CAUSES OF STUDENTS’ DISRUPTIVE CLASSROOM BEHAVIOR: 
A COMPARATIVE STUDY

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ABSTRACT
In Pakistani universities, Student’s disruptive behavior in classrooms is at 
alarming rate. Both students and teachers are worried and thinking about the 
causes of disruptive classroom behavior. This study was conducted to compare 
the perceptions of university teachers and students about the causes of student's 
disruptive behavior in classroom. For this purpose, A 30 items questionnaire 
QCDCB was developed and was used for data collection. All the university 
students and teachers of public sector universities of Pakistan comprised the 
population of the study. SPSS 16th version was used for the analysis of data. It 
was concluded that university teachers and students in Pakistan think in a same 
way about the causes of disruptive classroom behavior.

Keywords: Causes, Disruptive Classroom Behavior, Comparison

INTRODUCTION
A wide range of studies have been conducted to investigate the various aspects of 
student’s disruptive classroom behavior. The following studies cover the nature, 
causes and types of disruptive behavior in classroom situations. Nordstrom, 
Bartels and Bucy (2009) narrates that a short number of studies have been 
conducted on disruptive students at university level. According to Meyers (2003), 
round about twenty percent students show disruptive behavior in classrooms. 
Clayton (2000) argued that student's disruptive behavior is faced by almost every 
teacher in a classroom. Allen (2011) states that student’s behavior problems result 
in loss of time and money paid by other students in a classroom. If a teacher is 
forced to stop the lesson for addressing the chatterers to stop the side 
conversations or to switch-off the mobile phones, it causes waste of precious time. 
Disruptive students are a part of almost every classroom that cause disturbance in 
class in many ways. Feldman, (2001) considers it a teacher’s responsibility to 
maintain the discipline of a classroom.
In the light of the above cited studies, the researcher intended to compare the students and teacher’s perceptions about the causes of student’s disruptive classroom behavior.

Statement of the Problem
This study was conducted to make a comparison of the perceptions of university teachers and students about the causes of disruptive behavior of students in classroom.

Objectives of the Study
The objectives of the study were:
- To compare the perceptions of university teachers and students regarding the causes of disruptive behavior of students in classroom settings.
- To check the differences among the perceptions of university students and teachers regarding the causes of disruptive behavior of students in classroom settings.

Significance of the study
The significance of the study is obvious from the following points:
- The study will help the teachers to explore the possible causes of student’s behavior problems.
- The study will be helpful for teacher to be equipped with the required skills for dealing with student’s disruptive behavior in classroom.
- The study will contribute for the betterment of the guidance and counseling services.

Delimitations of the study
- The study was delimited only to the students studying at Master’s degree level.
- The study was delimited only to the teachers teaching in the public sector universities in Pakistan.

Limitations of the study
- The findings of the study were drawn from the responses of university teachers and students to the 30 Items included in the QCDCB
Causes of Students’

(Questionnaire about the Causes of Disruptive Classroom Behavior).

Hypotheses

$H_0$: There is no significant difference between the perceptions of university teachers and students about the causes of disruptive behavior of students in classroom.

$H_1$: There is significant difference between the perceptions of university teachers and students about the causes of disruptive behavior of students in classroom.

LITERATURE REVIEW


In the "Inattentive behaviors", he includes the behaviors like sleeping during lecture, timeless cutting of class, showing boredom, less attention in class work, lacking motivation, unpreparedness and packing the materials before the end of class. In the "miscellaneous behaviors", cheating while taking a test and taking more interest in marks instead of learning. According to Hubell & Hubell, (2010) the types of student's disruptive behaviors are as following: late arriving in the class, sleeping during a lecture, side conversations, using mobile phone or, being engaged in text messaging, unnecessary arguing with teachers etc.

The literature reveals a number of causes of disruptive behavior. It means that "disruptive behavior" occurs when classroom is not arranged properly. According to Schneider (1998), Seidman (2005), Dzubak, (2007), Bjorklund and Rehling (2010), and Brittany and Katie (2011) larger class size is a major cause of disruptive behavior. Clayton (2000) narrates that students show disruptive behavior if they feel that they are being mistreated. Kuhlenschmidt (1999) say that student’s emotional problems are leading cause of disruptive behavior. Axup & Gersch, (2008), Schneider (1998) and Connelly, Zweig, Webster and Trougakos (2012) narrate that students attention seeking is also a leading cause of
disruptive behavior. Injustice by teachers is a key cause of disruptive behavior of students (Miller, 2000; Martin, 2002; Miller, Ferguson and Byrne, 2000; Whiteneck, 2005). Verkuyten, (2002) states that student’s exhibit disruptive behavior to show their power.

**RESEARCH METHODOLOGY**

**Population**
All university teachers and both male and female students studying in Public and private universities at Masters level constituted the population of the study. The sample of this study comprised of 200 university students and 200 university teachers from all over Pakistan. Thus the total sample size was 400 only.

Table Sample of the study

<table>
<thead>
<tr>
<th>Category</th>
<th>KPK</th>
<th>Punjab</th>
<th>Sindh</th>
<th>Baluchistan</th>
<th>Islamabad</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td>Students</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

**Sampling**
200 university students and 200 teachers were selected through convenient sampling as a sample of the study.

**Research instrument**
A 30 items questionnaire about the causes of disruptive classroom behavior (QCDCB) was developed by the researcher in 5 point likert type format. It was validated through pilot testing as well as consulting with 31 experts who were Ph.D in general and special education. The QCDCB was administered for checking and comparing the perspectives of university students and university teachers about the causes of disruptive classroom behavior. For the reliability analysis Cronbach alpha value was checked by using SPSS 16th version for each item of the questionnaire by using SPSS 16th version (Cronbach, 1951). The alpha value for the whole questionnaire was 0.869.

**Research procedure**
To study the perceptions of university students and teachers about the causes of disruptive classroom behavior, data were collected by using a self-developed questionnaire QCDCB from five public sector universities situated in each
province of Pakistan i.e. Punjab, KPK, Sindh, Baluchistan and the federal area (Islamabad). The data were statistically analyzed and conclusions were drawn.

Findings of the study

Findings of the study are presented as following:

The causes of student’s disruptive classroom behavior as perceived by university teachers and students are as following:

Physical environment of the classroom

- Students exhibit disruptive behavior if the temperature of the classroom is very high or very low.
- Students exhibit disruptive behavior if their seats are not comfortable.
- Students exhibit more disruptive behavior in larger class size.

Problems relating teachers and teaching method

- Students exhibit disruptive behavior if a teacher does not communicate the expectations for appropriate classroom behavior.
- Students indulge in gossip during the class because of the teacher’s weakness.

Health problems

- Students with hearing or vision problems exhibit more disruptive behavior than those with normal eye-sight or hearing ability.

Psychological environment of the classroom

- Students exhibit more disruptive behavior if the class consists of diverse population (students from different cultures).
- Less mature students exhibit more disruptive behavior than the mature ones.
- Students ask irrelevant questions to divert teacher's attention, for enjoyment and also to clear their confusions.

Psychological problems of students
Student's rude behavior indicates some psychological problem like superiority-complex.

Students show aggressive behavior when others misbehave with them or there is some hurdle in their needs.

Students become hostile because of competition in class.

Students try to be prominent to become good in others eyes.

Students make hooting for fun and enjoyment.

Students submit their assignments late due to their laziness.

Students exhibit disruptive behavior when they are tired.

DATA ANALYSIS

An independent sample T-test was applied to compare the mean scores of the following two groups:

Group A: Students of Public sector universities in Pakistan
Group B: Teachers of Public sector universities in Pakistan

RESULTS OF THE STUDY

Null Hypothesis

H₀: There is no significant difference between the perceptions of teachers and students about the causes of student’s disruptive behavior.

To test the hypothesis, an independent sample t-test was applied to compare the means of both the groups:

Table 1.1 Difference in the Student’s and teachers perceptions about the causes of disruptive classroom behavior

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-calculated</th>
<th>t-tabulated</th>
<th>df</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>30</td>
<td>3.81451</td>
<td>0.38561</td>
<td>0.199392</td>
<td>1.699</td>
<td>29</td>
<td>0.05</td>
</tr>
<tr>
<td>Students</td>
<td>30</td>
<td>3.80543</td>
<td>0.40335</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.1 indicates that the t-Calculated value 0.199392 was smaller than the t-tabulated 1.699 so we accept H₀ and conclude that there was no significant difference between the perceptions of university teachers and students about the causes of disruptive behavior. So, H₀ is hereby proved to be true and accepted. The results suggest that there is a consensus among university teachers and
students of Pakistan about the causes of disruptive behavior in classroom.

CONCLUSIONS
It was concluded that University teachers and students in Pakistan think in a same way about the causes of disruptive classroom behavior. Both the groups think that larger class size, attention seeking from teachers, injustice of teachers, desire for gaining power, poor teaching skills, students emotional problems, teacher’s style of classroom management are the main causes of students disruptive classroom behavior.

RECOMMENDATIONS
The study leads to the following recommendations for HEC, DSDs and Teacher’s training institutions:

It is recommended that the HEC and DSDs may make addition in the curriculum of teachers training programs like B.Ed, M.Ed etc. and the topics like the “Nature and causes of student's disruptive behavior and “Behavior modification strategies” may be included so that the trainee teachers may be equipped with the necessary knowledge and skills required for effective classroom management.

GUIDELINES FOR FURTHER RESEARCH
Further studies may be conducted to explore the reasons or factors that lead to student’s disruptive classroom behavior in different areas or provinces of Pakistan. The methods or strategies for reducing disruptive classroom behavior are needed to be defined. Experimental studies may be conducted for the application of different behavior modification techniques that can be helpful in making classrooms more conducive place for teaching and learning.

REFERENCES


