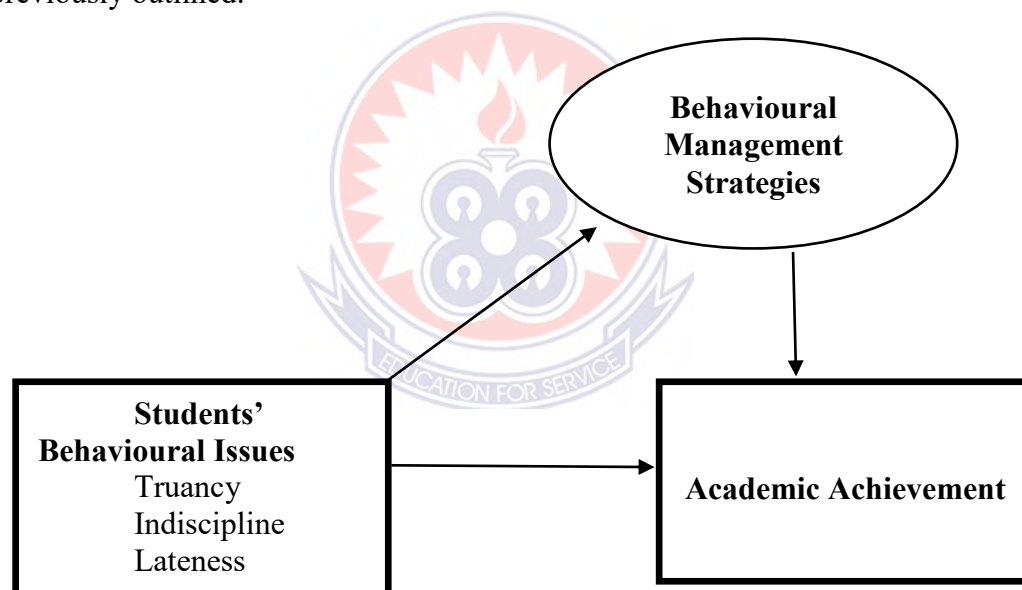


Figure 1: Conceptual framework

Source: Field Data (2025)

The framework posits that students' behavioural issues constitute the primary independent variable that influences academic achievement, the dependent variable. Students who display positive behaviours such as discipline, punctuality, and attentiveness are expected to perform better academically than those who exhibit negative behaviours like truancy, absenteeism, and disrespect for authority.

However, the extent of this influence is conditioned by the behavioural management strategies implemented by teachers and school administrators. Through guidance and counselling, motivation, mentorship, and consistent disciplinary measures, educators can reduce undesirable behaviours and promote a positive learning climate. These strategies thus serve as a mediating or moderating variable, reducing the adverse effects of poor behaviour on academic outcomes. The framework assumes that when effective behavioural management systems are in place, the impact of behavioural issues on academic achievement diminishes, leading to improved student performance and a more disciplined school environment.

2.5 Empirical Review

This section of the literature review analyses empirical studies examining the effects of students' behavioural issues on academic achievements. It covers common behavioural issues exhibited by students, the effects of students' behavioural issues on academic achievements and strategies used by teachers and school authorities to manage behavioural issues.

2.5.1 Common behavioural issues exhibited by students

Empirical research has continued to delineate a complex typology of these behaviours, which are generally categorised into externalising and internalising domains, alongside a growing concern for challenges related to digital interaction. Externalising behaviours, characterised by outward-directed actions, remain the most frequently reported by teachers and often the most disruptive to the learning environment. A large-scale longitudinal study in the United Kingdom by Moore and Henderson (2023) investigated the prevalence and persistence of externalising behaviours from early to middle childhood. Using a stratified random sampling

method to recruit over 8,000 families, the research employed parental and teacher reports at multiple time points. The findings indicated that oppositional defiant behaviours, such as arguing with adults and refusing to comply with rules, were among the most common issues, with a significant portion of children showing stable patterns of these behaviours over time, highlighting their entrenched nature (Moore & Henderson, 2023). Similarly, a cross-sectional survey study in Australia by Fletcher and Wilson (2022) gathered data from a purposive sample of 500 primary school teachers. Their research identified frequent classroom disruptions, including calling out, leaving one's seat without permission, and interfering with other students' work, as the most prevalent daily management challenges, directly impacting instructional time (Fletcher & Wilson, 2022).

Alongside general disruptive conduct, attention deficit hyperactivity disorder (ADHD) symptomatology represents a significant cluster of externalising behaviours with a neurodevelopmental basis. The core symptoms of inattention, hyperactivity, and impulsivity manifest in classroom settings as a profound difficulty in sustaining focus, following multi-step instructions, and regulating physical movement. A meta-analysis by Richardson et al., (2023), which synthesised findings from 35 international studies, confirmed that these symptoms are exhibited consistently across diverse cultural contexts, though identification rates can vary due to differing diagnostic practices. The analysis further noted that boys are more frequently identified as exhibiting these hyperactive and impulsive behaviours than girls, a pattern that may reflect both genuine prevalence and referral bias (Richardson et al., 2023). Supporting this, an observational study in Canada by Li and Colleagues (2021) systematically coded the classroom behaviours of a random sample of 300 elementary school students. They found that students who met clinical thresholds for ADHD, as

confirmed by diagnostic records, engaged in significantly more off-task and motor behaviours than their peers, which consistently diverted teacher attention (Li et al., 2021).

In stark contrast to the overt nature of externalising problems, internalising behaviours are directed inwards and often escape immediate detection, yet their impact on student wellbeing and academic engagement is equally severe. These issues encompass conditions such as anxiety, depression, and social withdrawal. A comprehensive study in the Netherlands by de Jong and Colleagues (2022) tracked the emotional and behavioural development of a cohort of adolescents using a longitudinal design with annual self-report surveys, employing a cluster sampling method across multiple secondary schools. Their findings revealed a marked increase in generalised anxiety and social anxiety symptoms between the ages of 12 and 16, with a significant proportion of students reporting clinical or subclinical levels that affected their school participation (de Jong et al., 2022). Depression, characterised by persistent sadness, loss of interest, and fatigue, is another prevalent internalising issue. Research from the United States by Garcia and Thompson (2023) utilised a mixed-methods approach, combining standardised depression screening tools with in-depth interviews from a purposive sample of high school students. Their study found that academic pressure, social comparison, and feelings of isolation were key contributors to depressive symptoms, which often resulted in increased school absenteeism and reduced classroom participation (Garcia & Thompson, 2023).

A particularly salient aspect of internalising behaviour in the school context is school refusal, which is often motivated by underlying anxiety or distress. A Japanese study by Tanaka and Suzuki (2024) investigated the phenomenology of school refusal

beyond mere truancy, using a qualitative phenomenological methodology with a small sample of adolescents and their parents. They identified that school refusal was frequently a manifestation of severe social anxiety, perfectionism, or bullying victimisation, rather than wilful disobedience, marking a critical distinction for appropriate intervention (Tanaka & Suzuki, 2024). Furthermore, research has highlighted the co-occurrence of internalising and externalising behaviours, suggesting a complex behavioural profile for many students. A latent class analysis conducted in Finland by Virtanen et al., (2021) on a large population-based sample of adolescents identified a distinct subgroup of students who exhibited high levels of both anxiety and aggressive behaviours. This group was found to be at the highest risk for poor academic outcomes and social exclusion, indicating the need for multifaceted support strategies that address both internal emotional distress and external behavioural expression (Virtanen et al., 2021).

The digitalisation of social life has given rise to a new category of behavioural issues centred on technology use. Cyberbullying has emerged as a pervasive problem, with distinct characteristics from traditional bullying due to its potential for a wider audience and its intrusion into the home environment. A multi-national survey study across several European countries by Smith and Colleagues (2022) collected data from over 10,000 adolescents using an online questionnaire with stratified sampling. The findings indicated that a substantial minority of students reported being victims of cyberbullying, which included receiving threatening messages, having rumours spread about them online, or being excluded from digital social groups (Smith et al., 2022). Problematically, the study also found a significant overlap between traditional bullying and cyberbullying roles, with many perpetrators engaging in both forms. Another technology-related behavioural challenge is the problematic use of

smartphones and digital media during instructional time. A study in South Korea by Park and Kim (2023) investigated this phenomenon through classroom observations and self-report surveys administered to a random sample of secondary school students. They documented high frequencies of non-instructional phone use, such as checking social media and playing games during lessons, which was strongly correlated with lower levels of lecture comprehension and poorer academic performance (Park & Kim, 2023).

For students with special educational needs and disabilities (SEND), behavioural issues can often be a primary characteristic of their condition or a communication of unmet needs. Children with Autism Spectrum Disorder (ASD), for instance, may exhibit behaviours such as repetitive motor movements, intense distress in response to changes in routine, and difficulties with social interactions that can be misinterpreted as deliberate non-compliance. A study by Hansen and Solheim (2024) in Norway used a population-based registry to analyse the behavioural profiles of school-aged children with ASD. Their research confirmed that sensory sensitivities were a key driver of what teachers often recorded as 'challenging behaviour', particularly in noisy or crowded classroom settings (Hansen & Solheim, 2024). Similarly, students with conduct disorder display a persistent pattern of aggression towards people and animals, destruction of property, deceitfulness, and serious violations of rules. A longitudinal study in New Zealand by Anderson and Williams (2019) followed a high-risk community sample from childhood into adolescence, using a combination of teacher reports and official records. They identified that early-onset conduct problems were a strong predictor of later school exclusion and contact with the juvenile justice system, underscoring the severe trajectory of this behavioural issue without early, intensive intervention (Anderson & Williams, 2019).

It is imperative to contextualise these behavioural issues within the broader framework of student development and environmental influences. Research consistently demonstrates that these behaviours do not emerge in a vacuum but are influenced by a complex interplay of individual, familial, school, and community factors. A systematic review by O'Reilly and Ryan (2023) synthesised qualitative evidence from multiple studies, concluding that teacher-student relationships were a critical factor; negative, conflict-ridden relationships could exacerbate externalising behaviours, while supportive relationships could serve as a protective factor, even for students with significant challenges (O'Reilly & Ryan, 2023). Furthermore, the post-pandemic period has prompted new lines of inquiry into the lasting effects of lockdowns and remote learning on student behaviour. A study in Italy by Conti and colleagues (2024) compared teacher-reported behavioural data from before and after the pandemic using a matched-pairs design. They noted a significant increase in both internalising symptoms, such as anxiety and social withdrawal, and externalising symptoms, including difficulties with self-regulation and peer conflict, particularly among younger children, suggesting a widespread impact on social and emotional development (Conti et al., 2024).

The empirical literature presents a multifaceted picture of common student behavioural issues. The externalising domain is dominated by disruptive, oppositional, and hyperactive-impulsive behaviours that directly challenge classroom management. The internalising domain, while less visible, is characterised by a high prevalence of anxiety, depression, and school refusal, which severely impact student wellbeing and engagement. Concurrently, cyberbullying and problematic technology use represent evolving challenges in the digital age. For students with SEND, behaviours are often intrinsic to their neurodevelopmental conditions and require

informed, supportive approaches. Ultimately, understanding the nature, prevalence, and underlying causes of these common behavioural issues is the first and most crucial step towards fostering educational environments that are not only academically productive but also psychologically safe and supportive for all students.

2.5.2 Effect of students' behavioural issues on academic achievements

The relationship between students' behavioural issues and their academic achievements represents a critical area of inquiry within educational research, with a substantial body of empirical evidence consistently demonstrating a significant and negative correlation. This dynamic is not merely coincidental but is underpinned by complex reciprocal interactions where behavioural challenges can impede learning processes, which in turn can exacerbate behavioural difficulties, creating a cyclical pattern of underachievement. Contemporary research from diverse global contexts has sought to elucidate the mechanisms of this relationship, examining a spectrum of behaviours from externalising disorders to internalising symptoms and their specific impacts on core academic outcomes. A longitudinal study conducted in the United Kingdom by Allen and Taylor (2022) followed a nationally representative cohort of over 10,000 students from primary through secondary school, employing structural equation modelling on data collected via stratified random sampling. Their findings indicated that early manifestations of externalising behaviours, such as hyperactivity and conduct problems, were robust predictors of lower scores in standardised assessments in English and Mathematics, even after controlling for socioeconomic status and prior attainment (Allen & Taylor, 2022). This suggests that the disruptive influence of such behaviours on the learning process begins early and has long-lasting academic consequences.

The detrimental impact of externalising behaviours extends beyond national borders and is particularly pronounced in contexts where classroom discipline is integral to instructional delivery. A large-scale quantitative investigation in China by Li and Wang (2023) surveyed 1,500 secondary school students and their teachers, using a multi-stage cluster sampling method across urban and rural schools. The study revealed that students who frequently engaged in disruptive classroom behaviours, such as calling out or interrupting instruction, not only achieved lower grades themselves but also contributed to a learning environment that negatively affected the academic performance of their peers (Li & Wang, 2023). This peer effect highlights the broader classroom-level impact of individual behavioural issues, underscoring that the consequences extend beyond the individual student to the wider educational ecology. The mechanisms through which this occurs often involve the diversion of teacher time and energy away from instruction and towards behavioural management, thereby reducing the overall quality and quantity of academic instruction for all students.

In contrast to externalising behaviours, the effects of internalising behaviours, such as anxiety, depression, and social withdrawal, on academic achievement are often more subtle but equally pernicious. Research indicates that these issues primarily affect academic outcomes through cognitive and emotional pathways, including impaired concentration, reduced motivation, and absenteeism. A study in Canada by Dubois et al., (2021) utilised a cross-lagged panel design with a sample of 800 adolescents, recruited through school-based random sampling, to explore the temporal relationship between depressive symptoms and academic achievement. Their analysis confirmed a reciprocal relationship, where increased depressive symptoms in one semester predicted a decline in grade point average in the subsequent semester, and conversely,

lower grades predicted an increase in depressive symptoms, illustrating a vicious cycle of internalising distress and academic struggle (Dubois et al., 2021). Similarly, research on anxiety by Gonzales et al., (2022) in Australia, which employed a mixed-methods approach incorporating standardised test scores and self-report questionnaires from a purposive sample of high-achieving students, found that test anxiety specifically was a significant predictor of underperformance on high-stakes examinations, independent of the students' actual knowledge or ability (Gonzales et al., 2022).

The intersectionality of behavioural issues with other student characteristics, such as special educational needs and disabilities (SEND), further complicates the academic landscape. Students diagnosed with conditions like Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder (ASD) often exhibit co-occurring behavioural challenges that directly impact their learning. A meta-analysis by Richardson et al., (2023) synthesised findings from 40 international studies published between 2019 and 2023, concluding that students with ADHD consistently demonstrated substantial academic underachievement, particularly in the domains of reading and written expression, which was mediated by core symptoms of inattention and impulsivity (Richardson et al., 2023). This is corroborated by a Norwegian longitudinal study by Hansen and Solheim (2024), which followed a population-based sample of children with ASD. Their research, using linked national registry data, found that the presence of co-occurring intellectual disability did not fully account for the significant gap in academic attainment; rather, the severity of communicative and social behavioural challenges was a primary factor in determining educational outcomes (Hansen & Solheim, 2024).

The role of school context and the classroom climate as moderating factors in the relationship between behaviour and achievement is another critical strand of recent research. Supportive and well-structured learning environments can mitigate the negative academic effects of behavioural issues. A quasi-experimental study in the United States by Jones and colleagues (2020) evaluated the impact of a school-wide positive behavioural interventions and supports (PBIS) framework on the academic performance of students at risk for behavioural disorders. Using a matched-pairs design with schools in low-income communities, they found that students in PBIS schools showed significantly smaller declines in standardised reading scores over two years compared to their counterparts in control schools (Jones et al., 2020). This suggests that systemic, proactive approaches to behaviour management can create conditions that buffer against academic failure. Furthermore, the quality of teacher-student relationships has been identified as a key protective factor. A Dutch study by de Jong et al., (2019), which utilised multilevel modelling on data from a stratified sample of primary school pupils, demonstrated that a close, conflict-free relationship with the teacher could partially offset the negative association between externalising behaviour and mathematics achievement, particularly for boys (de Jong et al., 2019).

Beyond standardised test scores and grades, behavioural issues have a profound impact on broader educational engagement and outcomes, including school attendance and dropout rates. A retrospective cohort analysis in Finland by Virtanen et al., (2021) examined administrative data from all upper secondary schools in one city, tracking students over five years. They identified a strong predictive link between persistent truancy and school refusal behaviours in early adolescence and subsequent failure to complete upper secondary education, with the association being strongest for students who also exhibited signs of conduct disorder (Virtanen et al.,

2021). This pathway from behavioural disengagement to academic disengagement and ultimately to school dropout represents one of the most severe consequences of unaddressed behavioural challenges. The economic and social ramifications of this trajectory are profound, highlighting the necessity of early identification and intervention.

The methodological approaches to studying this phenomenon are diverse, ranging from large-scale quantitative surveys to in-depth qualitative inquiries that capture the lived experiences of students and teachers. A qualitative phenomenological study in South Africa by Bhengu and Mthembu (2022) conducted semi-structured interviews with a purposive sample of teachers in township schools. The findings illuminated teachers' perceptions that chronic behavioural issues, often rooted in trauma and socioeconomic hardship, created a classroom atmosphere where consistent academic instruction was nearly impossible, leading to systemic underachievement for entire cohorts of learners (Bhengu & Mthembu, 2022). This research provides crucial contextual depth, illustrating how macro-level societal challenges manifest as micro-level behavioural and academic problems within the classroom.

2.5.3 Strategies used by teachers and school authorities to manage behavioural issues

In recent years, the management of behavioural issues in educational settings has evolved significantly, moving away from purely punitive approaches towards more proactive and supportive frameworks. This shift is reflected in a growing body of empirical research conducted globally, which investigates the efficacy of various strategies employed by teachers and school authorities. A prominent theme in the contemporary literature is the adoption of Positive Behavioural Interventions and

Supports (PBIS), a multi-tiered system designed to prevent problematic behaviour and promote a positive school climate. Research by Gage et al., (2019) in the United States examined the longitudinal effects of PBIS on school discipline, utilising a large-scale longitudinal design with a sample of over 400 elementary schools. Their findings indicated that schools which implemented PBIS with high fidelity demonstrated significant reductions in student suspensions and office discipline referrals, underscoring the preventative potential of systemic, data-driven approaches (Gage et al., 2019).

Complementing the systemic focus of PBIS, studies have extensively explored the role of teacher-student relationships as a fundamental strategy for managing behaviour. A qualitative study conducted by Korpershoek et al., (2020) in the Netherlands delved into teacher perceptions, using semi-structured interviews with a purposive sample of secondary school educators. The research highlighted that teachers who invested time in building strong, respectful, and trusting relationships with their students were more effective in de-escalating conflicts and fostering student cooperation, thereby reducing the frequency and intensity of behavioural incidents (Korpershoek et al., 2020). This relational approach is often intertwined with restorative practices, which aim to repair harm and rebuild relationships rather than simply punish offenders. In the United Kingdom, a mixed-methods study by Sellman et al., (2021) investigated the implementation of restorative justice in urban secondary schools. Through surveys and focus groups with staff and students, they found that while logistical challenges existed, restorative conferences led to a perceived improvement in the school climate and a greater sense of accountability among students (Sellman et al., 2021).

The critical importance of teacher professional development and self-efficacy is another recurrent finding. Research indicates that the successful implementation of any behavioural strategy is contingent upon teachers feeling confident and competent in their application. A large-scale survey study by Aloe et al. (2022) in the United States, which employed random sampling to gather data from over a thousand teachers, established a strong correlation between high levels of teacher self-efficacy in classroom management and lower reported rates of student disruptive behaviour. Their analysis suggested that targeted training programmes that enhance specific classroom management skills are crucial for empowering teachers (Aloe et al., 2022). This is supported by an Australian intervention study by Gibson et al., (2019), which utilised a quasi-experimental design with a cohort of early-career teachers. The study demonstrated that teachers who received coaching on proactive behaviour management strategies, such as clear expectation setting and consistent routines, showed significant improvements in their ability to prevent disruptions compared to a control group (Gibson et al., 2019).

Beyond individual teacher practices, the strategic use of classroom management techniques remains a cornerstone of behavioural management. A systematic observation study by Reinke et al. (2020) in the US meticulously coded teacher-student interactions in elementary classrooms. They identified that specific, praise-based reinforcement of appropriate behaviours was far more effective in maintaining on-task behaviour and reducing disruptions than reprimands for inappropriate conduct (Reinke et al., 2020). This evidence-based approach aligns with cognitive behavioural principles, which have been adapted for school settings. In a Canadian study, Marchant et al. (2023) implemented a school-wide cognitive behavioural intervention, using a cluster randomised controlled trial with multiple primary schools. Their

findings revealed that students in intervention schools showed significant reductions in anxiety and aggressive behaviours, suggesting that teaching students self-regulation skills can be a powerful preventative strategy (Marchant et al., 2023).

The digitalisation of education has also introduced new dimensions to behavioural management. Research has begun to examine how technology can be leveraged to support behavioural interventions. A study by Larsson et al. (2022) in Sweden explored the use of a digital platform for recording and analysing behavioural data, employing a case study methodology in a secondary school. The platform enabled teachers and school leadership to identify patterns and triggers for behavioural issues, facilitating more timely and targeted support for at-risk students (Larsson et al., 2022). However, this is balanced by research into the challenges posed by technology, such as cyberbullying, which requires distinct management strategies from school authorities. A mixed-methods study by Barlett et al. (2021) in the United States surveyed and interviewed school administrators, finding that effective schools had clear, consistently enforced policies on digital citizenship and provided training for staff on how to respond to and investigate incidents of online harassment (Barlett et al., 2021).

It is also imperative to consider the role of inclusive education and the management of behaviour for students with special educational needs and disabilities (SEND). Research by Mitchell (2019) in New Zealand, which synthesised findings from multiple international studies, emphasised that for students with SEND, functional behavioural assessments (FBA) are a critical first step. The review concluded that behaviour support plans derived from FBA data, which often include adaptations to the curriculum and environment, are essential for reducing challenging behaviours

and promoting inclusion (Mitchell, 2019). This is echoed in a German study by Huber et al. (2024), which used a longitudinal design to follow a cohort of students with emotional and behavioural disorders. Their research found that the combination of individualised academic support, explicit social skills instruction, and close collaboration with parents led to significant improvements in classroom behaviour and academic engagement (Huber et al., 2024).

Finally, the influence of school leadership and whole-school policy cannot be overstated. The effectiveness of any behavioural strategy is often determined by the commitment and coordination of the school leadership team. A qualitative study by Harris and Jones (2020) in Wales investigated the leadership practices in schools that had successfully improved their behavioural climates. Through in-depth interviews with headteachers, they identified that successful leaders championed a clear, shared vision for behaviour, invested in ongoing staff training, and fostered a culture of collective responsibility among all staff members (Harris & Jones, 2020). This top-down support is vital for sustaining initiatives like PBIS and restorative practices, ensuring they are embedded into the school's ethos rather than being perceived as transient programmes.

2.6 Chapter Summary

The literature review provided an overview of theoretical, conceptual, and empirical information, with the Social Learning Theory and Behaviourist Theory being utilised as the theoretical framework for this study. Key themes such as students' behavioural issues, behavioural management strategies and academic achievement were analysed within the research context. Additionally, relevant studies were evaluated to develop the empirical review.

The reviewed literature shows strong consensus that student behavioural issues significantly affect academic achievement through complex and reciprocal mechanisms. Externalising behaviours such as aggression, defiance, and hyperactivity are the most disruptive, reducing instructional time and hindering teacher effectiveness, while internalising problems like anxiety and depression quietly erode motivation, attendance, and concentration. Evidence from studies in the United Kingdom, Australia, and Canada indicates that both behavioural domains predict lower academic outcomes, though externalising issues have a more immediate impact. Behavioural management approaches, particularly proactive, relational, and restorative strategies such as Positive Behavioural Interventions and Supports (PBIS), are shown to moderate these effects by improving classroom order and academic engagement. However, the existing evidence base remains largely Western-centric, with minimal research in Sub-Saharan African contexts. Few studies have examined how cultural norms, school leadership, and resource constraints shape the relationship between behaviour and learning outcomes in Ghanaian schools. This gap underscores the need for localised research that contextualises global findings. Accordingly, the present study investigates how students' behavioural issues influence academic achievement in Odorgonno Senior High School and assesses the effectiveness of existing behavioural management strategies within the Ghanaian educational environment.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section outlined the methodology employed for the study, structured into several sub-sections. It covered the study area, the chosen research approach and design, the target population, sampling size and procedure, methods of data collection (highlighting sources, techniques, and instruments), approaches to data analysis and presentation, as well as the ethical considerations that guided the research process.

3.2 Research Approach

This study adopted the quantitative research approach to objectively examine the effects of students' behavioural issues on their academic achievements in Odorgonno Senior High School. The quantitative approach is appropriate because it enables the collection and analysis of numerical data to identify statistical relationships between variables. It focuses on measuring the extent to which behavioural issues such as absenteeism, lateness, indiscipline, and classroom disengagement influence students' academic performance using empirical and measurable evidence (Creswell & Creswell, 2018).

Through this approach, data was gathered using structured questionnaires and academic records, which will provide quantifiable indicators of both student behaviour and achievement. Statistical tools was used to analyse the data and test hypotheses regarding the relationship between behavioural patterns and academic outcomes. This method ensures objectivity, reliability, and generalizability of the findings, allowing the researcher to draw valid conclusions supported by numerical evidence (Saunders et al., 2019).

By employing a quantitative design, the study avoids subjective interpretation and instead relies on measurable data to explain how behavioural issues affect students' academic achievements. The results will be presented in the form of descriptive and inferential statistics, providing a clear, evidence-based understanding of the magnitude and direction of these effects within the school context.

3.3 Research Design

A research design serves as the structural framework that guides the entire research process and ensures that the procedures for data collection and analysis are systematically organised (Newman, 2021). According to Churchill (2019), a research design specifies the plan, methods, and techniques to be employed in addressing the research problem effectively. It provides a clear blueprint that directs how the study will be conducted to achieve its objectives.

For this study, a descriptive survey design was adopted. This design was chosen because it enables the researcher to collect quantifiable data that describes the current state of students' behavioural issues and their corresponding academic achievements at Odorgonno Senior High School. Ary et al. (2019) explain that descriptive research seeks to obtain information about existing conditions or relationships among variables, while Merriam (2019) notes that it focuses on providing an accurate account of observed phenomena as they occur naturally.

The descriptive survey design is particularly suitable for this study because it allows the researcher to measure and analyse the effects of behavioural issues such as absenteeism, lateness, indiscipline, and classroom disengagement on students' academic performance using objective data. This design facilitates the use of statistical techniques to determine patterns, correlations, and trends within the school

setting. As Best and Kahn (2019) observe, descriptive research provides a realistic portrayal of existing situations, making it valuable for informing school administrators and policymakers about current behavioural and academic challenges among students.

By employing a descriptive quantitative design, this study ensures that data are collected within the students' natural environment, thereby enhancing the accuracy and validity of the findings. The approach allows for a factual and evidence-based analysis that reflects the actual relationship between students' behavioural issues and their academic achievements in Odorgonno Senior High School.

3.4 Study Area

This study was conducted at Odorgonno Senior High School (OSSA), one of the prominent second-cycle institutions in the Greater Accra Region of Ghana. The school is situated along the Accra–Nsawam road, making it strategically accessible to students from both the Accra metropolitan area and nearby peri-urban communities. Its central location, historical significance, and large student population make it a suitable context for examining the relationship between student behavioural issues and academic achievement.

Odorgonno Senior High School was established to provide holistic education that combines academic training with discipline and character formation. Over the years, it has expanded into a co-educational institution offering a wide range of programs, including General Science, General Arts, Business, Visual Arts, Agricultural Science, and Home Economics. The school is recognised not only for its academic performance but also for its involvement in extracurricular activities such as sports,

debates, and cultural programs. These activities contribute to the shaping of student behaviour and influence their academic engagement and performance.

The school has an estimated population of about 3,500 students, comprising both boys and girls from diverse socio-economic, cultural, and religious backgrounds. This diversity often results in a variety of behavioural patterns, ranging from high levels of discipline and commitment to academic work to challenges such as truancy, absenteeism, lateness, and indiscipline. Such behaviours inevitably influence the overall learning environment and impact academic outcomes. The large student population also places demands on school management, teachers, and counsellors, who work to balance academic instruction with behavioural guidance.

In addition to its student population, the school has a robust teaching and non-teaching staff, with estimated teaching staff strength of about 120. The teachers play a vital role not only in delivering the curriculum but also in shaping student behaviour through mentoring, classroom management, and discipline. Their perceptions and experiences are therefore critical for this study, as they provide insight into how behavioural issues manifest in the classroom and how such issues affect academic performance. The non-teaching staff, including administrators and counsellors, also contribute to managing student behaviour and supporting academic development.

Odorgonno Senior High School has facilities such as classrooms, science laboratories, a library, ICT centres, dormitories, and sports fields, which collectively provide a conducive environment for both teaching and learning. However, like many large second-cycle institutions in Ghana, the school faces challenges related to overcrowding in classrooms, limited teaching resources, and student behavioural issues such as peer pressure, lack of punctuality, and non-compliance with school

rules. These challenges often require deliberate interventions from both teachers and school administrators to sustain academic progress.

The study's focus on both students and teachers is particularly relevant in this setting because students' behavioural challenges are not only self-experienced but also observed and managed by teachers. This dual perspective allows for a deeper understanding of how behaviour affects academic achievement and the strategies employed to mitigate negative impacts.

Odorgonno Senior High School, with its large and diverse student population, experienced teaching staff, and dynamic academic environment, provides a representative case for examining the effects of student behavioural issues on academic achievement. The school's context highlights the complexities of balancing discipline, character training, and academic instruction in Ghana's senior high school system. Top of Form

3.5 Study Population

Opoku (2013) also explains that the population represents the broader group to which the results of a study are intended to apply. In the same vein, Pison (2019) views population as the total number of people within a defined geographical area, such as the population of a country.

The population comprise all students of Odorgonno Senior High School. Students are included because they are the primary subjects experiencing behavioural challenges, while teachers are included because of their critical role in monitoring, managing, and evaluating how such behaviours affect academic outcomes. However, the assessable population was all SHS 2 students from Odorgonno Senior High School.

3.6 Sample and Sampling Procedure

A sample is a subset of the population carefully chosen to represent the larger group under study (Kelleher et al., 2016). For this research, the sample comprised 150 SHS 2 students from Odorgonno Senior High School. A sample of 150 SHS 2 students was used for the study. Hence, the study used the census sample technique. Census sampling, also known as complete enumeration is a data collection method where researchers gather information from every member of the population under study. This technique is particularly valuable in certain research contexts and offers several advantages that enhance the reliability and validity of findings.

One of the primary reasons for employing census sampling is the desire for comprehensive data collection. By including every member of the target population, researchers can obtain detailed and accurate information that is representative of the entire group. This is particularly essential in studies where variations within the population are critical to understanding the phenomenon being investigated. For instance, a study by Fashagba et al. (2025) on educational outcomes in Nigeria highlighted the advantages of census sampling in capturing nuances across different demographic segments, ensuring that the findings reflected the diversity within the educational landscape. Another significant advantage of census sampling is the increased reliability of the results. Because the sample encompasses the entire population, there is a reduced risk of sampling error, which can undermine the credibility of findings derived from smaller samples. In research conducted by Saah et al. (2021) examining public health issues in Ghana, census sampling allowed for a comprehensive overview of health-related behaviours, providing robust data essential for informing health policy and interventions. The clarity and precision of data

collected through census techniques contribute to a more accurate portrayal of the population's characteristics.

3.7 Data Collection Instrument(s)

A research instrument is any type of written or physical device which is used to measure variables (Koo & Yang, 2025). This study used mainly primary data with the help of self-developed questionnaires. Researchers use questionnaires to gather confidential and sensitive data from respondents who are given enough time to carefully consider their responses (Hwang, 2023). Taherdoost (2022) defined questionnaires as a series of questions that are usually referred to as a particular set of issues or similar issues that interest the researcher.

Questionnaires offer a relatively cheaper means for collecting primary data, making it easy for researchers to get large data from a large population, enabling researchers to carry out straightforward analysis of responses to closed questions (Shearer, 2021; Fadele & Rocha, 2025). Furthermore, with the use of questionnaires, there is minimal pressure for an instantaneous reply from the respondent, the respondent's identity and confidentiality are protected, there is no interviewer bias, questions are standardised and can give suggestive data to test hypotheses (Shearer, 2021; Fadele & Rocha, 2025).

The questionnaire was organised into four distinct sections to align with the study's objectives. The first section gathered demographic information from respondents. The second section focused on the common behavioural issues exhibited by students. The third section examines how students' behavioural issues affect their academic achievements. Finally, the fourth section explores the strategies used by teachers and

school authorities to manage behavioural issues and improve students' academic achievements.

3.8 Validity and Reliability of Instruments

In educational research, the concepts of validity and reliability are crucial in determining the quality of research outcomes. Validity refers to the extent to which an instrument measures what it is intended to measure (Sürücü & Maslakci, 2020). According to Taherdoost (2016), validity is central to the design and evaluation of research instruments, ensuring that they accurately capture the issues under investigation. To enhance the validity of the instruments used in this study, both the questionnaire was carefully reviewed by the researcher's supervisor. The feedback, including suggestions and corrections, was used to refine the instruments and ensure that they aligned with the objectives of the study. Cronbach's Alpha, which measures internal consistency, was used and it measures the degree to which all items on a scale measure an underlying construct (Izah, Sylva, & Hait, 2023). The individual consistency reliability should be 0.7 or higher. Moreover, a pilot test was conducted at Labone Senior High School with 20 students. A Cronbach alpha value of 0.78 was obtained. This, according to Pallant (2017) is appropriate for data collection.

3.9 Data Collection Procedures

Data for this study were collected using a structured questionnaire to obtain quantitative information. The target participants included students at Odorgonno Senior High School, as they represent the key stakeholders directly involved in issues of student behaviour and academic achievement.

To build trust and encourage participation, respondents were assured that their information would remain confidential and be used solely for academic purposes. The

researcher personally administered the questionnaires to students. This direct engagement allowed the researcher to clarify questions when necessary, ensured respondents' full understanding of each item, and fostered a supportive atmosphere that encouraged honest and reflective answers.

The data collection process was carried out over a period of six weeks, which provided adequate time to reach participants across all six academic departments of the school. This extended duration ensured that students' academic schedules did not hinder the quality or completeness of the data collected.

Before the commencement of fieldwork, an introductory letter was addressed to the school's headmaster and academic authorities. The letter explained the purpose, objectives, and ethical considerations of the study and sought formal permission to engage students in the research. The approval granted by the school administration facilitated smooth access to participants and ensured cooperation throughout the data collection phase.

3.10 Data Processing and Analysis

This study utilised descriptive statistics to analyse the data gathered from the field. Initially, the collected data was sorted and organised. Next, it was coded to help the researcher identify relevant codes for potential responses to each item on the questionnaire. The coding process was carried out using SPSS version 27. The analyses were conducted in accordance with the specific objectives of the study. To answer the research questions formulated to guide the investigation, descriptive statistics (such as frequencies, percentages, means, and standard deviations) were applied in the data analysis. Specifically, research question 1 was analysed using means and standard deviations, research question 2 was analysed using means and

standard deviations, and research question 3 was also analysed using means and standard deviations.

3.11 Ethical Considerations

Research ethics represent the moral framework that governs what is considered acceptable and unacceptable conduct in the research process (Bhattacharjee, 2012). Ethical principles serve to safeguard participants, ensure fairness, and prevent bias or misconduct in the collection, analysis, and presentation of data. They also emphasise respect for human dignity, honesty, and accountability at every stage of the research.

In line with these principles, this study adhered to established ethical guidelines for educational and social science research. Permission was first sought from the school authorities before engaging students in the study. Informed consent was obtained from all participants after they were provided with clear information about the purpose of the study, their roles, and their right to withdraw at any stage without penalty.

To ensure confidentiality and anonymity, participants' names and personal identifiers were excluded from all research instruments. Responses were treated strictly for academic purposes, with no disclosure to third parties. The researcher also guaranteed that the data would be stored securely and used responsibly. In the event of any ethical concerns, corrective measures were planned to protect the dignity, privacy, and rights of all participants, thereby ensuring that the study was conducted in a manner consistent with professional and ethical research standards.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter provides an analysis and discussion of the study's findings. The data were analysed using frequencies, percentages, means, and standard deviations. The analysis was conducted using the Software Package for Social Sciences (SPSS).

4.2 Demographic Characteristics of Respondents

The purpose of the study is to examine the effects of students' behavioural issues on academic achievements in Odorgonno Senior High School. An overview of the demographic characteristics of the study respondents is provided in Table 1. A total of 150 students were chosen for the study. However, 142 out of 150 students completed the questionnaire, resulting in a response rate of 94.7%.

The demographic results in Table 1 show that respondents were distributed across four age categories. Those aged 13–15 years constituted 33(23.2%), while the largest proportion fell within the 16–18-year category, representing 78(54.9%). A further 29(20.4%) were between 19–21 years, and only 2(1.4%) were above 21 years. This pattern suggests that the sample was predominantly mid-adolescent, indicating that the findings largely reflect the perspectives of individuals in this age range. The gender distribution indicates that 88(62.0%) of the respondents were male, whereas 54(38.0%) were female. This shows that males formed a clear majority within the sample, implying that male views may be more prominent in the dataset.

Table 1 also indicate that, 142(100%) of the students were in form 2 with 30(23.2%) reading Science, 27(19.0%) offering Business, majority 43(30.2%) reading General Arts, 11(7.7%) students were offering Home Economics, 15(10.5%) doing Virtual

Arts while 16(11.2%) students are also reading Agric Science. With regard to religion, Christianity was the most represented faith group, with 123(86.6%) of respondents identifying as Christian. Moslem respondents accounted for 11(7.7%), and Traditionalists constituted 8(5.6%). The dominance of Christian participants suggests that the sample reflects the religious composition typically observed in many Ghanaian communities.

Table 1: Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Age		
13 – 15 years	33	23.2
16 – 18 years	78	54.9
19 – 21 years	29	20.4
Above 21 years	2	1.4
Total	142	100
Gender		
Male	88	62.0
Female	54	38.0
Total	142	100
Form		
One	0	0
Two	142	100
Three	0	0
Programme		
Science	30	23.2
Business	27	19.0
General Arts	43	30.2
Home Economics	11	7.7
Virtual Arts	15	10.5
Agric Science	16	11.2
Religion		
Christian	123	86.6
Moslem	11	7.7
Traditionalist	8	5.6
Total	142	100

Source: Field Data (2025)

4.3 Analysis of Research Questions

4.3.1 Research Question 1: What are the common behavioural issues exhibited by students in Odorgonno Senior High School?

The study sought to identify the common behavioural issues exhibited by students in Odorgonno Senior High School. The result was analysed and discussed using means and standard deviations. The findings are presented in this section.

The following criteria were used for interpreting the mean scores: values ranging from 1.00 to 1.79 were classified as Strongly Disagree, 1.80 to 2.60 as Disagree, 2.61 to 3.41 as Neutral, 3.42 to 4.22 as Agree, and 4.23 to 5.00 as Strongly Agree. Items with mean scores above 3.41 had respondents agree with the assertion, whereas items with mean scores below 2.61 were disagreed to by respondents.

Table 2: Common Behavioural Issues Exhibited by Students

Statement	Mean	Std. Dev.
Students frequently report late to class without valid reasons.	4.15	0.79
Some students display disrespectful attitudes toward teachers and school authorities.	4.66	0.62
Students often engage in noise-making during lessons, disrupting teaching and learning.	4.27	0.71
Instances of absenteeism and truancy are common among some students.	4.29	0.60
Some students engage in the use of mobile phones during lessons without permission.	4.54	0.64
Cases of physical or verbal aggression among students occur within the school environment.	3.61	0.97
Students sometimes show reluctance or refusal to complete assigned classwork and homework.	3.56	1.14
Some students exhibit low attention span or lack of concentration during lessons	3.61	1.02
Mean of Means /Std. Dev	4.09	0.81

Source: Field Data (2025)

The results indicate varying levels of agreement regarding the behavioural issues exhibited by students. The statement that students frequently report late to class without valid reasons recorded a mean of 4.15 with a standard deviation of 0.79, reflecting general agreement among respondents and suggesting that lateness is a relatively common concern. Disrespectful attitudes towards teachers and school authorities yielded a higher mean of 4.66 and a standard deviation of 0.62, indicating strong agreement and showing that this behaviour is perceived as a significant issue within the school environment.

Noise-making during lessons also attracted strong agreement, with a mean of 4.27 and a standard deviation of 0.71, implying that disruptions to teaching and learning are frequent. Absenteeism and truancy recorded a mean of 4.29 and a standard deviation of 0.60, again showing strong agreement and indicating that irregular attendance is noticeably present among students. The unauthorised use of mobile phones in class produced a mean of 4.54 with a standard deviation of 0.64, reflecting strong agreement and highlighting this as a prominent behavioural challenge.

Cases of physical or verbal aggression among students attracted a mean of 3.61 with a standard deviation of 0.97, showing agreement and suggesting that although aggression occurs, its frequency may vary across contexts. Reluctance or refusal to complete assigned classwork and homework produced a mean of 3.56 and a comparatively higher standard deviation of 1.14, indicating agreement but with more variability in respondents' views. Low attention span or lack of concentration during lessons showed a mean of 3.61 and a standard deviation of 1.02, reflecting agreement and suggesting that concentration challenges are present, though not uniformly perceived.

The overall mean of means, 4.09 with a standard deviation of 0.81, indicates general agreement that behavioural issues are prevalent among students in the school setting. This implies that the collective perception of respondents points to a consistent pattern of behavioural challenges requiring attention within the educational environment.

4.3.2 Research Question 2: How do students' behavioural issues influence their academic performance in Odorgonno Senior High School?

The study examined how students' behavioural issues affect their academic achievements. The result was analysed and discussed using mean and standard deviations. The findings are presented in this section.

Table 3: Effect of Students' Behavioural Issues on their Academic Achievements

Statement	Mean	Std. Dev.
Disruptive behaviours in class reduce students' ability to follow instructional content.	4.10	0.70
Persistent absenteeism negatively affects students' academic performance.	4.34	0.73
Students who frequently engage in misconduct often perform poorly in examinations.	4.02	0.76
Behavioural issues contribute to low classroom participation and engagement.	4.12	0.68
Students with repeated disciplinary cases tend to lose instructional time due to punishments or suspensions.	4.02	0.65
Negative peer influence distracts students from focusing on academic tasks.	4.15	0.61
Poor relationships with teachers as a result of behavioural issues hinder academic support.	4.17	0.75
Students who show limited self-discipline struggle to meet academic deadlines.	4.07	0.79
Mean of Means/Std. Dev	4.13	0.71

Source: Field Data (2025)

The results illustrate respondents' perceptions of the extent to which behavioural issues affect students' academic achievements. The item with the highest mean score was the statement that persistent absenteeism negatively affects students' academic performance, which recorded a mean of 4.34 with a standard deviation of 0.73. This

strong agreement indicates that respondents clearly perceived absenteeism as a major behavioural issue that undermines academic outcomes. Closely following this was the item on poor relationships with teachers as a result of behavioural issues hindering academic support, which obtained a mean of 4.17 and a standard deviation of 0.75. The agreement expressed here suggests that strained teacher–student relationships are widely viewed as detrimental to learning.

Negative peer influence distracting students from academic tasks also yielded a high level of agreement, with a mean of 4.15 and a standard deviation of 0.61, implying that students recognise peers as a significant source of behavioural disruption. Similarly, the statement that behavioural issues contribute to low classroom participation and engagement recorded a mean of 4.12 and a standard deviation of 0.68. This level of agreement shows that respondents perceive behaviour-related disengagement as an important factor affecting classroom dynamics. Disruptive behaviours reducing students' ability to follow instructional content registered a mean of 4.10 with a standard deviation of 0.70. This agreement suggests that classroom disruptions are viewed as affecting comprehension and attention. Students who show limited self-discipline struggling to meet academic deadlines had a mean of 4.07 and a standard deviation of 0.79. The agreement here reflects the view that self-regulatory deficits impair academic productivity.

Both the statement that students with repeated disciplinary cases tend to lose instructional time due to punishments or suspensions and the item on students who frequently engage in misconduct often performing poorly in examinations recorded a mean of 4.02, with standard deviations of 0.65 and 0.76 respectively. These findings

demonstrate agreement that disciplinary infractions not only reduce access to instructional time but also correlate with reduced academic achievement.

Collectively, the overall mean of means of 4.13 and a standard deviation of 0.71 indicate a consistent pattern of agreement across all statements. Respondents generally acknowledged that behavioural issues, in their various forms, pose substantive challenges to academic achievement. The implication of the general results is that behavioural difficulties are widely perceived as exerting a significant negative influence on students' learning experiences and outcomes.

4.3.3 Research Question 3: What strategies are employed by teachers and school authorities to manage students' behavioural issues and enhance academic performance in Odorgonno Senior High School?

The study explored the strategies used by teachers and school authorities to manage behavioural issues and improve students' academic achievements. The findings were analysed and discussed using mean values and standard deviations.

Table 4: Strategies Employed by Teachers and School Authorities to Manage Students' Behavioural Issues

Statement	Mean	Std. Dev.
Teachers use guidance and counselling to help students improve their behaviour.	4.21	0.92
School authorities organise disciplinary committee sessions to address serious misconduct.	4.36	0.49
Teachers provide mentorship and support to students with recurring behavioural challenges.	3.71	1.18
Prefect and peer monitoring systems are used to promote positive behaviour among students.	4.39	0.57
Teachers employ classroom management strategies to maintain discipline.	4.21	0.57
The school enforces clearly stated rules and regulations to guide student conduct.	4.29	0.46
Parent-teacher engagement is used to address persistent behavioural issues.	4.24	0.51
Reward systems are used to reinforce good conduct and academic improvement.	4.32	0.61
Mean of Means/Std. Dev	4.22	0.66

Source: Field Data (2025)

Table 4 presents respondents' views on the strategies employed by teachers and school authorities to manage students' behavioural issues. The results show consistently high mean scores across the items, reflecting a generally positive perception of the effectiveness and presence of these strategies within the school environment.

The strongest endorsement was given to the use of prefect and peer monitoring systems to promote positive behaviour, which recorded the highest mean of 4.39 with a standard deviation of 0.57. This strong agreement suggests that peer-led monitoring is regarded as a highly effective behavioural management approach. The organisation of disciplinary committee sessions for serious misconduct followed closely, with a mean of 4.36 and a standard deviation of 0.49, also indicating strong agreement that formal disciplinary structures play a central role in maintaining order.

Strong agreement was further observed for the statement that reward systems are used to reinforce good conduct and academic improvement, reflected in a mean score of 4.32 and a standard deviation of 0.61. The enforcement of clearly stated school rules and regulations was similarly strongly agreed upon, with a mean of 4.29 and a standard deviation of 0.46. Parent–teacher engagement as a strategy also attracted strong agreement, evidenced by a mean of 4.24 and a standard deviation of 0.51, reinforcing the perceived importance of collaborative approaches to addressing persistent behavioural issues.

Agreement was also expressed regarding teachers' use of guidance and counselling to support behavioural improvement, which yielded a mean of 4.21 and a standard deviation of 0.92. An identical mean of 4.21 but with a smaller standard deviation of

0.57 was found for teachers' employment of classroom management strategies, demonstrating consistency in respondents' perception of teacher-led interventions. The statement on mentorship and support for students with recurring behavioural challenges received a mean of 3.71 and a standard deviation of 1.18, still indicating agreement, though with wider variability in responses.

The overall mean of means of 4.22 with a standard deviation of 0.66 indicates a general pattern of agreement across all statements. The implication is that respondents perceive a strong and structured system of behavioural management strategies within the school.

4.4 Discussion

4.4.1 Common behavioural issues exhibited by students in Odorgonno Senior High School

The first objective of this study was to identify the common behavioural issues exhibited by students in Odorgonno Senior High School. The findings show a general consensus that a range of behavioural issues is present among students. Respondents agreed that lateness, noise-making, absenteeism, unauthorised phone use, aggression, reluctance to complete tasks and low concentration occur to varying degrees, with some viewed as more frequent and serious.

This pattern aligns with a broad body of empirical research. Moore and Henderson (2023) reported persistent oppositional and disruptive behaviours across childhood, which supports the present observation that aggression and refusal to engage with tasks are recurring issues. Fletcher and Wilson (2022) similarly identified frequent classroom disruptions and wandering attention as daily challenges for teachers, which correspond with the reported prevalence of noise making and low concentration.

Evidence from Richardson et al. (2023) further reinforces the present findings, since symptoms of inattention and impulsive behaviour were found to be common across many school contexts. The prominence of absenteeism in the current study is consistent with the conclusions of Garcia and Thompson (2023), who showed that emotional distress often manifests in withdrawal from school and reduced participation. Finally, Park and Kim (2023) documented widespread misuse of digital devices during lessons, which directly complement the reported concern about unauthorised phone use. These convergent findings strengthen the credibility of the current results and position them within broader international research.

The findings also relate meaningfully to Social Learning Theory and Behaviourist Theory. The repetition of behaviours such as noise making, task avoidance and aggression corroborates the Behaviourist view that reinforcement histories shape conduct. When disruptive acts are inadvertently rewarded, either through peer attention or escape from tasks, they are likely to persist. The patterns observed also support Social Learning Theory, since students often model behaviours exhibited by peers and sometimes by adults within their environment. The frequency of phone misuse and lateness may reflect learned norms within peer groups, suggesting that behaviour is influenced by both observation and social interaction. The findings therefore corroborate core principles of both theories by demonstrating that student conduct is shaped by environmental contingencies and the modelling of others.

Implications for policy and practice are substantial. The prevalence of these behaviours indicates the need for comprehensive behaviour policies that emphasise prevention, consistent expectations and early intervention. Schools may require clearer guidelines on digital citizenship, structured routines to address lateness and

absenteeism and training programmes that equip teachers with effective behaviour management strategies. Strengthening teacher student relationships, as recommended in the empirical literature, would contribute to a more supportive climate in which positive conduct is modelled and reinforced. These findings also signal the need for systematic collaboration between teachers, parents and school leadership to create environments that reduce behavioural triggers and promote sustained engagement with learning.

4.4.2 Students' behavioural issues and academic achievements

The second objective of this study was to examine how students' behavioural issues affect their academic achievements. The findings show broad agreement that behavioural issues significantly undermine students' academic achievement. Respondents consistently recognised absenteeism, strained teacher–student relationships, negative peer influence, and low classroom engagement as key factors disrupting learning. They also acknowledged that disruptive behaviours weaken students' ability to follow lessons, while poor self-discipline and repeated misconduct further reduce academic productivity and access to instructional time.

The results of the present study indicate that behavioural issues such as absenteeism, strained teacher student relationships, negative peer influence, low classroom engagement and persistent disruptive conduct have a notable effect on students' academic achievement. This pattern is strongly supported by a wide body of empirical research. Allen and Taylor (2022) demonstrated that early externalising behaviours significantly predicted reduced performance in English and Mathematics, which aligns with the present finding that disruptive behaviour diminishes students' capacity to follow lessons. The current results also corroborate the findings of Li and Wang

(2023), who reported that disruptive classroom conduct not only impairs the achievement of individual learners but also affects the collective academic environment through the diversion of teacher attention. This reinforces the observed link between poor self-discipline, repeated misconduct and diminished instructional time. The present study's indication that absenteeism undermines academic outcomes is consistent with Virtanen et al. (2021), who found that persistent truancy and school refusal were strong predictors of later failure to complete secondary education. The recognition that strained teacher student relationships contribute to weakened engagement resonates with the conclusions of de Jong et al. (2019), who observed that positive relational climates can mitigate the negative effect of behavioural problems on attainment. Furthermore, the role of negative peer influence in reducing academic focus aligns with findings by Bhengu and Mthembu (2022), who revealed that disruptive peer cultures, often shaped by broader social adversity, weaken academic participation across entire classes. Together these studies support the present findings and position them within a coherent international research context.

The findings also illuminate theoretical implications. The prominence of peer influence and the relational basis of behavioural patterns provide strong support for Social Learning Theory. Students observe and imitate behaviours that are reinforced within their social environment, and the current study's results demonstrate how these learned conduct patterns shape academic engagement. Similarly, Behaviourist Theory is corroborated through the observed effect of reinforcement histories on persistent misconduct. Students who receive attention or avoidance of tasks following disruptive behaviour are likely to repeat these actions, thereby diminishing academic productivity. The study therefore affirms the explanatory value of both theories by

illustrating how observable behaviours and environmental contingencies interact to shape learning outcomes.

Implications for policy and practice are clear. Schools require comprehensive approaches that promote consistent attendance, supportive teacher student relationships and positive peer cultures. Strengthening classroom structures that reward engagement and reduce opportunities for disruptive behaviour would preserve instructional time and enhance achievement. Interventions that integrate behavioural support with academic guidance may help to counter the cumulative effects of misconduct, ensuring that students remain engaged and able to benefit fully from classroom learning.

4.4.3 Strategies employed by teachers and school authorities to manage students' behavioural issues

The third and final objective of this study was to explore the strategies used by teachers and school authorities to manage behavioural issues and improve students' academic achievements. The findings indicate a strong overall perception that school employ effective strategies to manage students' behavioural issues. Respondents consistently acknowledged the usefulness of peer monitoring, disciplinary committees, reward systems, and clear rules in promoting orderly conduct. Collaborative approaches, such as parent-teacher engagement, and teacher-led interventions, including guidance, counselling, and classroom management, were also viewed positively. Although mentorship received comparatively lower support, agreement remained evident.

This perception aligns closely with several strands of the empirical literature. Research by Gage et al., (2019) demonstrated that structured behavioural frameworks

such as Positive Behavioural Interventions and Supports contribute to significant reductions in disciplinary incidents, which supports the present study's indication that systematic approaches and clear expectations promote orderly conduct. Similarly, Reinke et al. (2020) found that consistent reinforcement of appropriate behaviour through praise led to improved classroom engagement, which corresponds with respondents' positive assessment of reward systems as an effective strategy for behaviour management.

Collaborative and relational strategies identified in the study are also well supported by prior research. Korpershoek et al. (2020) emphasised that strong teacher student relationships facilitate conflict resolution and enhance cooperation, a view that resonates with respondents' acknowledgement of guidance, counselling and teacher led interventions. Parent teacher engagement, which the present study highlights as a valued approach, aligns with findings by Huber et al. (2024), who showed that close collaboration with families contributes to improved behaviour and academic engagement for students with behavioural difficulties. Moreover, Sellman et al. (2021) reported that restorative practices, which rely on cooperative dialogue between students, teachers and sometimes parents, enhance school climate and accountability. This reinforces the current findings that collaborative strategies are perceived as beneficial for managing behavioural challenges.

The identification of disciplinary committees and clear rules as effective reflects similar conclusions in international research. Barlett et al. (2021) documented the effectiveness of well-defined policies and consistent enforcement in dealing with misconduct, particularly in the context of technology related behavioural issues. Their findings support the view that structured disciplinary processes help maintains order.

The present study also notes comparatively lower endorsement of mentorship, although respondents still expressed confidence in its value. This contrasts mildly with the findings of Gibson et al. (2019), who showed that mentorship like support for early career teachers contributed to improved management of classroom behaviour. The difference may indicate contextual variations in the implementation or visibility of mentoring programmes rather than a substantive disagreement about their potential effectiveness.

The findings also have clear theoretical implications. Social Learning Theory is supported by the emphasis placed on peer monitoring and collaborative interventions. These approaches rely on the assumption that students learn behavioural norms through observation and interaction with others. When peers model appropriate conduct and teachers demonstrate supportive guidance, students are more likely to internalise prosocially behaviour. Behaviourist Theory is equally corroborated, particularly through respondents' positive evaluation of reward systems and consistent rule enforcement. Both mechanisms reflect behaviourist principles of reinforcement, where desired behaviours are strengthened through rewards and inappropriate behaviours are reduced through predictable consequences. The study therefore affirms that both theories offer valuable explanatory frameworks for understanding why the highlighted strategies appear effective.

Important implications for policy and practice emerge from these findings. Schools may benefit from reinforcing structured systems of behaviour management that combine consistent rules with positive reinforcement. Policies that prioritise parent teacher collaboration and enhance teachers' capacity to provide guidance and counselling could further strengthen behavioural outcomes. Although mentorship

received relatively lower endorsement, its recognised potential suggests that better structured mentoring frameworks could enhance its visibility and impact. The findings ultimately highlight the need for integrated behavioural support systems that draw on relational, disciplinary and motivational strategies to foster orderly and productive learning environments.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the study by presenting a summary of the key findings, drawing conclusions based on these insights, providing recommendations, and identifying areas that require further exploration.

5.2 Summary

The purpose of the study is to examine the effects of students' behavioural issues on academic achievements in Odorgonno Senior High School. Primary data were collected through a questionnaire, employing a quantitative approach and a descriptive design. Utilising census sampling technique a sample of 142 respondents were used for the study. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to analyse the data, with assistance from the Statistical Package for Social Sciences (SPSS).

5.3 Key Findings

The key findings of the study are:

1. The findings show a general consensus that a range of behavioural issues is present among students. Respondents agreed that lateness, noise-making, absenteeism, unauthorized phone use, aggression, reluctance to complete tasks and low concentration occur to varying degrees, with some viewed as more frequent and serious.
2. Moreover, the findings show broad agreement that behavioural issues significantly undermine students' academic achievement. Respondents consistently recognised absenteeism, strained teacher–student relationships,

negative peer influence, and low classroom engagement as key factors disrupting learning. They also acknowledged that disruptive behaviours weaken students' ability to follow lessons, while poor self-discipline and repeated misconduct further reduce academic productivity and access to instructional time.

3. Finally, the findings indicate a strong overall perception that school employ effective strategies to manage students' behavioural issues. Respondents consistently acknowledged the usefulness of peer monitoring, disciplinary committees, reward systems, and clear rules in promoting orderly conduct. Collaborative approaches, such as parent–teacher engagement, and teacher-led interventions, including guidance, counselling, and classroom management, were also viewed positively. Although mentorship received comparatively lower support, agreement remained evident.

5.4 Conclusion

In conclusion, the study reveals that students in the school exhibit a wide range of behavioural issues that vary in both frequency and severity. Lateness, noise-making, absenteeism, unauthorised use of mobile phones, aggression, reluctance to complete tasks, and low concentration were all identified as prevalent challenges. These behaviours are widely perceived to negatively affect academic achievement by disrupting lessons, reducing classroom engagement, and limiting access to instructional time. Poor self-discipline and repeated misconduct further exacerbate these academic challenges, highlighting the interconnectedness of behaviour and learning outcomes. Importantly, the findings indicate that the school employs a variety of strategies to manage these behaviours, including peer monitoring, disciplinary committees, reward systems, clear rules, parent–teacher engagement,

guidance and counselling, and classroom management techniques. These interventions are generally regarded as effective, suggesting that structured and collaborative behavioural management approaches can mitigate the negative effects of student misbehaviour. The implication is that sustained implementation of these strategies is essential for improving student behaviour, enhancing academic performance, and fostering a more disciplined and productive learning environment.

5.5 Recommendations

The following suggestions are offered for your consideration in light of the study's conclusions.

1. Firstly, given the prevalence of a wide range of behavioural issues among students, school managers and stakeholders should prioritise the development and implementation of comprehensive behavioural monitoring systems. This could include regular assessments to identify frequent or severe behaviours such as lateness, absenteeism, aggression, and low concentration, allowing for targeted interventions tailored to the needs of individual students.
2. To address the negative impact of behavioural issues on academic achievement, stakeholders should support the integration of structured academic support programmes. These could involve remedial lessons, peer tutoring, and strategies to strengthen teacher–student relationships, while also promoting self-discipline and classroom engagement, thereby reducing the adverse effects of absenteeism, disruptive behaviours, and negative peer influence on learning outcomes.
3. Finally, in recognition of the effectiveness of current behavioural management strategies, managers should invest in enhancing and sustaining these interventions. Strengthening mentorship programmes, expanding guidance and

counselling services, formalising reward systems, and ensuring consistent enforcement of school rules will reinforce positive conduct. Additionally, fostering collaboration with parents and community members can enhance the overall efficacy of these strategies and create a supportive environment for students' behavioural and academic development.

5.6 Suggestions for Further Research

Future studies should explore the underlying causes of specific behavioural issues, such as absenteeism, aggression, and low concentration, to better understand the personal, familial, and environmental factors that contribute to these behaviours. This could provide more targeted insights for intervention.



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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA EXAMINING THE EFFECTS OF STUDENTS' BEHAVIOURAL ISSUES ON ACADEMIC ACHIEVEMENTS IN ODORGONNO SENIOR HIGH SCHOOL QUESTIONNAIRE FOR STUDENTS

You are invited to participate in this survey as part of an academic research study to examine the effects of students' behavioural issues on academic achievements in Odorgonno Senior High School.

Your responses are crucial in providing insights that will help shape policies and interventions to promote academic integrity. Please answer all questions honestly. Your responses will be kept strictly confidential, and no personal identification will be required. Participation in this survey is voluntary, and you may choose to withdraw at any point.

Thank you for your time and valuable input.

Section A: Demographic Information

1. **Gender:**

Male [] Female []

2. **Age Range:**

Below 13 [] 13-15 [] 16-18 [] 19-21 [] Above 21 []

3. **Form:**

One [] Two [] Three []

4. **Programme**

Science [] Business [] General Arts []
home economics [] Virtual arts [] Agric Science []

5. **Religious Affiliation:**

Christian [] Muslim []
Traditional religion [] Other (please specify): _____

SECTION B: COMMON BEHAVIOURAL ISSUES EXHIBITED BY STUDENTS

Kindly indicate how much you agree with these statements about Common Behavioural Issues Exhibited by Students.

Please use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
6. Students frequently report late to class without valid reasons.					
7. Some students display disrespectful attitudes toward teachers and school authorities.					
8. Students often engage in noise-making during lessons, disrupting teaching and learning.					
9. Instances of absenteeism and truancy are common among some students.					
10. Some students engage in the use of mobile phones during lessons without permission.					
11. Cases of physical or verbal aggression among students occur within the school environment.					
12. Students sometimes show reluctance or refusal to complete assigned classwork and homework.					
13. Some students exhibit low attention span or lack of concentration during lessons					

**SECTION C: EFFECT OF STUDENTS' BEHAVIOURAL ISSUES ON
ACADEMIC ACHIEVEMENTS**

Kindly indicate how much you agree with these statements about effect of students' behavioural issues on academic achievements.

Pease use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
14. Disruptive behaviours in class reduce students' ability to follow instructional content.					
15. Persistent absenteeism negatively affects students' academic performance.					
16. Students who frequently engage in misconduct often perform poorly in examinations.					
17. Behavioural issues contribute to low classroom participation and engagement.					
18. Students with repeated disciplinary cases tend to lose instructional time due to punishments or suspensions.					
19. Negative peer influence distracts students from focusing on academic tasks.					
20. Poor relationships with teachers as a result of behavioural issues hinder academic support.					
21. Students who show limited self-discipline struggle to meet academic deadlines.					

SECTION D: STRATEGIES USED BY TEACHERS AND SCHOOL AUTHORITIES TO MANAGE BEHAVIOURAL ISSUES AND IMPROVE STUDENTS' ACADEMIC ACHIEVEMENTS

Kindly indicate how much you agree with these statements about Strategies Used by Teachers and School Authorities to Manage Behavioural Issues and Improve Students' Academic Achievements.

Pease use the following scales.

Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

STATEMENT	SD	D	N	A	SA
22. Teachers use guidance and counselling to help students improve their behaviour.					
23. School authorities organise disciplinary committee sessions to address serious misconduct.					
24. Teachers provide mentorship and support to students with recurring behavioural challenges.					
25. Prefect and peer monitoring systems are used to promote positive behaviour among students.					
26. Teachers employ classroom management strategies to maintain discipline.					
27. The school enforces clearly stated rules and regulations to guide student conduct.					
28. Parent-teacher engagement is used to address persistent behavioural issues.					
29. Reward systems are used to reinforce good conduct and academic improvement.					