

# AN ANALYSIS OF THE CAUSES OF STUDENTS DISRUPTIVE BEHAVIOR IN CLASSROOM AT ELEMENTARY SCHOOL LEVEL IN TEHSILFAISALABAD CITY

HAFIZA FARIHA SHAHID<sup>1</sup>, KHALID MAHMOOD CH<sup>2</sup>, IJAZ ASHRAF<sup>3</sup>, MUHAMMAD USMAN<sup>4</sup>, SAMREEN AFZAL<sup>5</sup>

<sup>1-4</sup>Faculty of Social Sciences, University of Agriculture, Faisalabad, Pakistan

<sup>5</sup>Department of Psychiatry & Behavioral Sciences, DHQ Hospital Faisalabad.

**CORRESPONDENCE: FARIHA SHAHID,** E-mail: farihafarri1@gmail.com

Submitted: September 23, 2019

Accepted: December 18, 2019

## ABSTRACT

### OBJECTIVE

To analyze the causes of student's disruptive behavior in classroom at elementary school level in Tehsil Faisalabad, Pakistan.

### STUDY DESIGN

Cross sectional research design.

### PLACE AND DURATION OF STUDY

The study was conducted at elementary schools of tehsil Faisalabad city Pakistan from oct 2017 to Nov 2018.

### SUBJECTS AND METHODS

Elementary school students were served as study population. Sample of 84 respondents were selected by using simple random sampling technique. Questionnaire was used for collecting information about causes of student's disruptive behavior in classroom.

### RESULTS

Majority (50.0%) of the respondents agreed that students who are facing family problems and tension are more disruptive as compared with others. 33.3% of the respondents agreed that students behave disruptively when they are not under the control of the teacher.

### CONCLUSION

It was concluded that teachers and students in school's think in a same way about the causes of disruptive classroom behavior. Both the groups think that larger class size, attention seeking from teachers, students' emotional problems, teacher's style of classroom management are the main causes of students' disruptive classroom behavior.

### KEY WORDS

Causes, Disruption, Behavior, School, Students

## INTRODUCTION

Disruptive behavior in schools has become a major problem. Teachers have complained about behavioral problems associated with students in classroom management. According to teachers' perceptions, students' conflicts and arguments arise due to lack of readjustment. Trait, Self-inferiority and offensive activity of close friends can cause sorrow, isolation and anger among individuals<sup>1</sup>.

Disruption is not just an occasional activity of individuals in classroom, sometimes it goes on regular basis. A single pupil may affect the entire classroom environment. Troubled behavior immediately turns teachers, students and parents in awkward position. Thus, it has become great problem that need attention of teachers, they think how they can overcome this problem<sup>2</sup>.

Many researchers identified several conducive causes towards behavior of children, some of them are: (a) to acquire care, (b) to show knowledge, (c) to take revenge, (d) to hide their weaknesses, (e) to get attention, (f) to expose something, (g) to show their worth. There are attention desire students who ask questions with confidence and oftentimes show off to get others attention. Some are power desire students who think they are progressive to do anything they want to do, and no one can force them to do something they don't want to. Revenge desire students who conceive they are desperation and negligible while some children receive staunch critique from their parents and fellows. They think they are not important for their friends and family<sup>3</sup>.

Assessment of Student's behavior assist researcher to interpret and recognize student's personality. It allows knowing that students don't always mean to hurt others by their behavior but that's just the way they are. It helps researcher to think of people in more positive manner. Some teachers choose abusive behavior towards students, very rigorous with them, do not permit them to talk, deter students, leave grainy remarks about them, social unit or class presentation in fore of entire class, this kind of teacher behavior harm the individual attribute and leads them towards disruptive behavior<sup>4</sup>.

It is very important to explore the distinct causes of this defective behavior of children in schools. Through this study researcher was able to focus on crucial issues and analyze the causes behind this problem which is increasing frequently in Pakistani schools. The objectives of the study are: to identify the demographic attributes of the respondents, to explore teacher's opinions about the reasons of disruptive behavior of school students, to identify the weak areas of school teachers in managing classroom behavior, to study the techniques used by school teachers in managing student's behavior and to suggest some recommendations to modify the management of school teachers regarding student's behavior based on this study findings.

**SUBJECTS AND METHOD**

**Participants**

All the teachers of elementary school level from government sector in Tehsil Faisalabad city was served as study population. The study was limited to the government girls' elementary school teachers only. The study was further limited to only 6 elementary schools out of 39 which was selected through lottery method. In order to represent the population, 84 (14 from each school) elementary school teachers were selected from 107 (total population) through simple random sampling technique.

**Instruments and Procedure**

A well-designed questionnaire was used for acquiring information. Keeping in view the way of population, it was chosen to utilize questionnaire design as a tool for gathering information. Questionnaire design refers to the questions used to obtain the data needed for the survey<sup>5</sup>. Thus, quantitative information was gathered with questionnaire design. It is a valuable method more beneficial knowledge in short time and limited cost. Further the questionnaire from Elementary schools was collected to analyze the causes of disruptive behavior of students for this study. The pilot-testing was finished with a detailed end objective to ensure the quality of questionnaire. Before gathering the information, questionnaire was pilot-tested on 10 respondents other than sample, through pilot-testing some ambiguity were found. So, a little adjustment was made in the light of pilot-testing. Validity were checked by 4 senior Members of the Faculty. After pilot-testing and validation the questionnaire was finalized, data collection was started after institutional approval and informed consent. The collected data were analyzed by using Statistical Package for Social Sciences (SPSS).

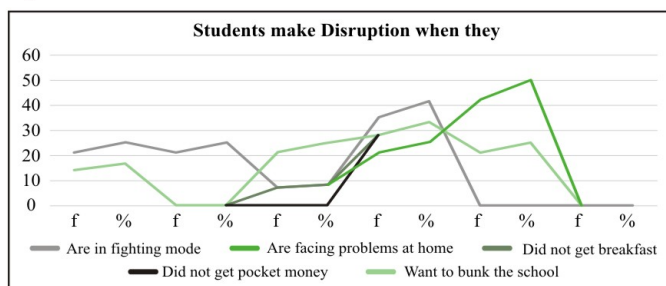
**RESULTS**

The results showed that most of the respondents agreed that the students make more disruption when they are facing domestic problems, want to bunk school, don't get breakfast, don't get pocket money or are in fighting mode (see table 1 and figure 1 for details).

Most of the teachers deal disruptive behavior by insisting on respect, acknowledging the emotions, ignoring, empathizing and using nonverbal directions (see table 2).

Teachers maintained bilateral terms with students by showing interest and care to them, creating supporting classroom environment, avoiding threats and punishments, understanding individual differences and building relationship with students (see table 3).

**Figure 1**



**Table 1**  
Reasons of disruptive behavior among students

Students make disruption when they	Mean	Standard deviation	Weighted score	Rank order
Are in fighting mode	2.67	1.254	224	5
Are facing problems at home	3.92	1.449	329	1
Did not get breakfast	3.33	1.442	280	3
Did not get pocket money	3.25	1.488	273	4
Want to bunk the school	3.50	1.330	294	2

**Table 2**  
Teachers' response to disruptions

Do you	Mean	Standard deviation	Weighted score	Rank order
Use non-verbal direction for disruptive students in class	3.6667	0.47424	308	4
Ignore misbehavior of students	3.7500	0.59869	315	3
Acknowledge student and teacher emotions	3.9167	0.64394	329	2
Adopt a sense of empathy in your classroom	3.6667	0.74983	308	4
Insist on respect	4.1667	0.55609	350	1

**Table 3**  
Teachers' ways of maintaining bilateral terms with students

Statements	Mean	Standard deviation	Weighted score	Rank order
Understand individual differences	3.8333	0.69131	322	3
Build relationship with students	3.7500	0.72602	315	4
Show students that you are not only interested in them but also that you care about them	4.0000	0.58082	336	1
Create a supportive classroom environment	4.0000	0.58082	336	1
Avoid the threats and punishments	3.9167	0.49597	329	2

**DISCUSSION**

Majority (50.0%) of the respondents agreed that students who are facing family problems and tension are more disruptive as compare with others. Most (33.3%) of the respondents were agreed that students behave disruptively when they are not under the control of the teacher. Majority (83.3%) of the respondents agreed that students make disruption when they get low marks in class test. Majority (41%) of the respondents agreed that students create disturbance when they are in fighting mode. Majority (66%) of the respondents agreed that students make disruption when they find work challenging in classroom and argue with class mate and teacher.

Study found that most of disruptive behaviors were shown when students were facing problems at home. This finding comply with previous findings. Fatima (2015) concluded that students who are facing domestic problems are more disruptive as compare with other students. Common causes of disruptive behavior in students are destructive family background, indifference and carelessness of

parents; weak relationship with parents makes children more aggressive. Weak family relationship, teacher's behavior, friend circle, class deviation, burden of studies and homework burden are also causing of the student's misbehavior<sup>6</sup>.

Findings suggest that most of the teachers were taking interest in helping students when they show disruptive behavior; their practice is in line with literature available as it says that if a student needs help, the teacher can approach the commission for expert counseling and parents should understand that the child will be able to perform according to the level of his/her intelligence quotient<sup>7</sup>.

Results showed that teachers maintained bilateral terms with students by showing interest and care to them. This seems a good practice in line with what is known previously. The teacher-student relationship is a very inclusive and it requires both parties to meet each other halfway. However, the onus is more on the teachers. The modern scenario has more teachers for whom teaching isn't vocation but an occupation<sup>8</sup>.

It is obvious from the study of diverse investigators that disrupting conduct continuously has formed discontent between the students, classmates and colleagues of dissimilar eternities but this research mainly intensive in the situation of class organization of elementary level. The extra definite nature of the research aided in receiving predictable outcomes. Disrupting conduct of a pupil not only destructs him/her but interrupts the entire classroom, in overall sense, it portends the entire organization. Disrupting conduct worries tutors, kids and their family.

**CONCLUSION**





Disturbance at home and desire to avoid school is the major reasons behind disruptive behavior of students that teacher are dealing with insisting on mutual respect and acknowledging the emotions.

**REFERENCES**

1. Smith DL, Smith JB. Perceptions of violence: The views of teacher who left urban schools. *The High School Journal* 2006; 89:34-42.
2. Ding M, Li Y, Li X, Kulm. Chinese teachers' perceptions of students' classroom misbehavior, *Educational Psychology: An International Journal of Experimental Educational Psychology*. 2013;28(3): 305-324.
3. Dreikurs R, Cassel P, Dreikurs FE. *Discipline without tears: How to reduce conflict and establish cooperation in the classroom*. New Jersey: John Wiley & Sons. 2008.
4. Khan, Qayum A, Tariq M, Shahzada G, Rhman GS. Types and causes of student's disruptive behavior in classroom at secondary level in KPK Pakistan, *American journal of Educational Research*. 2013;9: 350-354.
5. Masrur R. *Thesis writing: A systematic approach*. Islamabad: Allama Iqbal Open University. 2003.
6. Fatima S. Causes of students Aggressive Behavior at Secondary school level in Islamabad, Pakistan, *Journal of Literature, Languages and Linguistics* 11. 2015. from <http://dx.doi.org/10.1080/01443410701537866>
7. Josephine SM. Parental pressure causes stress in students. *THE HINDU* MARCH 14, 2010 00:00 IST updated: September 20, 2010;

16:24 <https://www.thehindu.com/todays-paper/tp-national/tp-otherstates/Parental-pressure-causes-stress-in-students/article16001361.ece>

8. Sharma S. Modern student-teacher relationship is of understanding each. 2013 [http://timesofindia.indiatimes.com/articleshow/22304311.cms?utm\\_source=contentofinterest&utm\\_medium=text&utm\\_campaign=cppst](http://timesofindia.indiatimes.com/articleshow/22304311.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)

Sr.	Author Name	Affiliation of Author	Contribution	Signature
1	Ms. Hafiza Fariha Shahid	Institute of Agri. Extension & Rural Development, University of Agriculture, Faisalabad.	Data Collection Paper writing	
2	Mr. Khalid Mahmood Ch	Institute of Agri. Extension & Rural Development, University of Agriculture, Faisalabad.	Conceptualization of study and supervision	
3	Mr. Ijaz Ashraf	Institute of Agri. Extension & Rural Development, University of Agriculture, Faisalabad.	Data Analysis	
4	Mr. Muhammad Usman	Institute of Agri. Extension & Rural Development, University of Agriculture, Faisalabad.	Data Analysis Result Discussion / Paper proof reading	
5	Ms. Samreen Afzal	Dept. of Psychiatry & Behavioral Sciences, DHQ Hospital, FSD., FMU., FSD.	Paper writing	