Handling the causative factors of children with disruptive behavior in classroom

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Children generally go through developmental stages ranges from sensor motor to formal operation, and each of these stages is associated with its own task to negotiate within the context of family, socio-environmental and psychological backgrounds. Early viewpoints recognized that both biological and environmental factors influence human development, conversely, biological extremist argued that biology is destiny, and that development was predetermined by genetic factors, these genetic or biological process led to the natural maturation. Today, there are variations that are based on how both biological and environmental factors interact to produce and determine different children and their behaviors. In both Freud’s and Erickson’s child development stages, emphasis is given to the effects of social environment on the individual's development and behavior as a product of a particular environment. Handling children with disruptive behaviors requires a deep understanding of the evolution of the children's biological basis of behavior, socio-environmental and family factors. Firstly, the paper identifies causative factors of disruptive behavior in children, secondly, it examines the correlation between children's disruptive behavior in classroom, and academic performance. Finally, it called for teachers’ professional and psychological understanding of various teaching methods in classroom.

Biography
Adegoke Emmanuel Olukorede has served in committees and NGOs with children’s safety and health development programs, a reputable Counselor and social worker. He is a graduate of Nigeria’s premier university, University of Ibadan, and is currently on his doctoral program. He is a Staff at the Ajayi Crowther University, as Faculty Officer, after serving as Career Placement /Counseling Officer.

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