TYPES AND CAUSES OF STUDENTS' DISRUPTIVE BEHAVIOR IN CLASSROOM AT COMPREHENSIVE LEVEL IN KHYBER PAKHTUNKHWA, PAKISTAN

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ABSTRACT

Disruptive behaviors have been ranked as the most triggering obstacle in the effective teaching-learning processes in the classroom environment. Moreover, it has been also reported that students in the govt: owned school feels more insecure as compared to the private school system. Among many, one is the inability of the teacher to manage and control the class in best possible way. In this study 400 teachers were taken as a sample. Questionnaire was adopted to evaluate the responses on 5-point Likert Scale ranging from 1= strongly disagree to 5= Strongly agree. Most of the disrupted behaviors were reported unanimously by the teacher. The study recommends that an extensive policy may be devised by the educators and proper training of the teacher may be given to the teacher for the social and emotional development of the student.

Keywords: classroom management, disruptive behavior, comprehensive school

1.0   INTRODUCTION AND BACKGROUND OF THE STUDY

Internal and external stimuli play equal role in behaviors' development. It needs modification when it disturbs the smooth tempo of the processing at any horizon. Similarly, in schools, besides, conventional methods, new oriented and accepted thearchy should be adopted to mold the behaviors of the learner in the best possible, feasible and desired way.

One of the tadeonal method using for the disrupted behavior modification was corporal punishment. But the Govt: of Pakistan has recently banned it after passing 131 bills from the national assembly. Being more closed and traditionalist society, disruptive behaviors increased in numbers in the schools as student became bold that after passing this amendment, teacher don't have any measure to punish them. And the teachers were not trained in the smoother punishment. Children at the comprehensive school passes through the questioning and physical changes age. They are much porn to the psychological and environmental triggers and they remain an easy prey for all of them, therefore, Attention Deficit Disorder (ADD) and Attention Deficit and Hyperactivity Disorder (ADHD) among the students of teenage were also thought to be the core causes of disruptive behavior, occurs in the learners. Therefore, this reached intended to search and devise applicable therapies, which can give new directions to the learner to put them on them in the right track and to fully utilized their potential and energies.

2.0   STATEMENT OF THE PROBLEM

A dare need was felt for the exploratory study to figure out the types of the disruptive behaviors, who disturb the tempo of the learning processes in the classroom to make sure the smooth transfer of the educational motives.

3.0   OBJECTIVES OF THE STUDY

Focus of the study was to discover types and causes of the disruptive behaviors and to recommends applicable therapies for the behaviors modifications.

4.0   LITERATURE REVIEW

To learn and live in the safe and secure environment is the basic right of every individual learner. Therefore, faculty and heads of school must come forward with applicable and innovative solutions. Because, disruptive behaviors at the teen become major problem and its managing and controlling become a hard issue for the school faculty and administration. (Ghazi, Shahzada, Tariq, & Khan, 2013). These may be caused by the not healthy and motivated academic engagement of the learner, low achievement results in the test, untrained faculty, poor school leadership, class size, social and cultural background of the learner, cultural differences, violence in the domestic and school, less attention paid by the teacher (Nooruddin & Baig, 2014). Much of the disrupted behaviors are caused by untrained teacher, who doesn't know the applicable one-minute management and controlling skills (Ahmad, 2014; Ghazi, Shahzada, Tariq, & Khan, 2013). Similarly, poor school leadership never pay due attention to the reported behaviors cases, which creates disappointment, tension, depression and anxiety among the faculty and learner and the whole environment become violent, which effect performance and outcomes (Al-Zu'bi, 2014; Ahmad, Rauf, Rashid, & Ali, 2012). Single case should not be ignored, because disruptive behaviors of the single student are not paid attention, it deteriorates and create embarrassing situations for all, therefore it has become a matter of great concern for the educators (Latif, Khan, & Khan, 2013; Nooruddin, 2014). Therefore, dire need to distinguish and correct the disruptive behaviors is mandatory to provide to create over all safe environment for the learner (Maddeh, Bennour, & Souissi, 2015; Ahmad, Rauf, Rashid, & Ali, 2012; Maddeh, Bennour, & Souissi, 2015). For this cause, teacher and the leadership need comprehensive training in educational psychology to come up with the ameliorated rule and regulation for the academic year (Mezrigui, 2015; Murtaza & syed, 2016). These situations should be handled with great care and sensitivity, otherwise single breaching will create harmful repercussion (Drugli, Clifford, & Larsson, 2008). Therefore, such scenario needs holistic approach to keep the school environment free of hostile pushing. Keeping under consideration the present scenario, some newer standpoints on classroom (Isac, Calvo, Araújo, & Costa, 2015; Maddeh, Bennour, & Souissi, 2015). Based on the previous practices, it is hoped that students will smoothly perform their role and consequently will achieve their goals (Hwung, 2016; Simuforosa & Rosemary, 2014; Hwung, 2016). Good classroom management and controlling practices can reduce disruptive behaviors. Besides, this it also promotes positive learning and interactive environment, which can provide social, moral, ethical, psychological and emotional support to the learner. (Drugli, Clifford, & Larsson, 2008; Sava, 2002). Safe classroom environment reduces aggression, unpleasant situation and promote empathy, care and respect (Özdaş & Akpinar, 2016; Temitayo, Nayaya, & Lukman, 2013).

5.0   RESEARCH METHODOLOGY

Data was collected with the help of self-developed questionnaire from comprehensive school teachers in the district of Parachinar. 500 hundred questionnaires were distributed and 437

(87%) were found complete and perfect without missing. Questionnaire was ranked and evaluated on 5-point Likert scale ranging from [Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA)]. Reliability of the instrument was checked with the help of split half reliability and coefficient alpha, a small data of fifty respondents were taken, the researcher randomly split the test into two then calculated respondents' scores on each 'half test', two scores were related to one another, they both were measuring the same thing, they were strongly related with a correlation coefficient 0.86.

The respondents were personally approached in their schools by one of the researchers. They were asked to fill the questionnaires and informed about the purpose of research, about the questionnaire, and how it will be filled out. Along with that the instructions were also available on the questionnaire. Relevant data was collected through the questionnaire.

Table 1.0 : Type of Behavior

Type of Behavior	SDA	DA	UD	A	SA	X^2
Trying to gain influence among his/her fellows	34	71	108	205	19	252.3
To gain power in classroom threaten teacher	17	53	121	218	28	318.6
Entering in the classroom with screaming sounds	34	83	110	183	27	185.0
Sleeping during teaching	36	57	97	193	54	182.2
Chatting with on another during teaching	5	53	99	217	63	291.7
Coming to classroom habitually late	18	50	88	202	79	222.1
Unnecessarily arguing with teachers	4	187	79	123	44	229.9
Bringing nosy electric in the classroom	13	37	120	226	41	348.9
Blaming one anther upon any mischief	0	13	79	240	105	249.8
Initiating quarrel among the students	44	46	99	197	51	195.2
Shouting to create thrill in classroom	15	115	96	181	30	207.4
Wandering in Veranda to diverge students' attention	13	34	125	214	51	310.6
Start answering before the question finishes	2	26	113	227	69	360.9
Playing with (hands, feet, pen etc)	12	128	87	188	22	248.6
Using rough language with other students and teacher	17	83	109	189	39	207.1
Reporting others for his or her mistakes or misbehavior	1	109	125	160	42	190.8
Deliberately destroying things/materials	0	89	110	159	79	34.7
Challenging the teacher on certain concepts	5	132	99	154	47	171.4
Discussing religious/ sartorial issues	0	160	110	121	46	61.4
Ignoring the teacher's directions	0	50	93	219	75	155.5
Shifting from one Chair to another	6	60	110	185	76	200.7
Losing temper on slight penalty given by teacher	12	52	117	212	44	288.5
Making complaints against his/her fellows	10	135	91	163	38	187.9

Expected Frequency = 87.4

In Table 1, chi square values show a significant difference between the observed frequencies and expected frequency for all the types of selected disruptive behavior at 0.05 level of significance. Interestingly, all the observed frequencies show that the types of selected disruptive behavior of the students are very important and the selected problems are of immense value. In short, all the following types of students' disruptive behavior were reported significant by the respondents.

In Table 2 chi square values show a significant difference between the observed frequencies and expected frequency for all the selected causes of disruptive behavior at 0.05 level of significance. It is noteworthy that all the observed frequencies show that the respondents are in the support of the selected causes of classroom disruptive behavior of the students. Although the intensity of each cause is almost different from the other cause, however, all the causes are found with a high chi square value. It can also be inferred that the favor of the teachers for all the causes with a high value also shows the importance of the problem in hand. In short, all the following causes of the students' disruptive behavior were reported significant by the respondents.

Table 2.0 : Observed Frequencies on different Causes of Disruptive Behavior

Causes	SDA	DA	UD	A	SA	X^2
Inconsistent parenting	0	54	90	208	85	125
Uncaring parents	0	81	133	162	61	59.2
Over-protective parents	10	165	93	136	33	198.6
Bad influences of a local community	5	157	91	132	25	170.3
Poverty	9	93	100	174	61	166.2
Poor quality teaching	0	183	110	109	35	100.2
Teachers' negative attitude	0	179	106	112	40	88.5
Repeating change in subject teacher	0	208	91	94	44	133.4
Repeating the same class	2	170	104	116	45	194.5
Lack of motivation from teacher	1	105	87	186	58	210
Load shedding and lack of alterative	0	246	89	93	39	155.6
Classroom poor conditions	1	148	84	148	56	180.8
Students' psych-problems	0	108	107	163	59	49.6

6.0   CONCLUSION

It is clear from the above results that disruptive behaviors create unrest, disturb tempo of the classes and eventually effect the class performance and outcomes. It is becoming big dilemma for the educationists, administrators in the closed and rigid society to manage, control and modify the behaviors of the learner in the conventional way after the amendment from the national assembly. Therefore, dire need is felt to come up with innovative ideas, take all the stake holders on board in a loop for the better Prospectives of the cognitive, social and emotional development of the learner.

Teacher were found unanimous reporting the disruptive behaviors of the learners and were feeling bit hopeless and were demanding government support for its management.

7.0   RECOMMENDATIONS

Teachers should have devised comprehensive and innovative teaching strategies, should developed ameliorated, safe and friendly environment for the teaching-learning processes,

similarly, visits of the renowned behaviors modification practitioners can be arranged focusing on targeted behaviors. The govt should appoint student counsellor and psychologist, who can better deal with the challenging behaviors of the learner and can better do the root cause analysis of the disruptive behaviors. Field visits, seminar, galas and movies can be better and motivated options to deal with the disruptive behaviors. Beside this, adhere to the policies of the institution, reward and punishment can be good triggers to trigger the disruptive behaviors. Moreover, teacher can be made more responsible through refreshment courses and trainings, which can in soul new life in the learner, can give them new directions, new philosophy of life, enthusiasm and resolution to the learner.

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