



Understanding Disruptive Behavior of the Students Through history Classroom

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I. INTRODUCTION

According to Gootman (2001) defines action research

“as a tool which encourages a teacher to be reflective of his own practice in order to enhance the quality of education for himself and his pupils. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, professional development, school-improvement schemes, and so on, and, as such, it actively involves teachers as participants in their own educational process. (p.52).

Another definition of disruptive behavior as stated by Galloway et al. (1982) as any behavior which appears problematic, inappropriate and disturbing to teachers’. Where classroom management is a set of techniques and skills by which teacher can control the student effectively and create a positive learning environment for the students. It also refers to the technique used by a teacher to maintain a healthy environment, relatively free of behavior problems. As class room comprise of diverse individuals, it is a challenge for a teacher to effectively function.

Dealing with the behavioral issues of the students is one of the challenges to any teacher in effectively managing the classroom. The behavioral issues of student cause disruption to the proper functioning of the class. Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the College.

Disruptive student behavior interferes with the learning progress of the students. It also disturbs the teachers inhabit the ability of instruction to teach effectively. Therefore, standards for classroom behavior should be fairly and consistently applied in order to create a good positive learning environment. Behavior which appears problematic,

inappropriate and disturbing to teachers is disruptive behavior. Even a well-designed set of classroom procedure, rules, and routines will not be effective for long if a teacher cannot maintain student’s involvement and prevent disruption. Therefore managing student behavior that is handling problem situations such as dealing with disruptive students or stopping wide spread misbehavior is indeed one part of good management.

Situational Analysis

Bhutan is small land locked state in South Asia, located at the eastern end of Himalaya sandwiched between two gigantic country India and China. Nested in the heart of Himalaya and protected by complex geography of high mountains and deep valleys, Bhutan is certainly one of the most mysterious countries in the world. Bhutan is located in the eastern Himalayas with China in the north and India in the south. It is mostly mountainous and has forest coverage of 72.5%. Bhutan has a small population of 727,145 as of 2017. It has a literacy rate 71.4% and unemployment rate of 5.0% (2020). Bhutan’s estimated per capita gross domestic product (GDP) was Nu. 229,090 m (NSB, 2020). Bhutan is identified globally for its policy of Gross National Happiness (GNH).

The modern education system commenced after the 1st Five year plan and was introduced with the initiation of economic development in 1961 under the leadership of His Majesty the third DrukGyalpo Jigme Dorji Wangchuck. Before the introduction of modern education in our country the only form of education available in Bhutan was monastic education. However, the monastic education existed and continued to exist even today. The primary objective of introducing modern education was not only to equip students with basic literacy but also to impart them the knowledge of



country's history, geography and traditions. The curriculum used to be the list of some books. Teaching learning process in earlier days was mainly teacher centered where everything was done by the teachers. Students were provided with the notes at the end of every topic and made to memorize them. The student's preferred rote learning than the understanding learning. However, with the passage of time the Ministry of Education has brought enormous changes in our Bhutanese education system. The teaching learning process in Bhutanese schools has now reached to the new horizon. Unlike in the initial stage of education system in Bhutan, the education policy has framed to make student-centered learning in the schools more prominent and prevalent strategy.

In addition, the functional skills such as fundamentals of agriculture, health and hygiene and population education have also been incorporated in the primary school curriculum. The curriculum at the secondary level has been largely localized to reflect the national needs. As of December 2001 the class X examinations has been fully de-linked from the Council for Indian School Certificate Examination (CISCE) with the first national examinations conducted by the Bhutan Board of Examinations (BBE).

The formal educational structure in Bhutan consists of 7 years of Primary education (including Pre-Primary) and 6 years of Secondary education, comprising of 2 years each of lower, middle and higher secondary. This is followed by a 3-year Degree programme at Sherubtse College, the two National Institutes of Education (NIE) at Paro and Samtse, and the Institute of Language and Cultural Studies (ILCS). A 4-year degree programme is also available at the Royal Bhutan Institute of Technology presently College of Science and Technology (CST). Few years back 4-years Bachelors of Education (B.ED) programme is also introduced in two institutes of Education. And today our college has around 700 student teacher enrolled under B.ED programme and 110 under Postgraduate Diploma in Education (PgDE).

II. LITERATURE REVIEW

Cooper (1996) defines it as "a child who deliberately makes a fuss in class and prevents learning." He also states that when a student does not cooperate and prevents himself /herself and other friends in class from working results into disruptive behavior. Besides this, a disturbing child also tries to prevent a teacher from paying attention to other students. The result of disruptive behavior is not

desirable as it distracts a teacher and other pupils from learning.

Charles (2008) has discussed the reasons for students' disruptive behavior in the classroom from four different dimensions: *individual student, peers and groups, instructional environments, and other school personnel*.

Gootman (2001) describes that belonging and acceptance is a basic human need (Maslow, 1982). We all want to feel that we are part of a group. Sometimes students will act just to gain the acceptance of others. Some are defiant to prove that they are macho and to gain the awe of their peers. Many students will take whatever necessary to become part of group, even if it risks arousing the anger of their teachers. What teachers can do is firstly create a sense of community in our classrooms, where all students will feel accepted, secondly design experiences that can create group unity and acceptance, such as designing cooperative learning activities.

The disruptive behaviors are most common in the school, i.e. in the classroom. Students are in their own world while teachers strive to make the lesson understandable to all. The teaching-learning processes are hampered by such behaviors to unknown or undefined degree. The distraction is not limited to the students exhibiting the disruptive behaviors and the other classmates, but also the teacher to make the lessons flow smoothly (Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. 2008). Therefore, such behaviors should be reduced as much as possible to succeed and fulfill the aims and objectives of the lesson or teaching.

Everston, Emmer, Clements, Sanford, & Worsham (1984) cited in Marzano, "Rules and procedures vary in different classrooms, but we do not find effectively managed classrooms operating without them. It is simply not possible for a teacher to conduct instruction for children to work productively if they have no guidelines for how to behave, when to move about the room, and where to sit, or if they interrupt the teacher frequently and make whatever amount of noise pleases them. Thus, establishing and enforcing rules and procedures is a prerequisite for effective instruction in all K-12 classrooms". (P.65)

Good & Brophy (1995) cited in Marzano, "An effective relationship may be the keystone that allows the other aspects to work well. If a teacher has a good relationship with students, then students accept her rules, procedures and disciplinary actions without the foundation of a good relationship, students commonly contest them.



Therefore general characteristics of teacher such as consideration, buoyancy and patience render good relationships with student". (P.29).

Gootman (2001) states, "listening is a tool for achieving connectedness among students and is also tool for a teacher to achieve connectedness with their students. Listening to our students has important benefits. First, by listening, we will know better what our students are thinking and feeling. Second, many discipline problems can be avoided if we don't jump to conclusions but rather take the time to listen and hear the whole story. Third, we establish a good rapport with our students by making them feel that what they have to say is important and that they matter. Sometime just listening defuses and solves problems. Listening is one sign of our caring". (p.80)

GENERAL AIMS:

1. To find the techniques and strategies to minimize the disruptive behavior in the classroom.
2. To make students aware of the effects of disruptive behaviors.
3. To make other researcher to follow child friendly methods in controlling disruptive behaviors.
4. To find the techniques and strategies to minimize the disruptive behavior in the classroom.

Action Research Question

HOW TO OVERCOME DISRUPTIVE BEHAVIOR OF THE STUDENTS IN THE CLASSROOM?

BASE LINE DATA COLLECTION

It was in August 2021, I focused on the disruptive behavior of class X students of JigmeSherubling Central School in Eastern Bhutan by making them to share their own views and opinion in order to check whether they have any idea and remedies about the disruptive behavior of the students in the classroom. The base line data collection was done through careful observation of the student's behavior in the classroom during instructional hours before the implementation of the intervention strategies by developing a simple observation format. (Refer fig 1.1 under appendix)

The common disruptive behavior among most of the students were like looking outside, lost in the thoughts, quarrelling, arguing, talking, drawing, laughing, coming late and sleeping whereby it acted as a distraction to the students during the teaching learning process causing less interest towards process of learning in the classroom. The table below clearly shows the base line data collection through observation reflecting the different areas of common disruptive behaviors and the numbers of students involved in the common disruptive behavior. (Refer fig 1.2 under appendix)

Table below shows the base line data collection

Areas of disruptive behavior	Total no. of students involved in disruptive behavior
1. Looking out of the window	8
2. Lost in the thoughts	7
3. Late comer	9
4. Talking	12
5. Laughing	14
6. Drawing	8
7. Sleeping	9

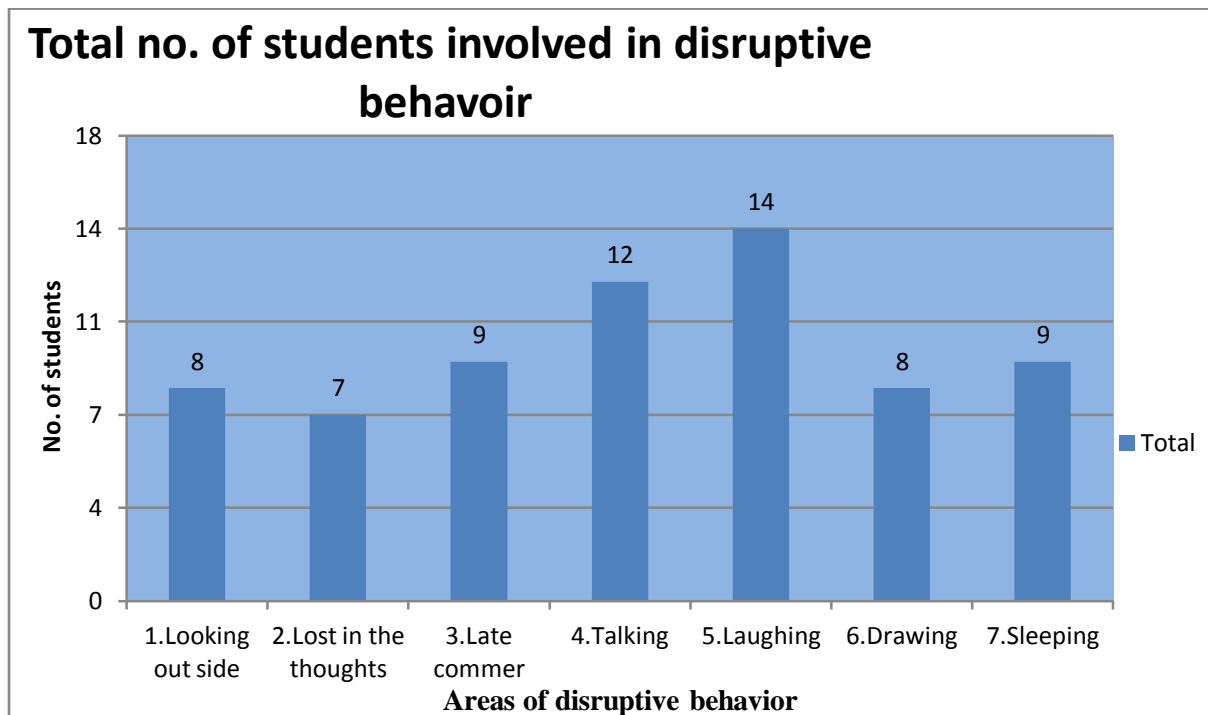


Fig 1.1.Showing the result of base line data

Analysis of base line data

After going through the above chart it clearly identifies that the students laughing in the classroom is marked as the highest amongst the disruptive behavior and lost in the thoughts revealed to be the lowest. It was found that maximum students in the classroom laughed at the top of its voice without any reason creating a problem by disturbing the other classmates. It was through observation that the boys created and showed the maximum disruptive behavior as compared to the girls because the class was dominated by the boys. The common disruptive behavior showed by the boys was to gain the attention of the class mates. It was clear enough from the result that the conducive learning would be difficult if some intervention and strategies are not brought to implementation in order to control or minimize the common disruptive behavior of the students in the class.

Intervention Implemented

Always strive to do what is in the children's best interests by providing immediate feedbacks, suggestion, reinforcement and motivating. Respecting, accepting the views, thoughts and expression of the students will develop an interest towards learning causing less disruptive behavior in the classroom.

Maintain positive relationship with children through providing good co-operation, understanding and consideration which assist towards building and maintaining good relation between the teacher and the students. Teacher needs to understand the problems of the student in any angle and then the students will render good cooperation to the teacher.

Communicating with the students in appropriate manner frequently on values like love, peace, honesty, loyalty, respect, gratitude etc will assist them to realize in their own way.

Always tackle the problem through positive intervention strategy like teacher listening to the views and problems of the students. As found out from the literature review that listening to the student is the essential thing and by responding to every student whenever the students express their views and ideas in an appropriate manner. I never neglected any students because they get demotivated very easily causing common disruptive behavior.

Recognize positive behaviors like encouraging and praising which will motivate the other students to follow the positive behaviors. Recognizing positive behaviors understand the difference of the students.

Teach to differentiate between right and wrong by focusing firmly on the desired behaviors by not



being harsh on the problem behaviors but rather assigning with the responsibility.

The basic class room rules and guidelines formulation by involving the whole class. It creates positive environments that encourage students to learn. Developing simple rules for the class can bring about big changes to the students think and act positively. Rules should not be designed to catch children misbehaving so that they can be punished.

POST DATA COLLECTION

During the post data collection the tool and sample that I used were same like the base line data collection. With the implementation of some

intervention programs there were some improvements clearly shown in the result in terms of the common disruptive behaviors created by the students in the classroom. Not only that the observation form used earlier during the base line data collection was once again brought under the application. After the implementation of strategies the students were carefully observed in order to check the real finding. The table below clearly shows the areas of different disruptive behavior with total number of students involved in disruptive behavior and the effectiveness of the intervention programs reflecting the slight change in the behavior of the students as compared to the previous result. (Refer fig 1.3 under appendix)

Table below shows the post data collection

Areas of disruptive behavior	Total no. of students involved in disruptive behavior
1.Looking out of the window	5
2.Lost in the thoughts	4
3.Late comer	6
4.Talking	8
5.Laughing	9
6.Drawing	6
7.Sleeping	5



Total no. of students involved in disruptive behavior

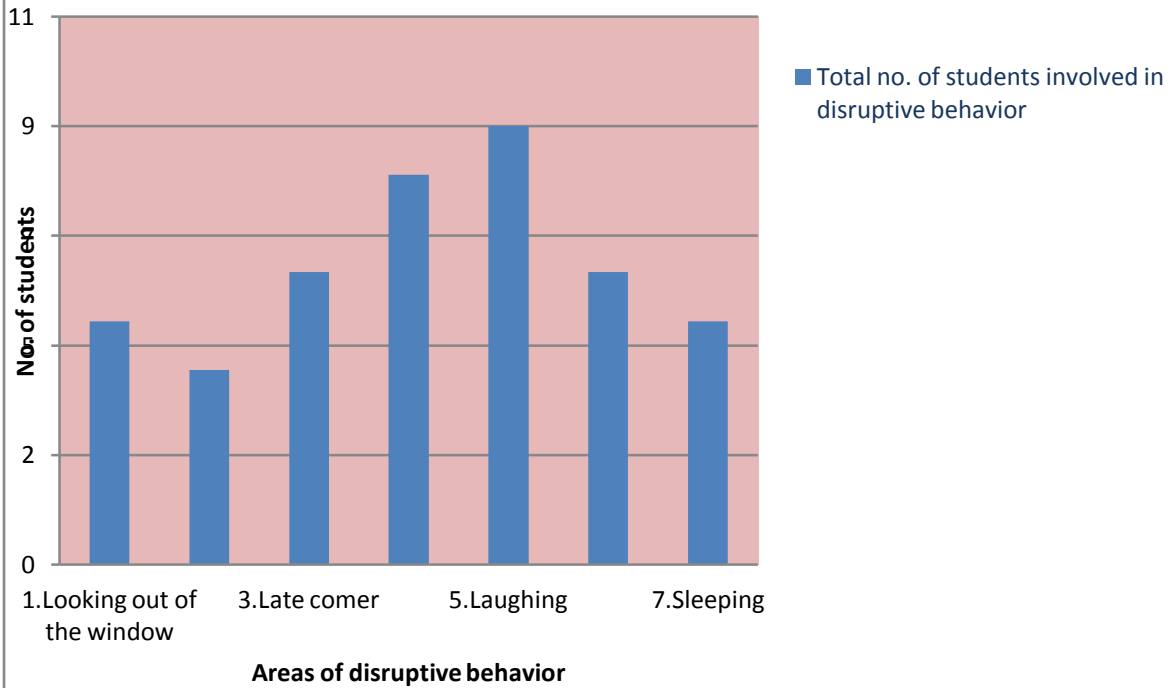


Fig 1.2. Showing the result of post data

Analysis of Post data

After analyzing the result, it was revealed that only 5 students was looking outside the window, 4 lost in the thoughts, 6 coming late, 8 talking, 9 laughing, 6 drawing, 5 sleeping and other seemed to be attentive. The finding after the intervention program showed that the students have

comparatively shown more improvement in the behaviors within a short span of time. The intervention program used in the different areas of disruptive behavior really worked to some extend but could not bring 100 percent improvement in the behavior of the students.

Analysis and Data interpretation

Overall Results and findings:

Table below shows the data for both base line and post collection.

Areas of disruptive behavior	Total no. of students involved in disruptive behavior	
	Base line data	Post collection
1.Looking out of the window	8	5
2.Lost in the thoughts	7	4
3.Late comer	9	6
4.Talking	12	8
5.Laughing	14	9



6.Drawing	8	6
7.Sleeping	9	5

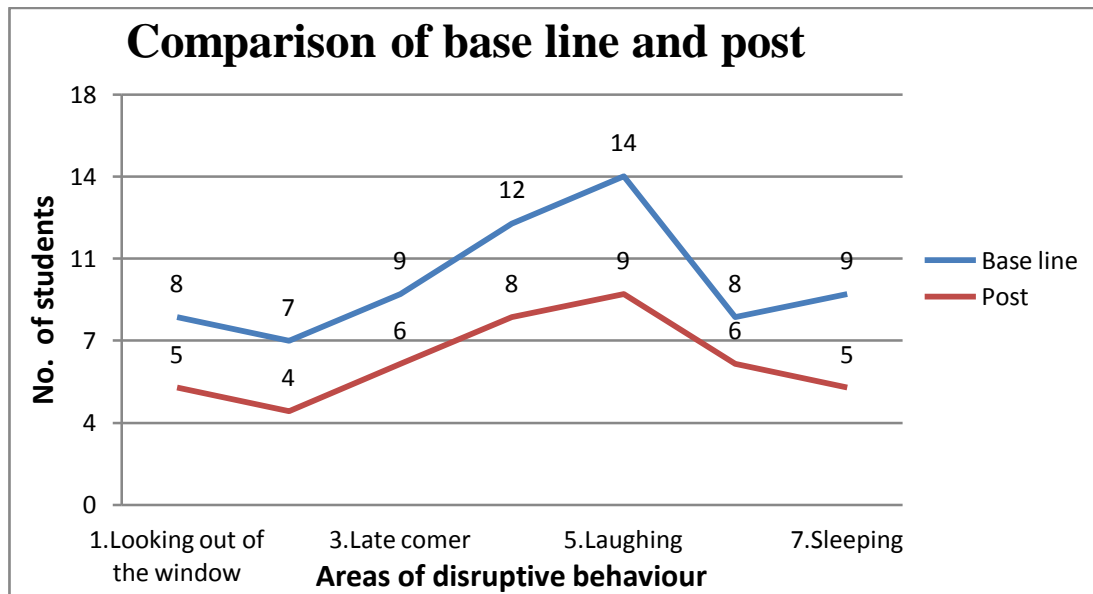


Fig 1.3.Showing the result of base and post data

Interpretation

The comparison of both the base line and post line data exposed improvement in the behaviors of the students in the classroom. Initially I found that the students were least interest in the lesson that I taught whereby it made me to encounter with difficulties in teaching them. Later with the use of intervention programs, it really assisted me to handle the task of teaching, understanding, controlling and managing the students in the class with less attempt as there was less number of students displaying disruptive behaviors because some common behavior were ignored as it was not created intentionally by the students.

Even the formulation of class room rules and guidelines assisted me to minimize the student's disruptive behavior. During the formulation of basic classroom rules and procedures I involved the students to share their own ground rules. After formulating that class room rules and guidelines the number of students coming late in the class was found to be less compared to the previous result showing a sign of improvement.

Not only that the students involved in the common disruptive behavior like lost in the thoughts while teaching even got reduced as compared to the previous result because I felt that rather than scolding in the class, listening is one of the appropriate intervention whereby the students felt

comfortable in sharing their own views and problems involving in such type of behavior. As found out from the literature review that listening to the student is the essential but simultaneously responding to every student whenever the students express their views and ideas. I never neglected any students because they get de-motivated very easily causing common disruptive behavior.

Citing an example of the great people in the world who enjoyed the reputation through exhibiting good conduct of behavior brought a great change in the behavior of the students because every time the example was cited it made them to realize and differentiate between what is right and wrong. Since talking and laughing were the most common disruptive behavior shown by the students and in order to reduce the students getting involved in such type of behavior during teaching session I firmly focused on the desired behaviors of the students by not being harsh on the problem behaviors but rather assigning them with the responsibility. Especially talking in the classroom is the most common disruptive behavior observed but to overcome that behavior the use of intervention like giving a direct suggestion and asking the misbehaving student to suggest how he or she might behave in a more responsible manner was very much appropriate in bringing improvement in the behavior of the students.



The providing of immediate feedbacks, suggestion, reinforcement, motivation assisted to bring some changes in the behavior of the students because whenever the students were in the trap of disruptive behavior I straightly didnot jump to the conclusion but rather I asked them to share their views, thoughts and expression in order to make them realize whether they were flowing the right track.

There was a drastic change in the disruptive behavior of the students as compared to the previous result because the application of intervention like co-operation, understanding and consideration assisted to build a good relation between the teacher and the students which acted as an advantage in teaching the students to differentiate between right and wrong.

LIMITATION

The time given to carry out the action research was only for the period of six weeks. The period of six weeks served as a purpose in doing the action research to some extent could not bring out precise result or improvement in the behavior of the students due to time constraint. The time management really matters in order to carry on with a good action research during the gathering of the resources.

I was also busy with managerial activities, lesson planning, preparing of teaching learning materials and with other school activities. Later I felt that the duration provided to gather the data was too short to reflect the instability of students' behavior in the classroom. Not only that the collection of the data was not that easy within the 3 allocated periods for the subject in a week.

EVIDENCE

Now what I listed from the student's behavior was that most of the students were young whereby they got engaged in such type of disruptive behavior unknowingly. The students even took full advantage of me as I was new to them. Through proper observation what I found was most of the student specially girls were very shy and introvert but the boys dominated the class showing the maximum disruptive behavior in the classroom. I even found that the students who showed the disruptive behavior in the classroom were not showing any sign of fear even during the presence of teacher in the classroom.

They were least concern about the studies but they got more focus towards the disruptive behavior creating a problem in the classroom during the instructional hours. The students who showed

the disruptive behavior were never willingly to share their problems but through the use of intervention like maintain good relationship with the students later assisted the students to share the problem.

The only way the student will improve in the behavior is providing with the immediate feedback and making them to realize whether they are following the right path. Usually changes takes place in people who are motivated but it is difficult to imagine someone who is completely unmotivated. The most fundamental motivation for a learner is the desire to enter into a learning situation. We as a teacher should be highly aware of the importance of motivation in learning but simultaneously equal importance should be given to the students to get out of the common disruptive behavior.

According to Burke, k. an educational consultant, defines disruptive classroom behavior as any inappropriate student behavior, students misbehave in an attempt to gain the recognition and acceptance they want and also it is defined as it materially disrupts the class work of others, involves substantial disorder, invades the right of others, or otherwise disrupts the regular and essential operation of the university. Disruptive Behavior hurts the students and teachers. Teacher also needs a time, tolerance, and fine tool for turning meaning and hopes into action and behavior of a student.

Motivational factor plays a vital role in order to keep the students out of the disruptive behavior by creating learning environment more conducive, comfortable and students will be more interested to learn. Therefore improve in classroom disruptive behavior will make the students learn better provided the better classroom situation and learning environment.

III. CONCLUSION

Action research is a reflective process of progressive problem solving led by an individual or in teams to improve the way they address issues and solve problems. After doing this research I obtained tremendous enriching experiences. The acquired concepts regarding action research would further move me to endeavor into the world of wonderful experiences and learning.

Reducing the behaviors of children and youth in school settings requires a significant amount of decision making. Teacher roles, in effecting changes in the student behavior, are as diverse as the students who cross the classroom's threshold. Teachers must ensure that the behavioral expectations of individuals should enhance individual's quality of life.



Doing action research on this topic really reminded me of those schooling day. I am satisfied with the work done because the strategies that I brought under application for improving the students behavior were interesting, challenging but were quite fruitful in decreasing the number of students from creating common disruptive behavior in the classroom.

The disruptive behavior of the students in the classroom spoils the charm of teaching learning making the students less attentive in the classroom. There is lots of information regarding the disruptive behavior of the students. It has been an issue at the forefront of mannerism discussion especially with the students in the school. Every parents, educators, students, and teachers has an opinion of what is disruptive behavior. The relationship building approach helps the students develop positive, socially appropriate behavior by focusing on what the students are doing right. Therefore based on this research finding, I would like to take an opportunity to recommend the following points that one should not only focus on class room and school environment but should take in consideration the following factors while carrying out the same research topic like

Home environment

As we know that different children have different home environment like some of them come from a high background family, some poor, while some are without parents, some are raise by their second parent. So, the home environment also becomes one of the important factors while dealing with the disruptive behavior.

Parenting style

As there is a saying that everybody is good in its own way likewise different parents have their own style of raising their children at home. Some parents are very easygoing while some are very strict with their children. The personality of the child is shaped by the type of parenting that they received. Therefore a teacher should even consider the parenting style of that child. As every child is brought up in different social and cultural environment; every child is unique and different from each other. So while dealing with the behavior problem of a child, teacher should also study the socio- cultural pattern in which the children is living.

First of all I would like to deeply acknowledge the Principal and the faculty members

of JigmeSherubling Central School for having enormous faith in me by accepting to do my action research. I would even sincerely like to appreciate the benevolent support rendered by Mr.JigmeDendup, Teacher for sharing awesome valuable experiences about the disruptive behavior which assisted me while doing my action research.

Moreover I would like to thank my students for participating in this action research. The magnificent rapport all-embracing really was en-sconce which reinvigorated profoundly and tremendously without which my action research would not have been successful.

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APPENDIX

Data collected during History period through observation.

SL.#	Name	Mon	Tue	Wed	Thu	Fri	Sat
	Boys						
1	Std 1			*	*	*	*
2	Std 2		*		**		
3	Std 3			**			
4	Std 4		*	*	***	*	*
5	Std 5				*	**	
6	Std 6		**	*	*	**	**
7	Std 7						
8	Std 8						
9	Std 9						
10	Std 10						
11	Std 11	**	*	***	*	**	*
12	Std 12			*	*		
13	Std 13		*				
14	Std 14		**	**	*	*	
15	Std 15						
16	Std 16		*	*	*		
17	Std 17						
	Girls					*	*
18	Std 18						
19	Std 19	*	**	*	*	**	*
20	Std 20						
21	Std 21	*			*		
22	Std 22						
23	Std 23						



24	Std 24						
25	Std 25						
26	Std 26			*			*
27	Std 27						
28	Std 28						
29	Std 29						
30	Std 30	*	**		**	*	*
31	Std 31						
32	Std 32						
33	Std 33						
34	Std 34						
35	Std 35						

* Indicates number of problems created by that particular student

Sl no	Days	No. of disruptive behavior
1	Monday	5
2	Tuesday	7
3	Wednesday	9
4	Thursday	8
5	Friday	6
6	Saturday	3

Fig 1.1. Showing the data collected through observation in a week

Areas of disruptive behavior	Total no. of days in a week								
	Mon	Tue	Wed	Thu	Fri	Sat	Boys	Girls	Total
1.Looking out of the window	1	2	1	1	2	1	5	3	8
2.Lost in the thoughts	1	1	1	2	1	1	4	3	7



3.Late comer	3	1	2	1	1	1	6	3	9
4.Talking	2	3	2	1	2	2	7	5	12
5.Laughing	3	2	1	2	4	2	9	5	14
6.Drawing	1	1	2	1	1	2	4	4	8
7. Sleeping	1	2	1	1	2	2	5	4	9

Fig 1.2.Showing the base line data collected through observation

Areas of disruptive behavior	Total no. of days in a week								
	Mon	Tue	Wed	Thu	Fri	Sat	Boys	Girls	Total
1.Looking out of the window	1	1	1		1	1	3	2	5
2.Lost in the thoughts	1		1		1	1	2	2	4
3.Late comer	1	2	1	1	1	1	4	2	6
4.Talking	2	1	1	1	2	1	5	3	8
5.Laughing	2	1	2	1	2	1	5	4	9
6.Drawing	1	1	1	1	1	1	3	3	6
7. Sleeping	1	1		1	1	1	2	3	5

Fig 1.3.Showing the post data collected through observation