

Teachers' Perspective on Secondary Level Students' Disruptive Behavior

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ABSTRACT

A classroom includes a formal interaction between the teacher and the learner. Teachers should come up with a lesson which is new for the learners including preparing creative activities and using technology in the teaching and learning process. This study aims to investigate the teachers' perspective on the classroom factors that lead to disruptive behavior among students which frequently occur. This study was designed with the qualitative method, which required a purposive sampling. The data was collected using interview and observation. Both of the teachers and students participated in this study. The sample was selected from different races; Malays, Chinese and Indians. The finding shows that both younger and older students' disruptive behavior were more likely to be the same where they like to breach the classroom rules, distract the ongoing lessons, and interact more with their peers. Further research should keep on investigating the association between instructors' showing techniques and the students' behavior.

Keywords: Disruptive; disruptive behavior; disruptive students; teachers' perspective.

1. Introduction

A classroom setting is where a group of learners collaborate with a teacher in a formal way to learn something new; consequently, managing the classroom is an important matter in the teaching and learning process. Managing a classroom with a huge number of students is very difficult especially when a teacher is too soft and not strict (Tim, 2014). Therefore, all teachers need to master classroom management skills in order to create or establish a successful and positive classroom environment (Alisic, 2012; Marzano & Marzano, 2003). The disruptive behaviors make an incredible peril to progressing educating and learning process in the classroom, which requires an investigation for arrangements that will make troublesome parts carry on fittingly in class with the point of setting them up for a future life as great subjects in the public arena (Korpershoek, Harms, Hester, Doolaard, & Simone, 2014; Marzano & Marzano, 2003).

The types of disruptive behaviors shown by the students when they are not interested in learning the lesson represented as troubling friends, taking friends' things without their permission and talking continuously (Ritu, 2015). Executing the classroom is where the instructor needs to guarantee that classroom exercises run easily regardless of troublesome conduct by a portion of the students (Douglas, David, & Douglas, 2014). Besides, the teacher needs to ensure that the prepared activities and the lessons for the students attract the attention of the students so that it will not make them feel bored. The teacher also needs to ensure that the environment of the classroom looks creative and attractive so the students will feel cared, secured, safe, and show their enthusiasm for learning the lesson.

2. Literature Review

2.1 Malaysian Educational System

Many higher educational institutions in Malaysia, showed that effort in learning culture teacher would be a difficult job due to the many challenges to be overcome. The education arrangement in Malaysia has gone over great changes and revolution (Grapragasem, Krishnan, Joshi, Krishnan, & Azlin, 2015; Rao, 2009). During British settlement, education was done casually which was mostly to obtain elementary living skills. Even during British settlement, there was no important rule on education, but numerous vernacular schools provided for the needs of different ethnic groups such as the Malays, Chinese and Indians (Grapragasem et al., 2013).

The National Education System was implemented after the Education Act 1966 was approved by the parliament. The government could utilize the training as a device to substitute solidarity and country working through a typical schedule and educational programs. In 1989, the National Philosophy of Education was free and became part of Malaysia's Vision 2020, which was to increase the status of a fully established

country by the year 2020 (Mohammad, 2014; Grapragasem et al., 2013; Lee, 2013). In order to reinforce Vision 2020 and better prepare the younger cohort for the needs of the 21st century, the MOE has developed a new National Education Blueprint (NEB), which was implemented in December 2012. Through the (MOE) Ministry of Education, the government has developed the higher education system to be capable to respond to the need for the nation-building through the nine challenges in vision 2020. The higher education institutions are encouraged to take part the changes and achieve excellence to face the competition given by the global education market (Thillainathan & Cheong, 2016; Grapragasem et al., 2013).

2.2 Classroom Management

Classroom management is characterized as a multi-dimensional movement as it reaches out past the customary behavior the executives' systems which prescribed to manage students with problematic behavior (Ritu, 2015; Abdul, Siti, Ruziah, Amar, Lye, Chang & Mahadi, 2014). Its main purpose is to establish the student self-control through a process of endorsing positive student achievement and behavior (Ritu, 2015; Al Zubi, 2013). Classroom management is primarily concerned with the area of management of the classrooms. They take into consideration that aspects are necessary to manage the classroom and able to complete the tasks within the classroom environment (Radhika, 2018).

Teachers face many challenges while trying to manage the classroom and conduct the lesson; some of these challenges is the classroom weather, the huge number of students in the classroom especially in public schools, the lesson difficulty level, students different intelligence and background knowledge about the lesson (Wilson, 2014), students' different learning styles, time management, students personal problems which affect their learning (Befring & Duesund, 2012), students' absenteeism (Wilson, 2014), and students' behaviors. Students behaviors in the classroom were find to be positive, in which the students interact with the teacher and students for the learning and understanding purposes, and negative behaviors, which is usually hinder the learning process (Farrel, 2012). The later behavior is referred to as disruptive behavior (Haynes, 2011). Which is the interest in educational research (Kaynak, Lepore, Kliwer, & Jaggi, 2015; Jaffee, Hanscombe, Haworth, Davis, & Plomin, 2012).

The problematic behavior occurs regularly for the instructors and many referenced that there were a couple of students in their classroom that recurrent a similar conduct each day and some are well beyond the ordinary conduct for that age gathering. Practices were quite certain to every student. The disruptive behaviors; is represented by the students who are talking to their peers, talking continuously, likes to seek attention, bothering other students, making noises, raising their voices, talking too loud, lazy in completing works, sleeping in the classroom, wandering around the classroom, querying the teacher numerous questions several times a day and screaming (Henricsson & Rydell, 2004). Disruptive behaviors in a student growth the levels of pressure, foiling which decreased concentration, congested communication movement, and harmfully affected the relationship between the teacher and other classmates (Henricsson & Rydell, 2004; Fecser, 2015).

Arranging troublesome practices could be useful in giving arrangements and subtleties of various types of practices that may happen in classrooms and lead to comprehension and identification of explicit practices and which measures are proper to oversee them (Kaynak et al., 2015; Jaffee et al., 2012; Hogan and Quay, 1999). Major troublesome practices are frequently the concentration in research (Kaynak et al., 2015; Jaffee et al., 2012; Hogan and Quay, 1999). The declarations of such conduct suggest genuine significance to those showing it just as of the individuals who are casualties of it. These sorts of practices could incorporate clutters and the behavior expressions are not continually something schools or instructors can oversee themselves (Hogan and Quay, 1999; Jaffee et al., 2012; Kaynak et al., 2015).

Applying an interdisciplinary point of view could go more distant than what problematic behavior looks like in the classrooms (Befring and Duesund, 2012). It could likewise demonstrate points of view on what such behavior means and how to decipher it. Distinctive orders give examinations of foundations of troublesome conduct, just as what problematic behavior implies. Moreover, students may have issues in different fields than school (Befring and Duesund, 2012), they may have poor mentalization aptitudes (Duesund, 2014; Skårderud and Duesund, 2014), battling with adapting to their lives (Chaplain, 2003) encounter weight from society (Gregory, Skiba, and Noguera, 2010). what's more, instructors may give lacking responses towards problematic behavior (Chaplain, 2003; Greene, 2014).

2.3 Disruptive Behavior

In this perfect world, students would come to class with a couple of aptitudes in the classroom, for example, control and participation (Lane and Kuiper, 2012). Stacks (2005) expressed that social issues in the optional dimension school setting are typically separated into gatherings as far as externalizing or disguising. Problematic behaviors that neglect to satisfy with the teachers' desires and those that teachers find testing are the externalizing practices that can be characterized as "dangerous and forceful behavior, and hyperactive practices" (Henricsson, and Rydell, 2004, p.112). These students have more elevated amounts of

negative bonds with teachers and furthermore with different students, incorporating negative collaborations even with accepting more consideration from the teacher (Henricsson, and Rydell, 2004).

In addition, Gregory et al. (2010) found that problematic behavior likewise happens among school kids; particularly, the individuals who live in urban networks. Students live in urban zones are bound to involvement injury because of savagery, passing, disregard, destitution, and misuse. Youngsters may react to these awful encounters as troublesome behaviors in the classroom. Students who experience the ill effects of injury or behavior issue are probably going to show extreme behavior, for example, viciousness, interruption, self-mischief, and rebellion inside the classroom (Gregory et al., 2010). Students who show troublesome practices might be put on a conduct plan or be alluded to an Individualized Education Program (IEP) for Emotional Disturbance or they may miss scholastics due to being suspended from the classroom (Gregory et al., 2010). Huge numbers of these students' mindset are the skin shading, which causes an expansion in the over-portrayal of this statistic inside a specialized curriculum. (Wilson, 2014).

Students' disruptive behavior becomes an immediate concern to the teaching profession (Korpersheok et al., 2014). This is also supported by Yahaya (2009) in his study. He identified the factors of students' disruptive behavior in a Secondary school in Kelantan, Malaysia. He stated that disruptive behavior is a concern to the schools as well as to the parents and should not be dealt by the teacher solely, it should be taken seriously by the students whose education may be badly affected. Moreover, Jamaludin in 2009 stated in his study stated that the students discipline issues, for example, truancy, non-appearance, taking and battling among the optional school students in Johor Bahru and Pasir Gudang locale depend on the view of the order teachers. Overseeing such sort of issues ought not to reflect poor training. It is imperative for the school organization to assume a prevailing job to guarantee the students focus on their training and to indicate great behavior in the classroom.

However, limited research has been done on the teachers' perspective on the classroom factors that lead to disruptive behavior among students which frequently occur. Therefore, this study aims to investigate the teachers' perspective on what are the classroom factors that lead to disruptive behavior among students which frequently occur. Such knowledge might help in understanding how this problem affects the learning process and how the teachers can deal with the students' disruptive behavior in the classroom.

3. Research Method

3.1 Research Design

This study was designed with the qualitative method. It aims at finding teachers' perspective on the classroom factors that lead to disruptive behavior among students which frequently occur. The data was collected using interview and observation.

3.2 Setting

The setting for this study took place in three different secondary schools in Shah Alam area which are SMK TTDI JAYA, SMK BUKIT JELUTONG, and SMK SHAH ALAM. As a researcher, the reason to choose these schools are discipline problems increasing every year among both genders (Schools' students' discipline record 2016).

3.3 Participants

A total of 16 teachers were interviewed and a total of 6 classrooms were observed. The sample of this study was a purposive convenient sample. Different races participated; Malays, Chinese, and Indians, and were divided into gender, which is male and female.

3.4 Data Collection

3.4.1 Interview

A semi-structured interview question constructed by Rachel and Daniel in 2012 was used in this study. These questions were chosen due to their relatedness to the current study. The interview questions are as follows:

- (1) In the classroom, what student problem behaviors are there? Please list out as many as possible and describe them.
- (2) Among these problem behaviors, which one(s) is/are the most common?
- (3) Among these problem behaviors, which one(s) is/are the most disruptive to teaching and learning?
- (4) Among these problem behaviors, which one(s) is/are the most unacceptable? Please illustrate.

In the interview session, every teacher was interviewed individually, and the questions were used to discover the participants' perceptions on the students' behavioral problem and teachers' organization strategies in the classroom and school contexts. The participants were also requested to define the "problem

behaviors” term based on their own understanding and interpretation. They were also asked to use factual examples to further explain their interpretations. Teachers were interviewed until saturated.

3.4.2 Classroom Observation

The procedure of perception and assessment require a high level of expert morals and objectivity (Masoumeh, 2013), just as observational and systematic abilities (Alisic, 2012). Classroom perception was utilized to deliver proof which is the worry on the connection between teacher acts and student behaviors, examination with their friends' behaviors, explicit proposals for teachers to enhance about showing systems and best practices just as correspondence with students (Alisic, 2012). The real qualities of classroom perceptions are both the spectator and the watched may get familiar with some new showing methodologies and open a decent correspondence about educating and learning (Masoumeh, 2013). In spite of the fact that there are a few kinds of observational methodology that have been utilized to inspect compelling instructing the most usually utilized research strategy has been the orderly classroom perception dependent on intelligent strategies (Martinez, 2011).

As for the classroom observation, the teacher did not inform his or her students that the researcher coming to observe the classroom to collect data about their teaching, the classroom environment and the students' behavior in the classroom. The observer sat at the back of the classroom and did not disturb the stream of the class. The observer listed the positive behavioral of the students, the classroom rules and environment, took note on how the teachers deal with inappropriate behavior of the students and on how the teachers reinforce the appropriate behavior of the students.

4. Findings and Discussion

4.1 Interview

The Classroom Factors that cause the Disruptive Behaviors in the Classroom.

The responses for the first objective which was gathered from the data included the teacher's explanations of the students' disruptive behaviors in their classrooms. The teachers also described what were the most difficult behaviors to manage in a classroom. Students would come to school with certain skills in the classroom such as control and cooperation (Lane et al., 2012), Troublesome practices in a student rises the dimensions of pressure, dissatisfaction which debilitated focus, impeded correspondence stream, and unfavorably influenced the connection between the teacher and different colleagues (Henricson & Rydell, 2004). Related to that, the problematic conduct happened once a day for the instructors and many referenced that there were a couple of understudies in their classroom that were rehashes similar conduct each day and some are well beyond the ordinary conduct for that age gathering. Disruptive behaviors were very specific to each student.

The teachers mentioned that several students engaged in disruptive behaviors is to gather more attention from the teacher or their friends than other students. The disruptive behaviors described in the interviews included: Conversing with their companions, talking persistently, who likes to look for considerations, disturbing different understudies, making clamors, raising their voices, talking excessively noisy, lethargic in finishing works, dozing in the classroom, meandering around the classroom, conversing with different colleagues, asking the educator various inquiries on numerous occasions multi-day and yelling. She said sometimes her job is “draining” and described getting off the lesson in the classroom:

“Situation that makes me stop the lesson half way and redirect constantly [is the hardest behaviors] like they will raise their voices and the friends will follow them.”

In conjunction to that, the troublesome conduct happened consistently for the teachers and several referenced that there were a couple of students in their classroom that were rehashes similar conduct each day and some are well beyond the typical conduct for that age gathering. Similar findings have been found by Henricson and Rydell in 2004. Disruptive behaviors in a student rise the levels of stress, frustration which impaired concentration, obstructed communication stream, and adversely affected the relationship between the teacher and other classmates (Henricson & Rydell, 2004). Teacher No.1 mentioned that the hardest behaviors to deal with in the classroom were students who are lazy to complete the task and talking continuously. The frequency of repeating instruction also becomes frustrating. In the midst of teaching, Teacher No.5 found herself getting off track because she had to give her students constant reminders to complete the tasks and redirecting students who are interrupting the lesson by talking continuously. She was very conscious of her disruptive students and how they sidetrack other students. She labeled the impact the disruptive students have on other students and how others react to the common distractions in class:

“Then you have to deal with the student who comes to school without bringing their complete school work. They will also be lazy to do the school work as well as would like to stand near the classroom corridor”.

Stress can happen to any teacher in any case of the quantity of long stretches of educating. Stress rate can be ascribed to the school, teacher's adapting aptitudes, and furthermore classroom push (McCarthy, Lambert, O'Donnell, & Melendres, 2009). Teacher No.2 also taught seventh grade and eighth grade, but her description of behaviors of the student was very specific to the individual student. Teacher No.2 discussed her concerns about few students in her class that showed disruption during the teaching and learning process. Teacher No.3, Teacher No.8, and Teacher No.4 described that, in their class, the students are not really preparing themselves for the lesson. Disruptive student behavior in the classroom also can result in reduced levels of academic achievement (Casillas, Robbins, Allen, Kuo, Hanson, & Schmeiser, 2012; Korpersheok et al., 2014). Teacher No.3 and Teacher No.4 stated one example which Teacher No.3 and Teacher No.4 needs to tell the students to take out their textbooks for that particular subject whereas teacher No.8 mentioned that the students will not bring their art materials to the lesson. Such situations make them stop the lesson and settle down the issues before starting the lesson. Moreover, they stated that the time given for each subject is not enough since such nuisances take over in the classrooms.

4.2 Classroom Observation

In the classrooms, it was noticed that the students were instructed to sit in the form of U- shape. It was a big U- shape position located in the classroom. The classroom's wall was painted with a colorful color paint as well as a lot of creative designs using paper plates and paper cups posted on the wall. There were a daily schedule and routine schedule posted on the notice board. The reading area was well organized as well as the rules listed at the front of the classroom. Furthermore, when the students switched from one subject to another, the teacher tells the students that if they can put the previous books and materials away in 2 minutes then they can go to the next class early. However, the disruptive behavior is shown by the students in the classroom as they were more likely to talk to their peers both during the ongoing lesson and also when the teacher is stepping out of the classroom. Although they are teenagers, they like to follow their peer's steps.

The classroom management is in the core, about being able to setting time to good use. The teachers had given extra work and classroom activities to the students so that the students will not waste their time by walking around the classroom, talking with their peers and distracting the ongoing lesson (Martin & Baldwin, 2000). Still, some of the students were distracted the lesson and ignored the teacher's instruction. This circumstance as lead the teacher to stop the teaching and learning process halfway to settle down the disruptive students' problem. Wasting the time of the teaching and learning process usually results in a lack of respect (Petkovski & Aleksova, 2010).

The development of classroom the executive's ideas is an indispensable significance for the powerful arranging in school the board. For instance, if the class has not been suitably arranged whether the idea has been excessively exceptional or unreasonably basic for the students and there is a high likelihood that the students will carry on inappropriately (Martin and Baldwin, 2000). The most effective method to carry on with hazardous students, when and how to applaud the students in the classroom, how to set up an arrangement of compensating students is generally grabbed through the individual experience of the teachers. Here and there the circumstance is parallel or specifically associated with school the board arranging (Petkovski and Aleksova, 2010). The watched classrooms are comprised of 44 students each. There were just a single teacher exhibits in a single classroom. The eyewitness concentrated on the showing style of the educator and the connection between the teacher and the students. The classroom game plan and the classroom condition were likewise incorporated into the rundown of classroom perception. Because of the classroom ugly condition, the students' problematic behavior happens regularly in the classroom. The advancement of the instructing program is as yet a vital section in the classroom the board. It is important for each teacher to realize how to diagram his or her exercises as indicated by the objectives of the school educating program. It is basic for each new teacher in the framework to build up his or her work rationality in the edge of the showing program, paying little mind to past students (Petkovski and Aleksova, 2010).

5. Conclusion

Teachers subsequently are a critical advantage in schools, and the prevalent the capacity, even more, agent the teachers will be. As the teachers, they should concentrate on the best wellspring of fluctuation that can have the effect and have incredible and shockingly constructive outcomes on students. The instructive network should guide its consideration regarding higher quality educating, and create higher desires that students can address proper difficulties that happen once the classroom entryway is shut (Hattie, 2003). Witcher, Onwuegbuzie, and Minor in 2001 referenced six topics for the highlights of powerful teachers. The creator recorded the subjects as understudy student, energy for educating, moral qualities, classroom and conduct the board, showing procedure and information.

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