

Handling Disruptive Behaviors of Students in San Jose National High School

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Abstract:- The study sought to answer the following sub-questions: 1. Psychological Profile of the students along; a. Age b. Gender, c. Employment Status of Parents, d. Income of the Family, e. Number of Adult in the Household, f. Relationship with the Parents, g. Number of Siblings, and h. Recreational Activity; 2. Common extreme disruptive behaviors observed by the Teachers, 3. Techniques used to deal and correct disruptive behavior of the students, 4. Intervention program to proposed as enhancement in the techniques used for dealing and correcting the disruptive behavior of the students. The study is anchored on the Educationalist Theory of John Locke, Zone of Proximal Development of Lev Vygotsky, B.F. Skinner's Operant Conditioning Theory, Behaviorist Theory, and the Theory of Contingency Management. The respondents of the study were the identified students with disruptive behaviors of San Jose National High School, regardless of the year level, who belongs to the twenty percent (20%) of the total population of the school who were identified and assessed by the Curriculum Chairman. Anecdotal records of the advisers and subject teachers served as bases in the gathering of the pertinent data relevant to the study. The descriptive method of research utilizing document analyses was used in this study. The data gathered from the respondents were analyzed using frequency count, percentage, and weighted mean. Findings of the study revealed that 1. The psychological profile of the respondents disclosed that most of the student respondents belong to the 14-15 age bracket. There were more male student respondents with disruptive behavior than female students. Most of the respondents' families were undeployed (46.46%). Two hundred forty-two (242) or 84.61 % of the student respondent's family earned below 15,999 a month which is below the poverty threshold stated by NEDA. The number of adults in the family was more than five. Eighty-six or 30.07 % of the respondents were not so close to their parents and watching television was the common recreational activity of the family among the respondents; 2. The common disruptive behaviors that were always manifested by the students were unnecessary talking with a mean score of 4.51 and use of cell phones with a total mean score of 4.43 transferring seats (4.03) and entering class late and going out without permission (3.79). However, the common disruptive behaviors of the

students with the least mean scores which they seldom manifested were writing and reading love letters (2.28) and running along the corridor (2.20). the extreme disruptive behaviors on the other hand, that were always manifested by the high school students gambling of all sorts with a total mean score of 4.52 and often times manifested by smoking inside the school premises (4.10) on the other hand the extreme disruptive behavior that were never manifested by the students were: sexual harassment, unwelcomely with advances, requests for sexual favors, and other verbal and non-verbal sexual signs (1.71) and playing with firecracker (1.24); 4. A proposed intervention program is necessary to enhance the technique used for dealing and correcting disruptive behavior of students.

I. INTRODUCTION

Teaching can be a daunting endeavor for both expert and novice teachers. A profession requires the ability to be responsive to new demands and changing needs. In recent years, school reform promoting high stakes teaching in the name of improving academic achievement had obtained a list of problems that also demand attention - for example poor classroom management which resulted in disruptive behavior. Behavior is generally termed disruptive when it disrupts teachers' plans, upsets other class members or in some way disturbs the process of teaching and learning in the classroom and is unacceptable since it distracts from the education of other students. Disruptive behavior of students is not a new problem. In fact, this is the most serious problem confronting educators today. This is one of the most challenging things that the teachers must deal with; it is sometimes quite distressing because students will not report who is creating the problem because they are fearful or have an allegiance not to report their peers. It can be quite stressful when teachers are doing their jobs, yet the class is being interrupted because a student or students are acting out in class especially when the students are high school.

It is understandable that young children might have a problem behavior, so some teachers will have to sometimes act as babysitters, but that should not happen in the higher grades. Classroom disruption is the behavior that a reasonable individual would view as substantially or repeatedly

obstructing and frustrating the environment of the classroom. Example of disruptive behavior include loud or prolonged side conversation; exaggerated movement of papers, books or other materials, use of disruptive mechanical devices (e.g pagers, cell phones); repeatedly leaving class early or coming to delay the normal instructional process. As stated, classroom disruptive behavior of students is one of the main issues in the field of education at the present time. Hence, in San Jose National High School where the study was conducted, disruptive behavior of students, regardless of their year level, is one of the prevalent concerns of the school to be addressed as far as counseling and guidance program is concerned. San Jose National High School in the Division of Albay is classified as one of the big schools in the Municipality of Malilipot.

Pursuant to the provision of DepEd Order No. 36, s. of 2013, DepEd's mission focused on the protection and promotion of the right of every Filipino to quality, equitable, culture-based, and complete basic education where: students learn in a child-friendly, gender-sensitive, safe, and motivating environment; Teachers facilitate learning and constantly nurture every learner. Administrators and staff as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen; Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners. Cognizant and consistent with the mission of the school to provide quality education, teachers should be particular in classroom management so that learning should take place. This can only be realized if there is less destruction in the classroom during class hours.

In San Jose National High School, several disruptive behaviors are noted from students based on the records in the guidance office and based on the reports of teachers. Some of these are yawning, giggling, cheating, shouting and other students, clicking their ballpen, tapping the floor, using cellphone daydreaming, murmuring and others. These behaviors are said to be the problem of almost all teachers. It is within this premise that the researcher came up with an intervention program which could help teachers in handling disruption inside the classroom and to come up with recommendations which could lessen if not eliminate these negative attitudes.

II. THEORETICAL FRAMEWORK

One of the theories this study adopted was the Educationalist Theory. This theory believed that children were born as "blank slates", beginning their lives morally neutral. From this point of view, infants were neither inherently good nor inherently evil. A child's nature and personality would develop over childhood. A period during which educationalists believed a child was particularly impressionable. Adults surrounding a child could potentially have a very lasting effect on personality. The man most influential to educationalist theory is John Locke. According to Locke the ideal education

would instill a strong moral sense. A child should be taught virtue, wisdom, breeding and learning. Because a child's mind was a "Tabula Rasa" or blank slate a parent and teacher could mold him with careful diligence.

The study adheres also to the theory of Zone of Proximal Development (ZPD) of Lev Vygotsky. Zone of Proximal Development has been defined as the distance between the actual developmental level as determined by independent problem solving under adult guidance, or in collaboration with more capable peers. Lev Vygotsky views interaction with peers or someone else as an effective way of developing skills and strategies. This theory maintained that providing the appropriate assistance will give students enough of a "boost" to achieve the task. Applied in this research, the teachers and other persons around the students were the ones, the student may solicit assistance in their quest of knowing the positive and disruptive behavior. Because a child's mind was a "Tabula Rasa" or blank slate a parent and teacher could mold him with careful diligence.

Behavior, according to B.F. Skinner's Operant Conditioning Theory, can be learned and unlearned. Learning of behaviors can be done by conditioning or reinforcement. In conditioning, one learns a behavior, fear of reciting for example, by means of associating situations or places for which one has been punished so that subsequently even thoughts of it shall elicit anxiety, guilt, or shame. In reinforcement, the behavior is learned through positive and negative reinforcements. Positive reinforcement, like praise or encouraging remarks if given after a good behavior, strengthens the good behavior. However, if aversive or noxious reinforcement like scolding or shaming follows misbehavior, the misbehavior is more strengthened instead of being weakened. This is the situation that starts the problem of the teacher in the classroom. Students start exhibiting behaviors that are disruptive or detrimental and make teaching on the part of the teacher and learning on the part of the students quite impossible.

In classroom where this situation exists, naturally, the teacher thinks of a possible technique that can correct the disruptive behaviors of the students. However, before any attempt is made, the teacher has to be guided by some theories before she undergoes the process of teaching the student to unlearn his maladaptive behavior. First, the teacher should be guided by principles of learning theory. Whatever technique she thinks she wants to use, the technique she thinks she wants to use, the technique should be based on the principle, a system should be followed and not on trial-and-error scheme. Theory states that the purpose of education is to teach students self-direction and make learning enjoyable. In this regard, the technique that the teacher is using should be educational; that is, if the student must unlearn his maladaptive behavior, his learning of a new behavior should benefit him not now but all through his life.

Another theory that this study is anchored, and a teacher should be aware of, is the theory of behaviorism. Behaviorists believe in individuality. Individuality means that each person possesses a unique trait of his own. In this regard, no two individuals can be treated or be given the same technique since each may have a different trait from the other. In this connection, the teacher must be sensitive to the individual differences of her students.

The last theory adopted by the study is contingency management. The only person in the room who has the absolute power and authority to exercise control over the student is the teacher using his power; she can arrange contingency measures for the class right at the very start to establish order in the room. If confusion arises in the room, it is because she fails to set the contingency, therefore, rules and policies for the class should be given at the very beginning to minimize behavioral problems.

Once these theories are understood, the teacher will surely find success in applying behavior modification techniques to students with maladaptive behaviors, as has been stated earlier, behavior since it can be learned can also be unlearned. In this study, interaction and aid of teachers and other persons around the students could result to either positive or disruptive behavior. If the students are properly reinforced, response will be strengthened that will lead to positive behavior. On the other hand, if they are not properly reinforced or motivated, the response will lead to disruptive behavior.

Therefore, the greater the satisfaction or discomfort experience, the greater the degree to which the S-R bond may be strengthened or loosened.

III. OPERATIONAL FRAMEWORK

This part of the study discusses the conceptual framework that explains the process of handling disruptive behavior of students in the classroom. This study uses input, process, and output for making the conceptual framework of the study. For the inputs of the study, this includes the psychosocial profile of the students along the age, gender, employment status of the parents; income of the family, the number of adults in the households; relationship with the parents; number of siblings and recreational activities. Also included in this study are the common and extreme disruptive behavior of students. For process, the techniques in handling disruptive behavior of students were considered to arrive in the output of the study which is the intervention program for handling the disruptive behavior of students. Feedback of this study will help the researcher and the teachers realize that this coping mechanism could bring a harmonious relationship between the teacher and the students inside the school campus and the community as well.

IV. REVIEW OF RELATED LITERATURE

A rise in curiosity in more thorough integrations of the psychopathy construct into research and clinical classification of childhood disruptive behavior disorders has resulted from the recent addition of callous-unemotional features in the diagnostic criteria for significant conduct difficulties. Recent assessments of the research have focused on the several potential advantages of this integration. There are, however, a variety of problems that can diminish these advantages and perhaps have adverse consequences. The current work focuses on a number of these problems, some of which are typical when attempting to combine research findings from several fields that have been studied separately. There are other concerns that are more exclusive to the psychopathy concept. The current paper specifically focuses on the lack of consensus regarding the necessary and sufficient dimensions required to define psychopathy, the need to take developmental relationships among these dimensions into consideration, the implications of the various associations between psychopathy's dimensions and conduct issues in children and adolescents, and the need to take into account how these dimensions relate to current constructs used in the classification of disruptive behavior disorder. These problems have several obvious consequences for how research on and diagnostic categorization of childhood disruptive behavior disorders are to be conducted utilizing the idea of psychopathy (Frick, 2022).

Wymer (2022) Black children are significantly prominent among preschoolers who are suspended or expelled. Depending on the race of the instructor and the child, teachers may see and react to youngsters acting out differently. Although teacher-child race matches are linked to several outcomes in K-12 children, there is little evidence on these associations in preschool. In a sample of 349 preschoolers and their 144 instructors, this study investigated whether teachers' reported trajectories of children's disruptive behavior and use of disciplining practices varied depending on teacher and child race. The findings showed that teachers' assessments of children's disruptive behavior and their reported use of exclusionary punishment techniques were correlated with teacher and child race.

The purpose of Norliani's (2022) study was to learn how the teachers in the film *Freedom Writers* dealt with rowdy students. In this study, descriptive qualitative research was used. The movie "*Freedom Writers*" served as the research's data source. The researcher herself serves as the study's instrument. The researcher used an analysis paper to gather the data. The content of the *Freedom Writers* movie serves as one of the study's data sources. Repeatedly watching the film, taking note of the teaching methodologies, and categorizing the data using Hue & Lie (2008) and Harmer's theory are all examples of data analysis techniques. The results showed that the teacher used two of the six verbal strategies suggested by Hue and Lie (2008), namely pique interest, and call on

students. In addition, the teacher used two of the two strategies suggested by Harmer (2001), namely talk to individuals and use activities. With this study, it is hoped to offer a general overview of how to handle disruptive students in the classroom.

The study of Debreli (2019) investigates the different kinds of student misbehavior that occurs in foreign language classrooms and the methods that foreign language instructors prefer to use to stop it. The study also investigates the relationship between preferred teaching methods and actual classroom practices among foreign language teachers. The study involved 44 English professors from three universities' English preparatory schools. Data were gathered via semi-structured interviews and observations. The results show a variety of student misbehavior in foreign language classes, some of which is typical of general education classes and some of which is unique to foreign language classes. The use of one's native tongue, asking pointless questions, using a mobile device, chatting excessively, and a lack of willingness to participate as part of low motivation are all proven to be significant types of misbehavior in foreign language classrooms. The most effective methods used by teachers to deal with student misbehavior are body language, not using punishment, and being encouraging. It is also said that while dealing with disruptive behavior, teachers frequently fall short of putting their suggested techniques into practice.

For many teachers, controlling problematic student conduct in the classroom is a difficult issue. The way a teacher responds to a student's problematic behaviors may be influenced by their capacity to empathize with their perspectives and life experiences; nevertheless, there has been very few research that has looked at teacher empathy. To evaluate educators' cognitive and affective empathy for pupils, this study modified an existing measure of empathy. Participants were primary school teachers (N = 178) who answered questionnaires about their empathy levels, teacher-student relationships, student behaviors, and methods for handling troublesome students' behavior. Results showed that the modified measure accurately evaluated teachers' cognitive empathy as well as an affective type of empathy known as empathetic discomfort (personal anguish brought on by the distress of others). Greater competency in managing problem behaviors, better use of efficient problem-solving techniques, closer relationships with students, and reduced levels of job burnout were all reported by teachers who scored higher in cognitive empathy. With more negative misbehavior mindsets, greater relationship conflict, less competence, less problem-solving solutions, and worse job burnout, teachers with high levels of empathetic distress demonstrated basically the opposite findings. These findings have implications for helping teachers intervene with behaviorally problematic pupils in an effective manner and develop lasting relationships with them. (Wink, 2021).

V. METHODOLOGY

The descriptive method of research is used in this study. It was descriptive since the study focuses at the present condition of the subject whose purpose is to find the new truth. Calmorin stated that descriptive studies are of large value in providing facts on which scientific judgement is based. They provided essential knowledge about the nature of objects and persons. A survey-checklist was utilized by the researchers on handling disruptive behavior in classroom of San Jose National High School. This study also employed unstructured interview to the teachers and advisers to know who are those students manifesting disruptive behavior. Anecdotal Records of the teachers a guidance counselor was also used.

VI. FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In the study, it has revealed that forty six percent Psychosocial profile of the respondents belong to the 14-15 age brackets. however oldest age bracket is 20-21 years old with a frequency of 4 or 5.63 percent. On the other hand, the youngest student respondents belong to 12-13 age brackets. For the gender, there were more male students' respondents with disruptive behavior frequency of 204 or 71.33. for employment status of the parents of the respondents revealed that 45.46 % of the respondent's family were unemployed while only 2.45 % of the respondent's employment status of parents were working in government agency. While for the income of the respondents, it was revealed that 84.61% of students' respondents family earned an income of less than 15,999 a month. For the number of adults in the family, there were 30.42% of respondents revealed that there were more than five adults in the family of respondents while 3.14% revealed that they don't have adults in the family. Relation of the respondents to the parents revealed that 30.07% of the respondents were not so close to their parents. While for the number of siblings in the family of the respondents, it shows that 51.06% had more than 5 siblings.

The common disruptive behaviors that were always manifested by the students were unnecessary talking, use of cell phones, and entering the class late and going out without permission. However, the common disruptive behaviors of the students with the least mean scores which they seldom manifested were: writing and reading love letters and running along the corridor.

The extreme disruptive behaviors on the other hand, that were always manifested by the high school students was gambling of all sorts and oftentimes manifested was smoking inside disruptive behaviors. Integrations of good manners and right conduct should be intensified to lessen the incidence of disruptive behaviors. The strategies and techniques that were always used by the teachers in handling disruptive behavior are moving consistently around, meet the students privately

after class hours and deal with the disruptive behaviors of the students.

In the light of the findings and conclusions of the study, the following recommendations were given: Record of psychosocial profile of students in the school be updated. Schools should come up with a student handbook where the details of all the disciplinary measures are cited and approved by the division superintendent. Teachers should be provided with opportunities to attend seminars, forums, workshops, that will give them the ample ideas on how to handle students with disruptive behaviors. Integration of good manners and right conduct should be intensified to lessen the incidence of disruptive behaviors. Orientation on school policies should be conducted to be attended by the students and parents before the start of the school year. The guidance counselor should observe intensification of counseling sessions. The law regarding the child abuse should be reviewed to give the teachers and parents more authority in disciplining the students. Parents should be encouraged to attend teacher conferences and parents' forum spearheaded by the GPTA Officers. Teachers should be updated on the current department of education orders, laws and other provisions about handling students' rights. Conduct trainings on personality enhancement to students. Have a regular training in school about values formation addressed to the students. More researches are needed covering more respondents and focusing on the causes of disruptive behaviors. Intensify home visitation to know the students more and their family.

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