



Teacher and Students' Perceptions towards Disruptive Behavior in Managing The Class at College Level

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ABSTRACT

The current research in education is focusing on exploring various reforming ideas about classroom management. Therefore, dealing with disruptive and challenging behavior in the classroom is of significant concern to teachers. The behaviors generally identified in this research ,as of most concern to college teachers include non-compliance ,not -listening ,poor concentration ,inattention ,constant talking with classmates, disturbing others and arguing when reprimand and coming late is the most frequent student misbehavior type reported by teachers, using cell phones in the class, and preventing others from engaging in classroom activities. Teachers have also identified students' lack of motivation and task avoidance as frequent misbehavior. These behaviors can obviously interfere with lecture delivery and reduce student-learning opportunities.

Moreover, disruptive behaviors are common in higher education classrooms. When they occur, teachers have options for dealing with each situation in the process of teaching and learning. Ultimately, the preferred goals of the educators and teachers are to end the distraction and to have the disruptive students continue their civil participation and progress in class.

The main purpose of this research is to make a comparison between the perceptions of university teachers and students about the causes of students' disruptive behavior, and investigating the current practice of behavior modification techniques in classroom by the university teachers. Two different questionnaires are designed in order to achieve the main research objective, and for checking the attitude of university teachers regarding the use of behavior modification strategies in classroom, a questionnaire is

developed about behavior modification strategies, in this regard, 100 senior students and 50 university teachers from different departments are selected randomly at Basic Education College/Salahaddin University. Additionally, this research is an effort to find answer to a number of questions related to students' disruptive behavior; teachers' and students' perspectives toward factors of disruptive behavior, and the difference between their perspectives about the causes of students' disruptive behavior.

Key words: Disruptive behavior definitions, Types and causes of disruptive behavior, strategies to reduce disruptive behavior.

آراء المعلم والطلاب تجاه السلوك العدواني في إدارة الصف في مستوى الكلية

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ملخص البحث

يركز البحث الحالي في التعليم على معرفة وجهات نظر مختلفة حول إصلاح إدارة الصف الدراسي. فإن التعامل مع السلوك العدواني و مواجهته في الصف يسبب مصدر قلق كبير للمعلمين. بشكل عام السلوكيات التي تم تحديدها في هذا البحث تعتبر القضايا التي تشغل بال المعلمين الجامعات على جميع الأصعدة هذه الأيام مثل، عدم الالتزام ، وعدم الاصغاء ، وضعف التركيز وعدم الانتباه ، والتحدث المستمر مع زملاء الدراسة ، وإزعاج الآخرين والجدل عند التوبيخ والتأخير هو أكثر شيوع من سلوك العدواني لدى الطلبة أعلن عنه المعلمون ، واستخدام الهواتف المحمولة في الصف ، ومنع الآخرين من المشاركة في أنشطة الصف. حدد المعلمون أيضاً أن عدم وجود الحافز وتجنب الواجب الصف لدى الطلبة يعتبر من سوء سلوك متكرر. من الواضح أن هذه السلوكيات يتداخل مع إلقاء المحاضرات وينقص فرص تعلم الطلبة.

بالإضافة، عندما تحدث السلوكيات العدوانية شائعة في الصف التعليم العالي يكون لدى المعلمين خيارات للتعامل مع كل موقف في عملية التدريس والتعلم.و مع ذلك ، أفضل غاية التربويين والمعلمين هو إنهاء ارتكاب وجعل الطلاب المزعجين يواصلون مشاركتهم المدنية وتقدمهم في الصف.

فإن البحث الحالي تستهدف إجراء مقارنة بين وجهة نظر كل الاساتذة و الطلاب الجامعي حول أسباب السلوك العدوانى لدى طالبة ، والبحث في الممارسة التقنيات الحالية لتحسين السلوك في الصف من قبل الاساتذة الجامعة.

لتحقيق الغرض الرئيسي للبحث تم تصميم استبيانين مختلفين، ولتحقق من كيفية طريقة استخدام استراتيجيات الاساتذة لتحسين سلوك العدوانى لدى الطلبة ، تم تطوير استبيان عن استراتيجيات تحسين السلوك ، وفي هذا الصدد ، تم اختيار ١٠٠ طالب وطالبة و ٥٠ استاذاً من أساتذة الجامعة من مختلف الأقسام بشكل عشوائي في كلية التربية الأساسية / جامعة صلاح الدين للعام الدراسى ٢٠١٩-٢٠٢٠. بالإضافة إلى ذلك ، هذا البحث هو محاولة للعثور على إجابة عدد من الأسئلة المتعلقة بسلوك العدوانى للطالب: وجهات نظر المعلمين والطلاب تجاه عوامل السلوك العدوانى ، واختلاف بين وجهات نظرهم حول أسباب السلوك العدوانى للطلاب. مصطلحات اساسية: تعريف السلوك العدوانى ، أنواع وأسباب السلوك العدوانى، واستراتيجيات تحسين سلوك.

INTRODUCTION

Classroom environment is an important component of a student's educational experience, and it impacts an instructor's professional satisfaction. Feldmann (2001) argues that A pleasant, cooperative classroom environment, however, is not always the norm. Instructors frequently complain about students who walk in late or leave class early; about students who talk with friends during class, who leave their cell phones on during lectures, who read the newspaper in class, etc. In turn, students complain about instructors who are unfair, uncaring, irritable, and unprepared. Regardless of who originates classroom discourteousness, be it the students or the faculty, their presence in this manner is distracting to all in the learning process, and insight into the causes of these behaviors could potentially lead educators to successfully develop methods of reducing their prevalence correspondingly.

Disruptive behavior of students is also recognized as students' misconduct or negative class participation. This kind of behaviors often disrupts classroom teaching and learning process since it affects teachers and other students by no means at the same time. According to Hubbell and Hubel (1,2010,p.1),

anyone who has taught in college classroom or for that matter any classroom has, on occasion, been confronted with an unruly student. Therefore, the kinds of behavior that a disruptive student might exhibit include sleeping in class, chatting in class, entering late, preparing to leave early, Mobile phone ringing in class, Texting in class, Eating, entering loudly, chewing gum in class , acting bored (apathetic), reading magazine or newspapers, not being prepared for sessions, use of offensive language, inappropriate attire, poor personal hygiene, physical intimacy, writing assignments for other modules, threatening other students will be considered as a hamper that impedes the process of teaching and learning.

Worth mentioning, Ur (1996) states that some of the behaviors can be tolerated if they only aggravate the class but they do not escalate or bother the whole class. He further states that this issue is closely related to disciplinary matter that warrants focused treatment from teachers. Thus, teachers should be prepared to this kind of classroom climate even before the problem arises, when the problem is beginning and chiefly when the problem has blasted. For this reason, the capability of teachers to manage those constraints is really required. Knowing students closely, indeed, help teachers in dipping behavior – related problems in English classroom. In addition, Richards and Renandya(2002) climes that classroom management, methodology, lesson planning and students' motivation can be a potential control of teachers to impede disruptive behavior in their classroom. Since motivation in language classes is crucial to develop students' interest for learning and achieving their goals.

As college teachers of higher learning, it is in our interest to teach and promote responsible and respectable behavior. Our mission in this study is to endorse a culture of respect and respectful exchanges, which themselves facilitate outstanding teaching and learning. Because disruptive behavior can influence everyone's satisfaction, it must be taken seriously and tackled straight way to support teachers to deliver excellent education and to work in a dignified and agreeable environment.

Disruptive behavior

Hernandez & Fister (2001) define disruptive behavior as being intentionally rebellious, defiant, disrespectful or antagonistic in nature. Meanwhile, (Clark 2008; Fledmann (2001) define classroom disruptive behavior as any action that interferes with a harmonious and cooperative learning atmosphere in the classroom. Nilson and Jackson (2004) extent this definition to incorporate unacceptable student behavior that may occur both inside and outside of the class.

Moreover, the university of Houston Student Handbook (2017, p. 68) defines disruption as "obstructing or interfering with university regulations or any university activity. Disturbing the peace and good order of the university, among other things, quarreling, excessive noise, including but not limited to a disruption by use of cell phones ,and /or communication devices". In addition, (Young, 2003) notes that disruptive behavior negatively influences faculty comfort and satisfaction, as well as the satisfaction of other essential university employees such as those working in the bookstore, financial and academic service offices, etc. Charles (2004) states that, assessing disruptive behavior can be a highly subjunctive process. For instance, some behavior patterns, such as students talking in class, can be experienced as disruptive or in some situations or simply exasperating and frustrating in others". Although all definitions above give general understanding of the meaning of disruptive behavior in language classroom, analyzing the terms and understanding their meanings gives deeper insight into what disruptive behavior is.

Types of Disruptive behavior:

Disruptive behaviors are widespread in higher education classrooms. For Meyers (2032), Albert (2003) , and Scrivener (2012) disruptive behavior implies learner behavior that impedes achievement of the teacher's purposes. Young (2003) climes that disruptive behavior is any behavior that significantly and /or constantly interferes with the learning process, the rights , safety and security of those in the teaching-learning atmosphere .Thus, Scrivener(2012)and Young(2003) classify disruptive behavior into five basic categories and low level of disruptive behavior:

- 1- Behavior that interferes with the teaching and learning process (e.g. a learner who distracts other learners during lesson time, who rejects to follow directions, or demonstrates aggressive behavior.
- 2- Behavior that interferes with the rights of other learners to involve into the process of learning (e.g. a learner who continually talks out while the teacher is presenting the lesson.
- 3- Behavior that is psychologically or physically is insecure (e.g. bending on the back legs of a chair, unsafe use of tools or class equipment, threats to other learners, and steady abusing and harassment of classmates .
- 4- Behavior that causes the destruction of property (e.g. vandalism in the classroom)
- 5- Behavior that causes inappropriate atmosphere for learning by using mobile phone and music player in class.

Albert (2003), Savage & Savage (2010) note that misbehavior ranges from very subtle actions to physically aggressive behavior. Thus they categorize the most commonly exhibited misbehaviors as inappropriate talking, inappropriate movement inattentiveness, daydreaming, and mild verbal and hostile acts.

As teachers, it is important to keep in mind that there is no foolproof method for correcting misbehavior. No single discipline technique will solve the variety of behavior problems exhibited in today's classrooms. To respond to misbehavior in an effective, professional way, teachers must carefully consider the type, the context of misbehavior, and the student's motivation before choosing how to react. Thus, they must be good classroom monitors and problem solvers respectively.

Causes of Student' Disruptive Behavior

Clayton(2000)and Marzano et al.(2003) Anderson (1991) clime that , although disruptive, rude, and troublesome behavior has become increasingly prevalent in the college classroom, knowledge of the causes of inappropriate behavior is important for changing it into appropriate one. According to Seidman (2005) larger classes lead to misbehavior .Thus, effective classroom teachers can respond appropriately to misbehavior if they understand why students misbehave. He also affirms that students may disturb the classroom

because they disagree with something said or done by the teacher or another student during the class. Consequently, Cruickshank, Jenkins, and Metcalf (2012) state that classroom managers underline three causes of disruptive behavior as physical problems, emotional challenges, or environmental factors. Hence, Physical causes beyond permanent physical impairments may include the use of medications, drugs, and other substances .It may also include injury or illness which leads to behavior that disrupts the normal classroom environment. Emotional challenges is the second cause that many students experience include feeling of isolation and loss, immaturity, misdirected aggression , and struggles associated with identity development. Worth mentioning, these issues can manifest themselves through misbehavior in the college classroom, such as being angry before and bringing emotion into the classroom. The third cause is environmental factors which can influence a student's misbehavior include norm of conduct, class size, and cultures. Certainly, norm of conduct deals with what the students are adapted to or what they consider 'disruptive' verses 'not disruptive'. For instance, a student may consider talking with other students sitting beside them as perfectly normal not aware of their effect on the other students or the class.

Worth mentioning, Albert(2003); and Savage et al. (2010) argue that students misbehave in order to meet four basic needs in college classes. First, most misbehavior, at least in inclusive and heterogeneous classes is due to students seeking attention of their teachers and to establish their identity. These students need extra attention and want to be center stage. They distract and entertain classmates by making noises, using foul language, and causing interruption during class. Second, students misbehave if they treated with disrespect in front of others. Third, students seeking revenge. Students may become disruptive, when the teacher, other students, or both may be the target of their revenge. A fourth reason that students misbehave is that they are seeking isolation. These students feel inadequate and believe they can't live up to their own. They procrastinate, pretend to have disabilities, and they reject working up to their potential.

While much misbehavior is due to students' attempts to meet their needs, some misbehavior is actually caused by teachers. According to Harmer (2007), four teacher behaviors cause misbehavior in the classroom. First,

inadequate preparation is perhaps the most common such as failure to plan, structure, and supervise the pace of learning activities causes students to become restless and misbehave. Second, differential treatment of students often causes misbehavior because students think the teacher has certain favorites and enemies. Verbal abuse, especially 'friendly' sarcasm, also causes student reactions and misbehavior. Finally, if students feel that a teacher responds unfairly to misbehavior, further misbehavior often results. In order to manage misbehavior, teachers need to be aware of what motivates students to misbehave and how their own behavior influences the behavior of the students. This suggests that teachers must develop sensitivity, enthusiasm, warmth, humor, and a broad range of skills and techniques to draw upon when reacting to misbehavior in the classroom.

Teachers' Reaction to Misbehavior:

Albert (2003), Marzano et al (2003) and Martin (2003) state that, when misbehavior erupts, teachers must decide when and how to react as quickly as possible. They also interpret four concerns that at least should shape the decision in the classroom appropriately: whether the reaction will interrupt the lesson, the nature and severity of the misbehavior, the student involved, and the time the misbehavior occurred. Accordingly, Albert (2003) and Marzano et al (2003) claim that teachers must decide to what extent the intervention will interrupt or interfere with the instructional activity since the most successful teachers are those who kept students on task and being engaged in the teaching and learning process. Further, decisions on how to intervene should be based on the nature and severity of the misbehavior, the student involved, and the time the misbehavior occurred.

Strategies to reduce Students' Disruptive Behavior

Student misbehavior is any action that the teacher perceives as disruptive to the learning environment. It ranges from very subtle actions to physically aggressive behavior. In the light of this statement, Bear (2005), Seidman (2005) state that students' disruptive classroom behavior retards the effectiveness as well as the smoothness of the teaching – learning process and it also hinders the learning of other class mates. He further says that students

'disruptive behavior escalates with the passage of time, lowers the academic achievement and coverts into delinquency. Hence, Bellon et al (1996) climes that teachers who are good classroom managers are also good decision makers to know when and how to intervene. Correspondingly, he discusses several powerful strategies and techniques that can prevent problem behaviors and improve the general learning environment in classrooms.

Using Intervention in the Classroom

Cruickshank, Jenkins, and Metcalf (2012) describe intervention as any strategy or procedure that, when implemented, reduces the likelihood of challenging or inappropriate behavior in the class. According to them, the most effective interventions for teachers are antecedent or proactive strategy that prevent problems from occurring and shape behavior by reinforcing appropriate choices and actions. Definitely, antecedent strategy includes establishing clear rules and predictable routines, monitoring behavior, anticipating behavior problems and responding immediately. One can say that to be effective, intervention strategies must be delivered calmly and firmly, immediately after the misbehavior and must be confined to the offending students.

Worth mentioning, according to Albert (2003),” planned ignoring “is a type of extinction within a classroom intervention in which teachers are aware of but generally choose not to react to minor distractions. The principle of extinction suggests that the teacher communicates indirectly with disruptive students by pointing out appropriate behaviors in others i.e. he communicates his awareness to students. Hence, Scrivener (2012) climes that, It is important to realize that although extinction is a nondirective response and it has been used effectively to eliminate disruptive behavior, off-task behavior, tantrums, and aggression are quite difficult to practice. Based on Gable et al. (2009) ,in some cases ,extinction takes time to change behavior and ignoring students' behavior leads to aggression , presumably in reaction to increasing frustration in the class . Nevertheless, Gable et al. (2009) refer to another type of intervention which is mild desists. Certainly, Teachers deal with potentially serious disruptions early by using nonverbal intervention and mild desists. Nonverbal strategies, such as establishing eye contact, shaking the head,

using facial expressions, moving closer, touching or gesturing, and redirecting attention, are highly effective. Yet, they do not interrupt the flow of the lecture or distract other students in the class. On the other hand, Scrivener (2012) claims that subtle verbal desists are also effective, which teachers show their speaking rate, pronouncing things more distinctly, speaking more softly, or pausing briefly and looking around are all nonintrusive ways of conveying to students that they need to adjust their behavior. One can say that, such subtle but direct public interventions are often more effective than ignoring misbehavior of the student in the class as well.

Worth mentioning, Gable et al. (2009), refer to two other types of strategy that are reprimands and time-out. Hence, Verbal reprimands such as 'Stop Talking NOW' are widely used in classrooms by teachers for not listening, breaking class rules, or making noise. Thus, verbal reprimands usually bring about an immediate change in behavior, but the change is temporary. Although they seem effective, reprimands give the misbehaving student attention "Time-out on the other hand, refers to more serious misbehavior. Scrivener (2012) states that using a time-out strategy may be effective since it reduces unwanted behavior by removing the offending student from the situation or an activity. He further states that time out is a silent period used especially as a disciplinary measure.

Rewarding and Reinforcing Students:

Early psychologists like Thorndike and Skinner recognized the importance of positive reinforcement; that is, providing something that an individual needs, values, or desires as perhaps the most effective means of encouraging appropriate behaviors. According to Kazdin (2001) Reinforcement is the effect of a reinforcer. According to him, a reinforce is an event that follows a response and that changes the probability of a response's occurring again. He elucidates that reinforcement may be subdivided into two categories; positive reinforcement and negative reinforcement. Positive reinforcement occurs when the consequences of the behavior, when added to a situation after a response, increase the probability of the response's occurring again in similar conditions. A reward is an example of positive reinforcement. Negative

reinforcement, on the other hand, occurs when the probability of a response's occurring increases as a function of something being taken away from a situation. A feeling of relief is an example of negative reinforcement. Based on psychological awareness, Cruickshank, Jenkins, and Metcalf (2012) claim that modeling is an effective technique of psychotherapy in which a learner learns by imitation without verbal direction by the therapist. According to him, modeling is a technique in which persons serve as models for other people, showing behavior which is imitated by the others. Kazdin (2001) asserts that the term Systematic desensitization is a technique used in psychology for overcoming phobias and anxiety disorders. He further states that the use of praise by the instructor when students show appropriate behavior maintains and increases the proper behavior. Finally, he discusses that a faculty member should ask the disruptive or troublesome student to meet him in private.

In conclusion, one can deduce from the above mentioned strategies and techniques for reducing disruptive behavior, that teachers should behave respectfully and they should manage the students' behavior by using the active listening. Moreover, they have to use civil language with their students and maintain inclusive attitudes for all the students. Besides, they should teach them the appropriate language for disagreements and teachers should define the appropriate and inappropriate behaviors. Finally, teachers have to establish a collaborative and interactive learning environment.

Guidelines for Dealing with Students Disruptive Behavior

According to Anne (2009) psychological problems such as depression, anxiety, eating disorders, substance abuse, problem of development and adjustment are common in college campuses currently. As a result, staff members will be frequently uncertain about the ways in which the disruptive students should be dealt with as they fall outside of the normal classroom behavior. Hence, Harmer (2007) claims that if a disruption is minor, the teacher can simply speak to the student during or after the class but for more serious problems, the instructor should discuss it with the department chair. The situation can become worse if the disruptive behavior is ignored. Therefore, the faculty member should set values and communicate them with

the students, act as a role of model. They should deal with an empathetic concern and student's disruptive behavior should be addressed firmly and fairly. Students should be held responsible for their actions.

LITERATURE REVIEW

The following literature review will describe the nature of disruptive behavior, how it affects the classroom environment and how teachers handle the challenging students in their classrooms. A wide range of studies have been achieved to explore the various aspects of student's disruptive behavior. The following studies cover the nature, causes and types of disruptive classroom behavior in classroom circumstances. According to Nordstrom, Bartels and Bucy (2009) there are very few number of studies about disruptive behavior at university level. Meyers (2003) states that about twenty percent of students are revealing disruptive behavior in university classrooms. Similarly, Knepp (2012) states that student's disruptive behavior is being very obvious in university and reached to an upsetting rate.

Worth mentioning, Nordstrom, Bartels and Bucy (2009) clime that there is a direct relationship between involvement in learning, student behavior and academic achievement. In their study, they use the terms 'productive' and 'unproductive' behaviors rather than the more commonly used terms in the literature of 'appropriate' and 'inappropriate' behaviors to reflect the link between behavior and teaching and learning. Hence, in their study, they focused their attention on the relationship between classroom behavior and academic performance in which teachers were inquired to rate their students on a checklist of some unproductive behaviors defined as actions that obstruct a student's academic development. The unproductive behaviors included the following: Low- level disruptive behavior, disengaged behaviors, aggressions, anti – social behaviors, and lack of motivation. It is worth noting that the authors found that 60% of students were considered to be productively, 20% were consistently unproductive and 20% were disengaged. In regard to academic performance, the unproductive group, characterized by aggression, non-compliance and disruptive, they performed worst. But the disengaged group were complaint and not aggressive performed better. Furthermore, students in the disengaged group who were generally cooperative but considered their school work uninteresting, gave up

on tasks , were easily agitated, did not prepare for lessons and opted out of class activities. Thus, the authors realized the importance of increasing student's level of engagement and involvement in learning via changes to policy, pedagogy and resources. Additionally, they attempted to recognize the importance of creating classroom conditions that promote academic engagement and productive behavior. The classroom is thought of as an ecosystem involving interactions between the physical environment, teacher characteristics, curriculum (including pedagogy and resources) , and a multitude of student variables in examining specific productive and unproductive behaviors and teacher response. In summary, their results suggest that low-level disruptive and disengaged student behaviors are very concerning in classrooms. These behaviors occur frequently and teachers find them difficult to manage, nevertheless, they take very little responsibility for such behavior. Therefore, teachers need a greater understanding of how the broader ecology of the classroom can influence engagement and behavior.

METHODOLOGY

Sample

The real sample of the present research are university teachers and senior students at different departments such as; English, Mathematics, General Science, Social Science, and Kurdish departments in the College of Basic Education /Salahaddin University. As it is assumed that university teachers and students can provide the most reliable information about the causes of disruptive classroom behavior as they have a direct relation with the aspect of classroom disruption and student's disruptive behaviors inside the classroom. Also, university teachers are directly concerned with the use of behavior modification strategies in classroom, in this respect, 50 teachers and 100 students have been selected randomly.

The Instrument of the Research

Two different questionnaires are used as a research tool to find out the causes of students' disruptive behavior. The first one is for students that includes 39 items. The other one, is for university teachers, which consists of two parts; the first part is a questionnaire about the causes of disruptive classroom

behavior, it contains 29 items, and the second part is a questionnaire about behavior modification strategies in classroom by the teachers which includes 17 items. Both questionnaires are simplified with reference to its language and content, and developed in five point Likert type format. It is categorized as; always 5, often 4, sometimes 3, rarely 2, and never 1 respectively.

The Research Questions

The goal was to find answers to the following questions about the causes of disruptive classroom behavior:

1. What are the perceptions of university students about the causes of disruptive behavior?
2. What are the perceptions of university teachers about the causes of disruptive behavior?
3. Is there any difference between the perceptions of teachers and students about the causes of students' disruptive behavior?

Procedures:

Initially, the researchers presented a general idea about the goal of the research, and a description of the questionnaire with an explanation of the steps involved in completing it. Then, a questionnaire package was distributed to 100 senior students, and 50 lecturers.

Validity and Reliability of the Test

A number of experts (PhD's in general and special education) were consulted as jury members for the content validity of the questionnaire and its format. Some items were changed, others modified according to the recommendations and suggestions of the jury members, only those items were selected on which 80% of the experts agreed in both questionnaires. To check the reliability, the questionnaire was assessed through calculating item total correlation and Cronbach alpha that was considered to be the most appropriate technique as stated by Cronbach, (1951).

The output of reliability of 39 items associated with students indicates the Cronbach's Alpha is 0.997, also the reliability of 29 items related to teachers shows that the Cronbach's Alpha is 0.994. and, the reliability of 17 items which connected to the behavior modification strategies indicates Cronbach's Alpha is 0.778, If it is between 0.50 and 1, the reliability is quite high and acceptable, as it has shown in table(1).

Table (1) Reliability Statistics

Type of Questionnaire	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
Students' Questionnaire about The Causes of Disruptive Behavior	.996	.997	39
Teachers' Questionnaire about The Causes of Disruptive Behavior	.994	.995	29
Teachers' Attitude Questionnaire for Behavior Modification strategies.	.778	.746	17

Results

Statistical Package for Social Sciences SPSS was used for the analysis of the collected data respectively. Statistically, the below three tables display the frequency, mean, and st.deviation in each item. The results represent that the students' questionnaire which included 39 items, and was given to 100 students for knowing students' perceptions regarding classroom disruptive behavior, the mean is 3.133333, this output is positively acknowledged and the std.deviation is 1.045538462, so the data are widely spread around the mean, and the concentration is weak. On the contrary, table (3) which reveals teachers' perceptions about classroom disruptive behavior, contained 29 items, and was handed out to 50 lecturers, represents that mean is 2.602759, this output is negatively acknowledged and the std.deviation is 0.8922759 so the data are slightly spread around the mean, and the attitudes are somehow far from each other.

The last table which is about the statistics of university teachers' attitude in using behavior modification strategies in the classroom, the mean is 3.26, this output is positively acknowledged and the std.deviation is 1.012375, so the data are widely spread around the mean, and the concentration is weak.

Table (2) Simplify Frequency, Mean, and St. Deviation in Each Item

Statistics of the Perceptions of University Students about The Causes of Disruptive Behavior											
No.	Items	Always	Often	Sometimes	Rarely	Never	N		Mean	Std. Deviation	
							Valid	Missing			
1	Students exhibit more disruptive behavior if the class consists of students from different cities and towns.	2	13	37	32	16	100	0	2.53	.979	
2	Students show aggressive behavior when others misbehave with them.	4	37	45	10	4	100	0	3.27	.851	
3	Students become hostile because of competition in class.	5	20	40	27	8	100	0	2.87	.991	
4	Students ask irrelevant questions for enjoyment.	5	13	46	28	5	97	3	2.85	.905	
5	Students make hooting for fun and enjoyment.	3	10	16	41	27	97	3	2.19	1.054	
6	Students submit their assignments late due to their laziness.	2	35	45	11	5	98	2	3.18	.854	
7	Financial difficulties lead students to rude behavior.	6	20	35	24	14	99	1	2.80	1.106	
8	Students ask irrelevant questions to divert teacher's attention.	5	21	36	31	5	98	2	2.90	.968	
9	Students ask irrelevant questions to clear their confusions.	8	20	36	23	11	98	2	2.91	1.104	
10	Student ask personal question from their teachers because they want to know about their personal life.	13	34	29	14	8	98	2	3.31	1.125	
11	Students leave the class early constantly to answer their cell phones.	8	36	33	15	5	97	3	3.28	.997	
12	Students arrive late in the class room particularly in the 1st lecture.	14	55	21	9	0	99	1	3.75	.812	
13	Students display disruptive behavior when they are tired.	8	22	45	15	8	98	2	3.07	1.018	
14	Students become quarrelsome because of their social environment.	6	28	45	10	9	98	2	3.12	.998	
15	Students make fun if they note some strange habit in a teacher.	9	25	36	16	12	98	2	3.03	1.135	
16	Students use their cellphones in the class room for enjoyment and fun.	8	21	34	22	11	96	4	2.93	1.117	
17	Students sleep in class room due to lack of interest in lecture.	17	33	31	12	6	100	0	3.40	1.146	
18	Students prepare assignments for other modules during the lecture.	12	19	50	8	8	97	3	3.20	1.037	
19	Students exhibit disruptive behavior if the temperature of the classroom is very high or very low.	8	32	36	15	9	100	0	3.15	1.067	
20	Students display disruptive behavior if their seats are not comfortable.	16	31	31	14	7	99	1	3.35	1.128	
21	Students show more disruptive behavior if the class size is larger or smaller than their numbers.	11	20	35	17	15	98	2	2.95	1.205	
22	Students demonstrate misbehavior in traditional seating arrangement classroom.	3	21	30	26	18	98	2	2.63	1.107	
23	Students' misbehavior is often a result of their efforts to meet their basic needs.	4	18	39	26	9	96	4	2.81	.987	
24	Students misbehave if the classroom does not have proper light.	17	24	24	24	8	97	3	3.19	1.228	
25	Students with hearing or vision problems exhibit more disruptive behavior than those with normal eye-sight or hearing ability.	15	33	29	17	5	99	1	3.36	1.092	
26	Chronic diseases cause students misbehavior such as (cough, kidney infection,....)	7	20	35	21	16	99	1	2.81	1.149	

27	Students indulge in gossip during the class because of the teacher's weakness of the subject.	14	37	29	10	8	98	2	3.40	1.110
28	Students sleep in classroom if a teacher does not involve all the students in the lesson and activities.	27	37	22	10	3	99	1	3.76	1.060
29	Students exhibit more disruptive behavior when they could not hear teachers' sound.	19	36	31	10	3	99	1	3.59	1.010
30	Students show more troublesome if teachers' sound is not clear.	19	38	23	8	5	93	7	3.62	1.073
31	Students exhibit disruptive behavior if a teacher does not communicate the expectations for being capable of instructing and managing the class appropriately.	18	34	27	13	6	98	2	3.46	1.123
32	Teachers do not remind students the suitable prior procedures of an activity or correct them if they follow routines improperly.	5	20	49	20	5	99	1	3.00	.904
33	Teachers' failure to plan, and supervise the pace of learning activities lead students to misbehave.	9	29	44	10	6	98	2	3.26	.977
34	Differential treatment of students by the teacher causes misbehavior.	11	41	23	19	4	98	2	3.37	1.049
35	Teachers sometimes cause misbehavior by verbally abusing students.	19	27	30	17	5	98	2	3.39	1.136
36	Teachers cause misbehavior if students feel that the teacher responds unfairly to misbehavior.	14	29	32	19	4	98	2	3.31	1.069
37	Student's misbehavior is due to students seeking attention.	8	18	43	24	3	96	4	3.04	.951
38	Students misbehave because they are seeking power (they want to be in control and want things done their way).	6	26	30	28	9	99	1	2.92	1.075
39	Misbehavior sometimes caused by a student seeking revenge in which the student felt embarrassed or treated with disrespect in front of peers.	11	30	39	10	9	99	1	3.24	1.079

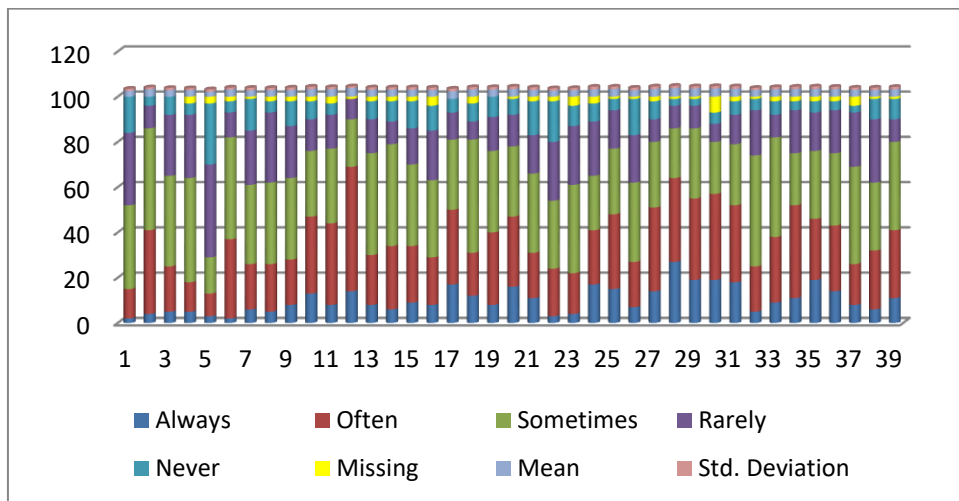


Figure (1) Displays the Frequency, Mean, and St.Deviation in Each Item

Table (3) Identifies Frequency, Mean, and St. Deviation in Each Item

Statistics of the Perceptions of University Teachers about The Causes of Disruptive Behavior										
No.	Items	Always	Often	Sometimes	Rarely	Never	N		Mean	Std. Deviation
							Valid	Missing		
1	Students ask irrelevant questions about the subject.	0	8	29	11	2	50	0	2.86	.729
2	Students behave impolitely and in a rude manner inside the classroom.	1	3	13	26	7	50	0	2.30	.863
3	Students become excessive emotional toward their classmates.	1	11	29	9	0	50	0	3.08	.695
4	Students develop hostile feelings about others.	0	7	19	19	5	50	0	2.56	.861
5	Students feel jealousy for others.	1	13	27	8	1	50	0	3.10	.763
6	Students indulge in inter-personal talking/gossip during the class.	2	7	25	12	4	50	0	2.82	.919
7	Students become aggressive during the class.	0	2	9	23	16	50	0	1.94	.818
8	Students' timeless interruption during the lecture.	2	4	19	20	5	50	0	2.56	.929
9	Students make complaints against fellows or teachers.	3	6	20	14	7	50	0	2.68	1.058
10	Students' cross questioning during the class.	4	7	31	8	0	50	0	3.14	.783
11	Students make fun of the teachers or fellows.	0	3	11	19	17	50	0	2.00	.904
12	Students' lack of motivation.	3	18	22	6	1	50	0	3.32	.844
13	Students are hooting for their friends.	1	0	10	7	32	50	0	1.62	.945
14	Students' lack of interest in the subject or the teachers' teaching method.	2	6	24	15	3	50	0	2.78	.887
15	Students try for monopolization, dominance and prominence.	1	4	23	16	6	50	0	2.56	.884
16	Students' chronic avoidance of sharing in the learning activities.	1	15	23	11	0	50	0	3.12	.773
17	Students' quarrelsome behavior.	3	10	12	13	12	50	0	2.62	1.260
18	Persistently, students arrive late to class or leaves early in a manner which is disruptive to the regular flow of the class.	2	15	24	6	3	50	0	3.14	.904
19	Students ask personal questions from teachers.	1	2	15	19	13	50	0	2.18	.941
20	Students disobey or refuse to carry out instructions set by their teachers.	2	7	23	14	4	50	0	2.78	.932
21	Students' lack of readiness for learning.	3	18	20	9	0	50	0	3.30	.839

22	Students write timeless and irrelevant romantic poetry or gestures.	0	4	13	16	17	50	0	2.08	.966
23	Students are doing something in private (e.g dealing with personal stuff, irrelevant drawing,.....)	0	6	20	15	9	50	0	2.46	.930
24	The class environment is not safe for both students and teachers.	1	5	16	22	6	50	0	2.46	.908
25	Students' misusing of technology tool in the classroom (watching videos, playing games, etc).	1	5	21	14	9	50	0	2.50	.974
26	Students irregularly attend or not attend at all.	1	4	19	20	6	50	0	2.48	.886
27	Students use vulgar language in class.	1	6	13	17	13	50	0	2.30	1.055
28	Students talk incessantly while teacher is talking..	1	2	22	22	3	50	0	2.52	.762
29	Students bring their family members or friends to class.	1	2	13	25	9	50	0	2.22	.864

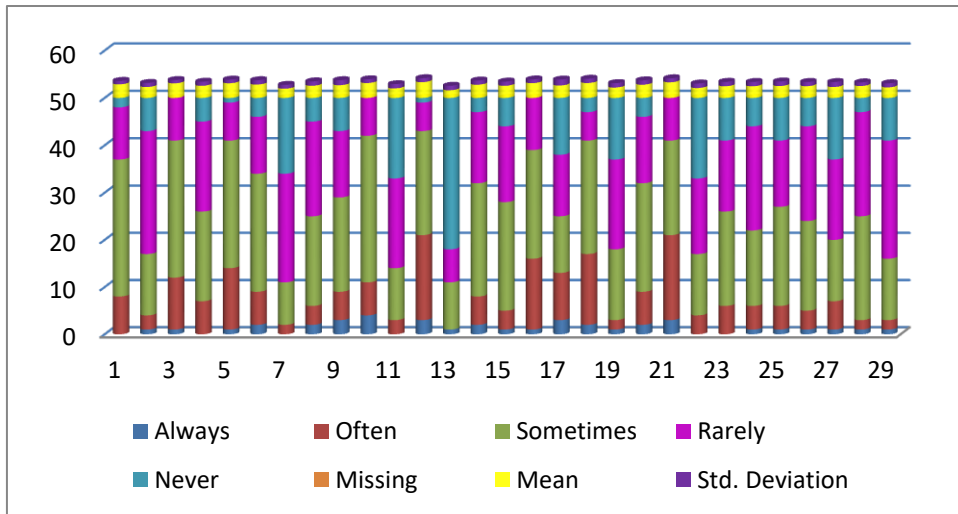


Figure (2) displays the Frequency, Mean, and St.deviation in each item

Table (4) Identifies Frequency, Mean, and St. Deviation in Each Item

No.	Items	Always	Often	Sometimes	Rarely	Never	N		Mean	Std. Deviation
							Valid	Missing		
1	I tell the students my expectations about appropriate classroom behavior in the first lecture of the year.	32	10	5	3	0	50	0	4.42	.906
2	I use a seating chart to reduce chatting among students.	7	16	13	8	6	50	0	3.20	1.229
3	I apply some scientific techniques for decreasing students' disruptive behavior.	9	31	8	2	0	50	0	3.94	.712
4	I provide tips of conduct for a student's undesirable behavior.	15	17	13	5	0	50	0	3.84	.976
5	I ask the disruptive student to leave the class.	0	5	19	10	16	50	0	2.26	1.026
6	I ask the disruptive student to meet me after the class.	3	9	23	10	5	50	0	2.90	1.015
7	I plan a small group activity at the end of the class to reduce restlessness among students.	1	7	26	11	5	50	0	2.76	.894
8	I use a variety of teaching methods instead of a single method to maintain student's interest in the lesson.	18	27	5	0	0	50	0	4.26	.633
9	I ignore the student's unwanted behaviors.	1	7	20	11	11	50	0	2.52	1.054
10	I use negative reinforcement when a student exhibits an uncivil or disruptive behavior.	3	7	18	13	9	50	0	2.64	1.120
11	I teach the students desirable behaviors by modeling.	12	23	11	0	4	50	0	3.78	1.075
12	I especially pay attention to the seating arrangement of the classroom.	10	14	12	10	4	50	0	3.32	1.236
13	I use "Assertiveness Training" for anxious students.	0	9	20	8	13	50	0	2.50	1.074
14	I use "Shaping" technique for teaching desirable behaviors to students.	1	10	19	11	9	50	0	2.66	1.062
15	I document details of the behavior and the students' reactions for myself.	3	15	12	11	9	50	0	2.84	1.218
16	Before full-scale disruptions occur, I caution students who are nearing the line.	19	19	7	5	0	50	0	4.04	.968
17	I inform my colleague and the head of the department about students' misbehavior.	11	18	11	7	3	50	0	3.54	1.164

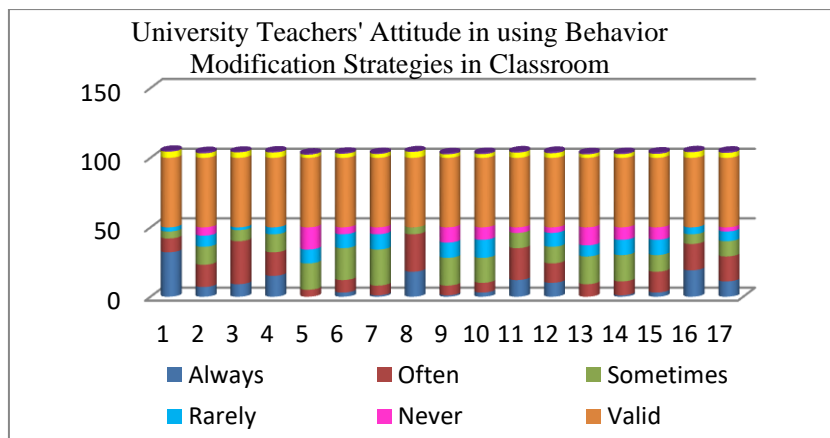


Figure (3) Displays the Frequency, Mean, and St.deviation in Each Item

Consequently, the researchers have tried to make a statistical comparison between both questionnaires “students and teachers’ perspectives about disruptive behavior causes” to find out if there is a difference between both perceptions, for this reason; the mean average of both questionnaires are compared. It is seen in table (5) that the P-value for the two tail analysis is 1.17611525248897, which is higher than the alpha level of significance ($P > 0.05$), that accepts the null hypothesis and conclude that there is no significant difference between both students’ and teachers’ perspectives about the causes of disruptive behavior and they have the same point of view regarding inappropriate behaviors inside the classroom, and it interprets the answer of the third research question, See figures (4 and 5).

Table (5) simplify the comparison between both questionnaires

t-Test: Two-Sample Assuming Equal Variances		
	students	teachers
Mean	3.13333333333333	2.59137931034483
Variance	0.107128070175436	0.180969458128079
Observations	39	29
Pooled Variance	0.138454719609891	
Hypothesized Mean Difference	0	
df	66	
t Stat	5.93998582145871	
P(T<=t) one-tail	5.88057626244486	
t Critical one-tail	1.66827051422763	
P(T<=t) two-tail	1.17611525248897	
t Critical two-tail	1.99656441895231	

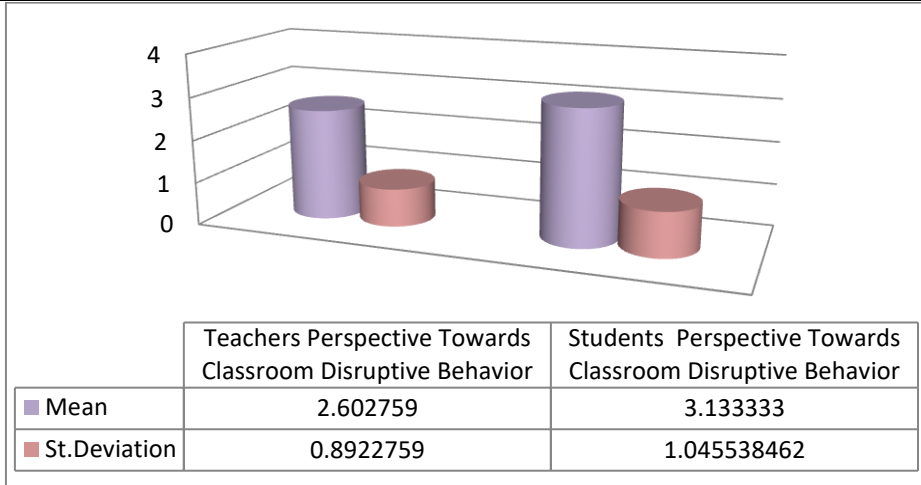


Fig.(4) Presents the Comparison between both Teachers and Students Perspectives towards The Causes of Disruptive Behavior

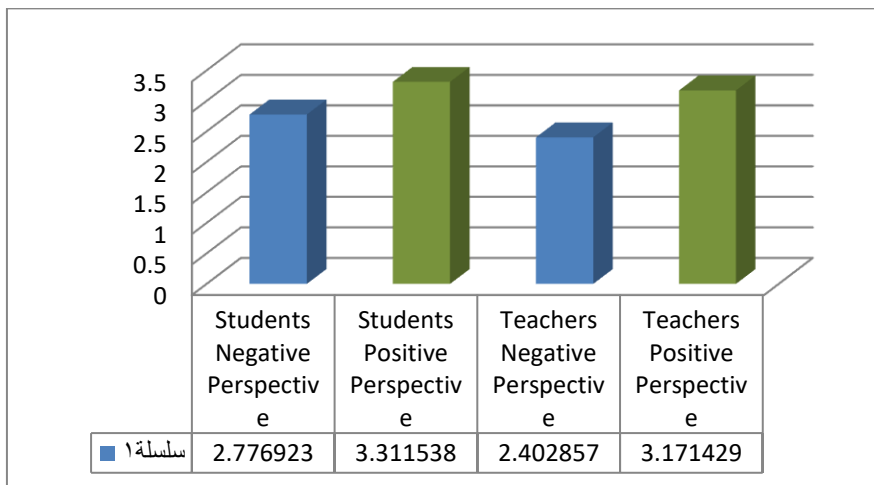


Fig.(4) Displays Positive and Negative Views towards The Causes of Disruptive Behavior by Teachers and Students

DISCUSSION AND CONCLUSIONS

Depending on the statistical results and calculating the frequency and percentage of each item, the researchers were able to recognize the most frequent misbehavior and the least frequent misbehavior. Accordingly, The research outcomes signify that both students and teachers agree with the factors which cause classroom disruptive behavior. Depending on their views, the researchers have investigated that having misbehaviors inside the classroom relate to the following factors:

- Psychological and physical factors which include; arriving late to the classroom especially in the first lecture, asking irrelevant questions for enjoyment, submitting assignments late due to students laziness, leaving the class early constantly to answer cell phone, having uncomfortable seats, and sometimes financial difficulties lead students to rude behavior.
- Teaching methodology and teachers factor, such as; differential treatment of students by the teacher causes misbehavior, sleeping in classroom when a teacher does not involve all the students in the lecture and activities, trouble making when teachers' sound is not clear, teacher's weakness of the subject leads students to indulge in gossip during the class, misusing of technology tool in the classroom (watching videos, playing games) by the students, chronic avoidance of sharing in the learning activities, and students' lack of motivation.

As well as, it reveals the students' and teachers perspectives about the cause of disruptive behavior, and that will be the answer of the first and second research questions.

Furthermore; it is found that lecturers mostly use the following strategies to deal with students' disruptive behavior inside the classroom, which are; telling the students teachers' expectations about appropriate classroom behavior in the first lecture of the year, applying some scientific techniques for decreasing students' disruptive behavior, using a variety of teaching methods instead of a single method to maintain student's interest in the lesson, paying attention to the seating arrangement of the classroom, teaching the students desirable behaviors by modeling, giving attention for those students who are nearing the line, before full-scale disruptions occur, and Informing colleague and the head of the department about students' misbehavior.

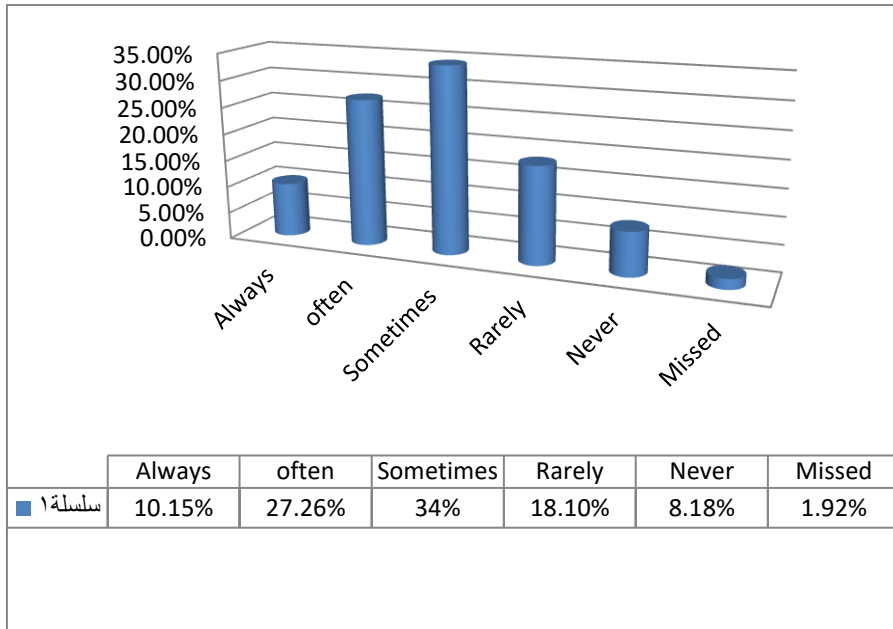


Fig.(5) Displays the Frequency and Percentage of the Disruptive Behavior Causes (Students' Perspectives)

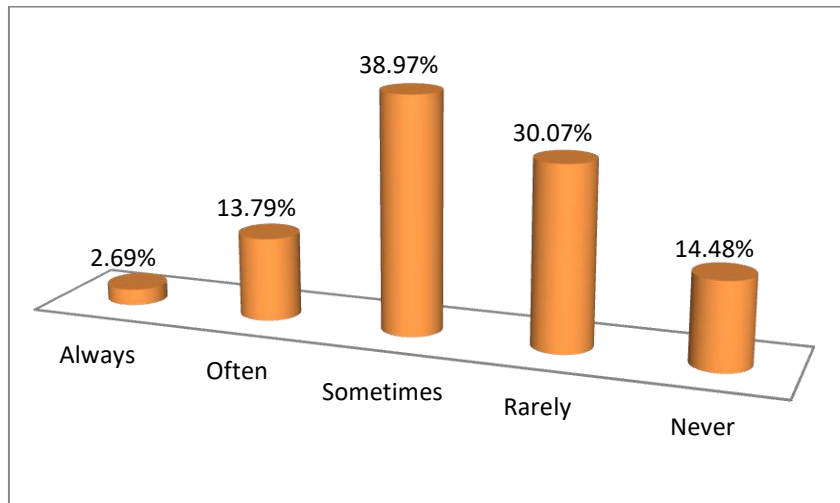


Fig.(6) Displays the Frequency and Percentage of the Disruptive Behavior Causes (Teachers' Perspectives)

RECOMMENDATIONS

- Teachers need to be aware of the different external and internal factors that may affect the teaching and learning process. As a result, teachers should consider classroom strategies to create a positive environment which might decrease the possibility of students from behaving disruptively and also when it is necessary to be able to react accurately.

- It is suitable that pre-service teachers develop a rich range of strategies in advance to handle situations that may modify plans of action as well as to consider all types of factors involved in the teaching process such as: behavior strategies, classroom management, motivation, and social background, among others.

-Teachers need to acquire with classroom management skills in order to deal with classroom behavioral patterns.

-The process of behavior modification should be sensitive to the unique socio- emotional needs of the disruptive student.

-Positive language should be used with the disruptive students as it is the base of relationship.

-Positive behavioral responses are generated through positive messages whereas negative behavioral responses are generated through negative messages.

-Instead of critical messages, positive and supportive messages from teachers can be helpful in shaping good behaviors by students.

-Disruptive behaviors can be reduced by communicating positive expectations to the students.

-Student's behaviors can be changed if a teacher approaches the classroom situations in a variety of ways.

-Students' disruptive behaviors should be seen as an opportunity to help them to improve their ways in which they think, feel, and behave.

-Disruptive behavior does not mean disruptive students because disruptive behaviors are actions that can be changed.

-Disruptive behavior can be managed if students believe that they can control their behavior. As well, student's personal understanding and decision making skills are important for successful behavior change.

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APPENDIX1

Questionnaire for University Students

Dear Participants:

This questionnaire is a tool of a research entitled “Teachers and Students Perceptions towards Disruptive Behavior in Managing Classes at College Level”.

The main aim of this research is to find out the factors which cause disruptive classroom behavior. Then, identifying a number of significant strategies to respond and reduce disruptive classroom behavior.

Please read the following statements carefully and tick the behaviors which are problematic / disruptive to the teaching-learning process.

The responses will be given weighting under the following criteria:
always – often - sometimes - rarely- never.

Factors	Statements	Always	Often	Sometimes	Rarely	Never
1 Psychological Factors	Students exhibit more disruptive behavior if the class consists of students from different cities and towns.					
	Students show aggressive behavior when others misbehave with them.					
	Students become hostile because of competition in class.					
	Students ask irrelevant questions for enjoyment.					
	Students make hooting for fun and enjoyment.					
	Students submit their assignments late due to their laziness.					
	Financial difficulties lead students to rude behavior.					
	Students ask irrelevant questions to divert teacher’s attention.					
	Students ask irrelevant questions to clear their confusions.					
	Student ask personal question from their teachers because they want to know about their personal life.					
	Students leave the class early constantly to answer their cell phones.					
	Students arrive late in the class room particularly in the 1st lecture.					
	Students display disruptive behavior when they are tired.					
	Students become quarrelsome because of their social environment.					
	Students make fun if they note some strange habit in a teacher.					
Students use their cellphones in the class room for enjoyment and fun.						

		Students sleep in class room due to lack of interest in lecture.					
		Students prepare assignments for other modules during the lecture.					
2	Physical Factor	Students exhibit disruptive behavior if the temperature of the classroom is very high or very low.					
		Students display disruptive behavior if their seats are not comfortable.					
		Students show more disruptive behavior if the class size is larger or smaller than their numbers.					
		Students demonstrate misbehavior in traditional seating arrangement classroom.					
		Students' misbehavior is often a result of their efforts to meet their basic needs.					
		Students misbehave if the classroom does not have proper light.					
3	Health	Students with hearing or vision problems exhibit more disruptive behavior than those with normal eye-sight or hearing ability.					
		Chronic diseases cause students misbehavior such as (cough, kidney infection,...)					
4	Teacher & teaching methods factors	Students indulge in gossip during the class because of the teacher's weakness of the subject.					
		Students sleep in classroom if a teacher does not involve all the students in the lesson and activities.					
		Students exhibit more disruptive behavior when they could not hear teachers' sound.					
		Students show more troublesome if teachers' sound is not clear.					
		Students exhibit disruptive behavior if a teacher does not communicate the expectations for being capable of instructing and managing the class appropriately.					
		Teachers do not remind students the suitable prior procedures of an activity or correct them if they follow routines improperly.					
		Teachers' failure to plan, and supervise the pace of learning activities lead students to misbehave.					
		Differential treatment of students by the teacher causes misbehavior.					
		Teachers sometimes cause misbehavior by verbally abusing students.					
		Teachers cause misbehavior if students feel that the teacher responds unfairly to misbehavior.					
		Student's misbehavior is due to students seeking attention.					
Students misbehave because they are seeking power (they want to be in control and want things done their way).							

	Misbehavior sometimes caused by a student seeking revenge in which the student felt embarrassed or treated with disrespect in front of peers.					
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Note// kindly add your own comments that cause disruptive behavior in the classroom if they are not mentioned in the above list.

APPENDIX2

Questionnaire for University Teachers

Part 1//

Please read the following statements carefully and tick the behaviors which are problematic / disruptive to the teaching-learning process.

The responses will be given weighting under the following criteria:

always – often - sometimes - rarely- never.

No	Statement	Always	Often	Sometimes	Rarely	Never
1	Students ask irrelevant questions about the subject.					
2	Students behave impolitely and in a rude manner inside the classroom.					
3	Students become excessive emotional toward their classmates.					
4	Students develop hostile feelings about others.					
5	Students feel jealousy for others.					
6	Students indulge in inter-personal talking/gossip during the class.					
7	Students become aggressive during the class.					
8	Students' timeless interruption during the lecture.					
9	Students make complaints against fellows or teachers.					
10	Students' cross questioning during the class.					
11	Students make fun of the teachers or fellows.					
12	Students' lack of motivation.					
13	Students are hooting for their friends.					



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14	Students' lack of interest in the subject or the teachers' teaching method.							
15	Students try for monopolization, dominance and prominence.							
16	Students' chronic avoidance of sharing in the learning activities.							
17	Students' quarrelsome behavior.							
18	Persistently, students arrive late to class or leaves early in a manner which is disruptive to the regular flow of the class.							
19	Students ask personal questions from teachers.							
20	Students disobey or refuse to carry out instructions set by their teachers.							
21	Students' lack of readiness for learning.							
22	Students write timeless and irrelevant romantic poetry or gestures.							
23	Students are doing something in private (e.g dealing with personal stuff, irrelevant drawing,.....)							
24	The class environment is not safe for both students and teachers.							
25	Students' misusing of technology tool in the classroom (watching videos, playing games, etc).							
26	Students irregularly attend or not attend at all.							
27	Students use vulgar language in class.							
28	Students talk incessantly while teacher is talking..							
29	Students bring their family members or friends to class.							

Note// kindly add your own ideas that cause disruptive behavior in the classroom if they are not mentioned in the above list.

Part 2//

Teachers' Strategies to Deal with Classroom Disruptive Behavior

Please read the following statements carefully and tick the response that best describes your opinion to reduce/ respond disruptive behavior.

No	Statement					
		<i>always</i>	<i>often</i>	<i>sometimes</i>	<i>rarely</i>	<i>never</i>
1	I tell the students my expectations about appropriate classroom behavior in the first lecture of the year.					
2	I use a seating chart to reduce chatting among students.					
3	I apply some scientific techniques for decreasing students' disruptive behavior.					
4	I provide tips of conduct for a student's undesirable behavior.					
5	I ask the disruptive student to leave the class.					
6	I ask the disruptive student to meet me after the class.					
7	I plan a small group activity at the end of the class to reduce restlessness among students.					
8	I use a variety of teaching methods instead of a single method to maintain student's interest in the lesson.					
9	I ignore the student's unwanted behaviors.					
10	I use negative reinforcement when a student exhibits an uncivil or disruptive behavior.					
11	I teach the students desirable behaviors by modeling.					
12	I especially pay attention to the seating arrangement of the classroom.					
13	I use "Assertiveness Training" for anxious students.					
14	I use "Shaping" technique for teaching desirable behaviors to students.					
15	I document details of the behavior and the students' reactions for myself.					
16	Before full-scale disruptions occur, I caution students who are nearing the line.					
17	I inform my colleague and the head of the department about students' misbehavior.					

Note// kindly add your own ideas to enrich the strategies more which are not mentioned in the above list.