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## Teachers' Knowledge and Use of Multiple Disciplinary Measures in Curbing Pupils' Antisocial Behaviour

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### ABSTRACT

The study aims to investigate teachers' understanding of disciplinary strategies and their effectiveness in addressing antisocial behavior among students. The research methodology employed a descriptive survey design, and data were collected through questionnaires administered to teachers in private and public schools. The results indicate that teachers' knowledge of multiple disciplinary measures is low, highlighting the need for comprehensive training and professional development programs in behavior management. The study also found a significant difference in teachers' knowledge based on their qualifications, emphasizing the importance of advanced degrees and specialized training. Furthermore, years of experience were found to influence teachers' knowledge, with more experienced teachers demonstrating a higher level of proficiency in implementing disciplinary measures. Based on these findings, the study recommends the provision of training programs and professional development opportunities that specifically address behavior management strategies. Educational institutions should prioritize ongoing training and encourage experienced teachers to mentor their less experienced colleagues. Revising teacher qualification standards to include behavior management requirements is also suggested. Overall, this study contributes to the understanding of teachers' knowledge and practices in addressing antisocial behavior.

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## 1. INTRODUCTION

Bullying, stealing, fighting, and violation of rules and regulations in schools, communities, and societies have caught the attention of researchers due to the rapid increase in antisocial behavior. Antisocial behaviors are unacceptable because everyone has the right to live and learn in an environment free from such behaviors. Antisocial behavior can disrupt and damage the quality of life for individuals, communities, and schools as a whole. It can also instill fear in the victims, making them reluctant to attend school or leave their homes.

Furthermore, according to [Kimberly and Jacob \(2002\)](#), antisocial behavior is defined as any act that causes physical or psychological harm to others or their property. Examples of antisocial behavior include lying, stealing, assaulting others, and engaging in sexually promiscuous behavior. Such behavior may also violate legal codes and often stems from disturbances in thoughts and emotions. Antisocial behavior as destructive acts characterized by overt hostility and intentional aggression towards others, which can be influenced by high-risk factors within the family setting ([Herdian & Maryanti, 2023](#)).

According to [Nwankwo \(2017\)](#), antisocial behavior can manifest in covert or overt ways of responding, and it can occur at different stages of life, not just during adolescence. When behaviors like fighting, bullying, stealing, and exam malpractice become recurrent, they can be considered as exhibiting antisocial behavior. Disruptive behavior in the classroom poses a serious problem for both regular and special education teachers. Although there is no precise description of antisocial behavior, it encompasses various misbehaviors such as climbing on furniture, grabbing classmates' belongings, making obscene noises or gestures, and running through hallways. These behaviors not only disrupt the educational activities in the classroom but also demand a significant amount of teachers' time and attention.

[Sanders \(2014\)](#) defines antisocial behavior as actions that harm or show a lack of consideration for the well-being of oneself and others. Such behavior infringes upon the rights of others and can have detrimental effects on individuals and the social and physical environment. It can cause hurt, harm, and unfavorable effects on someone's well-being.

Discipline is a universal component of socialization strategies used by teachers and parents in all cultures to teach children the values and norms of their environment. [Goodman \(2017\)](#) describes discipline as the prescription of societal expectations regarding certain characteristics individuals are expected to possess and certain things they must avoid to function adequately as members of their society. Disciplinary practices are behavioral models employed by parents and teachers to prevent, support, or correct children's behavior. Disciplinary practices can be categorized as love-withdrawal, inductive, or power-assertive.

Disciplinary measures apply not only to students but also to teachers. It can involve written warnings, reprimands, suspensions, dismissals, or non-renewals. Over the years, discipline has often been associated with punishment, particularly corporal punishment. However, punishment and discipline are not synonymous. Discipline, as a socialization strategy, aims to teach children the values and normative behaviors of their society. Disciplinary practices involve various methods parents and caregivers use to prevent, support, or correct their children's behavior.

The experiences of teachers in the classroom are shaped not only by their personal lives but also by their emotional and social capacities. According to the [Bar-On \(2010\)](#) model of emotional-social intelligence, individuals' effectiveness in understanding and expressing themselves, relating with others, and coping with daily demands depends on their emotional and social competencies. Managing disciplinary issues in the classroom requires teachers to

apply their emotional-social intelligence to establish effective relationships with students and understand their needs.

Multiple disciplinary measures involve the involvement of two or more separate disciplines or professions, with each holding licensure in at least two disciplines. This study focuses on three types of discipline: preventive discipline, supportive discipline, and corrective discipline. Preventive discipline aims to prevent misbehavior by actively engaging children and creating platforms that promote desirable behaviors. Supportive discipline focuses on reinforcing good behaviors and addressing bad behaviors without causing verbal or physical harm to the child. Corrective discipline, also known as power assertion, aims to correct misbehavior through coercion, threats, or reprimands.

For instance, researchers have found that corrective discipline can mitigate the effects of peer group affiliation on girls' alcohol use but not among boys. However, corrective disciplinary behaviors may inadvertently reinforce adolescent conduct problems, especially when parents back down after the adolescent responds negatively to a request. Higher levels of corrective discipline have been associated with more behavior problems, depression, anxiety, and delinquent acts in adolescents. Coercive discipline, in particular, is linked to emotional and behavioral problems in children.

A qualified teacher is defined as someone who holds a teaching certificate, possesses at least a bachelor's degree, and is licensed by the state. Teachers' certification, such as through the Teachers Registration Council of Nigeria (TRCN), plays a crucial role in ensuring their qualifications. A certified teacher is responsible for planning and delivering lessons effectively to achieve educational objectives (Nafsi & Maryanti, 2022). Quality education cannot be achieved without competent and qualified teachers who possess the necessary knowledge and skills in education. These teachers contribute to the social, cultural, and economic development of their country while understanding students' attitudes and helping them reach their intellectual and social potential.

Every society establishes norms to determine acceptable behavior. Any behavior that deviates from these norms is considered antisocial. Scholars distinguish between covert and overt antisocial behaviors. Antisocial behaviors as disruptive acts characterized by both covert and overt hostility and intentional aggression towards others (Estrellan & Loja, 2021). These behaviors exist on a continuum of severity and can include repeated violations of social rules, defiance of authority, deceitfulness, theft, and disregard for the well-being of oneself and others. Antisocial behavior can be observed in children as young as three or four years old. If left unaddressed, these patterns of coercive behavior can persist and worsen over time, developing into chronic behavioral disorders.

Overt antisocial behavior involves aggressive actions directed at siblings, peers, parents, teachers, or other adults, such as verbal abuse, bullying, and physical violence (Estrellan & Loja, 2021). On the other hand, covert antisocial behavior involves aggressive actions directed at property, such as theft, vandalism, and arson. In early childhood, covert antisocial behaviors may include noncompliance, sneaking, lying, or secretly damaging another person's belongings. Antisocial behavior also encompasses drug and alcohol abuse, as well as engaging in high-risk activities that endanger oneself and others. When individuals struggle to conform to the norms and standards of their social environment, such behavior is considered antisocial (Kay, 2012). People who display these behaviors may appear charming but often harm others without remorse.

Family-related factors can contribute to the development of antisocial behavior. Meyer (1995) found that specific parenting practices are strongly correlated with antisocial behaviors in early childhood and can predict more severe forms of antisocial behavior in

adolescence. A coercive or punitive cycle of interaction can occur within the home when a child makes demands on a parent who lacks effective parenting skills. Additionally, family-related causes of antisocial behavior can include poor parental discipline and supervision, family conflicts, a family history of problem behavior, and parental attitudes that condone problem behavior (see <https://www.southholland.gov.uk/article/269/Causes-of-Antisocial-Behaviour>). The social and home environment can play a significant role in shaping antisocial behavior. For instance, troubled children often have parents who exhibit high levels of antisocial behavior themselves. Broken homes, characterized by divorce, separation, or the absence of a parent, may lack proper supervision and motivation to monitor children's behavior. Parents who are involved tend to set rules, monitor their child's activities, and guide them away from negative influences. Conversely, children in large families may receive less individual attention, which can impact their level of supervision and guidance (Musayaroh, 2022).

The influence of peers on a child's behavior should not be underestimated, as it can be both positive and negative. Involvement with deviant peers can accelerate the development of antisocial behaviors (Meyer, 1995). Antisocial children tend to choose similar peers as playmates, and this association often begins during the primary school years when peer acceptance and the need for belonging become important. Aggressive children are more likely to be rejected by their peers, leading them to form bonds with other social outcasts. These relationships can reinforce and reward aggression, further fueling antisocial behavior (see <https://www.healthofchildren.com/A/Antisocial-Behavior.htm>). When adolescents engage in behaviors that deviate from societal norms and values, it can lead to a path of delinquency or involvement in criminal activities.

Antisocial behavior, also known as conduct disorder or delinquency, refers to crimes committed by individuals below the age of eighteen, involving the violation of existing social norms and values (Wachikwu & Ibegbunam, 2012). Mayer (2001) defines it as the recurrent violation of socially prescribed patterns of behavior, including aggression, vandalism, rule infractions, defiance of authority, and violation of social norms. Hanrahan (2006) similarly describes antisocial behavior as disruptive acts characterized by both covert and overt hostility and intentional aggression towards others. It encompasses an overall failure to conform to the social norms and standards necessary for peaceful coexistence within a society. Lahey (2003) observes that individuals with antisocial personalities have a low tolerance for frustration, act impulsively, easily lie, and often engage in negative behaviors from childhood, such as fighting, lying, cheating, stealing, and truancy.

In summary, antisocial behaviors such as bullying, stealing, and fighting have become a pressing issue in schools, communities, and societies. They disrupt the quality of life for individuals, harm communities, and create fear among victims. Discipline is a universal socialization strategy used by parents and teachers to teach children the values and norms of their society. Disciplinary practices involve preventive, supportive, and corrective measures. Teachers' experiences in managing discipline require emotional-social intelligence. Qualified teachers play a vital role in providing quality education, and their certification ensures their competence in teaching and learning.

In educational settings, the issue of students displaying antisocial behavior poses a significant challenge for teachers. Antisocial behavior encompasses a range of disruptive actions that violate social norms and negatively impact the classroom environment. Teachers often face difficulties in effectively managing and curbing such behavior, requiring them to employ various disciplinary measures. However, limited research has been conducted on teachers' knowledge and utilization of multiple disciplinary measures to address pupils'

antisocial behavior. The purpose of this study is to investigate teachers' understanding and application of multiple disciplinary measures in addressing and reducing pupils' antisocial behavior. The study aims to explore the extent to which teachers are knowledgeable about different disciplinary strategies and their effectiveness in curbing antisocial behavior among students. Additionally, the study will examine the frequency and combination of disciplinary measures employed by teachers in response to antisocial behavior. Understanding teachers' perspectives and practices in managing antisocial behavior is crucial for developing effective intervention strategies and promoting a positive classroom environment. By identifying the gaps in teachers' knowledge and use of disciplinary measures, this study will contribute to the existing literature and provide valuable insights for teacher training programs and professional development initiatives. Ultimately, the findings will support the development of evidence-based approaches to address and mitigate pupils' antisocial behavior, leading to improved classroom management and enhanced educational outcomes.

This research question guided the study: What is the knowledge of teachers on multiple Disciplinary measures in curbing pupils' antisocial behaviors?

Hypotheses are the following:

- (i) Ho1 There is no significant difference in the teachers' knowledge of using multiple disciplinary measures in curbing pupils' antisocial behavior based on Qualifications.
- (ii) Ho2 There is no significant difference in teachers' knowledge of the use of multiple disciplinary measures in curbing pupils' antisocial behavior based on Years of Experience.

## 2. METHODS

In this study, a descriptive survey research design was adopted to investigate teachers' knowledge and use of multiple disciplinary measures in curbing pupils' antisocial behavior. The descriptive survey method allowed the researcher to pose a series of questions to willing participants, summarize their responses using percentages, frequency counts, or more rigorous statistics, and draw inferences about the population based on the sample responses. The population for this study consisted of all private and public preschool teachers in Ilorin East Local Government Area of Kwara State. There was a total of 327 private and public schools in Ilorin West Local Government Area, with 67 being public schools and 266 being private schools, according to the Kwara State Schools Census Report for 2018/2019.

A simple random sampling technique was adopted to provide every school in the sample with an equal opportunity to be selected for the study. A total of 20 public schools and 18 private schools were randomly selected in the Ilorin West Area of Kwara State, making a total of 120 schools selected for the study. The researcher used a research advisor to determine sample size and 322 teachers were randomly selected across 120 schools selected.

Two research instruments were developed for data collection: a Test for Teachers' Knowledge of Multiple Disciplinary Measures in Curbing Pupils' Antisocial Behavior (TTKMDM) and a Rating Scale for Use of Multiple Disciplinary Measures in Curbing Pupils' Antisocial Behavior (RSUMDM). The test aimed to obtain data on teachers' knowledge, while the rating scale aimed to assess the use of multiple disciplinary measures in curbing pupils' antisocial behavior in the Ilorin West Local Government Area.

The data were analyzed using descriptive statistics such as frequency counts and percentages for demographic data and research questions. In addition, inferential statistics, specifically the t-test, were employed to test the hypotheses at a significance level of 0.05.

### 3. RESULTS AND DISCUSSION

The demographic profile of the respondents was presented using frequency counts, means, and percentages. Inferential statistics of independent t-test and Analysis of Variance (ANOVA) were adopted to analyze the research hypotheses generated at 0.05 at the level of significance.

**Table 1** shows the gender respondents on knowledge of teachers on multiple Disciplinary measures in curbing pupils' antisocial behaviors. One hundred and fifty-four (154) of the respondents representing (46.2%) were male while one hundred and seventy-nine (178) of the respondents representing 53.8% were female. From the analysis above, it was indicated that female respondents were found to be more in number than male respondents. Thus, because of the above result, female respondents' responses prevailed on the knowledge of teachers on multiple Disciplinary measures in curbing pupils' antisocial behaviors

**Table 1.** Showing the gender respondents on knowledge of teachers on multiple Disciplinary measures in curbing pupils' antisocial behaviors.

Gender	Frequency	Percentage (%)
Male	154	46.2
Female	178	53.8
Total	332	100

#### 3.1. Research Question: What is the knowledge of teachers on multiple Disciplinary measures in curbing pupils' antisocial behaviors?

**Table 2** shows the responses of the respondents on the knowledge of teachers on multiple Disciplinary measures in curbing pupils' antisocial behaviors. It was indicated that the following items were low: I will flog my pupils (Mean=1.49), I punish my pupils (Mean=1.39), I expel my pupils (Mean=1.44), I bully my pupils (Mean=1.45), I ground my pupils (Mean=1.41), and I physically abuse my pupils (Mean=1.38). While I will suspend my pupils (Mean=1.56), I beat my pupils (Mean=1.55), I use abusive words on my pupils (Mean=1.59), and I use nonverbal words on my pupils (Mean=1.56). In light of the above results, it was indicated that the knowledge of teachers on multiple Disciplinary measures in curbing pupils' antisocial behaviors was low. The weighted mean (1.48) which is the numeric indicator that measures curbing pupils' antisocial behaviors was low in Ilorin West Local Government Area, Kwara state. the knowledge of teachers on multiple Disciplinary.

#### 3.2. Ho1: There is no significant difference in the teachers' knowledge of using multiple discipline measures in curbing pupils' antisocial behavior-based Teachers' qualifications

The results of the analysis of variance as presented in **Table 3** revealed that the calculated value of F was 11.351 ( $F_{3,329}=11.351$ ) and the observed probability value is .000 which is less than the fixed probability value of 0.05 ( $P<0.05$ ). This indicated that the null hypothesis which stated that, there is no significant difference in teachers' knowledge of using multiple discipline measures in curbing pupils' antisocial behavior-based Teachers' qualifications was rejected. This implied that there was a significant difference in teachers' knowledge of using multiple discipline measures in curbing pupils' antisocial behavior-based Teachers' qualifications ( $F_{3,329}=11.351$ ,  $p<0.05$ ). In light of the result, there was a significant difference in teachers' knowledge of using multiple discipline measures in curbing pupils' antisocial behavior-based Teachers' qualifications.

**Table 2.** Frequency, count, mean, and percentage showing knowledge of teachers on multiple Disciplinary measures in curbing pupils' antisocial behaviors Ilorin West Local Government Area, Kwara State.

S/N	ITEM	ALWAYS	SOMETIMES	NEVER	Mean
1	I will flog my pupils	28(8.4)	108(32.4)	197(59.2)	1.49
2	I will suspend my pupils	46(13.8)	94(28.2)	193(58.0)	1.56
3	I beat my pupils	28(8.4)	128(38.4)	177(53.2)	1.55
4	I punish my pupils	28(8.4)	74(22.5)	230(69.1)	1.39
5	I use abusive words on my pupils	46(13.8)	104(31.2)	183(55.0)	1.59
6	I use nonverbal words on my pupils	57(17.1)	71(21.3)	205(61.6)	1.56
7	I expel my pupils	27(8.1)	91(27.3)	215(64.6)	1.44
8	I bully my pupils	34(10.2)	83(24.9)	216(64.9)	1.45
9	I ground my pupils	31(9.3)	74(22.2)	228(68.5)	1.41
10	I physically abuse my pupils	23(6.9)	82(24.6)	228(68.5)	1.38
	<b>Weighted Mean</b>				1.48

Decision rule: High=00-1.49, Low=1.50-3.00

Note: The figures in parentheses are in percentages

**Table 3.** Summary of analysis variance (ANOVA) showing significant difference in teachers' knowledge of using multiple discipline measures in curbing pupils' antisocial behavior-based Teachers' qualifications.

Source	Sum of Square	Df	Mean Square	F	Sig	Decision
Between Groups	403.195	3	134.398			
Within Groups	3895.352	329	11.840	11.351	.000	rejected
Total	4298.547	332				

**Table 4** revealed that the significant difference exposed by Table 5 was a result of the significant difference among the following qualifications: M.Ed./M.Sc., PGDE., B.Ed., and NCE. It was indicated that teachers who have M.Ed. qualification (Mean =20.29) have a significant difference in teachers' knowledge of using multiple discipline measures in curbing pupils' antisocial behavior-based Teachers' qualifications

**Table 4.** Summary of bonferroni's post hoc pairwise comparison of qualification.

Qualification	Mean Score	M.Ed	PGDE	B.Ed	NCE
M.Ed	20.29	*			
PGDE	18.03		*		
B.Ed	17.20			*	
NCE	16.91				*

### 3.3. Ho2: There is no significant difference in teachers' knowledge in the use of multiple disciplinary measures in curbing antisocial behavior based on years of experience

The results of the analysis of variance as presented in **Table 5** revealed that the calculated value of F was 26.230 ( $F_{3,329}=26.230$ ) and the observed probability value is 0.000 which is less than the fixed probability value of 0.05 ( $P<0.05$ ). This indicated that the null hypothesis which stated that, there is no significant difference in teachers' knowledge of the use of multiple disciplinary measures in curbing antisocial behavior based on years of experience was rejected. This implied that there was a significant difference in teachers' knowledge of the use of multiple disciplinary measures in curbing antisocial behavior based on years of Experience ( $F_{3,329}=26.230$ ,  $p<0.05$ ). In light of the result, there was a significant difference in teachers' knowledge of the use of multiple disciplinary measures in curbing antisocial behavior based on years of Experience.



**Table 5:** Summary of analysis variance (ANOVA) showing significant differences in teachers' knowledge in the use of multiple disciplinary measures in curbing antisocial behavior based on years of experience.

Source	Sum of Square	Df	Mean Square	F	Sig	Decision
Between Groups	829.683	3	276.561			
Within Groups	3468.863	329	10.544	26.230	.000	rejected
<b>Total</b>	<b>4298.547</b>	<b>332</b>				

**Table 6** reveals that the significant difference exposed by Table 6 was a result of the significant difference among the following experience: 16 years above, 11-15 years, 6-10 years, and 0-5 years. It was indicated that teachers who have 16years above experience (Mean =20.37) have a significant difference in teachers' knowledge in the use of multiple disciplinary measures in curbing antisocial behavior based on years of Experience

**Table 6:** Summary of Bonferroni's post hoc pairwise comparison of experience.

Qualification	Mean Score	16years above	11-15years	6-10years	0-5years
16years above	20.37	*			
11-15years	19.92		*		
6-10years	17.45			*	
0-5years	17.32				*

### 3.4. Discussion of Findings

The first finding of this study revealed that the knowledge of teachers regarding multiple disciplinary measures in curbing pupils' antisocial behaviors was low. This implies that teachers lacked adequate understanding and awareness of effective strategies and techniques to address and manage antisocial behaviors among their students. Similar results have been reported in previous research studies. For instance, a study conducted by [Smith and Johnson, \(2019\)](#) found that a significant number of teachers had limited knowledge and understanding of disciplinary measures to address antisocial behaviors in the classroom. This lack of knowledge may be attributed to factors such as insufficient training and professional development opportunities for teachers in behavior management ([Jones et al., 2018](#)).

The low knowledge level of teachers regarding multiple disciplinary measures is concerning, as it can hinder their ability to effectively address and prevent antisocial behaviors among students. Teachers need to be equipped with appropriate knowledge and strategies to create a conducive and positive learning environment. To address this issue, it is recommended that educational institutions provide comprehensive training programs and professional development opportunities for teachers, focusing specifically on behavior management and the implementation of multiple disciplinary measures. Such programs can enhance teachers' knowledge, skills, and confidence in dealing with antisocial behaviors effectively ([Simmons & Smith, 2020](#)).

Secondly, the finding of this study revealed that there was a significant difference in teachers' knowledge of using multiple disciplinary measures in curbing pupils' antisocial behavior based on their qualifications. This suggests that teachers with different levels of qualifications demonstrated varying levels of knowledge and understanding regarding effective disciplinary strategies to address antisocial behaviors among students ([Samson & Agboola, 2022](#)). This finding is consistent with previous research that has examined the relationship between teachers' qualifications and their knowledge of behavior management strategies. For instance, a study conducted by [Johnson et al. \(2017\)](#) found that teachers with higher qualifications, such as a master's degree in education, demonstrated a greater



understanding and proficiency in implementing effective disciplinary measures compared to those with lower qualifications.

Furthermore, a study by [Brown and Smith \(2018\)](#) reported that teachers with advanced degrees or specialized training in behavior management exhibited higher levels of knowledge and skills in dealing with antisocial behaviors in the classroom. These teachers were more likely to be familiar with evidence-based practices and possess a deeper understanding of behavior intervention techniques. The significant difference in teachers' knowledge based on qualifications highlights the importance of continuous professional development and advanced training opportunities for educators. Providing teachers with opportunities to enhance their qualifications and acquire specialized knowledge in behavior management can contribute to their effectiveness in addressing and curbing pupils' antisocial behaviors.

Thirdly, based on the findings of the study, it was revealed that there was a significant difference in teachers' knowledge regarding the use of multiple disciplinary measures in curbing antisocial behavior based on their years of experience. This suggests that teachers with different levels of experience demonstrated varying levels of knowledge and understanding when it comes to implementing effective disciplinary strategies to address antisocial behaviors among students. This finding is consistent with prior research that has examined the relationship between teachers' years of experience and their knowledge of behavior management strategies. For example, a study conducted by [Roberts and Moore \(2018\)](#) found that teachers with more years of experience exhibited a higher level of knowledge and proficiency in implementing disciplinary measures compared to those with fewer years of experience. Experienced teachers often develop a repertoire of effective strategies through their practical classroom experiences.

Moreover, a study by [Thompson and Smith \(2019\)](#) reported that teachers with extensive experience demonstrated a deeper understanding of student behavior and were more adept at implementing preventative measures to address antisocial behaviors. Their accumulated experience allowed them to recognize patterns of behavior, anticipate challenges, and implement strategies that promote a positive classroom environment. The significant difference in teachers' knowledge based on years of experience highlights the importance of practical knowledge gained through years of teaching. Experienced teachers have had more opportunities to refine their approaches, learn from their successes and failures, and develop a comprehensive understanding of effective disciplinary practices. To capitalize on this valuable experience, educational institutions should provide opportunities for experienced teachers to share their knowledge and expertise with less experienced colleagues. Mentoring programs and collaborative professional development initiatives can facilitate the transfer of knowledge and best practices from experienced teachers to their peers.

#### 4. CONCLUSION

In conclusion, the findings of this study highlight several important aspects regarding teachers' knowledge of multiple disciplinary measures in curbing pupils' antisocial behaviors. Firstly, it was evident that overall, teachers had a low level of knowledge in this area, indicating a need for increased training and professional development opportunities focused on behavior management strategies. Additionally, there was a significant difference in teachers' knowledge based on their qualifications, emphasizing the importance of advanced degrees and specialized training in enhancing understanding and proficiency in addressing antisocial behaviors. Furthermore, years of experience also played a role, as teachers with more experience demonstrated a higher level of knowledge in implementing effective disciplinary measures. These findings underscore the significance of ongoing professional

development and collaborative sharing of expertise among educators to effectively address and curb pupils' antisocial behaviors in the classroom.

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

- (i) It is crucial to provide comprehensive training programs and professional development opportunities for teachers, focusing specifically on behavior management and the use of multiple disciplinary measures. These programs should address the gaps in knowledge identified in this study and equip teachers with effective strategies to curb pupils' antisocial behaviors.
- (ii) Educational institutions should prioritize ongoing professional development initiatives that target behavior management and provide opportunities for teachers to expand their knowledge and skills in this area. This can include workshops, seminars, and courses that address the specific needs of teachers at different qualification levels and years of experience.
- (iii) Encourage experienced teachers to mentor and share their expertise with less experienced colleagues. Establish platforms for collaborative discussions and sharing of best practices in behavior management. This can help bridge the gap in knowledge between teachers with different levels of qualifications and experience.
- (iv) Consider revising teacher qualification standards to include specific requirements related to behavior management and the use of multiple disciplinary measures. This can ensure that teachers entering the profession are equipped with the necessary knowledge and skills to effectively address antisocial behaviors in the classroom.

## 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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