WAJE

West African Journal of Education

VOL. XLI, 2021 E-ISSN: 2814-306X ISSN: 0043-2997

CONTENTS

OLUFEMI ABIODUN AJAYI, ABIODUN ADEBOWALE OJO & MARY MORONFOLU OGUNTADE	Differential Effect of Test Preparatory Aid on Essay Item-Based Achievement of Secondary School Students in Biology	1
RASHEED ALARO ADEWALE HAMZAT & GANIYU AKANBI YUSUF	Effect of Game-Based Learning on Academic Performance of Pupils in Numeracy in Ekiti Local Government Area, Kwara State	13
OLUFEMI ABIODUN AJAYI, & OLUWASEUN RUTH ADERINTO	Assessment of Health Status, Safety and Child-Friendly Environment of Pre-Primary Schools in Lagos State	26
ADEYEMI AYANYEMI AYANWOLE, KUDIRAT ATINUKE ALUKO & AKEEM AKANMU OBALAKUN	Implementation of Entrepreneurship Studies in Primary School Curriculum: A Catalyst for Pupils' Creativity and Youth Employability in Lagos State	38
APPAH, O.R., TUNDE-FRANCIS, A.A., ANIFOWOSE, T.O., AFOLABI, A.A. AND OWOLOLA, O.O.	Investigation of the Factors Influencing Career Choice in Agriculture and Forestry at the Federal College of Forestry Ibadan, Oyo State	50
ISSA YAQUB AJEIGBE & ABUBAKAR NDAKOTSU MOHAMMED	Perceived Impact of Sport Tourism on Socio-Economic Development of Host Community: A Case Study of Nigeria Youth Games Hosted by University of Ilorin in 2019	60
A. R. AHMED; Z. A. BELLO; B. T. IMAM & A. A. BELLO	The Role of Science Teachers in the Operationalization of Sustainable Development Goal 4 in Nigeria Secondary Schools.	72
HADIZA USMAN NUHU & UMAR BOBBOI	Influence of Entrepreneurship Education on Entrepreneurial Intention among Students of Polytechnics in Adamawa State	85
ADEDAYO ADESOKAN	Assessment of Management Strategies Used in Handling Aggressive Behaviours among Students with Attention Deficit Hyperactive Disorder in Inclusive Classrooms, in Ibadan Metropolis Nigeria	96
IBODE, REBECCA TITILOPE, TUNDE-FRANCIS A. A., AFEYE A. F. & ANIFOWOSE T. O.	Study Habit, Self-Concept and Attitude As Predictors of Students Achievement in Computer Science in Federal College of Forestry in Ibadan	105

Published by the Institute of Education, University of Ibadan on behalf of Participating West Africa Universities and Ministries of Education

ADEDAYO ADESOKAN

West African Journal of Education (WAJE)

(For enhanced quality of research and discourse on Education)

Vol. XLI 2021 E-ISSN: 2814-306X ISSN: 0043-2997

Website: http//www.wajeioe.com

The West African Journal of Education (WAJE) pioneered academic/professional publishing in the Sub-region in the late 1950s. It has also nurtured the development of a good number of academic journals that have expanded the frontiers of educational research and information exchange over the years. The WAJE, in its revised form maintains the goal of becoming the most widely cited education journal in the sub-region, hence the current efforts that are being made to enhance the quality of reports and other discourses published in it.

The WAJE has the tripartite mission of:

(a) promoting a culture of excellence in educational research;
(b) encouraging the exchange of profound and innovative ideas capable of generating creative practices in education research and practice; and
(c) disseminating information on educational development that are not usually easily available to academics and practitioners.

The Journal accordingly publishes the following categories of papers:

(a) Research papers that move away from orthodoxy and which really break new grounds in terms of methodology and findings;
(b) Essays and issues papers that contribute to re-orienting received ideas, values; and practices.
(c) Documents emanating from national and international conferences, as well as from large-scale research projects that project emerging trends and thinking in educational development.

The WAJE is published once a year – in any area of education relevant to academics and practitioners. Please note that the conclusions drawn and the opinions expressed in the journal are those of the authors and not necessarily those of the Editorial Board.

EDITORIAL COMPOSITION

Editor		
Assistant Editor:	-	Professor Monica N. Odinko
	-	Professor A. O.U. Onuka
Review Editors:	-	Professor J. A. Adegbile
		Dr Sherifat Akorede
		Dr E. O. Babatunde
Production Editor	-	Mr. Oladele
Copy Editors	-	Mr Sunday Okocha

EDITORIAL BOARD

Professor T. W. Yoloye, Institute of Education, University of Ibadan, Nigeria
Professor J. G. Adewale, Institute of Education, University of Ibadan, Nigeria
Professor F. E. B. Bakkabulindi, Makerere University Kampala, Uganda
Professor Abdul Mansaray, University of Sierra Leone, Sierra Leone
Professor Kafiu Y. A. Etsey, University of Cape Coast, Ghana
Dr Abdoulaye Barry, The University of The Gambia, The Gambia
Dr Andrews Cabbina, University of Cape Coast, Ghana

EDITORIAL ADVISORS

Professor P. N. Okpala, Institute of Education, University of Ibadan, Nigeria
Professor E. Adenike Emeke, Institute of Education, University of Ibadan, Nigeria

CONSULTING EDITORS

Emeritus Professor P. A. I. Obanya, Institute of Education, University of Ibadan, Nigeria
Professor C. O. Onocha, Institute of Education, University of Ibadan, Nigeria

CALL FOR PAPERS

The Editor of the West African Journal of Education (WAJE) invites authors to submit manuscripts for consideration in these scholarly journals. The call for paper describes the guidelines for submission. Before manuscript submission, please read and strictly follow the guidelines for authors carefully. This will ensure that the publication of your manuscript is as rapid as possible. Manuscripts could be submitted at any time for publication in any subsequent issue to the following email addresses: moniquengozi@yahoo.com; sudaydom2000@yahoo.co.nz

NOTES OF CONTRIBUTORS

Abiodun Adebowale Ojo currently lectures in the Department of Educational Foundations & Instructional Technology, Tai Solarin University of Education, Ijagun, Nigeria. e-mail: abiodunojoade@yahoo.com

Abubakar Ndakotsu Mohammed currently lectures in the Department Human Kinetics and Health Education, Faculty of Education, Kogi State University, Ayingba. e-mail: abubakarmn@kogistateuniversity.edu.ng

Adedayo Adesokan lectures in Special Education Department, Faculty of Education Kwara State University Malete Nigeria. e-mail: adedayo.adesokan@kwasu.edu.ng; and duduskydayo1@yhaoo.com

Adeyemi Ayanyemi Ayanwole, works in the Department of Business Education, Michael Otedola College of Primary Education, Noforija – Epe, Lagos State. e-mail adeyemigosun@yahoo.com;

Afeye A. F. is a lecturer in the Federal College of Forestry, Jericho Ibadan

Afolabi, A.A. is a lecturer in Federal College of Forestry, Ibadan, Oyo State, Nigeria

Ahmed A. R. lectures in the Department of Science Education, Faculty of Education, University of Ilorin, Ilorin, P.M.B. 1515, Ilorin, Nigeria. e-mail: ahmed.ar@unilorin.edu.ng

Akeem Akanmu Obalakun works with the Planning, Research and Statistics Section, Local Government Education Authority, Ibeju-Lekki, Lagos State, Nigeria. obalakunakeem16@gmail.com

Anifowose O. O. is a lecturer in the Federal College of Forestry, Jericho Ibadan

Appah, Ogechukwu Rose, is currently a Lecturer at the Federal College of Forestry, Ibadan, and Forestry Research Institute of Nigeria, Ibadan. e-mail: *ogechukwuappah@yahoo.co.uk*

Bello A. A. lectures in Kwara State Polytechnic Secondary School, Ilorin, P.M.B.1375, Ilorin, Nigeria. e-mail: raskue12@gmail.com

Bello Z. A. is a lecturer in the Department of Integrated Science, Kwara State College of Education, Ilorin, P.M.B.1527, Ilorin, Nigeria. e-mail: Zakay26@gmail.com

Ganiyu Akanbi Yusuf is a Ph.D student in the Department of Early Child and Primary, Kwara state University, Malete. E.mail: akanbiganiyu@gmail.com

Hadiza Usman Nuhu lectures in School of Continuing Education, Adamawa State Polytechnic, Yola. e-mail: Hadizanuhu19@gmail.com

Ibode, Rebecca Titilope is a lecturer in the Federal College of Forestry, Jericho Ibadan e-mail: praiseibode5@gmail.com

Imam B. T. lectures in the Department of Science Education, Faculty of Education, University of Ilorin, Ilorin, P.M.B. 1515, Ilorin, Nigeria. e.mail: lamidi.bt@unilorin.edu.ng

Issa Yaqub Ajeigbe lectures in the Department of Human Kinetics and Health Education, Faculty of Education, Kwara State University, Malete. e-mail: issa.ajeigbe@kwasu.edu.ng

Kudirat Atinuke Aluko works in the Department of Business Education, Kwara State College Of Education, Ilorin. e-mail : Hableem2015@Gmail.Com

Mary Moronfolu Oguntade teaches in the Department of Educational Foundations & Instructional Technology, Tai Solarin University of Education, Ijagun, Nigeria. maryfolu@gmail.com

Olufemi Abiodun Ajayi, presently works in the Department of Counselling Psychology and Educational Foundations, Tai Solarin University of Education, Ijagun, Nigeria. e-mail: ajayioa@tasued.edu.ng;

Oluwaseun Ruth Aderinto, is a postgraduate student of Childhood Education in the Department of Childhood Education, Tai Solarin University of Education, Ijagun, Nigeria

Owolola, O.O. is a lecturer in Federal College of Forestry, Ibadan, Oyo State, Nigeria

Rasheed Alaro Adewale Hamzat is currently a lecturer in the Department of Special Education, Kwara state University, Malete. e-mail: rasheed.hamzat@kwasu.edu.ng

Tunde-Francis A. O. is a lecturer in the Federal College of Forestry, Jericho Ibadan Federal College of Forestry, Jericho Ibadan

Umar Bobboi lectures in School of Continuing Education, Adamawa State Polytechnic, Yola

CONTENTS

1. Differential Effect of Test Preparatory Aid on Essa Achievement of Secondary School Students in Bi
Olufemi Abiodun Ajayi, Abiodun Adebowale Ojo & Mary Moronfolu Oguntade

2. Effect of Game-Based Learning on Academic Perf of Pupils in Numeracy in Ekiti Local Government
Rasheed Alaro Adewale Hamzat & Ganiyu Akanbi

3. Assessment of Health Status, Safety and Child-Fri of Pre-Primary Schools in Lagos State
Olufemi Abiodun Ajayi, & Oluwaseun Ruth Aderi

4. Implementation of Entrepreneurship Studies in Pr A Catalyst for Pupils' Creativity and Youth Emplo
Adeyemi Ayanyemi Ayanwole: Kudirat Atinuke Al & Akeem Akanmu Obalakun

5. Investigation of the Factors Influencing Career Ch Forestry at the Federal College of Forestry Ibadan
Appah, O.R., Tunde-Francis, A.A., Anifowose, T.O & Owolola, O.O.

6. Perceived Impact of Sport Tourism on Socio-Ecor of Host Community: A Case Study of Nigeria You University of Ilorin in 2019.
Issa Yaqub Ajeigbe & Abubakar Ndakotsu Mohan

7. The Role of Science Teachers in the Operationaliz Sustainable Development Goal 4 in Nigeria Seco
A. R. Ahmed; Z. A. Bello; B. T. Imam & A. A. Bello

8. Influence of Entrepreneurship Education on Entr among Students of Polytechnics in Adamawa Sta
Hadiza Usman Nuhu & Umar Bobboi

CONTENTS

1. Differential Effect of Test Preparatory Aid on Essay Item-Based Achievement of Secondary School Students in Biology
Olufemi Abiodun Ajayi, Abiodun Adebowale Ojo & Mary Moronfolu Oguntade 1

2. Effect of Game-Based Learning on Academic Performance of Pupils in Numeracy in Ekiti Local Government Area, Kwara State
Rasheed Alaro Adewale Hamzat & Ganiyu Akanbi Yusuf 13

3. Assessment of Health Status, Safety and Child-Friendly Environment of Pre-Primary Schools in Lagos State
Olufemi Abiodun Ajayi, & Oluwaseun Ruth Aderinto 26

4. Implementation of Entrepreneurship Studies in Primary School Curriculum: A Catalyst for Pupils' Creativity and Youth Employability in Lagos State
Adeyemi Ayanyemi Ayanwole; Kudirat Atinuke Aluko & Akeem Akanmu Obalakun 38

5. Investigation of the Factors Influencing Career Choice in Agriculture and Forestry at the Federal College of Forestry Ibadan, Oyo State
Appah, O.R., Tunde-Francis, A.A., Anifowose, T.O., Afolabi, A.A. &Owolola, O.O. 50

6. Perceived Impact of Sport Tourism on Socio-Economic Development of Host Community: A Case Study of Nigeria Youth Games Hosted by University of Ilorin in 2019.
Issa Yaqub Ajeigbe & Abubakar Ndakotsu Mohammed 60

7. The Role of Science Teachers in the Operationalization of Sustainable Development Goal 4 in Nigeria Secondary Schools.
A. R. Ahmed; Z. A. Bello; B. T. Imam & A. A. Bello 72

8. Influence of Entrepreneurship Education on Entrepreneurial Intention among Students of Polytechnics in Adamawa State
Hadiza Usman Nuhu & Umar Bobboi 85

9. Assessment of Management Strategies Used in Handling Aggressive Behaviours among Students with Attention Deficit Hyperactive Disorder in Inclusive Classrooms, in Ibadan Metropolis Nigeria 96
Adedayo Adesokan

10. Study Habit, Self-Concept and Attitude As Predictors of Students Achievement in Computer Science in Federal College of Forestry in Ibadan 105
Ibode, Rebecca Titilope, Tunde-Francis A. A., Afeye A. F. & Anifowose T. O.

GUIDELINES F

General Information

Manuscripts submitted to our journals must
authors should be indicated and the names of m
(please surname last). Provide the full affiliatio
affiliation (or postal address), city, country,
contributed to the article, details of the corresp
address is compulsory for the corresponding auth

Structure and Format of the Manuscript

Contributors to the Journals are to respect the avo
ramifications and ensure that:

(a) RESEARCH PAPERS are technically and
reported, with a clear contribution to knowle

(b) ESSAYS AND ISSUES PAPERS are analy
original ideas that can positively influenc
research and practice.

(c) The manuscript, which should include title, a
necessary, should be type written on A4 size
should not exceed 15 pages. The main text usu
sections, organised by Introduction, Meth
Conclusion and Recommendation if any.

(d) Papers which should be written on only on
triplicate with a soft copy.

(e) Author(s) should strictly follow APA format 6
been drawn to a few of the areas here.

Paper Title

An acceptable title should be brief, specific and informa
than 23 words.

GUIDELINES FOR AUTHORS

General Information

Manuscripts submitted to our journals must be written in English. Full name of all authors should be indicated and the names of multiple authors are separated by a comma (please surname last). Provide the full affiliation for each author including institutional affiliation (or postal address), city, country, e-mail, etc. If multiple authors have contributed to the article, details of the corresponding author should be clear. Email address is compulsory for the corresponding author.

Structure and Format of the Manuscript

Contributors to the Journals are to respect the avowed principle of QUALITY in all its ramifications and ensure that:

(a) RESEARCH PAPERS are technically and faultlessly designed, executed and reported, with a clear contribution to knowledge.

(b) ESSAYS AND ISSUES PAPERS are analytically sound, presenting solid and original ideas that can positively influence change in educational thought, research and practice.

(c) The manuscript, which should include title, abstract, text, tables, figures, where necessary, should be type written on A4 size paper, with double-spacing and should not exceed 15 pages. The main text usually can be divided into separated sections, organised by Introduction, Methodology, Results, Discussion, Conclusion and Recommendation if any.

(d) Papers which should be written on only one side should be submitted in triplicate with a soft copy.

(e) Author(s) should strictly follow APA format 6th Edition (2010). Attention has been drawn to a few of the areas here.

Paper Title

An acceptable title should be brief, specific and informative, and should not be more than 23 words.

GUIDELINES FOR AUTHORS

General Information

Manuscripts submitted to our journals must be written in English. Full name of all authors should be indicated and the names of multiple authors are separated by a comma (please surname last). Provide the full affiliation for each author including institutional affiliation (or postal address), city, country, e-mail, etc. If multiple authors have contributed to the article, details of the corresponding author should be clear. Email address is compulsory for the corresponding author.

Structure and Format of the Manuscript

Contributors to the Journals are to respect the avowed principle of QUALITY in all its ramifications and ensure that:

(a) RESEARCH PAPERS are technically and faultlessly designed, executed and reported, with a clear contribution to knowledge.

(b) ESSAYS AND ISSUES PAPERS are analytically sound, presenting solid and original ideas that can positively influence change in educational thought, research and practice.

(c) The manuscript, which should include title, abstract, text, tables, figures, where necessary, should be type written on A4 size paper, with double-spacing and should not exceed 15 pages. The main text usually can be divided into separated sections, organised by Introduction, Methodology, Results, Discussion, Conclusion and Recommendation if any.

(d) Papers which should be written on only one side should be submitted in triplicate with a soft copy.

(e) Author(s) should strictly follow APA format 6th Edition (2010). Attention has been drawn to a few of the areas here.

Paper Title

An acceptable title should be brief, specific and informative. and should not be more than 23 words.

Assessment of Management Strategies Used in Handling Aggressive Behaviours among Students with Attention Deficit Hyperactive Disorder in Inclusive Classrooms, in Ibadan Metropolis Nigeria

Adedayo Adesokan
Special Education Department, Faculty of Education
Kwara State University Malete Nigeria
Email: adedayo.adesokan@kwasu.edu.ng ; duduskydayo1@yhaoo.com

Submitted: 15 August 2020 **Revised: 17 March 2021** **Accepted: 29 August 2021**

Abstract

Students with attention deficit hyperactive disorder (ADHD) are those who exhibit inattention, hyperactivity and impulsivity that interferes with their behaviour; have problems in self-regulation, inappropriate behaviour and poor socialization. These attributes of ADHD students do lead to aggressive behaviours in the classroom and need management strategies to handle them. This study, therefore, examined management strategies used by teachers in handling aggressive behaviours among students with attention deficit hyperactive disorder (ADHD) in inclusive classrooms in Ibadan Metropolis Nigeria. Survey research type was used. The respondents were 121 teachers purposefully. Management Strategies for Aggressive Behaviour Questionnaire (r = 0.81) was used for data collection. One research question and one hypothesis tested at 0.05 significant levels were raised. Frequency, percentage, mean and t-test were used for data analysis. The study revealed that all the items in the questionnaire are the management methods were used by the teacher. Mutual apology, reconciling, peacemaking whenever there is aggressive behaviour (3.5), dialogue and encouragement (3.5); changing sitting position (3.5) top the ranking. The result also revealed no significant different between the management strategies used by male and female teachers in handling aggressive behaviour among students with attention deficit hyperactive disorder in an inclusive classroom, Ibadan Metropolis Nigeria (P>0.05). Mutual apology, reconciling, peacemaking whenever aggressive behaviour is displayed, dialogue and encouragement; changing sitting position among others were used to handle aggressive behaviours among students with ADHD. Therefore, teachers should devise strategies and use combination of two or more management strategies available to ensure that aggressive behaviour among students with ADHD in inclusive classrooms will be reduced

Keywords: Attention deficit hyperactive disorder, Aggressive behaviours, Management strategies

Introduction

Inclusive Education is one of the trends in the field of Special Education in which all the stakeholders in the in the field throughout the world have key into it. Nigeria Ministry of Education embraces inclusive education in all classrooms. Inclusive education refers to educating students with disabilities alongside those without disabilities in an effort to blend them together both in academic and social aspect. Inclusive education occurs when all students, regardless of any challenge they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to succeed in the core curriculum in an inclusive classroom. There are numerous students found in inclusive classrooms, among them are students with attention deficit hyperactive disorder (Bui, Quirk, Almazan, & Valenti (2010); Alquraini & Gut, 2012).

Students with attention deficit hyperactive disorder are those students having problems in self-regulation of effect motivation and arousal. These students show a lower motivation effort capacity and reward discounting. They also struggle with lower self-esteem, troubled relationship and poor performance in school and this can hinder social interaction. Students with attention deficit hyperactive disorder (ADHD) also have trouble sustaining attention in the classroom. They are overly active and impulsively. They may act aggressively (they display aggressive behaviour on other students), angry, display defiant behaviour because of the nature of their disabilities.

The term aggressive behaviour in an inclusive classroom has been defined by experts in the field of education and educational psychology in numerous ways: Wood, Wood and Boyd (2005) defined aggressive behaviour as the intentional infliction of physical or psychological harm on others. Doweny, Irwin, Ramsay and Ayduk (2004) opined that aggressive behaviour occurs when one feels that he or she is being threatened by others and it is common among students who feel that they are being rejected by others. Experiences have shown that aggressive behaviour among students with attention deficit hyperactive disorder takes different forms ranging from quarrelling, bullying, destruction of peers and school properties, insubordination, revolution among others. Eziyi & Odoemelam (2005) revealed that aggressive behavior is one of the most frustrating issues parents and teachers face in general and inclusive classroom, and is normal in young children who do not yet understand that it is wrong and more importantly why it is wrong. In order to cope with this kind of behaviour, teachers tend to use different management strategies in handling aggressive behaviour among students with attention deficit hyperactive disorder in inclusive classrooms. The research findings of Ergün, (2014); Ohan, Cormier, Hepp, Visser, & Strain, (2008) suggested that teachers' use more negative and disciplinary consequences, such as referral, removal from class, manual labor, and corporal punishment with ADHD behaviors than other methods.

Kaufman & Brigham (2009) reported that teachers use punitive strategies in handling aggressive behaviour in the general classroom as well as in inclusive

classroom. The use of these punitive strategies for shaping aggressive behaviours among students with ADHD behaviours leads to increased frequency and intensity of the negative behaviours, students resistance and disengagement, truancy and chronically impaired externalizing and internalizing behaviours (Sullivan et al., 2014; Zyngier, 2007). Carlson, Pritchard, and Dominelli, (2013) who stated that given the inherent externalizing and internalizing behaviours in ADHD conditions, an ADHD student with hyperactivity and impulsivity type is prone to low punishment sensitivity. Such student may fail to respond to environmental cues appropriately, and therefore, becomes vulnerable to continuous punishment.

Tadele (2019) reported that teachers used various methods in managing aggressive behaviour among students with ADHD which includes both positive and negative reinforcements. Among others, advising was used by almost all teachers in conjunction with handing over the aggressor to disciplinary committee and taking the necessary measures in accordance with the regulation of the disciplinary committee. This implies that most teachers and principals practice positive reinforcement mechanisms more frequently to shape the behaviour of the students, Szyndrowski, 2005; Vasquez, Denson, Pederson, Stenstorm and Miller (2003); and Meral (2017) examined strategies used as timely intervention methods used, managing aggression in classroom. Their study results revealed that teachers used methods such as encouraging mutual apology, reconciling, and peacemaking.

Türnüklü and İlleez (2006) analyzed the strategies used by teachers to resolve disputes and manage aggressive behaviour among students in the classroom, they found that talking, sharing their own experiences and giving advises are preferred strategies used to manage aggressive behaviour in the classroom. In another study, Denizel Güven and Cevher (2005) determined preschool teachers' class management skills and analyzed their relation with various factors. It was discovered that even though the average of class management skills increases in parallel with the increase in years of professional life, there were no significant difference between groups. In a study conducted by Sadık (2004) to determine problem behaviors in preschool classes and the methods teachers used to deal with such behaviours and concluded that teachers' methods vary depending on their experiences. On the other hand, in their study to determine teacher attributes in terms of class management Yeşilyurt and Çankaya (2008) result revealed significant difference in their class management attributes according to professional experience factor. Undesirable behaviour (aggressive behaviour) of students in an inclusive classroom are noted to be obstacles for teachers to handle. Thus, it is expected that teachers use various classroom management strategies in reducing or managing undesirable behaviour (aggressive behaviour) in an inclusive classroom. On this note the present study tries to examine management strategies used by teachers in managing aggressive behaviour among students with attention deficit hyperactive disorder in an inclusive classroom in Ibadan metropolis, Nigeria.

Statement of the problem

Students with attention deficit hyperactive disorders are among those that can be found in inclusive classroom. They exhibit numerous behavioural problems such as aggressive behaviour. Experience has shown that aggressive behaviour exhibited by students with attention deficit hyperactive disorder has negative influence on teaching and learning in inclusive classrooms. This has been a thing of concern to teachers and other stakeholders in education. Teachers and other students without attention deficit hyperactive disorder may find it difficult to cope with aggressive behaviour displayed by students with attention deficit hyperactive disorder. Teachers tend to use various classroom management strategies to cope with them. Literature reviewed show that many researchers conducted studies on strategies used in preventing aggressive behavior among general students not on student with attention deficit hyperactivity disorder. Therefore, the study investigated management strategies used in handling aggressive behaviour among students with attention deficit hyperactive disorder in inclusive classrooms, Ibadan metropolis Nigeria. Based on the stated problem, this research question and hypothesis guided the study.

1. What are the management strategies used by teachers in managing aggressive behaviour among students with attention deficit hyperactive disorder in inclusive classrooms, Ibadan metropolis Nigeria?

2. There is no significant difference between management strategies used by male and female teachers in managing aggressive behaviour among students with attention deficit hyperactive disorder in inclusive classrooms, Ibadan metropolis Nigeria.

Methodology

A non-experimental design of survey research type was adopted for the study. One hundred and twenty one teachers teaching in an inclusive classroom were purposively selected from all the primary four classrooms in public schools in Ibadan Metropolis Nigeria. Management strategy for aggressive behaviour questionnaire (MSABQ) was the instruments used for the study. MSABQ was constructed by the researcher and it contains section A and section B. Section A measures the demographic profile of respondents while Section B contains 10 items with response choices of 4-point likert scale: Very Much Like Me (VMLM), Like Me (LM), Unliike Me (UM) and Very Much Unlike Me (VMUM). It was validated using Cronbatch Alpha and a reliability co-efficient of 0.81 was obtained. The researcher then administered the questionnaires and collected them back on the spot. The data gathered were analysed using frequency, percentage, mean and standard deviation for the research question while the hypothesis was analysed using t-test.

Results

Research Question: What are the management strategies used by teachers in handling aggressive behaviours among students with attention deficit hyperactive disorder in inclusive classrooms, Ibadan metropolis Nigeria?

Table 1: The management strategies used by teachers in handling aggressive behaviour among students with ADHD in inclusive classrooms, Ibadan metropolis Nigeria.

S/N	ITEM	VMLM	UM	VMUM	MEAN	RANK
1	I always encour age mutual apology, reconciling, peacemaking whenever aggressive behaviour is display by students with ADHD	107(88)	4(3)	10(9)	3.5	1ST
2	I prefer using punishment when students with ADHD display aggressive behaviour in an inclusive classroom	75(62)	20(17)	26(21)	2.7	10TH
3	I always use dialogue" and encouragi ng to place oneself in someone else's position when display aggressive behaviour	117(97)	4(3)		3.5	1ST
4	I use positive reinforcement to handle aggressive behaviour among pupils with ADHD	105(81)	14(17)	2(2)	3.3	6TH
5	I do asking for support from Psychological Counseling and Guidance Specialist	85(70)	18(15)	18(15)	2.9	9TH
6	I prefer letting school management handle the case	105(87)	10(8)	6(5)	3.3	6TH
7	Changing students with ADHD who exhibited aggressive behaviour sitting position	110(91)	11(9)	-	3.5	1ST
8	I always use negative reinforcement handle aggressive behaviour among pupils with ADHD	106(88)	15(12)	-	3.4	4TH
9	I prefer calling the parents for prompt intervention	50(87)	12(10)	4(3)	3.2	8TH
10	I prefer telling the management to change the students class	111(92)	10(8.3)	-	3.4	4TH

Note: The figures in parentheses are in percentages

Table 1 shows the management strategies used by aggressive behaviour among students with attention deficit inclusive classrooms, Ibadan metropolis Nigeria. The Table teachers (97%) used of dialogue" and encouraging to place o position when display aggressive behaviour; followed by those telling the management to change the students class (92%); ADHD who exhibited aggressive behaviour sitting position reconciling, peacemaking whenever aggressive behaviour is ADHD (88% each). Others include followed by calling intervention (87%); use positive reinforcement to handle ag pupils with ADHD(87%); letting school management handle support from Psychological Counseling and Guidance Speci punishment when students with ADHD display aggressive classroom punishment(62%). This shows that all the i strategies used by teachers in managing aggressive beha attention deficit hyperactive disorder in inclusive clas Nigeria but by ranking mutual apology, reconcilin aggressive behaviour, dialogue and encouragement; c students with ADHD top the ranking

H_o1: There is no significant difference between manage and female teachers in handling aggressive behaviour a deficit hyperactive disorder in inclusive classrooms, Ibad

Table 2: Summary of t-test result based on Gender

	Gender	N	Mean	Std. Deviation	T
Management Strategies Used	Male	53	27.62	4.65	
	Female	68	26.54	4.55	

Table 2 shows the summary of t test result o male and female teachers in handling aggressive attention deficit hyperactive disorder in inclusive Nigeria. It was revealed that the male teachers had m 4.65 while the female teachers had mean 26.54 and 1.28, degree of freedom (df) 119 and significant leve there was no significant difference between the m and female teachers in handling aggressive behav deficit hyperactive disorder in inclusive classrooms Therefore, the null hypothesis was not rejected.

Table 1 shows the management strategies used by teachers in handling aggressive behaviour among students with attention deficit hyperactive disorder in inclusive classrooms, Ibadan metropolis Nigeria. The Table reveals majority of the teachers (97%) used of dialogue" and encouraging to place oneself in someone else's position when display aggressive behaviour; followed by those who said that they prefer telling the management to change the students class (92%); changing students with ADHD who exhibited aggressive behaviour sitting position (91%); mutual apology, reconciling, peacemaking whenever aggressive behaviour is display by the pupil with ADHD (88% each). Others include followed by calling the parents for prompt intervention (87%); use positive reinforcement to handle aggressive behaviour among pupils with ADHD(87%); letting school management handle the case (87%);asking for support from Psychological Counseling and Guidance Specialist (70%)and use of using punishment when students with ADHD display aggressive behaviour in an inclusive classroom punishment(62%). This shows that all the items are the management strategies used by teachers in managing aggressive behaviour among students with attention deficit hyperactive disorder in inclusive classrooms, Ibadan metropolis Nigeria but by ranking mutual apology, reconciling, peacemaking whenever aggressive behaviour, dialogue and encouragement; changing sitting position of students with ADHD top the ranking

H_o1: There is no significant difference between management strategies used by male and female teachers in handling aggressive behaviour among students with attention deficit hyperactive disorder in inclusive classrooms, Ibadan metropolis Nigeria.

Table 2: Summary of t-test result based on Gender

	Gender	N	Mean	Std. Deviation	T cal	df	Sig	Decision
Management Strategies Used	Male	53	27.62	4.65	1.28	119	0.20	Not Sig
	Female	68	26.54	4.55				

Table 2 shows the summary of t test result on management strategies used by male and female teachers in handling aggressive behaviours among students with attention deficit hyperactive disorder in inclusive classrooms, Ibadan metropolis Nigeria. It was revealed that the male teachers had mean 27.62 and standard deviation 4.65 while the female teachers had mean 26.54 and standard deviation 4.55, t.cal was 1.28, degree of freedom (df) 119 and significant level of 0.20 (P>0.05). This implies that there was no significant difference between the management strategies used by male and female teachers in handling aggressive behaviour among students with attention deficit hyperactive disorder in inclusive classrooms, Ibadan metropolis Nigeria. Therefore, the null hypothesis was not rejected.

West African Journal of Education (WAJE)
E-ISSN: 2814 - 306X
Vol. XLI, 2021: Pages 96-104

Discussion

The study revealed that all the items in the questionnaire are the management strategies used in handling aggressive behaviour among students with attention deficit hyperactive disorder in inclusive classrooms which include mutual apology, reconciling, peacemaking whenever aggressive behaviour, dialogue and encouragement; changing sitting position of students with ADHD, positive and negative reinforcement among others. The reason for this could be that teachers have adequate knowledge about pupils with ADHD. This means that teachers had been using various management strategies in handling students with ADHD. This finding appears to be in-line with Meral (2017) whose study revealed that encouraging mutual apology, reconciling and peacemaking is a management strategy used in handling/managing aggressive behaviour among pupils with ADHD in inclusive classrooms. Furthermore, the result from this study collaborates that of Tadele (2019) who reported that positive and negative reinforcement are used to manage aggressive behaviour among students with ADHD. Kaufman and Brigham (2009); Sullivan et al (2014), and Zingier (2007) found out that punishment is one of the management strategies used by teachers in handling/managing aggressive behaviour among students with ADHD in inclusive classrooms

The second finding of the study was that there is no significant difference between management strategies used by male and female teachers in handling aggressive behaviour among students with attention deficit hyperactive disorder in inclusive classrooms, Ibadan metropolis Nigeria. This could be that both male and female teachers had been exposed to various ways of handling pupils with ADHD. This finding is not in line with the findings of Yesilyurt and Cankay (2008) who found out that there was a significant difference in the class management used by teachers in managing aggressive behaviour among students with ADHD but Sadick (2004) reported that teachers' method of managing aggressive behaviour vary depending in their experience.

Conclusion and Recommendations

In conclusion, management strategies are critical in reducing and managing aggressive behaviour among students with ADHD. Based on the findings of the study, it was recommended that teachers should devise strategies and use combination of two or more management strategies available to ensure that aggressive behaviour among students with ADHD in inclusive classrooms will be reduced.

References

Bui, X., Quirk, C., Almazan, S., & Valenti, M. (2010). Inclusive education research & practice. Maryland Coalition for Inclusive Education.

Carlson SR, Pritchard AA, & Dominelli RM (2013). Externalizing behaviour, the UPPS-P Impulsive Behavior scale and Reward and Punishment Sensitivity. *Personality & Individual Differences*, 54(2), 202–207. doi: 10.1016/j.paid.2012.08.039

Denizel G. E. and Cevher. F. N. (2005). The level of preschool teachers' classroom management skills and its relations with different variables, *Journal of Pamukkale University Education Faculty*, Vol. 2, No. 18, 1-22.

Downey, G., Irwin, L., Ramsay, M., & Ayduk, O. (2004). Rejection sensitivity and girls' aggression. In M. M. Moretti, C. L. Odgers, & M. A. Jackson (Eds.), Perspectives in law & psychology. Girls and aggression: Contributing factors and intervention principles (p. 7–25). Kluwer Academic/Plenum Publishers. https://doi.org/10.1007/978-1-4419-8985-7_2

Ergün, M. (2014). Analyzing disciplinary punishments in high schools in terms of different variables in Turkish education system. *International Online Journal of Educational Sciences*, 6(1). doi:10.15345/iojes.2014.01.007

Eziyi N. Odoemelam A (2005). Effects of self-control and aversive training therapies in the reduction of aggressive behaviour among secondary school students. *Journal of Counseling and Communication* 3(2): 248-260.

Kauffman, J. M., & Brigham, F. J. (2009). *Working with troubled children*. Verona, WI: Full Court Press.

Meral, T. D (2017). Early childhood education teachers' strategies use in order to prevent aggressive behaviors in classes: The Case of Turkey. *Universal Journal of Educational Research 5(7): 1127-1136*

Ohan, J. L., Cormier, N., Hepp, S. L., Visser, T. A. W., & Strain, M. C. (2008). Does knowledge about attention deficit hyperactivity Disorder impact teachers' reported behaviors and perceptions? *School Psychology Quarterly, 23*, 436–449.

Sadıck. F (2004) Behavior problems observed in pre-school classes and methods used by the teachers to take care of these behaviors, *Eurasian Journal of Educational Research, Vol. 13, 88-97,*

Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish them or engage them? Teachers' views of unproductive student behaviors in the classroom. *Australian Journal of Teacher Education*, *39*(6), 4. http://dx.doi.org/10.14221/ajte.2014v39n6.6

Szyndrowski, D. 2005. The impact of domestic violence on adolescent aggression in the schools.

Preventing School Failure, 44(1):9-12.

Tadele, F. (2019). Aggressive Behaviour in Secondary Schools of Mesken Woreda: Types, Magnitude and Associated Factors. Psychology and Behaviour International Journal, ISSN 2474-7688, pp 001-008

Türnüklü, A and İlleez. M (2006) Examination of teachers' conflict resolution strategies and tactics from the perspective of social constructivism. *Eurasian Journal of Educational Research, Vol. 6, no. 22, 221–232,* .

UBE, (2008). The State of the UBE Program. *UBE Manual.* Federal Ministry of Education Publication.

Vasquez, E. A, Denson T. F, Pedersen W. C, Stenstorm, D.M, and Miller N (2003). The modelling effect of trigger intensity on triggered displaced aggression. *Journal of Experimental Social Psychology* 4(1): 61-67.

Wood, S.E., Wood, E.G., Boyd, D. (2005). The world of psychology. Pearson Education, Inc: New York.

Yeşilyurt, E. and Çankaya. I (2008) Determining teachers' qualities in the aspect of classroom management. *Electronic Journal of Social Sciences, Vol. 7, No. 23, 274-295, 2008.*

Zyngier, D. (2007). Listening to teachers–listening to students: substantive conversations about resistance, empowerment and engagement. *Teachers and Teaching: Theory and Practice,* 13(4), 327-347. http://dx.doi.org/10.1080/13540600701391903