

# Disruptive Behaviour: Managing the Challenges and Issues - A Case Study

V. Anuradha and Dr.R. Pushkala

**Abstract---** *Disruptive behaviour has become one of the most important concerns of this era. Though the teachers are prepared to use instructional strategies and to make sure that all students excel academically, many perspective teachers are not adequately prepared to deal with disruptive student behaviour. So in reality managing the challenges and issues of disruptive behaviour is still an illusion. It may have some of their own specific causes, but there are also some general conditions that make disruptive behaviour more likely to occur. This may include poor parenting and poor teaching. The first thing that a teacher has to think if a student is disrupting the class then it is because of the teaching method followed in the class. Even the most disruptive students will sit for hours together on computer games or engage themselves in other hobbies that they really enjoy, so it may be due to the lesson and the method that is taught may not be interesting. This study shares of how the disruptive behaviour of the two section students from first year B.Tech and first year B.A. English was dealt carefully and effectively by making them involve in sharing their personal narration. Once they started sharing their personal experiences they also shared their emotional experiences which created a good rapport and bond between the teachers. The bond completely changed the behaviour of the students on the whole and by the end of the year they were so obedient and the last working day turned emotional.*

**Keywords---** *Disruptive Behaviour, Managing the Challenges and Issues, Personal Narration.*

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## I. INTRODUCTION

Disruptive behaviour is described as when a child is not cooperative and preventing themselves and other children in the class from performing the work given by the teachers. They also try to grab the attention of the teacher's and prevent the teacher from giving attention to the other children. Those students distract the teachers and other pupils from learning.

Dealing with disruptive behaviour is the most challenging aspects of a teacher which is already a stressful job. The teacher, upon entering the classroom of this type of disruptive behavior have to remain as an adult throughout focusing on the issues and not reacting immediately on the emotional feelings about it even if it hurts.

Wiki book on Classroom Management and Discipline suggests that all behavior occurs in context and instead of immediately reacting into the emotional response that a student's behavior evokes one have to consider what the source of behavior might be. It has tabulated some behaviour and the possible source for the behaviour.

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Behaviour	Possible Source
Child daydreams in class	Material is too simple or too challenging
Child hoards food, eats in class	Child has past history of neglect
Child shouts at teacher when redirected	Child had a fight with his parent that morning
Child jokes when asked questions	<ul style="list-style-type: none"> <li>• Child doesn't understand or know the answer, makes a joke to avoid sounding stupid</li> </ul> OR <ul style="list-style-type: none"> <li>• Child knows the answer but has been used to joking instead of answering</li> </ul>
Child refuses to interact with teacher, peers	Child doesn't know how to make friends, has been rejected or ridiculed by peers and adults

It is better to explore the underlying problems of the disruptive behaviors as it is necessary to deal with them quickly and effectively in order to make a smooth function of the class. The way one sets the disciplinary tone at the beginning of the year will determine the rest of the year. So the teachers should strive to develop a balanced temper and firm requests to proceed on increasing consequence for continued non-compliance.

### ***Problem***

The problems mentioned below were identified among the maximum number of students from one section of B.Tech. first year and first year B.A. English. The complaint was from all the teachers who handled those classes. Many faculty members refuse to go to that particular section because of the disruptive behavior.

- Reporting late to the class and demand for attendance
- Refuse to participate in the task
- Cheating in submitting the assignment
- talking or texting on mobile during lecturing
- talking without getting permission
- chewing gum
- attention seeking with irrelevant questions
- mewing or howling during lecturing

### ***Aim***

To manage the disruptive behavior in the classroom of B.Tech. first year and first year B.A. English students by engaging them through personal narration.

### ***Objectives***

- To enhance their creative thinking from the memories recollected in tranquility and involving them to perform better in their academics through the practice of personal narration

### ***Hypothesis***

- Practice of personal narration developed their creative thinking process and made them retain it in memory and perform better in their academics.

## **II. CASE STUDIES**

### *Case I*

One section of B.Tech first year mechanical branch of about 60 students was considered. Not only school students but even the adult classes also are challenging in this sense of disruptive behaviour. Disruptive behaviour can be presented by learners in a number of ways, ranging from wanting control and power in the classroom, being constantly late, talking when they shouldn't be, quarrelling with the teacher unnecessarily, challenging the teacher on certain issues, ignoring instructions, using mobiles during the lecture hours, etc.

### *Case II*

First year B.A. English of about 50 students were taken into consideration. The students are not aware of the socially acceptable behaviour which lead to disruptive behaviour and seek the attention.

## **III. FINDINGS**

In order to prevent disruptive behavior in the classroom, the teachers have to establish behavioral expectations at the beginning of the semester. There are a number of reasons why students behave in this way. Some of the influencing classroom factors to consider are that the students may find the lesson too easy or too difficult which may result in a freeing with the tasks that is prepared. Some students may not feel challenged enough and therefore withdraw because they're bored or frustrated. So personal narration may be encouraged, which is a powerful tool that a teacher can rely on to create a rapport. Personal narrative writing allows students to express their stories artistically and it helps the students to illuminate their thoughts. It teaches them to express through writing in an organized way and it help them search for individuality. Personal narrative writing helps them discover different characters and settings. Students' from first year B.Tech. and first year B.A. English was dealt carefully and effectively in making them involve in sharing their personal narration. During personal narration a few situation cue cards were given like the last day in your school, first day in your college and an unforgettable moment in your life for which the students prepared and presented. Personal narration was elicited with the help of organizing questions which helped the students in structuring their personal narrations. The performances were recorded by their group members in the mobiles which helped them to reflect on their performances and to focus and perform better, which resulted in the promising self evaluation and self correction. The personal narrations were shared with the motive of helping the students in conceptualizing the academic language functions such as report writing that focused on accidents, robbery, national functions and social issues. Once they started sharing their personal experiences they also shared their emotional experiences which created a good rapport and bond between the teachers. The bond completely changed the behaviour of the students on the whole and by the end of the year they were so obedient and the last working day turned emotional.

## **IV. CONCLUSION**

Poor or bad behaviour can become a barrier to learning so it is very important that the teacher is able to identify and deal with the problem appropriately and create an environment where everyone feels safe, valued and equal. Teachers sometimes come across more serious behaviour problems such as defiance or aggression. Whether minor

or more serious, these kinds of behaviors are disruptive when comes to teaching. Disruptive behavior may be handled by the teacher's ability to effectively tackle through their approach and provide instruction.

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