

Disruptive Behavior in The Classroom: The Students' Perspective

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Abstract — The purpose of this study was to establish the influence of discipline management on students' academic performance. The study was conducted under three research questions: how the management of school rules influences students' academic performance, how time management influences students' academic performance, and how the administration of punishments influences students' academic performance. The study employed survey research design particularly cross sectional survey design. Interviews were the main instrument of data collection in addition to document review. One (1) public elementary school was selected, the Quezon Elementary School in Hagonoy Davao del Sur in which the study was conducted. The major findings of the study were: the school have written rules and regulations but which they do not understand, some rules and regulations require modifications and others lack consistence in their implementation, which raises students' anger leading to violence and aggression. Also time is poorly managed in school where the designed timetables are not respected. Punishments were found to be unfairly administered that causes dissatisfaction, anger and thus inducing acts of indiscipline such as vandalism of school property as well as violence among students. The study came up based on the study findings, much as school rules help in controlling students' behavior in the school, their awareness is lacking among students.

Keywords — *Disruptive behavior, rules, time management, punishments, perspectives of learners*

I. Introduction

Having been able to finish the present school year, facts cannot be denied that struggles among teachers, school heads, parents, pupils, and other stakeholder in the implementation of distance learning modalities is visible. The immediate change in the curriculum made everyone create innovative ways to make learning easy while students are learning at home. Parents and other members of the family experienced being the learning facilitators at home. The teacher takes the responsibility of monitoring the progress of the students. The students may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. Where possible, the teacher does home visitation to students needing immediate attention, remediation, and assistance. Printed modules and other learning materials were delivered to students through their parents or guardians and sometimes teachers had to tap the Barangay Local Government Units to ask for assistance in the delivery and retrieval of the modules.

Since education is no longer held within the school, parents serve as partners of teachers in education. Parents play a vital role as home facilitators, guidance counselor, modulator, facilitator, and other functions of teachers in school. Their primary role in modular learning or blended learning is to establish a connection and guide the child (FlipScience, 2020) in accomplishment the activities in the learning materials given.

With the announcement of former Secretary Leonor Magtolis Briones that the president of the Philippines then, Hon. Rodrigo R. Duterte that school year 2021-2022 will start on September 13, 2021 has created more questions on whether the previous learning modality has been successfully implemented. Are the teachers ready to face another challenging school year? Are they able to learn lessons from the previous school year? Are they equipped with the knowledge, skills, and materials for another battle to face? Are the challenges encountered in the previous school year addressed? These are only some of the questions that the researcher had formulated which motivated her to conduct this study. Thus, this study aims to determine the challenges encountered by the teachers in managing discipline and how they overcome these discipline management affect students' academic performance.

It is in the rationale that the researcher who is currently teaching in the above mentioned locale, would like to delve into worthy research undertakings that will benefit the school she is currently teaching and that of her Graduate Program. The researcher teaches at Quezon Elementary School at New Quezon, Hagonoy, Davao del Sur where the study was also conducted.

The purpose of the study was to establish the influence of discipline management by head teachers on students' academic performance of public schools.

The study was guided by the following reasons - to establish how the administration of school rules and regulations by head teachers affect students' academic performance; to establish how the observance of time management by head teachers affect students' academic performance; and to analyze how the administration of punishments by head teachers affect students' academic performance.

The study was guided by the following questions:

1. How does the administration of school rules and regulations affect students' academic performance?
2. How does the observance of time management affect students' academic performance?
3. How does the administration of punishments affect students' academic performance?

Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 2019). Regulations on the other hand are

authoritative orders with a course of law intended to promote order and efficiency in an organization. Lupton and Jones (2021), also concurred with Okumbe (2019), and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behavior expected of the teachers and the students. However, these researchers did not say anything on the effect of school rules and regulations on students' academic performance and thus a need for this study.

According to Adams (2019), school rules and regulations are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority (Adams, 2019). Also on admission schools especially at elementary level, students are given prospectuses, which spell out some of the expectations (Adams, 2019). These rules and regulations specify in most cases what school members should do and what they should not do. Despite this expectation, in most secondary schools in Busiro County, students break these rules and regulations with wide spread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students that affect students' academic performance.

Kabandize (2019), carried out a study on students control through rules and regulations set by individual schools in Uganda and observed that, rules and regulations are enforced through prefects' bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton (2020), also argued that the best results could be obtained through vigilantly reminding students about rules and regulations of the school and monitoring their compliance with them. However, it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another to the extent of using acid as a means of defense. The consequences from such undisciplined behaviors may result into poor students' academic performance.

According to Matsoga (2019), during his study on discipline in schools of Botswana, he discovered the wide spread violence and misbehavior that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students. An example was cited in 2003 where students of one of the secondary school in Botswana, broke into a biology lab to steal ethanol (Banda, 2019). Some of these students lost their lives, and others lost their sight. In another secondary school, a 19-year-old boy committed suicide after fighting with another student over a borrowed plate (Maleke, 2019). These were due to students disrespecting the formulated school rules and regulations that could assist them guide their behaviors at school. However, these researchers concentrated on

discipline in schools without studying its effects on students' academic performance, which called for this study.

Cotton, (2020) in his study about the modes of students' control in Public Schools in the United States of America, shares the same opinion and recommends an open minded approach to school rules and regulations as a way of minimizing unwanted students behavior in schools. However, since most school rules and regulations are set without students' participation (Kabandize, 2019), students tend to resist them and at times break them leading to indiscipline acts that could result in suspension, dismissal of students that might affect their academic performance.

The question was how does the management of school rules and regulations by head teachers affect students' academic performance? A critical analysis of the above studies did not provide a clear answer. Much as the researchers had studied the way school rules and regulations control the students' behavior in schools, a gap remained undiscovered on how the administration of rules and regulations affect students' academic performance. This study therefore investigated the existing relationship between the management of school rules and regulations by head teachers and students' academic performance.

The effect of time management by head teachers on students' academic performance In a proper learning situation, a disciplined student is the one expected to do the right thing at the right time (Kajubi, 2019). Bratton and Gold (2018), also shared the same opinion with Kajubi (2019), where they argue that a disciplined student is the one who is in the right place at the right time. However, in most schools, students misuse time through loitering in villages and yet time is a factor for achieving success, others arrive very late for classes missing lessons, which seems to affect their academic performance.

According to Byarugaba (2021), time is a scarce resource and therefore requires proper apportioning so as to enable any organization to achieve its objectives. Punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution. Mafabi, et al (2019) also agreed with this idea and argued that, in the school environment for success to be achieved, the school head teacher is expected to be an example of good time management. Despite this expectation, the practice in most secondary schools is that, most of the school activities seem not to respect the designed time table. There was a need therefore to establish the effect of this poor time management on students' academic performance.

Clifford (2020), also conquered with Mafabi et al (2018), where he noted that discipline should take precedence over other activities and must be enforced. He argued further that much of time management in schools is guided by school timetables that indicate time for every activity in the school such as teaching, break time, assembly, lunchtime and sports. Parkes and Thrift (2019) also shared the same opinion with Clifford (2020) during their study on time management in public schools in the United States of America and established that time is a mental device that gives order to events by identifying them as successive. But in reality, in most secondary schools for

example assemblies tend to encroach on the time for other activities, an indication of poor time management. The effect of this poor time management on students' academic performance remained undiscovered and thus a need for this study,

Docking (2020) concurs with the opinion of Clifford (2020), and argues that a disciplined student is the one expected to arrive before lessons start and wait for the teacher. At the same time a disciplined teacher is the one expected to respect all the time allocated to him or her on the timetable. Despite this belief, most teachers in the secondary schools are also reported to attend lessons late and leave classes before the end of lessons. This generally seems to have an effect on students' academic performance. Therefore, this study investigated the relationship between time management by head teachers and academic performance of students.

According to Cotton (2020), lack of discipline is the most serious problem facing the education system in America's schools with many educators and students gravely concerned about disorder and dangers in the school environment. Poor time management, insubordination and intimidation by students result in countless school and classroom disruptions leading to many suspensions in a year (Cotton, 2020). However, she did not mention the effect of such indiscipline on students' academic performance and therefore a need for this study that investigated the relationship between time management by head teachers and students' academic performance.

Ramharia (2019), carried out a study on indiscipline and violence in Mauritius schools and established that Mauritanian primary and secondary schools have witnessed social changes due to the once booming economy. The Mauritanian youth are therefore living in a society transformed by technological progress on one hand and still tied to traditional, patriarchal and institutional structure on the other. Mauritanian schools suffer from deteriorating discipline as a result, which requires urgent attention. According to the survey conducted by Felister (2019), in the secondary schools in Tanzania, it was discovered that, majority of the headmasters and headmistresses lacked administrative skills and spent most of their time outside the school premises, hence becoming unaware of what was happening in their schools an indication of poor time management. The effect of this poor time management on students' academic performance remained unknown and thus a need for this study.

The effect of administrations of punishments by head teachers on students' academic performance. According to Nagawa (1998) cited in Mviso (2019), there are various types of punishments that are administered in the secondary schools in Uganda. These include the different modes or forms, which prevail in our schools in Uganda such as reprimand, bawling out, ridiculing sarcasm, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the offenders' neck, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school.

Ideally, punishments are an effective method of remediating individual misbehavior and therefore improving school order if they commensurate with the offence committed and must also be perceived by students as punishments (Okumbe, 2019). However, in most secondary schools, some forms of punishments are unfair and undeserved like corporal punishment in schools involving severe caning of students. The effect of such harsh punishments on students' academic performance had not been given attention. This study therefore established whether students who are victims of such punishments are affected as regards their academic performance.

This study was informed by McGregor's theory X and Y which is an alternative to the classical organization theory of Max Weber (Okumbe, 2019). In this study, the application of theory X viewed a school as an organization composed of different categories of people namely teachers, students and non-teaching staff. All these groups of people need discipline as a means of achieving the desired organizational goals and objectives through setting rules and regulations and once broken to be followed by prescribed punishments. Theory Y on the other hand viewed a school as an organization with a head teacher able to apply leadership skills so as to gain willing cooperation from teachers, students and non-teaching staff through the use of rules and regulations set by management (Okumbe, 2019). The fundamental concepts in McGregor's Theory X and Y are rules and regulations, disciplinary actions mainly punishments and time management especially when administering punishments in the school.

II. Methodology

The study was carried out using a qualitative design to investigate the attitudes, opinions and feelings as well as experiences of teachers and learners of Quezon Elementary School. Qualitative method was appropriate because extensive data could be collected at one point in time and it was very economical (Gall & Meredith, 2019). Qualitative method was also appropriate because data could be collected from a cross section of a population in a short time and then results generalized to represent the entire population of the study (Amin, 2019).

When the data collecting instruments were ready after validating and testing their reliability, the researcher got a letter of introduction from the Dean. This was presented to the head teacher of the school included in the sample. Questionnaires were administered in the first two weeks of the study in October 2023 and were collected after one week. Interviews were conducted with the teachers. Continuous consultations with the supervisor were made until the thesis was typed and submitted.

The populations for this study were the learners of Quezon Elementary School of New Quezon, Hagonoy, Davao del Sur. Purposive sampling was used because it economizes time and specific information can be obtained at a much reduced cost and time (Kothari, 2019). Students were sampled in the identified school who were given questionnaires and all were returned fully filled for analysis.

Purposive sampling was used to get the sample of students from grade 5 and 6 as it allowed the researcher to include subjects with specific needed information in the sample. A total of 16 participants were involved in the study (eight [8] grade 6 and eight [8] grade 5).

An interview guide was prepared to assist the researcher collect data through face to face interviews that were conducted with the teachers of the identified school. The purpose of the interview was to solicit views concerning discipline management and academic performance. According to Kahn and Connell, cited by Marshall and Rossman (2019), interviews are a conversation with purpose and therefore data is collected easily.

III. Results and Discussion

Administration of school rules and regulations affect students' behavior

The qualitative data collected corresponded with the interview questions. The study revealed that all students have school rules and regulations though students violate them: *school rules control students' behavior, unfair regulations, and school rules are inconsistently applied.*

Observance of time management affect students' behavior in the classroom

A number of students have identified the positive impact of time management. Time management skills have been shown to have a positive impact on student learning and student outcomes: *time and physical health of students, effective use of time, time management affects future performance, and time management and motivation of students.*

Administration of punishments affect students' academic performance and behavior

Punishment can be defined as “The use of physical force, mental assaults or verbal misbehavior with students either to maintain discipline or to maintain decorum of the class as well as school.” Teachers' narratives resulted in the following themes: *schools oppose use of punishment, parents use effective punishment, and punishment affects academic performance.*

Discussion

The lesson for schools is that even relatively minor transgressions, such as using mobile phones, looking at FaceBook and Twitter on laptops and arriving late, are seen as unacceptable by many students in a learning situation. These behaviors would not be upsetting in most other group situations, such as in a shop or cafeteria, therefore it is not the offensiveness of the behaviors which appears to be at issue, but rather their location.

Words used by students are indicative of the key impacts of disruptive behavior. Students report that they are ‘frustrated’. This shows that the impact of this type of behavior is to block the desire of students to have an effective learning experience. In other words disruptive behavior is a

barrier to learning. None of the other words used; such as ‘intimidated’, ‘distracted’, ‘stressed’ and ‘annoyed’ indicate that effective learning is taking place. It would appear that students are instrumental about their learning and when their learning opportunities are compromised by the behavior of others they expect this behavior to be managed.

Students are clear that it is the job of the teacher to do so. But, the results show that not all teaching staff are willing to engage in the management of student behavior and some may not accept that it is part of their role as tutors. That is an issue which schools must address. However, to further complicate this problem, where the same incident was reported by several respondents, they did not all agree on the appropriate corrective action, or when that action should take place. For example, some felt that misbehavior should be dealt with privately outside of the class-room, whilst others wanted action to be taken immediately. In our example where a student intervened, some, but by no means all of the students, supported the intervention.

Therefore, a larger scale study is required and policies will need to be more nuanced than a simple list of rules. To begin to address this, particularly where inexperienced staff are involved, a ‘Students’ Charter’ may help to tackle the issue: ensuring that both staff and students are aware of the process involved. Our study does not explain why this type of behavior occurs – clearly, talking all the way through a two-hour lecture is not acceptable, nor is using technology to watch television. Yet there is evidence of this happening. An alternative approach to analyzing the research results may uncover trends and connections between behavior and outcomes which may contribute to an explanation of why students behave in this way. The research at present is location-specific.

The researcher also discovered that much as school activities are supposed to be guided by a well-designed school timetable, it was however revealed by teachers and students as well, at times it is very hard to respect the time allocated to some activities, an indication of poor time management. An example was cited where events at times are delayed and assemblies tend to exceed their stipulated time on the timetable. As a way of trying to compensate for the lost time, the adjustments made ends up disorganizing the whole timetable, which raises students’ anger towards school administrators and consequently solidarity that might lead into violence that affects students’ academic performance.

The study established that students at times are not punished for the right cause. Various forms of punishments were also discovered such as hard labor, cleaning of toilets and compounds, suspension from school and expulsion, kneeling or standing in front of the classes, exercise drills among others. Punishments were also proved by teachers to be a way of keeping order and maintaining discipline in schools provided they fit the committed offences. However, all agreed that these punishments are at times unfairly administered, as they are not given for the right cause making students dissatisfied. This raises students’ anger which could result in violent behavior among them as a way of raising their voice to school administrators. Such violent behavior could

result in a lot of damage to school property such as classes, library materials, laboratories all of which affects students' academic performance.

Some punishments were found to be excessive such as expulsion, which was found to be the main mode of punishing students in schools. Students feel unsatisfied when almost every offence big or small, they are either suspended or expelled from schools. They mentioned some cases where light offences are given very strong punishments while strong punishments are being given light punishments. Students therefore feel very dissatisfied with the punishments and thus become angry and violent. This was cited as one of the major causes of violence in many schools.

This study reveals that there is a negative effect of punishment on academic achievement of students hence major steps must be taken by school administration to maintain the process of teaching and learning without any fear and pressure so that the achievement of students can be enhanced. The study came up with the following conclusions based on the findings that punishments were poorly administered to students; this creates room for chaos in schools characterized with school property destruction, and thus affecting students' general academic achievement. As to address the effects of indiscipline in schools, a strong parent-teacher relationship needs to be established and to achieve its objectives teachers should be the role models of discipline if this struggle.

IV. Conclusion

School rules control students' behaviors. From the interview carried out from teachers they agreed that students' behaviors are controlled by the designed school rules and regulations. They also confirmed that students much as they take part in enforcing school rules and regulations, their powers are minimal to initiate change and even implement policies in the school. Students feel deprived of their rights and feel dissatisfied with the operation of their school but when they cannot do anything.

Strongman and Burt (2020) suggest that there is a relationship between academic attainment and the ability to stay on task for extended periods of time and found that students with higher academic standing took fewer and shorter breaks. They do not necessarily suggest that there is a causal relationship (in either direction) between academic attainment and ability to stay on task; however, many studies have found that high levels of motivation help maintain focus (Dupeyrat & Mariné, 2019) and are likely to lead to success in general (Deci & Ryan, 2020) as well as specific success in student outcomes (Harackiewicz, Barron, Tauer, & Elliot, 2019; Husman & Lens, 2019).

Time management and motivation of students. Gerrard, Newfield, Asli, and Variawa (2019) found that there was a link between how students perceived difficulty and the time they spent on assessments, and that time was the most impactful factor. Yanik, Yan, Kaul, and Ferguson (2019) asked students to write journal entries in which they expressed their fears and anxieties and found that in the students' reflections time management was a prominent theme. Law et al. (2019)

investigated the factors that lead to student success among engineering students and found that extrinsic factors (pulling forces, group pressure, and approaches to learning) have a general motivating effect but that intrinsic factors (individual attitudes and expectations) have a higher effect. Thus, for many engineering students, goal orientation is individualized and the ability of a teacher to motivate an individual is circumvented by the student's personal perspective. In such a condition, successful approaches to time management are dependent on individual students (Miller et al., 2019) and teachers are limited in their capacity to address poor time management.

Punishment affects negative academic performance. This study reveals that there is a negative effect of punishment on academic achievement of students hence major steps must be taken by school administration to maintain the process of teaching and learning without any fear and pressure so that the achievement of students can be enhanced.

Parents use effective punishment. Parents, guardians and teachers, who use harsh and punitive practices to discipline their children, may succeed in making the child conform to their standards but resentment will be reflected by the child's behavior sooner or later. A frequently punished child will be a problematic person tomorrow (Pandey 2021).

Punishment is physiologically as well as psychologically damaging to children's lives. Since it affects child by not only mental harassment but also feeling of helplessness, worthlessness, depression, inhibition, aggression, shame and self-doubt, guilt, social withdrawal, feeling of inferiority, rigidity, lowered self-esteem, stress and heightened anxiety which may reduce his/her self-confidence (Pandey 2021).

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AUTHOR’S PROFILE



CATHERINE S. CASTILLONES

The author is 38 years old and married to Mr. Jocel E. Castellones has only one daughter Princess Jhorine S. Castellones. She was born on November 25, 1985. She is a dedicated educator and aspiring author from Davao del Sur, Philippines. Born and raised in New Quezon, Hagonoy, Davao del Sur. She is currently living in Brgy. San Jose, Matanao, Davao del Sur. Catherine developed a passion for learning and teaching from an early age. After completing her secondary education at Matanao National High School, Matanao Davao del Sur, she pursued higher studies at Holy Cross of Davao College with the course of Bachelor of Science in Commerce major in Management.

Throughout her academic journey, Catherine never lost sight of her love for education. She furthered her qualifications by earning units of Education from Southeastern College of Padada, last 2014 to 2015 with aspirations of becoming a licensed educator.

On March 2016 she passed the licensure Examination for Teacher and last 2018, Catherine took her first steps into the world of teaching career as a teacher I at EDNA GUILLERMO MEMORIAL NATIONAL HIGH SCHOOL, Brgy, Nuing Jose Abad Santos II, Davao Occidental. Where she honed her skills in classroom management and student's engagement over the course of three years.

Driven by a desire to make a difference in her community, Catherine currently serves as a teacher at Quezon Elementary School, New Quezon Hagonoy, Davao del Sur, her alma mater. Where she continues to inspire and empower young minds through her passion for teaching. She is currently teaching at Kindergarten level and teaching TLE 6 and Mapeh 4. Coordinator with the following: Technology and Livelihood Education, Gulayan sa Paaralan, Canteen Manager and she is a Guidance Advocate in their school.