

**DISRUPTIVE BEHAVIORS IN THE CLASSROOM AMONG BASIC  
EDUCATION LEARNERS: IMPLICATIONS ON DEVELOPING  
STRATEGIES FOR EFFECTIVE MANAGEMENT OF DISRUPTIVE  
BEHAVIORS TOWARDS PEACEFUL EDUCATION**

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**ABSTRACT**

*This study aimed to investigate on the level of disruptive behaviors of children in the Basic Education of Higher Elementary and Junior High School department at Colegio de San Gabriel Arcangel. The results served as the basis for developing strategies for effective classroom management of disruptive behaviors towards a peaceful education. It used the descriptive method of research and administered standardized test, namely, Child and Adolescent Disruptive Behavior Inventory by Burns et al. (2001) for data gathering with the following areas: attention skills; school activities; behavior towards adults; behavior towards peers; and school adjustments. The results showed that the disruptive behaviors of the Junior High school students are more prominent in the area of school activities and least in the area of behavior toward adults. The disruptive behaviors of Grades 4-6 pupils predominate more in the area of attention skills and least in the area of behavior toward peers. The Junior High School students are significantly higher than the Grades 4-6 pupils in the two areas of disruptive behaviors, namely, the area towards school activities and area on behavior toward peers. Finally, it developed strategies on effective classroom management towards a peaceful education as output.*

**Keywords:** *disruptive behaviors, peaceful education, classroom management*

## INTRODUCTION

The reports of the Basic Education Teachers to the Office of Student Affairs and Services (OSAS) showed that there were some instances where such noticeable misbehaviors of pupils occur in Colegio de San Gabriel Arcangel. These are hitting classmates, grabbing the pencil from someone, spitting, threats, and the like among the misbehaved pupils and students during and after classes. These incidents disturbed the teachers and school administrators. Understanding children with disruptive behaviors should be properly addressed immediately for a remedy to help them learn.

This study was anchored on the Operant Conditioning Theory by B.F. Skinner and Social Learning Theory by Albert Bandura. Operant Conditioning, by B.F. Skinner, is a type of learning where behavior is controlled by consequences. It means changing the behavior by the use of reinforcement and given after the desired response. Skinner as cited in McLeod (2015) argues that the principles of operant conditioning can be used to produce extremely complex behavior if consequences are delivered in such a way as to encourage the individual to move closer and closer to the desired behavior.

The study is focused on the level of disruptive behaviors of children in the Basic Education in the Higher Elementary and Junior High School department at Colegio De San Gabriel Arcangel. The results served as the basis for developing a framework on peaceful education for effective classroom management.

### **Purpose and Statement of the Problem**

This study aimed to investigate on the level of disruptive behaviors of children in the Basic Education level of Colegio de San Gabriel Arcangel.

Specifically, it sought to answer the following questions:

1. What is the level of disruptive behaviors in the classroom among Grades 4-6 pupils and Junior High School (Grades 7-10) in terms

- of the following areas: (1.1) attention skills; (1.2) school activities; (1.3) behavior toward adults; (1.4) behavior toward peers; and (1.5) school adjustment?
2. Are there significant differences in the disruptive behaviors in the classroom between Grades 4-6 pupils and Junior high school in terms of the following areas: (2.1) attention skills; (2.2) school activities; (2.3) behavior toward adults; (2.4) behavior toward peers; and (2.5) school adjustment?
  3. Based on the findings of the study, what implications of a peaceful education could be formulated for effective classroom management?

### **METHODOLOGY**

The study used the descriptive method of research. This method is designed to gather information about the present condition. It used the standardized test as the instrument for data gathering. After getting the approval of the School President through a letter sent by the researchers, the aforesaid instrument is answered by the teachers of basic education students who have the responsibility to do so because they have direct access to the students.

The data obtained were presented in a tabulated form, analyzed and interpreted using the following statistical techniques: (1) Frequency (F) was computed to determine the occurrences of disruptive behaviors. (2) The graph was used to show the data on the occurrences of disruptive behaviors in pictures. (3) Percentage (%) was computed to determine the occurrences of disruptive behaviors in the classrooms. (4) Weighted Mean ( $W\bar{X}$ ) was computed to determine the prevalent disruptive behaviors of children in the regular classroom. (5) The t-test was computed to determine any significant difference between the two groups in their disruptive behaviors.

**RESULTS AND DISCUSSION**

***Students' Level of Disruptive Behavior***

**Table 1**

*Summary on the Disruptive Behavior of Junior high school (Grades 7-10) and Grades 4-6 Students*

Areas of Disruptive Behavior at School	Grades 4-6 Pupils		Junior High School Grades 7-10)	
	Mean	Level	Mean	Level
Attention skills	4.67	High Level	4.34	Moderate Level
Activity Level	3.05	Low Level	5.69	Very High Level
Behavior toward adults	2.92	Low Level	3.11	Low level
Behavior toward peers	2.33	Low Level	4.46	Moderate level
School Adjustment	3.60	Average Level	4.52	High Level
Composite Mean	3.31	Low Level	4.42	Moderate Level

The results showed in Table 1 that the disruptive behaviors of Junior High school students in the classroom obtained a composite mean ( $\bar{X}$ ) of 4.42 which signifies a moderate Level of disruptive behavior. They are in the supreme level of disruptive behavior in the area of school activities like talking too much during the class with the obtained mean ( $\bar{X}$ ) of 5.69 at the Very High Level. The least disruptive behavior as perceived by teachers is in the area of behavior toward adults as being vindictive or spiteful with the obtained mean ( $\bar{X}$ ) of 3.11 at the Low Level.

The disruptive behaviors of Grades 4-6 pupils in the classrooms obtained a composite mean ( $\bar{X}$ ) of 3.31 at the Low Level. They are with the utmost level of disruptive behavior in the area of attention skills like avoiding, disliking or reluctance to engage in school task that requires concentration and effort. They obtained a mean ( $\bar{X}$ ) of 4.67 at the High Level. Behavior toward peers is the lowest disruptive behavior like being vindictive or spiteful among Grades 4-6 pupils with the obtained mean ( $\bar{X}$ ) of 2.33 at the Very Low Level.

**Comparative Analysis on Students Disruptive Behavior**

**Table 2**

*Difference in the Disruptive Behavior between Grades 4-6 and Grades 7-10 Students*

AREAS	GROUPS	MEAN	t-value	Sig. Difference	Decision	Interpretation
Attention skills	Grades 4-6	4.67	1.73	.091	Accept Ho	Not Significant
	Grades 7-10	4.34				
Activity Level	Grades 4-6	3.05	2.61	.012	Reject Ho	Significant
	Grades 7-10	5.69				
Behavior Toward Adults	Grades 4-6	2.92	0.84	.407	Accept Ho	Not Significant
	Grades 7-10	3.11				
Behavior toward Peers	Grades 4-6	2.33	.4.61	.000	Reject Ho	Significant
	Grades 7-10	4.46				
School Adjustment	Grades 4-6	3.60	0.81	.421	Accept Ho	Not Significant
	Grades 7-10	4.52				

*Note:* Level of Significance at 0.05; Degrees of Freedom is 45; Critical t-value is 2.021

As shown in Table 2, the Junior High school students and Grades 4-6 pupils' disruptive behaviors have no significant differences in the area of attention skills, behavior toward adults, and school adjustment. However, it is in the school activities and behavior toward peers that significant differences were obtained. Based on the means, it can be deduced that Grades 7-10 students tend to have higher tendency for disruptive behavior than those in Grades 4-6.

***Implications of a Peaceful Education for Effective Classroom Management of Disruptive Behaviors***

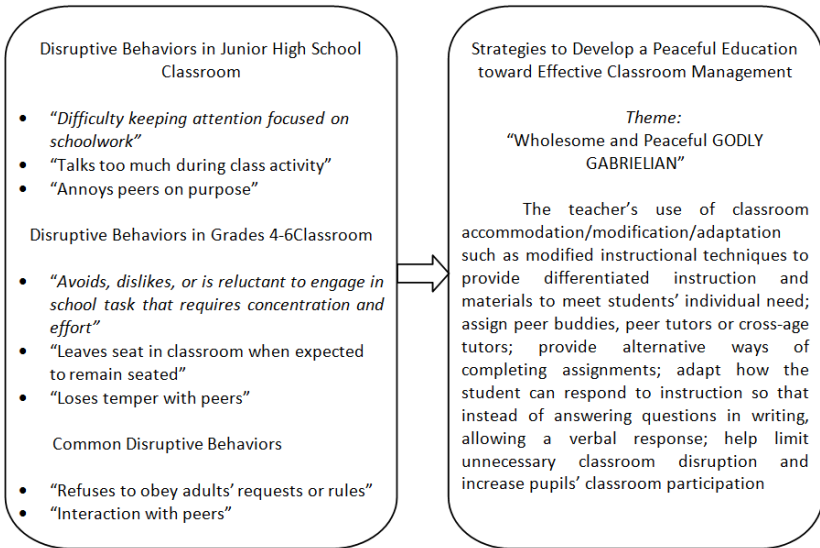
The implications on disruptive behaviors of a peaceful education for effective classroom management were developed to implement classroom accommodation/modification/adaptation approaches.

Shown in figure 1 below is the framework for developing a peaceful education for effective classroom management. The first box indicates the frequently observed disruptive behaviors in the regular classroom and its common disruptive behaviors. The second box indicates strategies on how to minimize disruptive behaviors to

develop peaceful education for effective classroom management.

**Figure 1**

*Disruptive Behaviors and Their Implications for Developing Strategies on Effective Classroom Management Towards Peaceful Education*



**CONCLUSION**

Based on the findings, the following conclusions are derived:

The disruptive behaviors of the Junior High school students are more prominent in the area of school activities like talking too much during the class. On the other hand, they have least disruptive behavior toward adults as being vindictive or spiteful. The disruptive behaviors of pupils in Grades 4-6 predominate more in attention skills are alike avoiding or is the reluctance to engage in school task that requires concentrations and effort. Disruptive behavior toward peers like being vindictive or spiteful is least observed. The findings on disruptive behaviors among basic education learners implied a need to develop a framework of a peaceful education for effective classroom management as an output.

## RECOMMENDATIONS

This study recommends the following:

All teachers should be encouraged to attend training, seminars, and workshops in behavior management of children with disruptive behaviors to modify problem behaviors.

Collaboration should be established between teachers specifically in managing disruptive behavior for effective management. This is important for effective instruction and successful implementation of classroom discipline.

School administrators should address the problem of students with disruptive behavior so that appropriate intervention can be given the soonest.

Schools should provide in-service trainings and seminar-workshops to all teachers prior to the classroom and instruction modification, and appropriate strategies suited to address the needs of children with disruptive behaviors.

Further research should be undertaken on topics related to disruptive behaviors to capture other related factors to misbehavior such as the organismic variables like age, gender, and academic performance of the students.

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