

A CASE STUDY OF THE PERCEIVED IMPACT OF DISRUPTIVE BEHAVIOR AMONG
GRADES 9 AND 11 STUDENTS ON THEIR ACADEMIC PERFORMANCE AT A
CORPORATE HIGH SCHOOL

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ABSTRACT

Educators in schools for the past two decades have been faced with the problem of disruptive behavior in classrooms. The rate and extent to which schools in Jamaica and elsewhere have been experiencing disruptive behavior among students, has generated the attention of many within the classrooms and in another places.

The present study examined school personnel perceptions of the causes of disruptive behavior among a set of grades 9 and 11 students in a corporate area high school and the impact that disruptive behavior had on their own and their classmates' achievement. It also examined how educators respond to students who are consistently disruptive in the classroom. The primary data collecting instruments used to conduct this case study comprised: semi-structured interviews, observation, and the reviewing of archival data on students' academic performance.

The results of the study revealed that school personnel hypothesized several causes of disruptive behavior in classrooms. These were inclusive of parental influence and home environment, community environment, peer influence, socioeconomic status, difficult personal circumstances, illiteracy, learning disability (ADHD), attention seeking, and problems with teaching. Also mentioned, were attitudes of teachers, and structural classroom dynamics. All the participants believed that disruptive behavior had a strong impact on students' performance, a belief borne out by achievement data. The observations revealed that although teachers used a variety of approaches to respond to disruptive behavior, those approaches were almost exclusively responsive. The data suggest that specialized training, regarding classroom disruptive behavior, should be implemented to better equip school personnel with the techniques to deal effectively with classroom disruptive behavior.

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CHAPTER 1

1.0

INTRODUCTION

With disruptive behavior increasing in schools across the world, the proper manning of classrooms has become a challenge for educators. In fact, results from research over the past two decades have cited the adverse impact of disruptive behavior on academic performance.

The results from research studies have suggested that there is a relationship between classroom disruptive (negative) behavior and academic achievements (Akey, 2006); (Barriga, Doran, Newell, Morrison, Barbetti & Robbins, 2002). The research provides evidence to suggest that disruptive behavior in the classroom impacts students' academic achievement (Akey, 2006); (Barriga et al., 2002). In fact, Nelson, Benner, Lane, and Smith's (2004) study revealed that students who displayed behavioral problems demonstrated poor academic achievement.

Disruptive behavior in schools has been a cause of concern for the school systems for several years. (Akey, 2006); (Barriga et al., 2002), study highlighted that those classrooms in which students were consistently disrupting class time teaching actually achieved poor academic results due to less teaching engagement time and these disruptive students as a result, scored lower in their tests when compared to those who were not disruptive during class time.

Research carried out by Ghazi, Shahzada, Tariq and Khan (2013) has shown that one of the major concerns experienced by educators and teachers alike is the issue of disruptive behavior in secondary schools. The researchers further posit that those classrooms where disruptive behavior occurs oftentimes receive less classroom engagement time and subsequently, those disruptive students tend to achieve lower ranking in achievement tests.

In addition, the related research literature suggests that when disruptive behaviors persist within the classroom environment, it becomes very difficult for the teacher to redirect or discipline students and at the same time provide quality instruction (Wexler, 1992; Williams & McGee, 1994). Additionally, persistent disruptive behavior often times lead to less academic engagement time and as a result, students tend to perform low in their standardized tests (Shinn, Ramsey, Walker, Stieber, & O'Neill, 1987).

Like many other countries, the issues and challenges of disruptive behavior have seen educators in our Jamaican schools becoming victims of disruption carried out by students in classrooms. Subsequently, these behavioral problems exhibited by students have had serious implications on educational objectives.

Due to the challenges faced among school leaders, educators and parents with disruptive students for the past decade or so, great emphasis and priority have been placed on disruptive behaviors in classrooms. In fact, the Ministry of Education has implemented policies and also put into place strategies to deal with the prevailing issue of disruptive behavior in classrooms as this phenomenon is presently affecting our school system in Jamaica and subsequently, impacting negatively on students' academic outcomes. In fact, the impact of disruptive behaviors in classes is cause for concern as students' academic performance is impacted by it.

Jamaica's Vision 2030 mandate is for Jamaica to be the place "to live, work, raise families, and do business." In fact one of the highlights of Vision 2030 is the emphasis placed on investment in education as a principal agent in enabling Jamaica to grow and develop, thereby becoming a first world country by 2030. If students continue to display disruptive behavior in the classrooms, then less time will be spent on teaching and learning which inevitably reduces

the time allotted for instruction and undoubtedly this will have an adverse effect on students' academic outcomes.

For Vision 2030 to be realized, the issue of disruptive behavior among students in classrooms needs to be addressed as it continues to pose a challenge for teachers and administrators. Based on the concerns cited above, it is my intention to explore the issue of how disruptive behavior impacts students' academic performance and how this in turn affects what teachers do in the classrooms at one high school in Kingston, Jamaica. Hence the goals of this study specifically focused on the perceived impact of disruptive behavior on students' academic performance, the factors that are attributed to disruptive behavior and how educators/ school personnel responded to those students who were constantly disruptive in school. All of these areas are reviewed in chapter 2 of the study.

1.1 Statement of the Problem

The rate at which students have exhibited disruptive behaviors in schools continues to grow (Erling & Galloway, 2002). (Ghazi, Shahzada, Tariq and Khan, (2013) and Usova (2001) contend that disruptive behaviors among students in classrooms are major concerns to teachers. It is suggested that disruptive behavior seems to have a dual effect as it detracts from the learning environment and compromises the amount of instructional time that students receive.

Herschell (1999) highlighted that disruptive behavior has been growing among a number of American students. Regrettably, too many of our children display disruptive behaviors in classes which cripple their academic performance. It is therefore assumed that a greater understanding of the perceived relationship between disruptive behavior and academic performance, may allow for a better understanding of how to effectively deal with the

phenomenon of disruptive behavior. , It is anticipated that this understanding will enable the learning environment to become more conducive to learning thus improving instructional delivery and learning in the classroom.

1.2 Purpose of the Study

Disruptive behaviors exhibited among students frequently detract from the learning environment as teachers have to spend more time focusing on redirecting these behaviors which unfavorably affect both teachers and students (Ghazi et al., 2013; Rosenberg & Jackman, 2003). Also, Dolan, et al. (1993) study highlights that disruptive students experienced less teaching engagement time and tend to get lower grade passes and usually do poorly on standardized tests when compared with those students who are well managed. When students are disruptive in classroom, their overall academic performance will be impacted. Therefore, the study was designed to examine the impact of disruptive behavior on a set of grade 9 and 11 students' academic performance, the factors attributed to disruptive behavior and how school personnel respond to the behaviors at this particular high school.

The findings of this study will allow school personnel (Educators, Principals, Guidance Counselors and Deans of Discipline) to have a clearer understanding of how waywardness exhibited by students can affect their learning outcomes. It will provide greater insights as to how educators can better understand disruptive behavior and be better able to respond to these behaviors when they occur. Our schools need strategies and initiatives to deal with disruptive behaviors facing educators in classrooms. Effective strategies and policies can also impact classroom management.

1.3 Research Questions

As indicated earlier, this study was designed to investigate the impact of disruptive behavior on students' academic performance. Accordingly, the study was guided by the three major research questions that inspired the undertaking of this research and provided the framework for designing the data collection, analysis and presentation and discussion of the findings. These are:

1. To what factors do school personnel attribute students' disruptive behavior?
2. To what extent do students' disruptive behaviors impact their academic performance?
3. How do school personnel respond to students who are constantly disruptive in class?

1.4 Operational Definitions

To avoid ambiguity and for ease of understanding the following terms were operationalized to suit the context of this study. Operational definitions have specific meaning to this study and are as follows:

1. The University of Arizona Dean of on-line students stated that disruptive behavior is the 'conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting'. In support the Webster's dictionary defines the word disruption within three contexts: "to break apart, to throw into disorder and to interrupt the normal course or unity of" (disruption, 2012). For the purpose of this study, disruptive behavior will be seen as any type of disorder or interruption during the teaching and learning process.
2. According to Bacon (2011), academic achievement refers to "standardized test scores, grades, and overall academic ability and performance outcomes (p. 8). For the purpose

of this study, the terms academic performance, academic outcomes and academic achievement will be used interchangeably. The study will specifically refer to academic achievement/performance/outcomes as the standard attained by students in their internal and external examination assessment grades (A, B and C and 1, 2 and 3 being passing grades and D, E and F being failing grades. School personnel includes: Teachers, Instructional Leaders, Guidance Counselor, Dean of Discipline employed within the school system.

1.5 Limitations of the Study

Most studies are subject to limitations. Simon (2011) defined limitations as the potential weaknesses that are inherent in a study. He further went on to make the suggestion that limitations can be out of our control. For this particular study, qualitative methodologies were utilized. The first limitation was that two out of the sixteen participants were not interviewed as both were unavailable at the scheduled dates and times for interviews. Multiple attempts were made to contact and reschedule dates and times, but all attempts proved futile.

Next, the study involved a small sample of fourteen respondents (teachers, instructional leaders, guidance counselors and dean of discipline) at a particular high school in a Corporate Area setting; hence these limitations make it impossible to generalize the findings as representative of other schools in other locations. However, it is not the researcher's intention to make generalization beyond the school being studied. Heath and Street (2008) shared that qualitative data do not necessarily seek to generalize, but more so, provide rich accounts of a particular phenomenon in order to achieve a better understanding of it.

1.6 Significance of Study

With the current international focus on disruptive behavior and its impact on academic outcomes, there has been cause for concern by many educators, the ministry and other stakeholders alike.

Rose and Gallup (2005) alluded that disorderly conduct in the formal school system has lingering for a number of years. Also, there are many concerns shared about students' disruptive behaviors in schools and how that affects their academic performance. The cost associated with controlling disruptive behavior exhibited in classrooms is an important factor to be considered as the problem seems to be escalating among our students (Herschell, 1999).

Disruptive behavior exhibited within the classroom has had significant effect on classroom teaching time. Wilson (2007) stated that a school is an important medium through which interventions to prevent or reduce aggressive behavior can be channeled. Schools are settings where many instances of interpersonal aggression among children take place and is also the only setting with almost universal access to children. Morrison, Anthony, Storino, and Dillon, (2001) study suggested that negative behaviors exhibited by students will have negative effects on academic performance and consequently, will have detrimental effects on the relationship between students and teachers.

Based on the issues mentioned above, I saw the relevance in conducting research inquiring about the issues associated with disruptive behavior and its influence on students' learning outcomes. The nature of this particular study will expand the research base by focusing on disruptive behavior in a Jamaican context. It is also intended that this research will sensitize School Administrators, Educators and Counselors and Deans of Discipline and other stake

holders as to the impact of disruptive behaviors on students' academic performance. The importance of addressing disruptive behaviors and its impact on academic achievement is indisputable. It is intended that this study will provide an opportunity for educators to acquire better classroom management by identifying strategies that will address disruptive behaviors in classrooms and will subsequently, yield higher academic performance in the classroom.

Additionally, the findings of this research will add to other research literature on disruptive behavior which will provide additional data to inform future researchers on the issue. It is also intended that this study will provide Educators, Administrators, Counselors and Deans of Discipline and parents with a greater understanding on how to effectively deal with classroom disruptions through the planning and development of seminars that will serve to better equip them with the right skills set to deal with disruptions in the school system. It will also expand the opportunities for educators to work alongside parents to have a deeper understanding of what takes place at home and how disciplinary issues are addressed.

Also, with the challenges educators are now facing with respect to disruptive behavior exhibited by students in the classroom, it requires that educators develop the skills to be effective in addressing classroom disruption. It is intended that this study will expand the repertoire of strategies and skills set needed by educators for them to effectively deal and respond to disruptive behaviors when they occur. Finally, it is hoped that other schools and school systems can benefit from the obtained results.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Chapter two was designed to provide a review of the literature on the perceived impact of disruptive behavior among grades 9 and 11 students on their academic performance at a corporate high school. Accordingly, the literature review in this section has been organized in accordance to the main variables, which guided the study. Given the foci of the research topic, it was imperative to focus on different definitions of disruptive behavior. Of equal importance was the conceptual and theoretical framework of social learning theory which guided the study. Additionally, the study looked at the effects of disruptive behavior on academic performance, causes of disruptive behavior, and the impact on educators. Specially, the study examined how educators responded towards students who are constantly disruptive in classrooms.

2.2 Disruptive Behavior Defined

Researchers have presented wide-ranging definitions of disruptive behavior. The term disruptive behavior incorporates many behaviors and based on its context, it can have various interpretations. What constitutes disruptive behavior in one context might not necessarily be the same in another setting, each researcher may define it a different way (Arbuckle & Little, 2004). However, Kaplan, Gheen and Midgley (2002) provide a comprehensive description by alluding to what disruptive behavior entails. The researchers in their study opine that disruptive behavior includes; speaking out in class without permission, getting out of seats, using technological gadgets during class time, troubling and bullying students during teaching time, and being disrespectful etc.

Another researcher Herbert (1998) defined disruptive behavior as ‘interference with another person so that he or she is prevented from continuing some ongoing activity or is caused displeasure’ (p.105). Also, Charles (1999) defined misbehavior, which in this context is the same as disruptive, as “behavior that is considered inappropriate for the setting or situation in which it occurs” (p.2). In addition, Charles (1996) shared that disruptive behavior is behavior that is somewhat deliberate, intentional and inappropriate during a definite time or occurrence. Prinsloo (2005) shared that disruptive behavior is any behavior that negatively affects the teaching and learning process.

Another definition provided by Volenski and Rockwood (1996) who define disruptive students as those who test or challenge the teacher in an undesirable way and also those who exhibit abnormal behaviors and go against school guidelines and protocols. Based on the assertion above, those students who talk out of turn when not permitted to, those who speak in class without permission from educators, those who confront educators in a negative way, or those disturbing other learners and are inattentive/restless and do not complete routine activities assigned to them, may well be exhibiting disruptive behavior.

2.2.1 Theoretical Framework: Theory Defined

Leedy and Ormrod (2005) suggest that a “theory is an organized body of concepts and principles intended to explain a particular phenomenon” (p.4). Creswell (2009) offers an elaborate explanation of theory by stating that, “theories develop when researchers test a prediction over and over” (p. 52). The system theory will be one of the underpinning concepts on which the research will be based. I developed the study’s conceptual framework by

describing the factors that teachers attribute to students' disruptive behavior and to what extent do students' disruptive behaviors impact their academic performance, and how teachers responded to students who are constantly disruptive in class.

The social learning theory of Bandura led to the conceptual framework of this study. Social learning theory has been used extensively in understanding aggressive behavior (Bandura, 1973). Grusec (1992) wrote that the social learning theory began as an effort to merge the psychoanalytic and stimulus-response learning theory into a comprehensive explanation of human behavior, "drawing on the clinical richness of the former and the rigor of the latter" (p.776).

Bandura developed the SLT based on the premise that individuals learnt appropriate and inappropriate behaviors from interacting with each other. In fact, the SLT theory looks at learning that occurs within a social context. Bandura believed that individuals learn from each other through imitation, modelling or observational learning. It is important to note that SLT impacts classroom teaching and learning, instructional delivery and as well as the method of communication that takes place in the classroom environment. Consequently, the type of communication or exchanges that occur in the classroom can subsequently, impact the environment as well as the environment can influence the behavior. Hence the SLT is essential to the classroom. Additionally, Bandura believed that people are both products and producers of their environment (Bandura, 1977; 1989).

In addition, the SLT theory highlights the significance of observing and modeling the behaviors, attitudes, and emotional reactions of others (Bandura, 1973). As a result, students observe the behaviors of others in the environment and subsequently, replicate this behavior in

other settings. Therefore, the theory is mainly concerned with how human beings operate cognitively based on their social skills and how these cognitive processes then influence their behavior and development. According to Bandura (1977) "Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (p.22). Additionally, SLT describes the behavior of human beings in terms of constant interaction among intellectual, interactive, and environmental impacts.

Therefore in light of the above, as social beings we constantly interact with other forces within our environment and these interactions at times allow us to develop certain attitudes and behaviors that we pick up in the environment. Thus this study utilized the SLT as a solid theoretical foundation on which to base this investigation as this theory actually focuses on social interactions within the classroom environment.

Social Learning Theory sees human behavior as being dynamic, in which personal factors, environmental influences, and behavior continually interact. A basic premise of the SLT is that people learn through their own experiences, by observing the actions of others and the results of those actions. The theory combines the cognitive, with the behavioristic and emotional models of behavior change.

The first concept of reciprocal determinism means that the behavior and the environment influence and impact each other in both directions. In other words, the environment shapes, maintains, and constrains behavior, but children are not usually passive in this process, as they

can create and change their environments; when there is dissonance, it can result in disruptive behaviors (Bandura , 1973). The concept of behavioral capability maintains that an individual needs to know what to do and how to do it; thus, clear instructions and/or training may be needed. This study was aimed at determining the different factors that influence students who display disruptive behaviors within the classroom.

Taylor (1992) suggested that social learning theories can enable educators to have a better understanding of how deprived minority children think and feel about themselves, and also, become more cognizant of factors in the environment that may advance cognitive and affective problems. Hence the need to conduct empirical studies to determine the degree to which social learning theories impact children's behavior is merited. Studies on social learning theories will enable schools to better understand how to adapt to the varied cultures and learning styles of learners and at the same time promoting expected learning outcomes (Taylor, 1992).

In another study conducted by Kaplan et al., (2002) on disruptive behavior in the classrooms in the context of SLT, it was shown that students learn best when the classroom environment creates the opportunity for them to be relaxed. The study suggested that the classroom environment is important for students' learning. In addition Bandura also shared that individuals to a great extent have the ability to direct their own behavior. He contended that learning was possible through a number of factors which he said included environmental and other conditioning factors. The social learning theory considers both behavior and environment. Bandura embraced the concept of observational learning and how the learners learn new concepts through modeling and imitation. Of interest is the ideology of how disruptive behavior can interfere with these factors and therefore, get in the way of each learner's learning potential (Corey, 2005; Santrock, 2002).

2.3 Factors Attributed to Students' Disruptive Behavior

For the past two decades schools in Jamaica have been facing challenges with students who have been exhibiting inappropriate or disruptive behaviors in classrooms. Since recently, it has become more prevalent. In 2009, the Minister of Education recommended that schools desist from using corporal punishment (CP), however, this recommendation did not have the force of law and so some schools did not enforce it (Farrell, 2016). Since recently there has been an increase in the number of court cases against educators administering CP in classrooms. Subsequently, most schools have since abandoned CP and have left CP in the hands of school administrators.

In recent times school administrators have recognized that disruptive behavior has been occurring more regularly and it has had an influence on staff and students alike. Research suggests that the proper manning of the classroom environment with appropriate behaviors can be a mammoth task (Daniels, 1998; Farmer, 1999).

While there is not a substantial body of Jamaican literature on disruptive behavior, Administrators are now realizing that the reactive approach to indiscipline and disruptive behavior is ineffective and the problem of disruptive behavior continues to rise in many schools across the island. Research seems to suggest that the reactive mode of discipline has become ineffective as it has not been able to fully address the behavioral problems displayed by students in the classroom (Mayer, 1995; Sugai & Horner, 1994; Maag, 2001). Schools in Jamaica have taken a reactive approach to indiscipline and in particular disruptive behavior. They have implemented reactive behavioral modification programs such as detention, demerit, conduct mark, suspension and even expulsion in severe cases.

According to Swick (1980), there appears to be a general consensus based on extensive literature search which would suggest that the factors associated with disruptive behavior are both internal and external. In fact, Swick continued by stating that recent studies suggest that students' disruptive behavior is associated with a number internal and external factors (Swick, 1980). In addition, research shows that disruptive behavior and classroom management are major concerns for schools (Elam, Rose & Gallup, 1996). Furthermore, other studies suggest that the external environment impacts an individual's overall behavior and performance (Bandura, 1977, 1973; Corey, 2005; Kaplan, et al., 2002). Despite numerous studies on students' disruptive behavior, there still remains much to be learned on other factors attributed to disruptive behavior in classrooms. This section of the research study is designed to address the factors attributed to disruptive behavior.

One leading researcher, Swick (1980) shared that the conceptualization of viewing disruptive behavior as a problem stemming exclusively from the classroom environment and simply altering certain conditions that trigger such behavior has proven to be insufficient. In fact, multiple research studies suggest that students' behavioral problem at all levels are influenced by a myriad of factors and subsequently, educators responses to these conditions must be based on careful evaluation of each learner's specific circumstance coupled with the educators' roles in the classroom. In addition, Swick (1980) also shared that an individual behavior stems from various socio-cultural and genetic forces and according to him having an understanding of the context of students' behavior is paramount. Swick (1980).

(Frank, 1978; Kaplan, Luck, 1977; Neil, 1975, and Read, 1976 as cited in Swick, 1980) shared that from continuous research it has been established that some of the major influences/causes of disruptive behavior include the following list below:

Table 1.1 Disruptive Student Behavior in the Classroom

Influence	Related Behavior Often Observed
1. Malnutrition	Hyperactivity Drowsiness Easy loss of temper Irritability
2. Lack of Sleep	Inattentiveness Short attention span Irritability Inability to complete assignments
3. Child Abuse/Neglect	Withdrawn, sullen Aggressiveness. Takes out anxiety on peers and teacher Poor attendance record Excessive seeking of attention
4. Excessive Television Viewing	Short attention span Extreme aggressiveness Difficulty in following directions Inability to complete work assignments
5. Violence in the Home	Extreme anxiety level Withdrawn and very depressed Poor attendance record Constant seeking of attention

These causes of disruptive behaviors among students are similar to those of other studies conducted on the topic. For example, in a recent study conducted by the Center for Mental Health of the U.S. Department of Health and Human Services, several key risk factors were highlighted as being associated with poor school behavior. Some of these factors based on the

study include: poverty, abuse and neglect, harsh and inconsistent parenting, drugs and alcohol use by caregivers, emotional and physical or sexual abuse, and modeling of aggression, media violence, negative attitude towards school, family transition (death or divorce) and parent criminality (Johnston, 2013). One can reasonably assume that these factors stem from socio-cultural and genetic forces (Swick, 1980). Although most of the factors mentioned were not school-based, the study showed that all the factors had some significant impact on students' behavior within the classroom. Hence the environment played a crucial role in the behavior of these students. It can therefore be assumed that the SLT is crucial in shaping students' behavior.

Statistics from the study of Mendler (1997) showed that approximately 70 to 80 percent of disruptive behavior exhibited in schools accounts for dysfunctional families, drugs, violence, and disjointed communities. Kuhlenschmidt and Layne (1999) study attributed the causes of disruptive behavior to physical, emotional and environmental factors. In addition, Ghazi et al., (2013) in their recent study reported the causes of disruptive behavior to be: socio-economic, parental, quality of teaching, attitude of teachers towards students, lack of teacher motivation, poor ergonomical conditions, psychological issues, constant changing of teachers and repeating the same class.

Bokhoven, Matthys, Goozen, and Engeland (2005) concluded that parental involvement, genetic makeup and socioeconomic factors are all associated with the development of disruptive behavior in children. Other literature suggested that temperament is also a factor to be considered when dealing with disruptive behavior (Mervielde & Asendorpf, 2000). However, Mervielde and Asendorpf (2000) study, also reported that temperament varied among children.

A study conducted by Dery, Toupin, Pauze, and Verlaan (2004) revealed that the most common disruptive behaviors are associated with various disorders including: Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), and Conduct Disorder (CD). The U.S. National Library of Medicine (2011) stressed attention deficit hyperactivity disorder as the most common diagnosed behavioral disorder. Furthermore, some studies have reported the common diagnosed behavioral disorders (ADHD, ODD and CD) as the core sources of disruptive behavior exhibited among students (Dery et al., 2004; Ghazi et al., 2013).

Recent studies suggest that attention-deficit hyperactivity disorder (ADHD) affects approximately 5-7 % of school children worldwide. In fact, studies seem to suggest that students' academic performance is often impaired by ADHD (Baweja, Mattison, & Waxmonsky, 2015). Again, multiple studies conclude ADHD as the leading cause for disruptive behavior (Anderson, 2001; The U.S. National Library of Medicine, 2011; Baweja et al., 2015). In fact, Akinbami, Lui, Pastor and Reuben (2011) study claimed that ADHD is the number one diagnosed mental health disorder affecting children.

In support, a study conducted by Wrestling (2009) revealed that students with learning disabilities and ADHD were more difficult to teach in classrooms. Many schools in Jamaica have enrolled students in classrooms who have some sort of mental disorders and are a part of the regular classroom setting, which creates challenges for educators to teach effectively. In recent years, there has been a national focus on students with learning disabilities in Jamaican schools especially at the primary level. In fact, it was reported that many schools in Jamaica are facing serious difficulties with students who exhibit some sort of disability or another. For example, in an article, under the heading "Failing to Diagnose Children's Disorder", the Sunday Gleaner

Staff reporter, Anderson (2011) reported on comments made by Dr. Ganesh Shetty, Child and Adolescent Psychiatrist employed to the South-East Regional Health Authority, (SERHA) in Jamaica, that many of our Jamaican schools house children who have some mental disorder of some sort. It was stressed that many of these mental disorders have not been given significant focus as parents and caregivers are not fully aware of this phenomenon, and if aware, are not sensitized to the facilities that are available and accessible to them for assistance.

Statistics reveal that approximately 100,000 youth are affected with mental issues of some sort, and only about five per cent are being cared for in approximately fifteen guidance centers that have been established island-wide to address these youth. Even though they have the liberty to access the public health system where proper assessment services can be provided, many have not accessed the intervention mechanisms put in place and so the problem is further worsened. Research reveals that a very prevalent disorder in Jamaica is Attention Deficit Hyperactivity Disorder (ADHD). ADHD was highlighted as the major health issue and even so this was unpublicized among the inner city youth according to Shetty's study. Suffice to say a large number of school-age children with ADHD have gone unnoticed in Jamaica. It is reasonable to assume that these mental disorders have contributed to the high level of disruption within the classrooms and this has also inhibited students' learning (Anderson, 2011).

Anderson (2011) reported that there were many variables to consider as well. For one, parents' unwillingness to come forward with their children for psychiatric medical attention was an indication that they were not cognizant of the effects that the problem had on their children's development.

Also, there are economic factors to be considered as well as the accessibility to parents; getting to the location to access help was inhibiting as parents had to find the money to move from one place to another and for the most part, could not find funding to do so. Some parents also had difficulty getting the time off from work to get assistance. Still many parents lacked awareness of the services that were available to them. In some cases many parents actually knew that something was wrong with their children, but did not know where to go for assistance and still many could not accept that their children had a mental health problem.

The assumption is that parents and other stakeholders expect schools to cater to learners' social and academic needs but in order for this to be realized then greater efforts and collaboration must be forged with educators, parents, the government and the wider communities; and in effect greater focus should be placed on parents as they are now required to do more in an effort to curtail this problem. Anderson (2001), highlights that Shetty has put forward some recommendations as to the way forward. He comments that there must be greater concentration on parenting skills for parents and aspiring parents in a methodical manner. The researcher opined that this initiative should begin at the primary schools, which will also increase the scope of teachers and guidance counselors alike as they become helpers in the process.

2.3.1 Effects of Disruptive Behavior on Academic Performance

There has been rising concerns regarding disruptive behaviors in schools and efforts have been made at the national level to better understand its impact on students' academic performance. Internationally, there is a wide range of literature on disruptive behavior and academic performance in schools. Indeed there is growing evidence that a substantial amount of work has been done in the education arena in terms of academic performance.

Lately, a body of work examining precisely how disruptive behavior impacts school overall performance has been evolving. In looking at the effects of disruptive behavior on academic performance, highlights will be made on its impact on the educators within the classroom environment, impact on the general school environment, the impact on peers, impact on parents, impact on learning among students as well as the impact on the community in which the school is situated.

These areas will be examined as they are pertinent to the research. In fact, the social learning theory asserts that individuals can influence the social environment of which they are a part. Disruptive behavior displayed by some students can have a reciprocal effect on others as students imitate the behaviors of other students. Subsequently, this can also impact the quality of instruction delivered by teacher within the classroom environment. When students continue to be display disruptive behavior in the classroom, subsequently, more time will be spent addressing the behavior and less time on instruction.

In support, Bandura (1977) alluded to the fact that classroom learning can be affected by the interactions that actually take place within that environment and also the instructions delivered. He went on to emphasize that individuals have an innate ability to influence and shape their environment. As free agents we have autonomy, and we all contribute to our own behavior and social development (Bandura 1977, 1989).

There has been growing focus on improving the education standards in other parts of the world; these improved standards are geared at ensuring that students in the classroom get the best quality education that is available. The passing of the “Every child can learn, every child must learn” bill has generated more emphasis on the quality of education for children. With this

mandate, educators are authorized to ensure that the children put under their care receive quality education that will enable them to become worthwhile citizens.

However, when there is disruptive behavior in classrooms students' educational objectives will not be reached as more time will be spent correcting the behavior. Research indicated that disruptive behaviors exhibited among students in the classroom create barriers to classroom instructions and subsequently, impacts students' academic outcomes (Akey, 2006; Good & Brophy, 1987; Wexler, 1992). In addition, other researchers over the last decade or so have mentioned the impact that disruptive behavior has had on academic outcomes. In fact this research revealed that disruptive behavior can have a negative impact on academic outcomes (Ford, 2013; Bru, 2009; Finn, Pannozzo, & Voelkl, 1995; Public Agenda, 2004).

Bru (2009) in a study on academic outcomes reported by teachers and students revealed that students who generally showed disruptive behavior in class, tended to have lower academic outcomes when compared to those students who were generally not disruptive in class. Bru's study revealed that students generally complained that their level of concentration was inhibited due to noisy classrooms and, importantly too, that the noisy classrooms were a concern to teachers and students alike with or without disruptive students. It can be suggested that noisy classrooms can have an adverse effect on the teaching and learning environment

Research also revealed that students who exhibit behavioral problems generally tend to score low on test results (Bru, 2009). In fact, behavioral problems exhibited in the classroom affect classroom instruction (Akey, 2006) and subsequently, students score low in their academic achievements. Additionally, a number of studies have highlighted that there is indeed a

relationship between disruptive behaviors displayed in classrooms and academic performance among students (Akey, 2006, Feshbach, Adelman & Fuller, 1977).

Researchers (Birch and Ladd, 1997; Feshbach and Feshbach, 1987) have concluded that positive behaviors displayed by students in classrooms have resulted in positive learning outcomes. On the other hand, Akey (2006) believed that disruptive behaviors displayed by students are indeed associated with negative learning outcomes. Research conducted by Nelson et al., (2004) found that students who displayed disruptive behaviors performed lower than their peers. In support (Spivack and Cianci, 1987) in their study showed findings that suggested that students who were not disruptive or inattentive in class had higher academic outcomes when compared to those who did not exhibit behaviors that were termed disruptive.

For years, researchers have publicized that there is a relationship between disruptive behavior and reading and math achievement (Akey, 2006; Good & Brophy, 1987; Wexler, 1992). Challenges can abound as these behaviors pose challenges to classroom instructions and hence impact academic outcomes (Akey, 2006; Barriga et al., 2002; Good & Brophy, 1987; Wexler, 1992). A longitudinal study by Jimerson, Egeland, and Teo (1999) revealed that behavioral problems accounted for lower academic performance of students. Those students who displayed behavioral problems usually showed lower performance achievement in test scores.

Researchers and educators tend to agree that negative behaviors exhibited by students can create hindrance to classroom management and ultimately become detrimental to student/teacher interactions (Alvidrez & Weinstein, 1999; Safran & Safran, 1985). When educators become actively involved in dealing with disruptive behaviors in the classroom, this poses difficulty in providing quality instruction (Wexler, 1992; Williams & McGee, 1994). Invariably teachers

spend more time addressing classroom disruptions and as a result, less time is spent on instruction delivery.

It is reasonable to suggest that when teachers spend more time addressing disruptive classroom behavior, subsequently, less time will be spent on teaching content. Thus certain important concepts that should have been taught within a specific time frame are not achieved. Adding to this thought, (Wehby, Lane and Falk, 2003) state that when learners' behavior is out of control, educators cannot continue teaching and consequently, countless teaching hours are lost.

2.3.2 Impact of Disruptive Behavior on Educators

The problem of disruptive behavior among students in classrooms is affecting educators from all grades within the education system. Whether students are in A or B streams quite a number of them from time to time exhibit behavioral problems in school. Research continues to show that educators have reported that disruptive behavior is the number one problem they experience in the classroom (Coates, 1989; Elam, Rose & Gallup, 2005).

According to McCarthy, Lambert, O'Donnell and Melendres (2009) "teaching is a demanding profession" and teacher burnout rate has been a concern in the education world (p.282). Whether or not a teacher has many years of teaching experience or not, there can still be burnout stress. Burnout rate is attributed to educators' ability to handle classroom stress and their coping skills. Also the burnout stress that educators face is due solely to them having to deal with challenging children in the classroom (McCarthy, et. al., 2009).

"The ability to manage students' behavior is the number one concern of beginning teachers, and is near the top for most experienced teachers" (Partin, 1995, p. 21). (Mackenzie, 1996, p.9) also notes, "Each year, teachers confront increasing numbers of children who arrive at school unprepared to follow rules, cooperate or respect authority". This makes the task of the teacher unbearable and difficult. These students hail from varied socio – economic strata of society as well as different cultural backgrounds and since these behaviors are influenced by many factors, it makes the educators' job extremely challenging.

In a research study conducted by Friedman (1995), investigating whether learner behavior contributed towards burnout in male and female educators, with respect to different views regarding the controlling of learners showed that the behaviors of learners did not have a significant impact on burnout. However, to authenticate the research other factors needed to be considered. For example, a disrespectful attitude towards staff had a significant effect on teacher burnout. The research showed that educators (male or female) were exposed to similar types of disruptive behavior and that there was a commonality between the perception of the beliefs of educators and what they considered contributed to burnout. Also, the study highlighted that educators' approach to teaching also determined their level of burnout.

Otero-López, Santiago, Godás and Castro and Villardefrancos (2009) study highlighted that students' disruptive behavior and educators' ability to deal with conflicts resulted in job dissatisfaction and burnout in secondary education teachers. Also, of importance the results confirmed that the various sources of stress from students' overall disruptive behavior and attitude in the school environment contributed to different levels of dissatisfaction and burnout among educators.

Another perspective was taken on burnout of educators by Chang (2009) who suggested that educators' perception of disruptive behavior could actually result in them experiencing burnout. Therefore, it is reasonable to assume that based on the reactions of educators towards students who display disruptive behavior in classroom, the particular reactions of the educators can lead to burnout.

Furthermore, students displaying disruptive behaviors usually have problems in the home and community. However, the degree to which educators are able to handle classroom disruption and exercise effective classroom management principles does impact the level of persistence of new educators entering the teaching profession (Ingersoll & Smith, 2003). In support, Partin (1995) and Cangelosi (1988) studies seem to suggest that classroom disruptive behavior in fact played a crucial role in educators' level of stress and dissatisfaction and also contributed to educators' leaving the profession. In fact Smart and Igo (2010) research highlighted that approximately 30-50% of educators leave the teaching profession within five years and of that number, 30% cite disruptive behavior as the main cause for leaving. Thus highly trained and qualified educators are leaving the classroom due to problematic behavior displayed by children within the classroom.

Drawing from the Public Agenda (2004) study, it was revealed that approximately 77% of educators in the classroom who were surveyed believed that classroom disruptions took up a large portion of their time and that time could have been utilized more effectively in teaching. The study showed that approximately 69% of the participants who were surveyed agreed that disruptive behavior was a serious problem. Notably, the participants highlighted that "talking out or playful behavior" as being very serious. A study conducted by Browsers and Tomin, (2000) suggested that those educators who consistently encounter classroom management issues

oftentimes are the ones to have reported a high level of stress and burnout and are frequently the ones who are ineffective. It is reasonable to assume that disruptive behavior exhibited by students within the classroom environment can impact on teachers negatively causing many to become stressed and frustrated and therefore leave the classroom.

In another research study conducted by the Public Agenda (2004) it was revealed that the attrition rate of teachers in the classroom was due to problematic behavior exhibited by students which teachers found unbearable. Also, the survey showed that 49% of the teachers surveyed explained that the disciplining of students resulted in unfair accusations from parents (Public Agenda, 2004). Some literature has reported that teachers' burnout may be attributed to their reaction towards the behavior, that is, how they dealt with problematic behavior (Chang, 2009).

Another study that looked at teachers' perception of behavioral problems in China, shared that educators believed that approximately 15.5% of their learners had some sort of behavior problems. As a result educators said they had to spend approximately 14.5% of their teaching time on discipline. Also, 44.6% of them shared that they were spending too much time dealing with behavioral problems (Shen, Zhang, Caldarella, Richardson and Shatzer, 2009). Rosenberg and Jackman, (2003) in their study also showed that teachers spent more time dealing with disruptive behavior than on actual lesson plans.

In a study conducted by Shen et al., (2009), it was revealed that approximately 86% of educators had great difficulty in dealing with disruptive behavior. It seems that the issue of disruptive behaviour is such that some educators cannot deal with its challenges. In fact, 45.5% of educators experienced severe challenges in formulating effective strategies to deal with problematic behaviors among learners. For the most part, the inexperienced teachers had greater

difficulty in dealing with disruptive behaviors in classroom, while the more seasoned teachers spent less time on behavioral problems Shen et al., (2009).

From the above studies, it can be suggested that the classrooms of today have many complications when compared to the classrooms of years past. Educators have experienced burnout in dealing with disruptive behaviors of students (Friedman, 1995). In fact, Otero - Lopez et al., (2008) reported that disruptive behavior exhibited among students caused educators to be emotionally exhausted. Friedman (1995) shares that students' behavior had an impact on educators' burnout. The study showed that quite a number of educators who experienced burnout, their exhaustion was due to learners' behavior. Disrespectful attitudes towards educators and their peers contributed significantly to educators' burnout (Friedman, 1995). In addition, Friedman (1995) study also showed that those educators who were swayed toward a humanistic approach struggled more in dealing with disruptive behaviors when compared to those educators who embraced a more custodial approach.

From numerous studies conducted, it is evident that classroom disruptive behavior of any sort can have serious repercussions on educators and pose a threat to good classroom management. In fact, its impact can be widespread. It can have severe impact on educators within the classroom who deal directly with disruptions in their execution of lessons as well as it can directly or indirectly affect the students within the classroom. Students' disruptive behavior can also extend beyond the confines of the classroom and into the wider school environment (Farmer, 1999; Townsend, 2000). As Colvin, Kameenui and Sugai (1993) suggested, it is not for anyone to reinvent the wheel but for us to manage and deal effectively with those strategies that are present so that the desired objectives can be achieved.

2.3.3 Responding to Disruptive Behavior

Educators often times feel dismay when they perceive that they are not dealing effectively with students' disruptive behavior. In fact, it is suggested that they might become discouraged and subsequently, lack the interest to plan engaging lessons. This can have a spiral effect on learners as they too might become demotivated and lose interest in learning which might lead to underperformance. The underperformance of learners can have serious repercussion in later years which can lead to high dropout rates, poor social behavior and poverty (Prinsloo, 2005). Shen et al., (2009) study revealed that beginners as well as experienced teachers had to deal with disruptive behavior exhibited by students in the classroom.

In Jamaica and the typical Caribbean islands, many schools have taken a conventional approach which involves taking a reactive approach in dealing with classroom behavior. Johnson and Bany (1970), assert that managing classroom disruptive behavior is important to the proper classroom concentration and the achievement of educational goals. Effective classroom management is important for classroom concentration; classroom management is an important element in the teaching and learning process. The researchers assert that the conventional approach taken to classroom discipline is reactive and as a result it is ineffective.

Studies suggested that the strategies used to manage disruptive behavior are mostly reactive and punitive Cotton, 2001; Jones, 1996). Other studies conducted on classroom management (Cotton, 2001; Wang, Haertel, and Walberg, 1998) showed a distinction between successful and unsuccessful managers outlining that the crucial factor was not about the responses given to problematic behavior exhibited among students but rather the quality time spent by educators in their overall planning and preparation of instructional lessons and the

proper utilization of techniques of group management that educators employed to prevent disruptions.

Studies also indicated that the strategies used in managing disruptive behavior are for most part reactive and corrective (Cotton, 2001; Jones, 1996). Research has shown that the typical ways of handling disruptive behavior are punishment and exclusion (Farmer, 1999; Skiba & Peterson, 2000). However, these strategies have been acknowledged as being ineffective (Charles, 1999; Farmer, 1999; Williams, 1998).

For most part the approach taken by educators in confronting disruptive behavior or indiscipline generally has to do with rules and punitive punishments. DiGiulio (2000) asserted that the classroom should be a safe place for students to learn but sometimes it can become negative and adversarial.

In a more recent study carried out in the United States of America, and published in a doctoral dissertation by Niels (2014), it was revealed that pre-service teachers had limited knowledge in dealing with disruptive behaviors in the classroom. The survey took the form of the administering of a questionnaire to garner participants' perceptions and knowledge of behavior management strategies in the classroom. There were various questions asked on behavioral management techniques, behavioral learning theory, and behavior management strategies. Approximately sixty-one student teachers were given questionnaires. The results of this study revealed that the student teachers had a moderate level of knowledge about behavioral learning theory and common management practices. This could have been the possible cause for the high disruptions experienced in the classroom.

Educators in their journey to deal effectively with classroom disruptive behavior utilize different techniques to address disruptive behavior. Some might use the classification systems which tend to give a student a negative label as “lazy”, “stupid,” (p.61). This direct labeling can as DiGiulio (2000) suggested put students into a more reserved attitude. In addition, others might use the predictive consequences. For example, educators might use statements such as “You will end up in jail,” or “You will never amount to anything” (Valentine, 1987, p.61). It is suggested that these negative statements can adversely affect students’ self-concept. Others will make use of threatening punishment. For example, “If you don’t stop that behavior, you will be in detention today” (p. 62). In this instance, power is transferred to the student who might choose to use it. In this situation, the educator might not be able to get it back (Valentine, 1987).

Skiba and Peterson (2000) suggested that harsh disciplinary actions can lead to a negative school environment rather than improving students’ behavior. In their discourse Skiba and Paterson (2000) and Townsend (2000) shared that schools have had a tendency of expelling and suspending students due to disruptive or inappropriate behaviors.

Many educators in Jamaica often resort to sending students outside as a form of discipline; however, this is a reactive approach and Wehby et al., (2003) asserted that during this time away from the class, students would have missed lessons and over time this can result in a negative effect on their academic growth. Researchers contend that this is another ineffective method of dealing with indiscipline (Charles, 1996; Farmer, 1999; Williams, 1998).

Researchers and educators alike tend to agree that much emphasis has been placed on a number of intervention strategies to deal with the issue of disruptive behavior but according to Wehby et al., (2003) greater focus needs to be spent on those interventions that will better

prepare and equip teachers to effectively teach their lessons despite the behavioral problems that exist. It would seem to suggest that these reactive measures taken have not been effective in managing students' disruptive behavior. As Nelson and Scott (1999) state school-wide disciplinary policies are "typically designed to react to, rather than to prevent, dangerous and disruptive behaviors (p.55).

Effective disciplinary policies can be maintained when all stakeholders are duly informed of the kinds of policies instituted and student conduct code and allowing for the information to be accessible and readable to all involved in the process (Gushee, 1984). Additionally established classroom norms can create a catalyst to optimize learning and also provide an opportunity for a safe learning environment, however, if not utilized appropriately can escalate the disciplinary problem. Hence Nichols (2000) asserted that those classrooms that are more motivated as opposed to those that use a reactive approach can be more effective in reducing behavioral problems in the future.

Based on the above assertion, it can be assumed that dealing with disruptive behaviors has been a challenge for most educators and that no single technique or method that can be used to address students' disruptive behavior. Numerous research studies have highlighted myriad approaches that can be used to deal effectively with disruptions and indiscipline in schools. What has been echoed by researchers is that reactive and punitive measures that have been used to deal with problematic behaviors in schools have been ineffective (Maag, 2001; Skiba & Peterson, 2000; Townsend, 2000).

Research suggests that educators lack extensive knowledge of appropriate intervention strategies to deal effectively with disruptive behavior exhibited in classrooms. Evidence seems to

suggest that they need to become more aware of other alternative strategies that can in effect bring about a healthier classroom environment. As Skiba and Peterson (2000) and Maag, (2001) suggested, new ways are needed in order to move away from the traditional approach to dealing with indiscipline. It is suggested that a healthier classroom environment will positively affect the teaching and learning environment due to less interruptions within the environment. Bru's (2009) study suggested that a classroom environment that is more peaceful tends to have learners who learn better. When the classroom environment is more peaceful a greater level of concentration can be exhibited.

Educators have to become aware of this reality and develop strategies to effectively deal with the frequency of disruption in class. In fact, studies have shown that classrooms that are motivational and focus on mastery goals tend to have less disruptive behavior than those that were more performance-based. It was suggested that the classroom environment can influence students' behaviors (Kaplan, Green & Midgley, 2002).

The study highlighted that the perceived support of students from parents, educators and actual peers influenced the motivation outcomes of students. When there is a greater collaborative effort involved, students are usually motivated to achieve more and so academic outcomes are higher. Interestingly, the findings revealed that there was a significant association between students' academic outcomes and the other variables tested.

However, Swick (1980) shared the view that educators should not expect children to be always orderly and well mannered. In fact, this ideology will only create frustration on the teacher's part. Children come to school with their own feelings and emotions and like adults their feelings can ensue into conflict with others. Glasser, 1977; Johnson, 1976; Morris, 1978 (as cited

in Swick, 1980) argued that in any given classroom there will exist behavioral problems and challenges and therefore, setting the right tone where behavioral problems are minimized and dealt with appropriately, is warranted.

Below is a list of practical techniques, responses and approaches that educators can use in managing disruptive behaviors in the classrooms. These techniques, responses and approaches have been researched by many and documented. They have been found to be effective in dealing with classroom behavioral problems. It is important to note that no single approach of itself is effective in dealing with classroom behavioral problems. However, research and practice have shown that the effectiveness lies in how educators utilize the different techniques and approaches with the students they teach (Swick, 1980). The approaches/techniques are listed below:

2.3.4 Utilize a Preventive Approach

According to Swick (1980) many of the behavioral problems exhibited among students can be prevented if teachers take the time to know the students they are teaching, have a well-established and organized program of studies, display a level of confidence, and get involved with students in a positive way. Based on research Swick puts forward approaches that can be used by educators in dealing with disruptive behaviors in schools (McAfee, 1977; Miller, 1977; Purkey, 1978, as cited in Swick, 1980).

2.3.5 Establishing Fair Limits

Research suggests that when students become aware of what is expected of them then they in turn will be more consistent, constructive and thoughtful to the desires of the teachers within the classroom environment. It is also evidenced through research that when students

perceive that rules set for them are reasonable and fair, they tend to behave in a more positive manner and hence are more productive

The creation of rules at the onset of the school year is important and care should be taken in not having a list of do's and don'ts for students as this can cause students to become frustrated and lead to a negative reaction from them (Swick, 1980). It is important from the get go that students become involved in the establishment of rules. When students are actively involved in setting classroom rules, those rules become more meaningful to them and they are better able to see the rationale for establishment of these rules. It is suggested that once students understand the basis for classroom norms, the more they will want to comply (Swick, 1980). Classroom indiscipline or disruptive behavior of students occurs because rules have not been established or those established are not perceived by students to be practical (McAfee, 1977; Osborn & Osborn, 1977; Tanner, 1978 as cited in Swick, 1980).

2.3.6 Set a Positive Example

Interactions between teacher and student are important in building and fostering students' self-image and attitude. Social learning theory (SLT) views learning in a social context. Individuals within the environment learn from each other through the process of modelling, observation, imitation. Bandura (1977) shared the view that learning within the classroom setting can be influenced by interactions which can impact behavior. Therefore, how individuals socialized within the environment can impact the environment. This supports the claim of Swick (1980) who shared that teachers based on their role can provide students with a classic model of how to behave and learn.

Teachers who are motivated and well organized about their content area can to a certain degree influence some students to develop the desire to learn based on the example set, on the other hand, the teacher who is not organized and is demotivated cynical is according to Swick (1980) “inviting” the student to misbehave” (p. 13). Research findings seem to suggest that “teachers who listen to students, have a relevant curriculum, and involve students in active learning have fewer behavior problems than do their less involved counterparts” (p.13). (Bailey, 1977; Denton, 1978; Harrison, 1976; Kaplan, 1973 as cited in Swick, 1980).

2.4 Restore Order When a Problem Occurs

Students within the classroom are very mindful of the teacher’s reaction. Whenever there is a disciplinary matter to address, students usually observe how the teacher deals with the problem. Because restoration of order is important in any given classroom, the identification of the problem and exercising one’s energies in resolving it, is of paramount importance in regaining an orderly classroom.

Care should be taken to avoid emotional outbursts and if the matter is simple, it should be treated as such and the teacher should direct students to return to their work. If the problem is more severe, taking the student out of the classroom environment is recommended. The problem should be constructively dealt with. Dealing with an issue or problem in a constructive or appropriate manner can send a positive message to students. It can allow them to have an impression that the teacher is in control of the situation (Davies, 1976; Manne, 1975; Pereto, 1976 as cited in (Swick, 1980).

2.5 Handle Your Own Problems Whenever Possible

From research conducted, it is suggested that a leader is viewed as effective if he/she can exhibit a sense of control and direction. Classroom teachers are seen as leaders and as such should exert that influence in the classroom. If classroom teachers continuously send disruptive students to the principal then students might think that the teacher cannot handle his/her own problem and consequently, the teacher can lose control of the students.

Certain problems within the classroom will require the intervention of the leader of the school, however, it is suggested that teachers should exercise their power and try as best as possible to delegate classroom management to others. It is also suggested that students tend to respond more positively to teachers who they perceive have the ability to exercise effective classroom management styles. A disruptive student is more likely to be influenced by a teacher who has good classroom management skills as opposed to one who is unable to handle problems and usually refers problems to the principal (Davies, 1976; Markle et. al, 1977; Morris, 1978, as cited in Swick, 1980).

2.6 Locate the Real Problem

For the most part, students' behavioral problems are usually treated with urgency and often, little time is put into thoroughly examining the root of the problem. It is suggested that when the classroom environment is settled then proper reflection be done by the teacher in a bid to locate the real problem. The following questions should be considered: Was the behavior reflective of a continuous student problem? Is the student utilizing this behavior to avoid coping with the real problem? Does the situation reflect a student-teacher value conflict? As the teacher am I overreacting to the behavior that is really a normal part of human development? Are

conditions in the classroom, at home, or in the community prompting students to misbehave? It is suggested that a full understanding to these questions can assist in finding out what the real problem is (Bailey, 1977; Reed & Avis, 1978; Wilde & Sommers, 1978 as cited in Swick, 1980).

2.6.1 Change the Classroom Environment when needed

It is suggested that students' continuous disruption can be an indication that the classroom needs to be reorganized. The learning environment can be impacted by the size of the classroom. Studies suggest that humans on a whole can respond negatively to overcrowding. Apart from reducing the class size, teachers can infuse other techniques that can allow the classroom to be more conducive to learning. Smaller group arrangements or even outdoor learning can be effective in reducing the level of disruption in classes (Heyman, 1978; Kelley, 1978; McAfee, 1977; Osborn & Osborn, 1977 as cited in Swick, 1980).

2.6.2 Provide Alternatives to Undesirable Behavior

Research highlights that teachers can benefit from the development of alternative behaviors in the teaching and learning process that is, using different behavioral responses based on the particular characteristics of the students. The goal of the teacher should be to develop an alternative for students to achieve their goals without causing major disturbances to the learning environment. Sometimes the teacher can respond in a soft tone whereas in other instances a firm tone is more appropriate, based on the situation.

Although alternatives to undesirable behaviors might prove useful and effective in maintaining classroom order in some instances, it should be noted also these alternatives are not the solution to the problem of indiscipline or disruptive behaviors and so attention should be

placed by both teacher and student in identifying the real cause of the misbehavior (Brown & Payne, 1977; Glasser, 1977; Hipple, 1978; Maynard, 1977 as cited in Swick, 1980).

2.6.3 Help Students Understand the Consequences of their Behavior

When students are aware of the outcome of their behaviors the greater will be the possibility for improvement. Teachers and parents alike should use disciplinary approaches that result in students being aware of the consequences of their negative behavior on themselves as well as on others.

Disciplinary approaches should allow students to realize that their negative behaviors can have detrimental effects on them as well as on others. They should be made aware that their behaviors can harm and hurt others and have a reciprocal effect on how others view them. It is important to help students to be aware that displaying positive behavior is more conducive to successful group work as opposed to negative ones. Swick notes, “Disorganized classrooms, poorly planned instructional units, and hostile teacher attitudes towards students have a degrading effect on student self-concept, which is certain to foster discipline problems” (p. 15), (Swick, 1980).

2.6.4 Make Provisions for a “time out” Space

Students’ tolerance levels tend to be low. Students need time to organize themselves so that they can function effectively in groups. This opportunity should be given to them, allowing them time to think, have control of their own emotions and be better able to organize themselves more will allow for the problems to be solved as well as providing the catalyst for them to be

able to solve their own problems. If teachers are going to handle their own problems at school, then an outlet or space should be available for teachers to rewind and get themselves together as well, when conditions within the learning environment warrant this. Those classrooms that only cater to large group instruction are not conducive to providing teachers and students with the ideal personal space that they need to function effectively (Davies, 1976, Osborn & Osborn, 1977; Sapp, 1973 as cited in Swick, 1980).

2.6.5 Help Student Modify their Behavior

Research has shown that when students acquire new ideas on how to modify behavior, undoubtedly, they will develop the self-management skills that are crucial for developing positive approaches. This will allow for more positive approaches to classroom operations. A productive approach in dealing with disruptive behavior of students is for students to keep a daily log on their behavioral patterns. Teachers too can utilize a check sheet which at the end of the day will be reviewed to evaluate whether progress has been made by students in extinguishing the undesired behavior. This approach is as a transactional behavioral management technique, where the goal is for students to reach a level of development (maturity) where they will actually monitor their own behavior (Cote, 1973; Denton, 1978; Salvin, 1977; Volknor & Langstaff & Higgins, 1974).

2.7 Use of Group Counseling Procedures to Promote Positive Behavior

The dynamisms of group formation oftentimes bring about conflicts. Problems in groups often stem from role conflict, misunderstanding of group functions, or lack of group cohesiveness (Swick, 1980). A method that has proven effective in solving and bringing clarity to this is the use of group counselling. Group counselling sessions can be very useful in

involving students in “value clarification, classroom behavior rules, and problem solving and to provide them with opportunities to develop teaming skills” (p.16). Of importance is the rich understanding that students can develop in these sessions. Students can learn how to function as a group, as individuals, also with other students and teachers. (Bradley, 1977; Comer, 1976; Gumaer & Myrick, 1974; Lewis, 1976; Schmuck & Schmuck, 1975 as cited in Swick, 1980).

2.7.1 Avoiding Reinforcing Negative Behaviors

Teachers generally attack the negative behaviors of students by direct confrontation in order to decrease the occurrence. If students’ behavior is redirected towards a more positive or constructive activity this would be a useful way of reducing the unwanted behavior. Giving students subtle but clear suggestions on how to modify the behavior can also prove useful (Fletcher, 1978; Hall & Hall, 1977; Hipple, 1978; Maynard, 1977 as cited in Swick, 1980).

2.7.2 Invite Students to Succeed in the Classroom

Students’ self-concept can be built when they are involved in the teaching and learning process. It has been evidenced by research that those teachers who give students a great deal of attention whether verbally or non-verbally, those students are usually very positive in their approach to working effectively in the classroom. Research indicates that teachers are more apt to send positive invitations to those students they perceive as being worthy, and on the other hand more lax to those students they perceive as problem students.

When students who have behavioral problems continuously begin to receive positive messages from teachers, they in turn will become more productive. Therefore as cited in (Swick, 1980). “The cycle of negative, messages-negative and behavior-negative messages must be

replaced with a positive behavior cycle” (p.17). (Henning & Grant, 1972; Howard, 1972; Marne & Vallance, 1975, Purkey, 1978).

2.8 Dealing with Cases of Pathological Behavior

Students sometimes come to school with pathological behaviors which impact their behavior within the classroom environment. These behavioral patterns are sometimes exhibited in students’ inability to function effectively within a group, how they interact with peers as well as teachers. This behavior can negatively affect the students themselves as well as other students. Ideally the classroom is not the place to deal with these psychological issues and so collaboration and consultation must be made with school officials, parents, community and other agencies outside of the school community to refer students for professional assistance (Dale, 1978; Tanner, 1978; Whiteside, 1975 as cited in Swick, 1980).

2.8.1 Impact of Disruptive Behavior on the General School Environment

Disruptive behavior exhibited by students impact the school environment. Miller (n.d.) asserted that when students display disruptive behavior, resources have to be channeled elsewhere to deal with the issue. Consequently, more resources are used up which could have been channeled elsewhere. According to Miller disruptive behavior generally shifts schools away from their educational objectives. Schools have been trying to curtail the level of disruption, but so often educators are not well equipped to deal with the different types of disruptive behaviors that students display and subsequently, students are sent out of class and / or the school seeks outside intervention. This takes funding which could be put into the improvement of the school environment.

A Gleaner article online entitled *Tackling School Violence* by Baker (2010) highlighted the high increase of school violence in our Jamaican schools and the impact this has had on the school system. In fact the article reported that as early as the beginning of the new school year the establishment and maintenance of discipline becomes a priority on the government's agenda. According to Baker (2010) the President of the Jamaica Teachers' Association (JTA), Nadine Molloy, stated that there is an establishment of a new initiative "time-out" facility for students who are uncontrollable. It is intended that this new initiative will result in fewer disruptions in our schools and as a result educators can be more effective in their instructional task.

To address the issue of disruption and violence in Jamaican schools, Jamaica Teachers' Association President highlighted that teachers have to do things differently. For example, she mentioned that teachers have to teach students not just content that is, spend time dealing with students' problems and concerns as well. She mentioned too that the problem of indiscipline should be viewed as a community issue where all stakeholders are involved. The president also mentioned the value and importance of social work training and mentioned that this should be infused into the curriculum at the training colleges. This she said would create the opportunity for teachers to be sensitized to the psycho-social needs of children, and at the same time developing skills for working with children deemed at risk or vulnerable.

2.8.2 Impact on Parents

When students are disruptive in classrooms and depending on the nature of the disruption, students are on many occasions put on suspension. This means that parents have to come to the school to discuss the behavioral problems with teachers, guidance counselors, deans

of discipline and administrators. This takes away from parents' time as often parents have to leave work to address their children's disciplinary problems at school.

Disruptive behavior continues to increase in our Jamaican schools and as a result, more is required from parents in dealing with their children's behavioral problems. From a Jamaican perspective, many of our parents are low income earners who do not have the resources to effectively deal with their children's behavioral problems in schools and so need for greater involvement with the school community is warranted.

In fact educators and researchers have recognized the importance of parental involvement in dealing with students' disruptive behaviors in schools. Attention has been given to parental involvement in helping students to become successful academically and socially.

The survey conducted by the Public Agenda (2004) showed that approximately 82% of educators and 74% of the parents themselves believed that waywardness by parents within the home environment contributed to the behavioral problems exhibited in schools. Educators also believed that discipline would improve if parents took a greater level of responsibility in the home (69%) Parents believed that the problem of indiscipline was a major problem and that the children would learn more if educators did not have to contend with the problem of indiscipline.

Studies have shown parental involvement as a cause of disruptive behavior and that it has been a key factor of academic success for students in the education system. In fact much of the research from developed countries points to the ideology that parental involvement is to a great extent related to students' academic success. However, Chowa, Ansong, & Osei-Akoto (2013) study revealed that there is not much literature on the overall impact of parental involvement on students' academic performance in developing countries. In addition, it revealed that there was

uncertainty regarding the type of parental involvement and its impact on academic performance of children in developing countries.

There is an underlining principle from research that most parents do care about their children's success and want them to achieve academically. In fact many parents are apt to garner information from schools and believe they can collaboratively work as a team to enhance the relationship between school and home. In fact most studies have shown that students' academic performance is better in school when parents are more involved (Fantuzzo, McWayne, Perry & Childs, 2004; Nyako & Vorgelegt, 2007; Topor, Keane, Shelton, & Calkins, 2011). On the other hand, there are few studies that seem to suggest that parental involvement might not be significantly associated with students' performance (Izzo, Weissberg, Kaspro and Fendrich, 1999).

Epstein (1995) shared that students are desirous of knowing how better the home and school can collaborate to improve the educational process. Epstein (1995) reiterated that students desire to see parents and teachers partnering together, and actively sharing and holding conversations about related school activities. To add to this, Grolnick, Benjet, Kurowski and Apostolerlis (1997) shared that parental involvement involves parents' checking the academic progress of their offspring at school. A quantitative meta-analysis conducted by Jeynes (2005) involving 77 studies to determine the overall effects of parental involvement on K-12 students' academic achievement and to determine the extent to which certain expressions of parental involvement are beneficial to children, found statistically significant higher scores on standardized test, grades and overall academic performance from students who had parental involvement.

In another quantitative meta-analysis conducted by Jeynes (2007) involving 52 studies on the relationship between parental involvements on urban secondary school minority students, the findings revealed that there were significant positive results academic results from students who had parental involvement.

Epstein (1995) provided a framework for building partnership between parent and school. The study highlighted the importance of the design of a social integrated system which facilitates the children's academic development. Epstein provided six effective program characteristics and guidelines for building parental involvement between school and parent.

It is reasonable to mention that parents must consider their children's needs and characteristics and abilities and make an effort to cater to them. Parents must also consider their children's interests and become aware of the facilities that can provide them with additional help and support. Parents too must engage in research to be informed about best practices in child-rearing and, importantly, forge collaboration with schools in building their children's spiritual, physical, social and academic wellbeing. The topic of disrespect is the general culture in our society and this filters down into the school system where indiscipline becomes a major concern for parents and educators alike (Public Agenda, 2004).

2.8.3 Impact on Peers

From extensive literature review, not much is mentioned about the impact of classroom disruption on peers. However, research suggests that peer effects have been recognized as a major detriment towards educational accomplishment. A study conducted by Carrell and Hoekstra revealed that students were affected by sharing classroom with children who were exposed to domestic violence. In essence, these children are more likely to be disruptive (Carrell

and Hoekstra, 2010). Those students who had a continuous association with domestic violence showed a reduction in certain academic subjects. Carrell and Hoekstra (2010), Kristoffersen (2013), and Figlio (2007) studies all suggest that the disruptive behavior of some students within the classroom environment can in fact inhibit the learning environment and also affect peer achievement.

2.8.4 Classroom Environment

There is a general assumption among researchers that classroom environment does impact the level of academic performance of students. Disruptive behavior exhibited by students results in more time being spent addressing the behavior and subsequently less time on instruction. Positive interactions can create a more favorable learning outcome where teachers are involved and engaged in students' learning process (Akey, 2006; Barriga et al., 2002). When students are disruptive in classroom it affects the general classroom environment and usually the ones who are disruptive generally score lower in standardized test scores.

Shen, Zhang, Caldarella, Richardson and Shatzer (2009) study showed that educators spent approximately 14.5% of teaching time focusing on discipline and so less time spent on classroom lessons. The center for teaching and assessment on learning on-line, states that for effective learning to take place there should be some amount of order within the classroom. The responsibility of beginning teachers to set the right classroom tone is paramount. Setting the right classroom tone can result in more effective classroom management and thus improved learning. It is suggested that beginning teachers at the onset should deal with disruptive or problematic behavior in a constructive manner, trying not to be defensive thus losing objectivity. This supports the claim made by Partin (1995) who proposes:

The foundation for a successful school year is laid on the first day of school. Everything you do sets the tone for the rest of the year. Your three primary objectives the first day of school are to get acquainted, establish your expectations and to stimulate enthusiasm and interest in what you are teaching (p. 21). Mendler and Curwin (1983) agree that those classrooms that have established objectives are well structured and stimulate learning will have less conflicts and inappropriate behaviors displayed by students, as they are aware of the boundaries.

2.9 Summary and Conclusion

Disruptive behavior has been a topic of study for many researchers and educators in the field of education. Surprisingly, the more the topic is studied, the more it seems that further studies are warranted. The importance of conducting a research on the impact of disruptive behavior on academic performance in a high school in corporate Jamaica cannot be over emphasized as this issue affects the educational sector right across Jamaica. There appears to be a lack of research regarding the area of classroom disruptive behavior in Jamaica. For the most part, most of the literature review that was used for this research consisted of foreign literature. Therefore, this study can provide a benchmark for future studies to be conducted in Jamaica in terms of the underlying causes of disruptive behavior within a Jamaican context as well as measuring the effectiveness of the intervention strategies being used to deal with this phenomenon.

According to Baker, Grant, and Morlock, (2008) educators do play an important role in the trajectory of students all through their formal educational experience and it is intended that this study will shed greater light on how educators can deal with disruptive behavior within classrooms and also seek to ascertain if the intervention strategies with regards to disruptive

behavior have been effective in reducing disruptive behaviors in classrooms and subsequently, create a classroom environment where teaching and learning can be optimal.

The key findings from this study will help educators to become familiar with the impact of disruptive behavior on students' academic outcomes. It will also be made available to the Ministry of Education as well as other educational institutions which will automatically increase accessibility to key parties within the educational sector. This research can also serve as a catalyst for future research around the topic of disruptive behavior. It can also serve as a recommendation for the control of disruptive behavior and the influence of this on peer groups in schools. Importantly, it will provide the government and the general populous with vital information on how students' disruptive behavior can be better managed to bring about a safer and more conducive classroom for learning to take place, as disruptive behaviors act as barriers to effective classroom instructions which subsequently affect students learning outcomes (Akey, 2006; Wexler, 1992; Good & Brophy, 1987). It can also be used to assist educators to implement strategies/techniques to better help students who exhibit disruptive behavior, thus creating a more favorable learning environment. Invariably it can be used as an instructional guide and reference point to curriculum planners, policy makers and developers within the educational sector.

Numerous studies have shown that the reactive approach to classroom discipline has been ineffective (Partin, 1995; Emmer, Evertson, Sanford, Clements and Worsham, 1989; Mendler, 1997). This study will look at the present approach used by educators in regard to dealing with disruptive behaviors in classrooms and focus on other strategies that will allow for proper classroom management, and teacher engagement time which will result in classroom teachers being better able to deal more positively with indiscipline and thus provide effective measures to

manage indiscipline. These measures will undoubtedly be more beneficial to students, teachers and parents and other stakeholders alike.

Studies show that educators have become stressed and burn out. In fact teachers' burn out levels has escalated due to indiscipline behaviors exhibited by students in classrooms. In fact research points to the fact that a large number of teachers are placed in classrooms who are not properly equipped to handle the problems of indiscipline that they face within these classrooms (Mender & Curwin, 1983). The attrition rate of educators has escalated due to their negative experience in the classroom resulting from indiscipline (Partin, 1995).

This study was designed to provide insights into how educators' dealt with disruptive behaviors in the classrooms and how can skills can be developed in dealing with indiscipline and classroom management. It is intended that this study will provide a model that can be utilized to engender appropriate management and instructional strategies in classrooms and at the same time yield more favorable learning outcomes. Successfully managing disruptive behaviors within classrooms can lead to more orderly classrooms where teaching and learning can be more effective and hence the achievement of educational goals.

It can be assumed that when educators are motivated, greater planning and utilization techniques will be involved and this invariably will foster group management. This can only be achieved if the learning environment is ideal and appropriate for learning. This study will provide some useful tools and techniques that can be used to foster better classroom management and therefore, make the experience of the educator less stressful.

CHAPTER 3

METHODOLOGY

3.1 Chapter Overview

The purpose of this study was to describe the perceived impact of disruptive behavior among grades 9 and 11 students on their academic performance at a Corporate Area high school. The study examined the factors attributed to disruptive behavior. In addition, the study examined how educators responded to students who were consistently disruptive in the classroom. Based on the literature reviewed, there is a perceived assumption that disruptive classroom behavior does impact academic performance and positive behavior displayed by students in classrooms can result in positive learning outcomes. As a result, Teachers, Guidance Counselor, Deans of Discipline, Vice Principals and Principal shared their views on how disruptive behavior was perceived to impact students' academic performance at the school investigated.

This section explains the entire research process including pertinent information on how the data were collected. It also outlines the research design and how the participants were selected for this particular research. It also addresses the ethical conditions involved in conducting the research, the role of the researcher, the relation to theory and literature, methods of verification, time line and how the data were collected, collated and analyzed.

3.2 Rationale for a Qualitative Design

A qualitative research methodology was utilized in order to provide rich and detailed insights into the situation to be investigated. Babbie (2001) defines qualitative research as “the non-numerical examination and interpretation of observations, for the purpose of discovering

underlying meanings and patterns of relationships.” Qualitative research therefore seeks to collect, analyze, and interpret data by observing what people do and say.

A qualitative approach was employed by the researcher for several reasons. In general, qualitative research methods have the ability to garner in-depth information about specific phenomenon among small groups. More specifically Bogdan and Biklen (2003) and Denzin and Lincoln (2000) state that qualitative research methods are quite useful in discovering the meanings and interpretations that people provide about events they experienced. Additionally a qualitative approach was employed to gain greater discernment and understanding of developing behavior, one has to take a more comprehensive approach and look at things more holistically, and indeed, a qualitative approach method provides this perspective (Merriam, 1998). As the researcher and being an active participant in the study, I had leverage in shaping and directing the data collection process.

Case studies are very useful in studying a particular program, event, activity or organization. Yin (1984) defined the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (p. 23). Bromley (1990) also defined it as a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest” (p. 302).

Researchers, who use case study methodology, collect in-depth information from many different sources in its natural setting over a period of time. Hence the researchers are seen as the key instrument in the data collection process (Creswell, 2009).

The research involved probing the research participants' views about the prevailing issues pertaining to disruptive behavior and how it impacted students' academic performance. As researcher, I endeavored to have minimal control over the behavior expressions and the expressed feeling of the participants so as to maintain objectivity. Two methods were utilized to conduct the observation of students. Students were observed during contact teaching time as well as during seated work. No direct contact was made with students by the researcher. The ratings were generated from the frequency of disruptive behavior displayed by students (protocol form).

The aim of this research study was to gather participants' perspectives relevant to the research questions. Information for this research was emanated mainly from interviews which were conducted with Teachers, Guidance Counselor, and Dean of discipline, Vice Principals and Principal, students' progress reports, observation checklist and field notes.

3.3 Role of the Researcher

In addition to being a doctoral student at Temple University in the higher educational leadership program, I am presently a course coordinator and facilitator at a small tertiary institution where I teach psychology, counseling, organizational behavior, customer service and management courses. I have been in my current position for the past seven years and I have also taught at various universities and post-secondary institutions. In addition to teaching these courses I have worked in the capacity of guidance counselor at a Primary and Junior High school where I have had to deal with disruptive behaviors from students.

I am presently working as a counselor in my church; I also have a degree in Guidance and Counseling. I firmly believe that my experience, background, knowledge and orientation are

quite sensitive to the topic being investigated in this study and also aid in working with the participants of this study.

However, as the researcher, I sought to ensure that objectivity was maintained and that my personal bias would not shape the outcome of this research. I was therefore open up to the opinions, views, and experiences of the participants and put aside my own prejudices in order to gather more from the participants. Therefore, I felt no stake in the outcome or findings of the study.

3.4 Population and Sample

Black and Champion (1976) see a sample as a portion of elements taken from a population, and before any sample is selected, the population must first be identified. Jaccard (1983) defines population as the aggregate of all cases to which one wishes to generalize. Jaccard further suggests that in order for a sample selection to be useful, it should be as close as possible to being representative of the complete population. There was not a major problem in locating a suitable site to conduct the study. There were many other schools within close proximity, and thus gaining access to any was quite simple.

The nature of the study was to examine the perceived impact of disruptive behavior among a set of grades 9 and 11 students on their academic performance at a Corporate Area high school. The school was chosen because it has been facing the problem of disruptive behavior for the past two decades and the administrators of the school were quite interested in the nature of the study. They shared too that the study could assist them in their initiatives towards gaining further understanding on how to improve the school's plans regarding disruptive behavior.

The proposed study employed a purposeful sampling (Patton 2002). Maxwell (2005) defines purposeful sampling as “a selection strategy in which particular settings, persons or activities are selected deliberately in order to provide information that can’t be gotten as well from other choices” (p. 88). The population size for this research included the Instructional Leaders, Teachers, Guidance Counselor and Dean of Discipline. The students of grades 9 and 11 on both shifts at the institution were observed in their natural setting. Although no direct contact was made with students, the grades 9 and 11 students were selected as these grades are very crucial in determining how students are placed. The grade 9 students are transitioning to grade 10 and based on their academic performance, they will know whether they will be qualified to sit the Caribbean Secondary Examination Certificate (CSEC) while the grades 11 are preparing to sit the CSEC.

The school has approximately 64 academic staff excluding the Principal and two Vice Principals. It operates on a shift system with 32 teachers working on the morning shift and 32 on the afternoon shift. 14 participants including Teachers, Instructional Leaders and a Guidance Counselor and Dean of Discipline were interviewed. Two of the four grades 9 and 11 classes will be observed on both shifts.

These participants were chosen for the study due to their willingness to consent. They were chosen as participants of this study due to their expertise, years of experience in teaching, and counseling and their passion for children and loyalty to this institution. Importantly, these participants I believe added value to the subject matter of the research based on their experiences and expertise. The fact that they have been a part of the teaching staff at this institution for a number of years speaks volumes to their dedication and commitment to the leadership of this institution. Also, these educators would have been more seasoned to the underlining issues that

currently prevail at the school and it was assumed that they would be better equipped to deal with same.

Table 3.1: Summary of Participants.

Category of Workers at the School	Participants
Principal	1
Vice Principals	2
Teachers	9
Dean of Discipline	1
Guidance Counselor	1
Sub-total	14
School Total	70
Proportion of staff included in the sample	20%

3.5 Data Collection Methods

The collection of data for this study included semi-structured interviews of the instructional leaders and teachers and observation of grades 9 and 11 students. In addition, the reviewing of archival data on students' academic performance along with classroom based data was done to provide evidence for the study being done. The interviews allowed the relevant participants to convey their experiences, viewpoints and perspectives on how they view the disruptive behavior of students and how it has impacted their academic performance. Individuals' experiences are better expressed and captured through a qualitative interview (Berg, 2009).

Face to face interviews allowed for direct interface with teachers where body language, gestures, moods and attitudes were observed. As Monette, Sullivan, and Delong (2011) alluded

interviews are a good qualitative research gathering technique that provide accurate responses and allows for clarification of questions during the interview process.

Interviews were audio recorded and the researcher did a complete transcription of each interview. For face to face interviewing, I used an interview protocol which included a heading (date, place, interviewer, interviewee) instructions for the interviewer to follow so that standard procedures were followed from one person to the next. I probed in order to solicit detailed responses to questions. I also provided a thank you response to acknowledge the amount of time spent conducting the interview (Creswell, 2005, 2007).

Table 3.2 below illustrates the items on the interview schedules and the purpose for which they were designed.

Items	Purpose
1,2,3,4,5,6	Designed to identify respondents according to variables relating to gender, age, professional training and experiences and position.
6,7	Designed to get an understanding of the teachers' experience in the classroom.
8, 9,10,	This will provide information on students who are disruptive and the type of behavior displayed in class with each student.
11,12	This will provide some indication of how teachers respond to problematic behaviors and how this is compared to what their other colleagues do.
13, 14	This will provide information on the kinds of disciplinary forms that are used and how they are administered.
15,	This provided information concerning the teachers' feelings about students'
16,17,18	This yielded information concerning the causes of disruptive behavior and how it impacted their academic performance and the instructional delivery of the teachers.

Items	Purpose
19, 19a,19b,19c,	This elicited information from the principals regarding the kind of disruptive behaviors at the school. How they are displayed and how big the problem is in the school.
20	This elicited information from the principals regarding the effects of the problem at the school
21,22,23	This elicited information from the principals regarding the kinds of professional development seminars that have been conducted at the school, what their focus is and the impact these have had on students' behaviors at the school.
24,25	This elicited information from the principals regarding how the negative behaviors influence students' academic performance and the reactions of teachers towards this problem at the school.

“Table 3.2 Continued”

Table 3.3:

Interview schedule items with questions for Teachers/Guidance Counselor, Dean of Discipline, Principal and Vice Principals

Teachers' & Guidance Counselor Interview Schedule	Principal & Vice Principal's/Dean of Discipline Interview Schedule
1,2,3,4,5,6,7,8,10,11,12,13,14,15,16,17,18,	1,2,3,4,5,13,14,19,19b,19c, 20,21,22,23,24,25,

Table 3.4: Alignment of Interview Schedule items with the Three Major Research Questions

Research Questions		Interview Schedule
R.Q. #1 R.Q # 2 R.Q. # 3		16, 17, 18, 19, 20 6, 9, 10, 11, 20, 24, 7, 8, 12, 13, 14, 15, 21, 22, 23, 25

Data was collected in the month of March to April 2017 using semi-structured interview protocols and observation of students in their natural setting. Students in grades 9 and 11 classrooms were observed by the researcher to capture the nature and frequency of their disruptive behaviors as well to view the teachers’ responses to students’ disruption. See Appendix A for the proposed Observational Checklist. The researcher maintained field notes on each class observed. Field notes were used by the researcher to capture nonverbal experiences, feeling and behaviors of students. The researcher examined students’ behavior with open mind and eye and documented what was observed in the classroom. This was done to assure that the data collected were representative of the participants.

Archival data was gleaned from the school’s main data based system which is both stored as paper files in filing cabinets and electronic storage. This data provided additional information on the achievement scores of students in both internal and external examinations. This allowed for an analytical comparison of students’ academic performance. Classroom based data was also gleaned from teachers’ mark books to determine students’ overall academic performance on test scores administered by teachers during class time.

The sampling technique that was utilized was convenience sampling where nine teachers who teach the five (5) core subjects, one Guidance Counselor, one Dean of Discipline, the two Vice Principals and the Principal were interviewed. Permission was given by the principal to interview teachers at the school. A total of fourteen interviews were conducted. Participants were provided with a copy of the informed consent form outlining the purpose of the study, how they can participate and withdraw from the study and any expected risks involved. The principal was asked to provide referrals of eligible participants who were interested in the study. These eligible participants were the teachers of grades 9 and 11 who teach the core subjects including; English Language, Mathematics, Social Studies, Information Technology, Spanish and the Guidance Counselor, Dean of Discipline and the Vice Principals and Principal. These participants were further contacted by the researcher who explained to them the purpose and nature of the research explaining their right to participate in research.

These participants were chosen for the study due to their willingness to consent. They were also chosen as participants of this study due to their expertise, years of experience in teaching, and counseling and their passion for children and loyalty to this institution. Importantly, these participants I believe added value to the subject matter of the research based on their experiences and expertise. The fact that they have been a part of the teaching staff at this institution for a number of years speaks volume to their dedication and commitment to the leadership of this institution. Also, these educators would have been more seasoned to the underlining issues that currently prevail at the school and it is assumed that they would be better equipped to deal with same.

Creswell (2009) stated that qualitative data analysis is a continuous process that involves the continual reflection of data, asking analytical questions and at the same time, writing memos

throughout the study. He continued to state that qualitative data analysis “involves collecting open-ended data, based on asking general questions and developing analysis from the information supplied to participant (p. 184). Strauss and Corbin (1998) added that the process involves continuous interplay of data gathering and analysis. In addition, the data analysis procedures were aided by NVivo.

This research study followed the data analysis and coding procedures stipulated by Creswell, (2009). Creswell shared that the approach is more interactive and that the various stages within the process are interrelated and allows for flexibility in that these stages do not have to follow the particular order as outlined in Figure 1 below by Creswell, (2009).

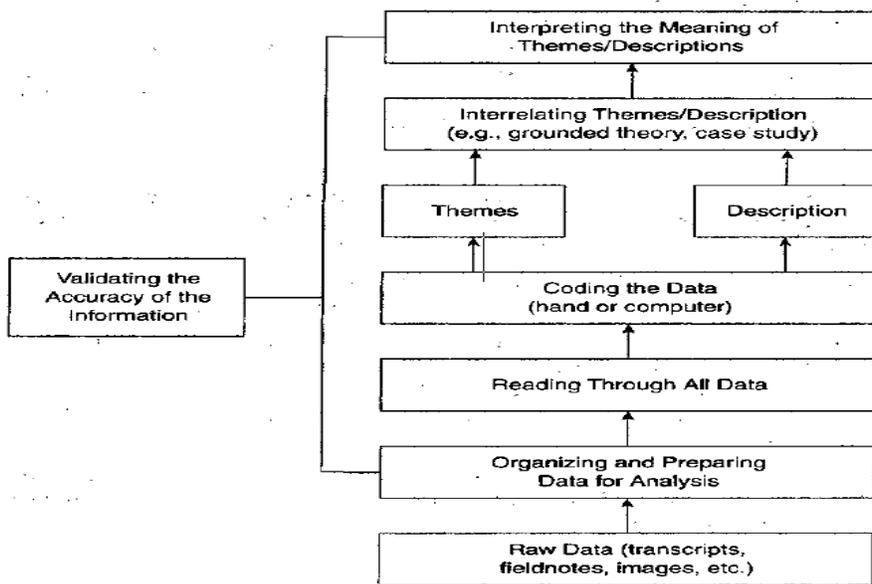


Figure 1 Data Analysis in Qualitative Research Creswell, 2009

3.5.1 Data Analysis

The analysis and coding procedures are emphasized in the following steps below:

Step 1: Organized and prepared data for analysis. Interviews (face to face) with teachers and instructional leaders on both shifts were transcribed. I reviewed audio tapes from interviews where they were transferred into Microsoft Word document format.

Step 2: Read through all the data, this was done to acquire a general sense of the information and its overall meaning. I wrote down my general thoughts about the data as I reviewed. I reflected on the overall meaning of what participants are saying, tone of ideas, credibility and the overall use of information (Creswell, 2009).

Step 3: Did detailed analysis with a coding process. Creswell (2009) citing (Rossman & Rallis, 1998, p.171) stated that coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. I took the text data collected; segmenting into content unit. Smith and Strickland (2001) defined a content unit as, “A segment of discourse designed to make a single point” (p.150). The terms were based on the actual language of the participants (Creswell, 2009).

A conventional content analysis was used in this study as the aim is to describe a particular phenomenon. The data were read repeatedly in order to make sense of the whole (Tesch, 1990). As researcher, I immersed myself in the data and allow insights to come out (Kondracki & Wellman, 2002). I also read the data word for word to develop codes (Miles & Huberman, 1994; Morgan, 1993).

Step 4: Utilized the coding process to generate a description of the setting or people as well as I generated codes for description (p.189). I generated codes for the description. Following this I used coding to generate a small number of themes and categories for the research study. The themes that emerged from the data were analyzed and these themes were put

together into a general description which appeared as major findings for the study (Creswell, 2009). Content analysis was incorporated into the study. It involved looking at the data to identify “patterns, themes, biases, and meanings” (Berg, 2009).

Step 5: I provided a discussion of different themes, including subthemes, with multiple perspectives of participants, and the actual responses of participants (quotations) (Creswell, 2009).

Step 6: I made interpretation or meaning of the data by comparing the findings of the study with the literature review to ascertain whether or not the findings confirm with preceding or existing research. Creswell (2009) mentioned the researcher’s personal interpretation that is influenced in the understanding of what the researcher brings to the study based on his or her culture, history and experiences. My own biases and prejudice did not impact the research study.

My own experience played a role in my own interpretation of the process. I endeavored to record and document the participants’ ideas, perceptions as accurately as possible. I focused on what the participants were saying through their own eyes. Thus the stories they tell, the experiences they have and the meanings they interpret were fully captured for future practice.

3.5.2 Methods of Verification

Creswell (2009) posited that in qualitative research, the researcher is the chief data collection agent and as a result, there can be validity threats. However, the aim of a good qualitative researcher is to minimize validity threats as this can affect the interpretation of the data. Maxwell (2005) stated “a lack of attention to validity threats is a common reason for the

rejection of research proposals” (p. 106). Maxwell further highlighted that “validity is a goal rather than a product.” (Maxwell, (2005) p.105).

3.5.3 Validity

Bryman (2008) saw validity as the degree to an indicator or a set of indicators that has been derived to gauge a concept actually measures the concept. Meanwhile, Saunders (2008) emphasized that ‘validity is concerned with whether the findings are really about what they appear to be about (p.157). Creswell (2009) in citing (Gibbs, 2007) pointed out that Qualitative validity is all about ‘the researcher checking for the accuracy of the research by using certain procedures.

3.5.4 Reliability

Bryman (2008) referred to reliability as the consistency of a measure of a concept. Creswell (2009) asserts that qualitative reliability means that there is consistency across different researchers and projects. The interview questions used in this interview were reliable and should yield the needed results necessary for this study. The reliability procedures for this study are coined in (Gibbs, 2007) as cited in Creswell (2009).

On the other hand, Merriam (1998) argued that “Because what is being studied in education is assumed to be in flux, multifaceted, and highly contextual, because information gathered is a function of who gives it and how skilled the researcher is at getting it, and because the emergent design of a qualitative case study precludes *a priori* controls, achieving reliability in the traditional sense is not only fanciful but impossible” (Merriam, 1998, p.206). However, the

following reliability procedures were utilized for this research to ensure as best as possible some degree of reliability. These included:

- Checking transcripts to ensure that there are no errors during transcription
- Constantly comparing data with codes and simultaneously writing memos about codes and definitions.
- Ensuring that definitions of coding do not change.
- Ensuring interviews are standardized and participants are made aware of the purpose of the interview.

3.5 The Research Procedures

To facilitate the effective gathering of data and to ensure that there is a clear and accurate picture of the results garnered for the interviews conducted and in order that the information gathered is consistent to the research study goals, the researcher followed a uniform protocol.

The uniform protocols involved the following:

1. I sought approval from Temple University's Institutional Review Board regarding interview, observational checklist, institution authorization letter. See Appendix J.
2. Participants were assured that both verbal and writing data given for the study were held confidential and pseudonyms were used.
3. Participants were informed of the study and were required to sign an informed consent form.
4. Letter of permission was sought by institutional leader to conduct study and authorization letter. See Appendices H and I.
5. Interviews were conducted with participants at the school.

6. Class observations were done with students from respective classes (Appendix B Observational Checklist for Disruptive Behaviors)
7. Interviews were audio taped and transcribed on the day of interview
8. Field notes were maintained for each interview conducted on site
9. Reviewed school's data for additional information
10. Coding data for emerging themes

The researcher collected the relevant data over a four week period commencing March 2017. However, the collection of secondary data that informed this study was an ongoing process. The table below outlines the proposed time line for the various activities involved in the research process.

3.6.1 Administrative Procedures

A letter was prepared to the administrator of the school seeking permission and support to conduct the survey at this school. A cover letter was also prepared and submitted with the questionnaire to fully inform participants of the nature and purpose of the study. Letters were sent to the parents of the students of grades 9 and 11 seeking their permission to review students' files (Appendix C: Parents' Consent Form).

3.6.2 Ethical and Moral Considerations

Creswell (2009) expresses that "the researcher has an obligation to respect the rights, needs, values, and desires of the informant(s) (p.198). Ethical and moral considerations are very important components of any research topic dealing with human beings. Hence the issue of "no harm to respondents is a very important one" (Babbie 2001, p.472).

Permission for participation in the research was obtained from the Temple University's Institutional Review Board (IRB). Participants in the research were given the choice to participate in the research. As Homan (1991) shared, the agreement to participate should be voluntary and free from coercion and undue influence. They were provided with all the relevant information necessary for them to make an informed and autonomous decision.

Each interview protocol was accompanied by a cover letter and consent form attached. See Appendix E. Participants were required to sign the consent form which is a declaration for them to fill out in agreeing to participate in the study and also for the information they provide to be used in the study. Participants were made aware that their identity would remain anonymous and all information relating to them and site would be reported pseudonymously. All data collected were stored in a filing cabinet that was double locked for security purposes. Electronic files were kept on a password-protected computer. The study stored identifying information separately from other collected data. Identifying information was kept in a locked drawer in the PI's office, to which only research personnel will have access. Study results were shared with participants in the form of an oral presentation at the end of the study.

The Principal also received a summary of the study results in written document. Individual participant results were not shared. Time was spent gaining rapport with participants prior to conducting interviews. The goal of qualitative data gathering is to become embedded within the site; therefore, the student investigator was a participant observer during classroom activities. Teachers were encouraged to participate in the study. However, those who felt uncomfortable with participating in the study had the option to be excluded from the study at any time. During interviews participants were informed that they were not required to answer questions that make them feel uncomfortable.

3.6.3 Privacy and Confidentiality

This study did not record participants' real names. All paper documents collected were kept in a secure locked file cabinet. Electronic files were kept on a password-protected computer. Participants were given a pseudonym upon entrance into the study. The study stored identifying information separately from other collected data. Study results were shared with participants in the form of an oral presentation. The Principal received a summary of the study results in written document. Individual participant results were not shared. Time was spent gaining rapport with participants prior to conducting interviews. The goal of qualitative data gathering was to become embedded within the site; therefore the student investigator was a participant observer during classroom activities.

Teachers were encouraged to participate in the study however; those felt uncomfortable with participating had an option to be excluded from the study at any time. During interviews participants were informed that they were not required to answer questions that made them feel uncomfortable.

3.7 Conclusion

This chapter presented a description of the methodology of the study. It described the research methods and procedures that the researcher utilized to develop the research, it also outlined the interview protocols, observational checklist and the analysis of the data collected. In addition, it also covered the methods of verification, research steps, administrative procedures, and ethical and moral considerations. The chapter focuses on the results of the research.

CHAPTER 4

RESULTS OF THE STUDY

4.1 Introduction

As previously stated, this is a qualitative case study designed to address the perceived impact of disruptive behavior among grades 9 and 11 students on their academic performance at a Corporate Area high school. Table 4.0 provides a demographic summary of the composition of the sample displaying variables relating to professional status, level of education, number of years teaching at the school, age range and gender.

The sampling technique that was utilized was a convenience sampling which comprised nine teachers who teach the five (5) core subjects, a Guidance Counselor, one Dean of Discipline, the two Vice Principals and the Principal were interviewed. The principal provided referrals of eligible participants who were interested in the study. The participants were chosen due to their willingness to consent, years of teaching experience, expertise as well as their passion for children and loyalty to the institution. However, only 14 participants of the total number were successfully interviewed. The analysis was therefore, based on the data collected from the semi-structured interviews of these participants.

Table 4.1 Demographic Characteristics of the Sample

Respondent	Professional status	Level of Education	No. of years at Institution	Age Range	Gender
R 1	Classroom teacher	Bachelor's	16-20	35-44	Female
R2	Classroom teacher	Bachelor's	1-5	25-34	Female
R3	Senior Administration	Bachelor's	1-5	25-34	Female

R4	Senior Administration	Master's	26+	45-54	Female
R5	Senior Administration	Master's	21-25	45-54	Female
R6	Senior Administration	Bachelor's	16-20	45-54	Male
R7	Classroom teacher	Bachelor's	1-5	25-34	Male
R8	Classroom teacher	Bachelor's	16-20	45-54	Female
R9	Classroom teacher	Bachelor's	26+	45-54	Female
R10	Classroom teacher	Bachelor's	1-5	25-34	Female
R11	Senior Administration	Bachelor's	1-5	25-34	Male
R12	Senior Administration	Master's	16-20	45-54	Female
R13	Classroom teacher	Bachelor's	6-10	25-34	Female
R14	Classroom teacher	Bachelor's	11-15	35-44	Female

Data were collected from face-to-face interviews, observational checklist, and artifacts between the period March and April 2017. For the purpose of maintaining anonymity, all respondents other than classroom teachers (educators) were classified as senior administration as shown in Table 4.0 above.

The data were structured in accordance with the three major research questions which guided the study. Subsequent to the description section, data analyses were organized according to the primary research question regarding the perceived impact of disruptive behavior on students' academic performance. The data analysis and presentation in this section were also organized in accordance with the constructs derived from the literature review which provided the theoretical framework for the study. Given the focus of the study, the constructs derived are as follow: To what factors do school personnel attribute students' disruptive behavior? Secondly,

to what extent do students' disruptive behaviors impact their academic performance? Thirdly, how do school personnel respond to students who are constantly disruptive in class?

In addition, Table 3 in the methodology section provided a synopsis of the summary breakdown of the alignment of the three research questions with the corresponding interview questions. This table illustrated the extent to which the particular interview items, observational checklist, and artifacts were designed to yield information for ease and review and understanding in response to each of the three research questions and constructs based on the feedback provided by participants. The actual sample comprised of 14 participants inclusive of Principal, Vice Principals, Dean of Discipline, a Guidance Counselor, and Teachers.

In any given research, researchers must be responsive and impartial to the data during the analysis stage. It is imperative that researchers at all times remain impartial and not allow speculations to influence the findings of the research. In addition, researchers must also be explicit in how they analyze the data gathered.

Marshall and Rossman (1989) suggested that qualitative research is a process that takes into consideration participants' perspectives in their world and at the same time seeks to discover those perspectives that view investigation as an interactive course between the researcher and the participants. They also went on to say that qualitative research is primarily descriptive and depends on people's words as the primary data.

In the same vein, Merritt and Labbo (2004) corroborated the fact that researchers in essence must view what is there and not necessarily what they expect to be there. In light of this, the qualitative data gathering were examined to identify and determine meaningful patterns that emerged from the data.

The findings presented in this chapter have been organized in accordance with the three major research questions which guided the study. These include:

1. To what factors do school personnel attribute students' disruptive behavior?
2. To what extent do students' disruptive behaviors impact their academic performance?
3. How do school personnel respond to students who are constantly disruptive in class?

Accordingly, this chapter presented the results that emerged from the analysis of the fourteen interviews, observational schedules, checklist and other artifacts. The purpose of this particular study was to gain insight on the perceived impact of disruptive behavior among grades 9 and 11 students on their academic performance at a particular high school.

4.2 Demographic Characteristics of the Sample

A total of fourteen (14) respondents were interviewed for the study. Categories of respondents included classroom Teachers (educators), a Guidance Counselor, Principal, Vice-Principals, and the Dean of Discipline. For the purpose of maintaining anonymity, all respondents other than classroom teachers were classified as Senior Administration as shown in Table 4.0. The information garnered from the demographic data indicated that most of the staff members were 35 and over (57%), the other 43% were 25 and above.

It was also evident that the staff consisted primarily of females as 11 (79%) of the fourteen respondents were females, in comparison with the 3 (21%) who were males. The male respondents reported that they had fewer disciplinary problems in their classrooms when compared to the female respondents.

Regarding the level of education, the staff complement could be deemed as relatively highly qualified as most members of staff have at least a bachelor's degree. Approximately 11

(79%) of the fourteen respondents had acquired a first degree. Three (21%) had a master's degree.

A careful look at the demographic characteristics indicated that the staff is quite experienced. Approximately nine members, including the Principal and Vice-Principal, had over 16 or more years of experience at the institution while 5 participants had 5 and under years of experience. The demographic data revealed that all the teachers had over two years teaching experience. However, there seemed to be a wide variation in the number of years participants had worked at the school. Three (3) respondents were employed there for over twenty years; four (4) had been there for over 15 years; and six (6) had been employed there for fewer than ten (10) years.

In light of the above data, the number of years participants worked at the school was deemed important to this research. In order to contribute to more meaningful data, it was necessary that the participants had worked with the school for over a year. In addition, the information captured from the demographic characteristics provided useful information to the researcher as it assisted in getting a more complete understanding of the perspectives of the 14 participants interviewed as it related to their point of view on the research questions.

Qualitative analysis was done recursively to identify data patterns that reflected the perceived impact of disruptive behavior among a set of Grades 9 and 11 students on their academic performance at a particular high school. The precise words of the participants' reactions and responses have been presented in various cases. This was done in an attempt to maintain authenticity and at the same time expressing the perspectives of the respondents.

4.3 Analysis and Presentation of Data

Qualitative analysis was conducted in order to identify data patterns that reflected the factors attributed to disruptive behavior. The precise words of the respondents regarding their responses to the research questions were captured and have been illustrated in many instances so as to maintain authenticity. In addition, the reviewing of relevant records provided multiple process-triangulation necessary to obtain validity and also to provide greater insights into the school being investigated.

Interview data gathered from school personnel centered on the research question one revealed that school personnel hypothesized several causes of disruptive behavior in classrooms. The current study found convergence as the 14 participants shared their perspectives on the factors attributed to students' disruptive behavior at the school. Notwithstanding, the study had themes that were diverged to a lesser extent, contributing to outliers. According to Hawkins (1980) an outlier is an observation that "deviates so much from other observations as to arouse suspicion that it was generated by a different mechanism" (p.1).

The researcher believed that outliers were significant to the study as they added to the fulsomeness and richness of the overall study. Hence what proceeds is a systematic organization of the findings of the study in accordance with the three research questions that propelled the study as well as the constructs that contributed to the theoretical framework of this study.

4.4 Research Question One: To What Factors Do School Personnel Attribute Students' Disruptive Behavior?

All fourteen (14) participants expressed the view that the causes of disruptive behavior were directly influenced by a number of factors. In fact, they hypothesized several causes of

disruptive behavior in classrooms. They also noted that there was difficulty in generalizing the causes of students' disruptive behavior as the causes were specific to each individual learner. Notwithstanding, participants attributed the following reasons for disruptive behavior exhibited among students in classrooms.

The following data reflected common themes that emerged from the interviews conducted among educators. These included: parental influence and home environment, community environment, peer influence, socio-economic status, difficult personal circumstances, illiteracy, learning disability (ADHD), attention seeking, problems with teaching, attitudes of teachers, and structural classroom dynamics, namely poor ventilation.

Theme 1: Parental Influence and Home Environment

The findings of the study suggested that the home environment adversely affected students' behavior at school. All fourteen (14) participants indicated that students' disruptive behavior was attributed to a lack of appropriate home training as well as to poor parental relationships, lack of supervision and participation in children's lives. The comments of the participants were somewhat similar as most commented that children might not be taught the right values from parents as parents are too busy and spend less time with their children.

In commenting on parental influence and home environment, participants indicated from the face-face interviews conducted that most of the homes were headed by single parent mothers who acted as both mother and father as the fathers were absent from the homes. The absence of fathers from the homes suggested that values were not reinforced and properly upheld due to the absence of one parent in the home. The perspectives of educators throughout the interviews were that the home environment had a negative effect on students' overall behavior. Throughout the interviews, participants consistently mentioned the home environment and the impact it had

on students' behavior. In fact, all the participants strongly expressed that the home environment was a direct replica of what was displayed in the classroom. The perceptions of participants were consistent as they suggested that those values, principles and morals that are to be taught to children within the home environment were lacking in many homes.

In addition, participants in a similar manner mentioned too that students' behavior mirrored the behavior exhibited by their parents and role models in their home environment. They suggested that disruptive behavior could be noticeable in the school as how rules are reinforced at home was quite different from how they were actually enforced at school. Educators suggested that parenting styles influenced how students behaved at school.

Throughout the interviews with participants, most of them were concerned about parents' attitude and involvement in the school. The findings revealed that all the participants mentioned that parents do not show up for Parents Teachers Association (P.T.A) meetings at the school. In addition, participants suggested that parenting styles could influence how students react in the classroom.

Furthermore, it was mentioned by most respondents that there was an inherent weakness in parental involvement at the school. They also indicated that parents demonstrated a lack of respect for school and for the most part only showed up when their children were put on suspension or when the matter was so severe that they had to come before their children were allowed in class. In support, one Senior Administration mentioned, "you only see them when you take away the students' technological gadgets".

While conducting field visits at the school it was noticeable that on many occasions parents were seen with their children at the school having discussions with either the Vice Principal or Dean of Discipline. For most part, it was observed that parents had to show up at the

school because students were either seen with cell phones in class or some other technological gadgets or being disrespectful to teachers in the classroom.

In addition, the current study showed that respondents expressed that the socialization of certain values, standards and norms were lacking in the lives of students and what was allowed in one environment was not necessarily accepted in another. Additionally, respondents strongly suggested that students' disruptive behavior exhibited at school could actually be directly traced to the home environment. All respondents agreed that the home environment including parental influences had some influence on how students behaved in the classroom. Some of the respondents' perspectives are captured below:

I would say parental and I can tell you why, too many kids are having kids (R1). It is coming from the home as you know the ones. The ones that act out are the habitual ones, because some students you never hear them, but when you meet the parents sometimes you understand why the students are like that, because there are true definition of their home their social backgrounds (R3).

Again, the extent to which parental influences and home environment impacted students' behavior in the classroom was further emphasized by a respondent who added that "sometimes I really feel sorry for them because for some of them it's like they cannot do better. Some of them the homes that they are coming from it is the normal language for them and stuff like that" (R10).

A similar perspective was shared by other respondents who remarked that:

They face various challenges as I pointed out the abuse, the dysfunctional family the father wounds syndrome, that is affecting because I can tell you maybe about eighty percent (80%) of my students here even if they know their father they don't have a good relationship

with their father. Our children are affected from really poor parenting and also dysfunctional families (R11).

I think it goes right back to the home too... parents are not spending much time with them teaching them certain values things like that (R12).

Another respondent mentioned that some parents were also disrespectful. The respondent went on to share that how parents expressed themselves to teachers mirrored how their children communicated to them at school. Similarly, another respondent perspective is highlighted below: Sometimes when the parents come here the same way that they talk to us, the same way that the students talk to us as teachers or their peers that is the same way how their parents talk to them and how they talk to their parents. So that ties in with socialization...they just curse bad-words at random (R7).

The current research indicated that Senior Administration perspectives on parental influences and home environment and how it impacted students' behavior were quite similar to many of the educators who were interviewed. In fact, Senior Administration cited that the home environment and parental support were lacking at the school. Furthermore, Senior Administration reported that several homes were dysfunctional due to the absence of parents coupled with the poor relationship that existed in the family. Senior Administration unanimously stated from the interviews that poor parenting was a contributory factor towards the disruption that existed in the classroom.

According to Senior Administration, the increasingly poor behavior of students coupled with the lack of parental support has led to individuals having a negative image of the school. They continued to share that the negative image of the school has resulted in a number of parents pushing for transfers for their children to other schools.

The data collected from the study showed that participants unanimously agreed that the home environment was a possible factor that could be attributed to students' disruptive behavior at school. Also, based on participants' responses, the findings suggested that a number of issues facing students at school can be directly traced to the home environment. Finally, it was also suggested by the respondents that the home environment including parental influences could also influence how students behaved in the classroom.

The results of the study are consistent with findings from previous studies on SLT (Bandura, 1973; 1977) which showed that the environment can have some impact on behavior. In fact, the current study supports the SLT perspective that advocates that the environment can shape behavior, as learning is taking place through what the learner experiences and sees others doing. According to Bandura, learning occurs within a social context and the environment in which individuals are a part of can actually influence their behavior.

Bandura (1977) also shared that for individuals who constantly interact with other forces within their environment, these interactions at times allow them to develop certain attitudes and behaviors that they actually picked up in the environment. The data collected from this study, suggested that parental influence and home environment impacted how students behaved in the classroom. The next theme is discussed below.

Theme 2: Community Environment

The extent to which the community environment was seen as a factor impacting disruptive behavior would seem to be quite significant as the majority of participants expressed concerns that the family environment also influenced the community and wider societal environment. In fact, all fourteen (14) respondents stated that the community environment where

students live influenced their behavior in the classroom. According to the respondents the community had a powerful impact on the level of disruptive behaviors among students. The respondents also expressed that if a child lives in a community where there is no respect for law and order, then it could be suggested that the influence of the community could negatively affect the child's behavior outside of the community.

The majority of participants indicated that the school and its environs are situated in areas that are viewed as inner-city communities where violence is displayed every day. They mentioned that students witness violent acts on a day-to-day basis. The respondents also mentioned that this could impact their ability to concentrate and learn. Most of the respondents also made the suggestion too that societies in which students are associated can influence their behavior.

The extent to which the influence of the society and community contributed to disruptive behavior was further reiterated by respondents who shared that it had an impact on students' overall behavior at school. The following is a representation of some of the language used by participants to describe the impact the community had on students' overall behavior:

Society on a whole influences them remember that school is a microcosm of society (R1)

Some of them we can't reach because it is a home problem, an environmental problem, a community problem (R6).

They are a true definition of their social backgrounds (R3).

Again, the data generated from the research supports the SLT perspective.

In contrast, one participant shared that the school is trying to change students' behavior by instilling certain values in them, but students eventually go back to their usually indisciplined behavior. The participant's perspective is indicated below:

Their background where they are from, the community being the inner city and so we are trying to groom them but when they go back they go back to their normal way of not caring (R2).

The current study revealed that the majority of participant, 13 of the 14 mentioned that the school was working hard in terms of altering students' behavior. However, one participant indicated otherwise.

As can be seen, the majority of participants indicated that the environment contributed to students' disruptive behavior. The face-to-face interviews responses from participants indicated that all participants agreed that the environment in which children are associated had an impact on how they behaved in other settings. The related literature on SLT (Bandura, 1973) has provided support for the data generated from research question 1. Hence the findings of the study are in accordance with the SLT perspective as discussed in chapter 2 of the study. The theme of peer influence is delineated below.

Theme 3: Peer Influence

The current study revealed peer influence as another contributory factor attributed to disruptive behavior. Twelve (12) participants indicated that students at this stage of their developmental phase want to feel a sense of acceptance and recognition and so they will do things to be noticed by teachers, peers or they will engage in bizarre acts in order to be a part of the peer group.

The current study found that Senior Administration indicated that students are at a vulnerable stage of their lives and they are seeking attention, identity and acceptance. In support, another response from a Senior Administration was that students have been influenced to do

things that their peers have instructed them to do in a bid to gain acceptance by the group, especially when the group is a popular one.

The following is a representation of the exact words used by the respondents to describe the influence peer group has on disruptive behavior:

Peer pressure that they go under, peers influence them to behave a certain way, not being a part of the group, or they don't have a sense of belonging so they are trying to find themselves at this age and so if they are not strong enough to say no, they get themselves caught up in a lot of fights (R3).

Sometimes it is just peer pressure (R9).

In commenting on the extent to which peer influence caused indiscipline in the classroom one teacher discussed that "some of them like friends and company, peer pressure, some of them because they want to fit in and so forth" (R13).

Classroom observation revealed that some students were actually influenced by their peers. The way they behaved in class as well as the interest they showed in their lesson was greatly dependent on the group they were associated with. For example, there was a set of boys who did absolutely no work in class; their dressing was against the school rules, shirts always out of their pants, down to their hips. They also walked around the class and troubled the weaker students. Some were even aggressive to students within their class. I witnessed a boy throwing a chair on another boy and his response was "he dissed me." The extent to which students' disruptive behavior is perceived to impact peers influencing each other's behavior has been greatly emphasized by Bandura's SLT.

SLT claimed that disruptive behavior can be a learnt behavior as students become exposed to other cultures and environment where this behavior is modeled, the more they may be inclined to learn this behavior and as a result, they can impose this behavior in other settings. In addition, another participant reported by saying “I really feel sorry for some of them they are just following their peers” (R10).

Again another educator responded that “students just want to fit in and so they will do just about anything to fit in.” (R11). The findings of the study, relating to peer influence indicated that participants consistently mentioned peer influence as an important factor that impacted students’ disruptive behavior. They shared that even though some students were influenced in class; there were several other students who loved the company of their peers and sought to gain peer attention in the classroom.

In addition, the data collected from the different instruments indicated that some students patterned the disruptive behavior of their peers while others were by influence. Classroom observation revealed that there were students who were actually influenced by their peers in class while on the other hand; there were those who just patterned the disruptive behavior of their peers. Teachers recognized too that some students were disruptive because they were seeking attention, while others were by influence. One teacher indicated that the students were at a developmental phase where they valued their peers and saw them as being important to them. In support, the majority of participants mentioned that students might not get enough attention at home as parents are absent from the home or too busy to give them the attention they need. As a result, participants stated these students display behaviors in order to get the attention of teachers.

Participants consistently mentioned that many times students would actually seek

attention from their peers as well, and if they believe that they are not given the attention they need, and so they will do negative things in order to get this attention. A majority of the respondents mentioned that they will even shout in class, engage in name calling, make silly noise, trouble other students or even walk in and out of class in order to get their peers' attention, or the attention of others.

As can be seen, the findings of this study supported the literature review based on studies conducted on peer effects by Carrell and Hoekstra (2010), Kristoffersen (2013), and Figlio (2007) which suggested that the disruptive behavior of some students within the classroom environment can in fact inhibit the learning environment and also affect peer achievement of other students. The next theme that emerged from the data was socio-economic status. This theme is discussed below.

Theme 4: Socio-Economic Status

Another theme that emerged from the data was socio-economic status. Participants stated that socio-economic status was important and should be considered when addressing disruptive behavior. However, there appeared to have been one outlier as all the respondents except one respondent indicated that socio-economic status was a contributing factor to students' disruptive behavior. The respondent shared that other factors contributed to disruptive behavior which have been discussed in the study.

However, all the other respondents expressed that low socio-economic status negatively impacting students' behavior. The majority of respondents 13 out of 14 participants felt that many students at the school had challenges finding lunch money on a daily basis. The respondents mentioned that most of the children came from homes where the parents are not working and if working, they receive minimum wage.

In addition, the majority of participants mentioned that many students came to school without eating breakfast and so their ability to concentrate was diminished and they were not able to learn effectively. Some of the participants also shared that on numerous occasions they had to assist students with lunch money.

Additionally, the data gathered on field visits, though the specific number was not generated, indicated that a large number of students are actually on The Program of Advancement Through Health and Education (PATH), a program implemented to assist needy students whose parents cannot afford to give their children lunch money for school. The participants expressed that while some students could find lunch money for school there were many other students who still came to school hungry; participants continued to share that students' basic needs were not met.

According to the participants the deprivation of children's basic needs affected students' learning at the school. The perspectives of respondents were that students who are hungry cannot learn effectively as they cannot concentrate. They contended that these students become demotivated and subsequently, show little or no interest in learning. They shared that these were the students who usually walk around giving trouble in the classroom. One respondent mentioned that the "students' basic physiological needs must first be satisfied for learning to take place." (R9).

Another respondent shared that "students are from different socio-economic backgrounds, and so they face different challenges, they face various challenges. Some of them are hungry, they will make a lot of noise or they will do whatever because they don't care" (R13).

Another respondent echoed that “financial problems definitely and some of them come here and don’t get anything to eat, and when they don’t eat you know ‘empty barrels make the most noise’” (R3). This was further supported by the view of another respondent who stated that “most of the ones who tend to act out they are the ones who are wards of the state, and the ones that really don’t have that parental structure, no nuclear family. So you realize that they really don’t know how to operate in certain situations and so they act out” (R7). Another theme that emerged was difficult personal circumstances.

Theme 5: Difficult Personal Circumstances

In addition to socio-economic status, another factor that contributed to students’ disruptive behavior was difficult personal circumstances. Participants shared that specific difficult circumstances such as unresolved grief associated with the death of family members and living in residential child care facilities contributed to students’ disruptive behavior. In fact, the respondents interviewed, shared the viewpoint that one of the main difficult personal circumstances affecting the school community was trauma. The perspectives from the participants were that the students who had experienced trauma, the traumatic experience resulted in students’ behavior being adversely affected in the classroom. Although participants could not readily identify the specific trauma, they discussed that those students who displayed disruptive behaviors in class had actually experienced some traumatic issues in the past.

Some of the respondents mentioned that they aware that their students had experienced some form of traumatic experience. They also indicated that many of the traumatic experiences were family related. According to the participants, a number of the problematic behaviors exhibited among students in the classroom could be directly related to some sort of trauma.

Another perspective shared by the respondents was that students lived in volatile areas and often times experienced acts of violence resulting in death and so they are traumatized. The respondents all expressed that approximately half of the school population had a traumatic experience of some sort which impacted on their overall behavior. Some educators who were interviewed believed that some of the students who exhibited behavioral problems in class had experienced some type of trauma in their past. Educators agreed that trauma played a role in students' disruptive behavior.

In fact, one of the participant's perspective was "the ones that are mostly problematic are those that would have gone through some traumatic experiences ...the death of a family member. Most of my students come from the inner city communities and so they are affected by violence in many ways, for example one of my students came to me during the course of last week and said that his father got fifteen shots" (R11). This supports the view of another respondent who shared "I can safely say over fifty percent (50%) of our population is affected by grief, hence you find that the students are very angry because it was not dealt with and so they are not at the point where they have closure" (R10).

The respondents interviewed mentioned that trauma was a factor that impacted students' behavior. They shared that while the specific traumatic event could not be readily identified, it was observed that most students lived in volatile areas and often times experienced violent acts. Although the literature review did not specifically address trauma, evidence from the findings would seem to suggest that this could be a possible factor impacting students' disruptive behavior. Lastly, it was mentioned by another teacher that students have witnessed violent acts of murder, abuse within their community which have impacted them emotionally. Educators

stressed that the students who had a history of trauma, the trauma most likely influenced their behavior in class.

The findings of this study support current studies conducted by Carrell and Hoekstra (2010), which revealed that students were affected by just sharing classroom with children who were exposed to some traumatic experience (domestic violence). The study indicated that these children who were exposed to some traumatic experience were more likely to become disruptive (Carrell & Hoekstra, 2010). Similarly, Sitler's (2008) study also revealed that some students, who actually experienced trauma in their childhood, also exhibited destructive tendencies towards others as well as also displayed signs of low academic performance. The next theme that emerged was illiteracy.

Theme 6: Illiteracy

It was clear from the data at the school that students had a difficulty reading and comprehending. Data from test scores revealed that a lot of children at the school were underperforming; getting grades way below the 50s.

The respondents expressed concern that the school caters chiefly to those students who scored low in their Grade Six Achievement Test (GSAT) results. They also shared that a large majority of students score just about 50% in their GSAT results. However, they shared that there are some students who scored 50% and above. In addition to the low scores, many students who attend the school are unable to read at their particular grade level. The respondents pointed out that as a result, when students are placed at the school, they develop low self-esteem and believe that they have not accomplished. One respondent emphasized the fact that the students feel like "failures."

Some respondents mentioned that many times the students feel unaccomplished and demotivated and so they have little or no interest to learn. The perspectives of the teachers are that the students believe that the school is of a low standard and subsequently, the students just develop a ‘don’t care’ attitude and consequently, they just go through the system without doing any serious or hard work. The following captures the perspectives of one respondent about the students when she stated that “but being in a place where in your mind is of a lower standard so you will say I will behave this kind of way because it doesn’t matter, they don’t care what they might want to do at the end of the day so they show more of the negative type of behavior here” (R12).

Altogether most respondents expressed concerns that many students had challenges with their school work as their literacy levels were low and subsequently, found it difficult to engage in problem solving. One teacher also noted that, students who are having challenges reading experienced difficulty in doing class assignments or other related activities that required some level of reading and comprehension.

Getting students to read was a major challenge facing educators at the school. The respondents shared that oftentimes students themselves became frustrated and tend to distract other students within the classroom environment. An educator shared her perspective by stating that “a lot of them I find is that they are not so literate, so because of that I think they just take out their frustration on other student or the teacher and become disruptive, and some of them they have short attention span, so they can’t focus for long” (R8).

The data collection and artifacts from school revealed that students experienced difficulty in doing classroom assignments or activities due to their level of literacy, According to participants, most of the students are unable to read at their grade level and consequently, their

academic performance has been inhibited. This they continued to say showed up in their achievement scores. The majority of participants suggested that one of the possible causes of students' disruptive behavior could be as a result of students' inability to effectively read and comprehend. This, they continued to share, inhibited their ability to engage in class work.

The findings of the study suggested that participants believed that students' low academic background impacted their ability to engage in meaningful class work and often times led to their frustration and bad behavior. Another emerging theme was Learning disability (ADHD).

Theme 7: Learning disability (attention-deficit hyperactivity disorder (ADHD))

Learning disability, in particular ADHD, was very prevalent throughout the data collection sources. Quite a number of respondents expressed concerns that ADHD was a possible cause of disruptive behavior among students. They also noted that students who exhibited signs of ADHD were simultaneously displaying signs of disruptive behaviors.

In fact, respondents pointed out that these students could not keep still in class. They were always on the go, walking about in class giving some sort of trouble or the other. The respondents collectively explained that they were not trained to deal with ADHD students, while some mentioned that they could not readily identify these students as they lacked adequate training to do so. Most respondents, 9 out of 14, consistently mentioned that they would need training in disabilities study as a number of their students showed signs of ADHD.

One respondent shared her views that “some students have difficulty in learning. They seem to have a learning disability of some sort. Some students as you look on them you can tell that their minds are blank. Some have ADHD” (R12). Another respondent commented by saying, “students have difficulty and as mentioned some exhibit ADHD. Also, the inability of us as teachers to ‘cater to them as teachers not’ being trained or equipped to deal with this challenge”

(R13).

The majority of respondents mentioned that they had challenges working with ADHD students. They shared that their job was even harder as these students could not keep still for extended periods. Research conducted by Westling (2009) indicated that ADHD students are the hardest to teach in class. In addition, educators expressed that their jobs were very demanding as constantly they had to interrupt their lessons to attend to disruption in class, often times at the expense of not completing lessons planned.

Training was identified as lacking among the majority of participants who highlighted that they lacked training in behavioral management. Most participants were unable to maintain effective classroom management in class. In fact, most participants shared that additional training in behavioral management techniques would better equip them to deal with the issue of disruptive behavior in the classroom. Participants expressed their frustration that the methods they have been using to deal with disruptive behavior within the classroom were not effective; as students continued to exhibit disruptive behavior in the classroom.

The findings of this study, relating to the theme ADHD are supported by those earlier studies (Derby, Toupin, Pauze and Verlaan, 2004). The study revealed that the most common disruptive behaviors are in fact associated with various disorders of which ADHD is one. Also, The U.S. National Library of Medicine (2011) highlighted ADHD as the most common diagnosed behavioral disorder.

In addition, recent studies suggest that ADHD affects approximately 5-7 % of school children worldwide. In fact, studies seem to suggest that students' academic performance is often impaired by ADHD (Baweja, Mattison, & Waxmonsky, 2015). Also, other studies conclude ADHD as the leading cause for disruptive behavior (Anderson, 2011; The U.S. National Library

of Medicine, 2011; Baweja et al., 2015). Similarly, Akinbami, Lui, Pastor and Reuben (2011) study claimed that ADHD is the number one diagnosed mental health disorder affecting children.

Based on the unanimous responses from the participants of the study, the findings suggested that educators believed that the common learning disability at the school was ADHD. They also consistently shared that they were not trained to effectively deal with this problem and subsequently, many students go through the system without acquiring a good education. Another theme emerging from the data gathering was attention seeking.

Theme 8: Attention Seeking

Respondents mentioned that attention seeking attributed to disruptive behavior among students. In fact, the majority of participants, 9 out of 14, expressed concerns that “attention seeking” either from peers or teachers was also a factor attributed to disruptive behavior. They also noted that some students apparently did not get enough attention at home and so they came to school seeking that attention. Most of the participants also mentioned that these students were the ones who constantly disrupted the classroom environment seeking some sort of attention. The comment made regarding attention seeking by a respondent is captured below:

Lack of interest, I just don't know and they are seeking attention (R9)

Based on the study, there is consistency with the literature review as research conducted by (Kauffman, 2005; Patterson, Reid and Dishion, 1992) showed that a number of the behavioral disorders exhibited in classrooms were actually worsened through behavioral practices such as modeling, reinforcement, extinction and punishment. Again, the findings of this study support the SLT perspective that stated that students within a particular environment can adopt the

behavior that is being displayed through different ways as stated above. Another emerging theme that will be discussed is problems with teaching.

Theme 9: Problems with Teaching

From the data gathering, educators mentioned that they actually utilized different methods to maximize and sustain student engagement during class time. They added too that some of the methods used included technology and audio-visual support, assigning group work to encourage cooperation, engaging students in peer-led instruction and the assignment of leadership roles to known disruptive students. Some of the comments shared by educators in this regard are captured below:

I try to prepare my lessons to cater to all the styles still some need more attention (R10).

I believe that learning should be student centred so I will give my students various activities and assignments for them to research information. And I encourage peer teaching because I realize that children tend to learn better from their peers than from adults (R11).

Irrespective of the methodology that was utilized educators commented that they still had problems in the classrooms. Educators consistently mentioned that they had to be stopping in the middle of lessons to redirect students' attention and focus due to disruption. Again, the point is further reiterated by educators below:

I normally try to connect with my students I would try to research different activities to give to them. So I would go online and give them online activities (R13).

So if I go inside there and project all different types of things I am going to lose them, because they are hands on...do the puzzles and things like that for the boys, the girls now

they are audio visual, they want to see and when I have those persons that act up, you make them the leader. So you say to them you are in control of this group so if I hear any noise you are in charge you are going to get the blame. When you put those persons you make them be a positive leader, when they come to your class they are ready to learn (R8).

Educators also mentioned that professional development through seminars and workshops assisted them in addressing some of the behavioral problems experienced in their setting. However, they added that they were still faced with disciplinary issues in the classroom on a daily basis. They unanimously stated that students were just unresponsive to classroom-based intervention strategies and subsequently, needed more comprehensive intervention in order to address their particular needs. They shared that getting students to focus in class was a mammoth task.

The participants shared that even though their delivery style of teaching was flexible, some students were just not responding and as a result, posed problems in the classroom and as a result, their jobs very challenging. Comments made by respondents are captured below:

One respondent believed that the onus was always on educators to find new ways of making lessons interesting. The respondent shared that “teachers are like taking more IT material to them to somehow impart knowledge... it is always on us to find creative means and ways to teach” (R12).

Again, teachers consistently mentioned that they were working hard in getting students to settle in and do constructive work. The majority of the participants reported having challenges with disruptive behavior. Even though the number of years participants worked at the school was deemed important for this research, and all the respondents had over three years of experience

and believed that they were seasoned in the profession due to the number of years of experience, on the contrary, all educators reported facing challenges with disruption among students which hampered their ability to teach effectively as lessons were oftentimes not completed.

The findings of this study, relating to the research question above are supported by earlier studies captured in the literature review by Duke and Meckel (1984) which purported that there were some teachers who often times struggled to get the students' attention and to maintain some order in the classroom while at the same time having the energy level to continue the lesson planned. The study also highlighted that other teachers have given up in the process while others have managed to maintain a smooth classroom environment where students "cooperatively and efficiently go about the business of learning with minimal disruptions" (p. 3). The next theme emerging from the study was attitude of teachers.

Theme 10: Attitude of Teachers

All Senior Administration expressed their views that disruptive behavior was not just a classroom problem but a school problem. They also noted that disruption varied considerably in each class. They made the point that some teachers were able to control and to deal with disruptive behavior effectively within their classrooms. However, they communicated that the majority of teachers were incapable of instilling classroom discipline.

Senior Administration shared their concerns that disruptive behavior continued to be an issue facing the school. In fact, they shared that disruptive behavior was seen everywhere on the school compound. They also reported that disruptive behavior was a big problem facing the school. In addition, Senior Administration pointed out that disruptive behavior negatively impacted the image of the school.

Throughout the interviews, Senior Administration consistently mentioned that disruptive behavior was wide spread on the school compound. They also conversed that disciplinary measures, administered by the school, be it conduct mark, demerit, detention, suspension or even expulsion, were ineffective. Senior Administration continued to discuss that the present disciplinary measures that were actually in place were not effective in addressing the issue of disruption in the classroom. They felt that while professional development seminars were planned towards addressing the issue of disruptive behavior more could be done by educators to instill discipline in the classrooms. In fact, one of the senior administrator had this to say:

But disruptive rude behavior uncontrollable behavior is not only confined to inside the classroom. Disruptive behavior is sometimes seen during the break time because you disrupt the order of things, either by pushing for no good reason, or you have to join the line to go for lunch time, you are supposed to be in the line you are not in the line, you are pushing and shoving. (R4).

The Senior Administration continued by stating that “while some teachers were instilling discipline and enforcing discipline in their classrooms some were more laid back and less concerned about the problem.”

The perspectives shared by the senior administration were that some teachers needed to be more involved in the enforcement of discipline among students. They added that this would enhance the disciplinary practices at the school. Again, another senior administration commented that discipline should not be upheld only by some teachers but by all educators in the classroom. The senior administration noted that while some teachers made efforts to instill good classroom management, the majority of teachers were not insisting on good classroom management. “Just a few,” a senior administration noted. The Senior Administration continued to mention that a distinction can be made among those teachers who are manning their classrooms successfully as opposed to those who are not.

As reported in chapter 2 of the study, studies on classroom management by Cotton, 2001; Wang, Haertel, and Walberg, 1998 have shown a distinction between successful and unsuccessful managers; the study outlined that the crucial factors were not the responses given to address problematic behavior but rather the quality time spent by educators in their overall planning and preparation of instructional lessons and the proper utilization of techniques of group management that educators employed to prevent disruptions.

Again, the unanimous perspectives of the Senior Administration were that teachers must put out quality time and effort into dealing with disruptive behaviors; they must spend quality time in planning lessons and executing same. One senior administration commented that teachers have to be flexible in their approach when dealing with disruptions. Again, the viewpoint of another senior administration was that “some can’t be flexible and others inflexible” (R5).

Below another perspective was captured by another Senior Administration:

Well it defers there are some teachers ...you will pass some classrooms and you don’t even realize that students are in there you have to look in... it is very quiet. And you pass some other classes and you have to look to see if a teacher is in there. So different teachers will treat indiscipline in different ways, some are creative believe you me, just the approach that they use, the way they talk to them. (R6).

Once more, senior administration mentioned that some teachers were not supportive and disciplinary policies were not effectively carried out by them. In addition, Senior Administration also commented that disciplinary measures were in place, but were not properly administered by most teachers. They made the point also that teachers are the ones to determine the tone of the classroom. They continued to note that when teachers allow indiscipline to persist in the classroom, it will become the norm.

A final point articulated by Senior Administration was that a number of professional development seminars/workshops have been conducted at the school, but most teachers have not effectively carried out the techniques learnt.

In contrast, the majority of educators, 8 out of 14 participants, felt that the current policies in place have been followed and that they have been trying their best to deal with disruptive behaviors but the lack of resources coupled with lack of adequate training hindered their ability to effectively deal with the issue of disruptive behavior. Educators shared that greater support is needed on the part of Senior Administration, as well as parents. In addition, educators unanimously shared too that more support from senior administration along with parental support is warranted in addressing disruptive behavior in the classroom.

The findings revealed that all the Senior Administration believed that indiscipline was treated differently by different teachers. They noted that disruptive behavior had a significant impact on the school community and that educators could do more in addressing disruptive behavior. However, in contrast, educators believed that they were doing their best but the lack of training and support from senior administration and parents hampered their effectiveness in the classroom. Another emerging theme that was discussed below was structured classroom dynamics, mainly poor classroom ventilation.

Theme 11: Structural Classroom Dynamics, mainly Poor Classroom Ventilation

The results indicated that structured classroom dynamics in particular poor classroom ventilation highly affected students' behavior in class. Observations revealed that most classrooms were not properly ventilated and were rather dark and students were often times hot and miserable.

In regard to this, one respondent expressed concerns that there could possibly be an association between the physical classroom structure and disruptive behavior among students. The respondent also shared that poor classroom conditions including ventilation precipitated behavioral problems in the classroom.

Another respondent suggested that when the learning environment becomes uncomfortable students will react to this and become restless. A point was made by the respondent that the restless behavior is demonstrated in several ways by students walking in and out of class, standing up or disturbing other students in class. The following captures the feelings of the respondent who stated:

They are aggressive in the classroom and no ventilation, if you realize the ventilation is very poor in the classroom so the heat comes in and it makes them very aggressive and soon as you do something they just snap. We really don't have windows we only have three or four holes that air can pass through and that definitely affect them (R3).

Similarly, it was observed that as students became restless they would just walk out of the classroom and when asked why they would respond, "miss me hot man" or class too uncomfortable. The next research question, question 2 that guided the study will be discussed below.

4.5 Research Question 2: To What Extent Do Students' Disruptive Behaviors Impact Their Academic Performance?

The qualitative research study was conducted to explore the perspectives of school personnel regarding the impact of disruptive behavior on academic performance. Accordingly, interviews archival data and observational schedule were utilized to garner educators' perspectives on how disruptive behavior impacted academic performance. Research question two

addressed the impact of disruptive behavior on academic performance. All fourteen respondents expressed that there was a relationship between disruptive behavior and academic achievement. The qualitative face-to-face interviews described the experiences of school personnel on the impact of disruptive behavior on academic performance.

From the data gathering different themes of significance emerged from the face-to-face interviews that related to the impact of disruptive behavior on academic performance. These included impact on students themselves, impact on other students, impact on the completion of lessons and variation in disruptive behavior.

Theme 1: Impact on Students Themselves

One of the themes that emerged from the data was the impact of disruptive behavior on the students themselves. Ideally, most of the respondents mentioned that the unsettledness and lack of preparedness of students in class also impacted on them failing their test scores. In fact, the perspectives of the respondents regarding the impact of disruptive behavior on academic performance were quite similar in nature. All respondents unanimously agreed that disruptive behavior impacted students' academic performance in class. As evidenced in the literature review, respondents all expressed that it impacted learners' academic performance. A salient comment made by one respondent was that "in order for learning to take place there must be some form of order and stability, and once you are disruptive, once you are not going to class, once you are not adequately prepared of course it is going to affect your academic performance. And what I find here is that the children that are disrespectful these are the students who are failing" (R11).

An interesting finding from the interviews conducted was that a respondent commented that:

It has a negative impact on their performance in that based on my mark book. Now you will have the more disruptive students they are not scoring the pass mark, not even to get a fifty (50%), they are not scoring the high grade or even to get a pass, because they are very disruptive they listen less, and they act out more with their negative behavior (R13).

All the respondents based on their comments reported that disruptive behaviors in the classrooms impacted students' academic performance based on test scores reported.

Observation of students' records revealed that most of the disruptive students in the school scored below fifty (50) percent on test scores. This was in support of the responses made by the majority of respondents.

The findings revealed that disruptive students tend to score low on their test scores. The findings from this study also supported the literature review in chapter 2 which suggested from numerous studies conducted on disruptive behavior that disruptive behavior had an impact on academic outcomes of students (Akey, 2006; Good & Brophy, 1987; Wexler, 1992). In addition, other research shows that disruptive behavior can have a negative impact on academic outcomes (Ford, 2013; Bru, 2009; Finn, Pannozzo, & Voelkl, 1995; Public Agenda, 2004).

In addition, school artifacts revealed that the National Assessment Records showed that students at the school continued to score low in Mathematics and English Language in the CSEC examinations. In fact, the report showed that the school's average in CSEC English and Mathematics was below the National Average. Another emerging theme that was delineated from the data was impact on other students.

Theme 2: Impact on other Students

The overall majority of respondents commented that those students who displayed disruptive behavior in class, their disruption also had an impact on other students' learning. The respondents shared that the disruptive behavior of some students in the classroom impacted the learning outcomes of others. As to the degree of impact on other students' academic performance, participants could not readily determine. However, they shared that students were not able to concentrate on lessons being taught due to other students' disruption. This was further reiterated by another participant who shared that disruptive behaviors in classroom affected other students' level of concentration. In addition, the respondents shared that within the learning environment sometimes the disruptive students tend to bully the others who might want to learn. Conversely, the pressure placed on some students tends to cause them to sit still and be quiet. Another respondent shared that:

There are some grades that half of the class is so disruptive and the quiet ones can't say anything, now they are being affected because they can't learn, they want to learn but they can't learn because they would be bullied. So you don't want to be in a situation where you become a target. So you just sit and be quiet, so that is what happens to the ones who really want to learn, so they are not learning because they are impacted by the negative behavior (R3).

Another participant concurred that disruptive behavior exhibited in the classroom not only impacted the performance of the students who are disruptive, but it also impacted other students' learning in the class. The participant shared that the constant breaking of lessons impacted other students as lessons were not able to be completed. Another view was shared by a

participant who articulated that “as I mentioned before the negative impact in that it not only affects their performance but it affects others’ performance, because you have to be spending time addressing the situation and it cuts in on the learning instruction” (R9).

Again, another respondent expressed that many times students were really eager to learn but due to the disruption in the class they were unable to. The respondent pointed out that quite a number of students have mentioned the problem to their parents, whose ultimate goal is to get a transfer for their children.

The respondent continued to say that “It does affect the other children because they too come to school and really want to work, and they do go home and say it to their parents and the parents would say oh no I need to get my child out of the school, because if there are three disruptive children in that class then you know that there is going to be a problem in that class” (R4). As can be seen, the majority of respondents agreed that disruptive behavior impacted other students’ learning as firstly, it affects the level of concentration and secondly, less time is spent on instructional delivery.

The findings of this study, relating to research question 2, supported earlier studies conducted by Carrell and Hoekstra (2010), Kristoffersen (2013), and Figlio (2007) which suggested that the disruptive behavior of some students within the classroom environment can in fact inhibit the learning environment and also affect peer achievement. In addition, this supports earlier studies done on SLT perspectives (Bandura, 1977). Also, Kauffman’s 2005 and Patterson, Reid and Dishion’s, (1992) research in support of SLT stated that a number of behavioral disorders exhibited in classrooms are actually worsened through behavioral practices such as modeling, reinforcement, extinction and punishment. The next theme as it relates to impact of disruptive behavior on academic performance is impact on the completion of lessons.

Theme 3: Impact on the Completion of Lessons

The findings of the study revealed that disruptive behavior also inhibited the completion of lessons being taught. The majority of respondents shared their concerns that disruption in the classroom often times inhibited the completion of lessons that were planned by them. All educators mentioned that oftentimes lessons could not be covered within the designated time as they had to be spending extra time dealing with the various disruptions in class. As reported in Chapter 2, Wenhby, Lane and Falk (2003) study revealed that when learners' behavior is out of control, educators cannot continue teaching. Therefore, countless teaching hours are lost. One respondent indicated that lessons were unable to be completed and made the following comment "yes because if you are disrupting the class it means that what I would have planned for that session maybe you would probably get a half of it done." (R1).

Additionally, one Senior Administration shared that "indiscipline, this prevents children from learning the teacher as well as student maximizing the time that they are allotted. So if you have an hour to get through this lesson and you spend a lot of time correcting disruptive behavior, at the end of the day you probably spend thirty minutes or twenty minutes because time is lost dealing with disciplinary matters" (R4).

According to all the educators who were interviewed, they all shared that disruptive behavior impacted the completion of their lessons. Educators unanimously shared that they had challenges dealing with students' disruptive behavior as oftentimes they experienced difficulties in disciplining children and providing quality instruction as the same time within the timeframe outlined in the curriculum. As noted by another respondent, "It prevents the teacher from teaching, some get up and leave the class because the children are too out of order... you have a fight and everybody runs out to see what happens and so a class is affected by all of that" (R8).

The impact of disruptive students' behavior on other students in the classroom was also felt to be of significance as teachers noted that it distracted them from the learning process. An additional issue was that teachers were often unable to cover lesson plans within a given classroom period due to their efforts to address the disruptive behaviors during class time.

In addition, the teachers discussed that the test scores proved that there was an association with disruptive behavior and academic under-achievement. This was the perspective of one of the respondents "I am saying that by a large scale disruption does impact the outcome in a negative way" (R4).

Another point was captured by another respondent who mentioned that "it affects the performance, when they behave in that way, you have less time in teaching. So it will affect the performance ... it is as if they are not in a frame of mind to learn anything" (R9).

The educators shared that the similarities in academic performance among female and male students were insignificant. In fact, they shared that girls performed low as well as boys. The variation they said was insignificant. However, some respondents mentioned that as they progressed to grade 11 they become a bit more focused and settled. However, in contrast, the other educators shared differently. In addition, they mentioned that the girls usually performed above the boys in their classes. Although this variation was not mentioned in the study, it could have resulted from the specific subject taught.

It would appear that the findings of the study are consistent with the literature review in chapter 2 as study done by Wexler, 1992; Williams & McGee, 1994 showed that instructional delivery is compromised as teachers spend more time addressing disruptive behavior. The findings also revealed that as teachers spend more time dealing with varying degree of disruption, less contact teaching time is utilized in the classroom.

As can be seen, the concerted responses of the majority respondents were that disruption behavior within the classroom impacted academic achievement as it affected classroom teaching time. In addition, the findings of the study indicated that the respondents indicated a relationship between disruptive behavior and academic performance. This in support of the perspective who stated “I believe that behavior is directly proportional to academic performance. So the more disruptive the lower the academic performance, the better behaved the better they perform academically. I have seen it since I have been here” (R10).

Again the findings of the study support other studies conducted on the impact of disruption on academic performance which revealed that disruption impacts academic performance. In fact, study conducted by Sun and Shek (2012) on student classroom misbehavior from the teachers’ perception, indicated that students’ misbehaviors created problem for the classroom environment as the study suggested, it impeded the teaching and learning environment and over time can significantly affect academic achievement. Research question 3 is explored below.

Theme 4: Variation in Disruptive Behavior

Four (29%) of the respondents indicated that the level of disruption was different based on age/ grade level, and gender. It was also noted that there were good and bad days depending on issues being faced by students. The four educators reported that students in grade nine were more disruptive than those in grade eleven mainly due to a lack of maturity and focus.

They mentioned that the grade nine students were more unsettled and tend to do more talking than the grade 11 students. In fact, respondents reported that these variations impacted their academic performance. The respondents mentioned that the female students were less disruptive.

On the converse the other ten (71%) of the respondents indicated that indiscipline was eminent among all students and that there was no significant difference between male or female students as students generally display disruptive behavior. In addition, the respondents highlighted that all those students who lacked discipline scored lower in test scores.

Again, a few of the respondents shared that as students advanced to grade 11, they usually settle down and their test scores usually improve. However, this was not the perspective of the majority of respondents who believed that the behavior did not really change and students' test scores did not improve significantly. All in all, the majority of respondents shared that test scores among disruptive students were lower and throughout the interview most respondents consistently mentioned that students' academic performance have been hampered due to their disruptive behavior. Some of the respondents mentioned that students become more focused as they progress to higher grades and their test scores usually improve as well. However, most of the respondents shared that test scores continued to remain low and that there was no significant changes in behavior.

In support, a respondent in the interview stated "grade eleven; they are a bit more controlled than grade nine" (R10). Similarly, another respondent remarked that "the grade eleven groups are more focused because this is the last year for them and so they are probably more driven ... for the grade nine group you will find that they are in the peak of puberty and so this is where the identity crisis kicks in and so they are more confused of who they are, and so probably they are more disruptive." (R11).

Another respondent shared "well for grade nine you can go there expecting anything to happen in the sense that they can be so disruptive, talkative not paying attention and things like those...their attention span is not ideal, they easily lose their attention"(R12). Again, the majority

of the respondents concurred that students who exhibited problematic behaviors were the ones who experienced the greater levels of academic underachievement.

4.6 Research Question 3: How Do School Personnel Respond to Students who are Constantly Disruptive in Class?

The qualitative research study was conducted to explore the perspectives on how school personnel responded to students who are constantly disruptive in class. Accordingly, interviews, observational checklist and field notes were utilized to garner educators' perspectives on how school personnel respond to students who are constantly disruptive in class. Research question three specifically addressed how school personnel responded to students who are constantly disruptive in class. The responses from respondents indicated that they responded differently though similar techniques were used. The qualitative face-to-face interviews described the responses of school personnel towards students who are constantly disruptive in class.

There were two major themes of significance that emerged from the data from the face-to-face interviews along with observational checklist and field notes that related to how school personnel responded to students who are constantly disruptive in class. The emerging themes included: impact on teachers and classroom management. Through these themes I endeavored to capture respondents' comments that reflected their feelings on how school personnel responded to students who are constantly disruptive in class. There were also several other subthemes emerging from the data that were also addressed in the study. An interesting finding from the interviews conducted was the consensus on how respondents dealt with disruptive behavior. The findings suggested that the way respondents dealt with problematic behavior was ineffective.

Theme 1: Impact on Teachers

All the respondents commented that the ongoing exposure to disruptive behavior exhibited by students negatively impacted them. Feelings of discouragement, de-motivation and frustration were commonly expressed by respondents interviewed. Some teachers expressed their dissatisfaction about the way students were behaving in the classroom. The respondents indicated that students' behaviors were symptoms of deeper problems rather than purposeful acts of defiance. Majority of the respondents expressed that their roles were extended beyond providing academic instruction to offering emotional support to students who needed it.

Most respondents discussed the challenges they had and the difficulty they had in learning how to deal with their students' behavior. Most of them were concerned for the future of the nation based on witnessing the types of behavioral problems exhibited by adolescents in the classroom environment. Most respondents shared that this was a major problem affecting the school environment.

Another respondent mentioned that she struggled with how to deal with disruptions effectively in her class especially getting the students back on track so that the lesson can be completed. Similarly, another respondent shared "I feel de-motivated and sometimes I believe that the students don't care and it makes me feel sad, something of that sort" (R2).

Again, this response was further supported by another respondent who expressed her frustration and feelings towards classroom disruption. The following represents some of the language used by this respondent to describe her feelings towards classroom disruptions. The respondent mentioned that "it is very frustrating man, especially sometimes when you have a good lesson and one student will mash up that entire lesson if you are not careful. Sometimes

you feel frustrated, sometimes you really want to fling (throw) them out of your class but sometimes you know you really can't do that. But it is very frustrating when you are trying, and trying, and trying and students are unwilling to cooperate, it is very frustrating" (R7).

All the respondents interviewed described their job as being challenging resulting from the many disciplinary issues they faced within the classroom environment. According to them, their jobs were very demanding and time consuming at times. As reported in chapter 2, educators reported their level of burnout due to the stress that they were faced with as a result of the challenges they faced with the children they had to deal with (McCarthy et. al., 2009).

One of the respondents was concerned about the future of her students. She mentioned the need for engagement with other stakeholders as to what can be done for the students to help them be better control their behavior within the classroom environment before they graduate from school. The respondent continued to share her perspectives which are captured below:

It's a concern to me and honestly I feel terrified that these set of students will be the future of Jamaica. And we have to meet as the stakeholders and see how best we can help the students before we let them out (R5).

Again, respondents consistently expressed, that they often times become dismayed when they perceived that they were not dealing with disruptive behavior effectively. In fact, they further shared that they were demotivated and lacked interest in planning engaging lessons. This can have a spiral effect on learners as they too might become demotivated and lose interest in learning which might lead to underperformance.

The findings of the study, relating to research question 3, are supported by other studies discussed (Coates, 1989; Elam, Rose & Crallup, 1996). The researchers argued that disruptive behavior is the number one problem facing educators in the classroom. Additionally, Lambert,

O'Donnell and Melendres (2009) study also asserted that “teaching is a demanding profession” and teacher burnout rate has been a concern in the education world (p.282).

Also, Otero-López, Santiago, Godás and Castro and Villardefrancos (2009) study showed that students' disruptive behavior and educators' ability to deal with the disruptive behavior resulted in job dissatisfaction and burnout among educators. The theme classroom management was another emerging theme from the data.

Theme 2: Classroom Management

Classroom management was another element that was perceived by educators as important to curtail disruptive behavior. In fact, all of the educators interviewed mentioned that they utilized a variety of approaches to address students' disruptive behavior. In the category of classroom management several subthemes were observed including: informal classroom based interventions, formal school based sanctions and referral to guidance counselors and external professionals for urgent intervention. In some cases, parents had to be called in to address the situation.

Informal based interventions. In regard to informal interventions, respondents reported using reverse psychology (silent treatment), shouting, walking out of classroom, sending students out of the classroom and making students stand for lengthy periods or even assigning school-based community service as punishment for disruptive behaviors in the classroom. On the contrast, some educators mentioned that they took a more consultative approach by seeking to determine the cause of the disruptive behavior through discussion with students as well as informing them on the more appropriate forms of behavior to be exhibited in the classroom.

Three educators mentioned that they oftentimes went beyond the call of duty to facilitate interactions with disruptive students regarding what is expected of them, but they reported it

often times do not seem to work as how students behave at home was exactly how they behaved at school as previously indicated in the response to research question 1. However, educators shared that there needs to be a connection between what goes on in the home as oppose to what takes place at school regarding discipline. The following reflects the common language used by the respondents regarding the informal strategies used to address disruptive behavior. The respondent stated that “there are days when I will go to a class and they are noisy and I don’t speak to anybody, I write on the board and then somebody would say come in, you don’t see that the teacher wants to teach, stop your noise and settle down, you can’t behave now and gradually they calm down. Miss are you sick? Why aren’t you talking to anybody? So you reverse the thing on them” (R1).

In support, another respondent shared “but sometimes I will play the quiet card just look at them and then they will realize that I am waiting for them to settle” (R10). In addition, another respondent shared that sometimes teachers can’t be bothered to deal with disruption of any magnitude and so will leave the classroom environment even if one student misbehaves in class. The comment of a respondent was “some teachers just take up their books and leave because of one disruptive child” (R4).

Again, the views of another respondent are articulated below:

Sometimes I ask them to stand for the duration of the class that or sometimes if they are standing and they start to behave they will be allowed to sit, they will be asked to stand at the back, sometimes I will switch their seats because sometimes when they are around their friends they tend to be very disruptive. Sometimes if you move them then they will be controlled. And sometimes I even put them at my desk to stand or to sit, so I can better able to monitor them (R7).

The respondents shared that for most part they had to come up with their own technique to deal with the problem of disruptive behavior. In this regard, the respondent commented “I have to implement my own personal measures to let my class flow, in the interest of trying to see that the students focus on learning. You might have to write names on the board or you might have to say put your hands in your chest come now you will have to stand, put your chair under and stand behind your chair you know things like that” (R12).

Interestingly, a respondent mentioned that some students even bargain as to what punishment they desire. The respondent in support of the above statement added, “Some will bargain so they ask you to give them community service so they might clean up the yard, help at the canteen to wash up, they don’t like them down there sometimes because you know food handlers permit, but we say they are not handling any food. But anything we might have something to help Mr X with putting out chairs if we have a function and need somebody to assist.” (R8).

Additionally, another respondent mentioned that in dealing with disruptive behavior, she endeavored to get to the root of the problem. The respondent stated “and so while my students may have negative behaviors I have to try and get to the root. What is causing this to see how we can make a difference you know? So we have to be like the coffee, yes the child is doing this now but we can’t be like the carrot that is exposed to boiling water and get soft, and we can’t be like the egg that is exposed and get hard, but we have to be like the coffee that turns that pot of boiling water and changes the color and turns that negative experience into a positive one” (R11).

Formal school based sanctions. It was evidenced that the majority of participants used

the established guidelines for handling conduct problems in the classroom. These ranged from detentions to conduct marks, demerits, and suspension as well as parent consultations. However, it was observed that these measures were not effective and students continued to be disruptive in classroom. In support, the following is a representation of some of the language utilized by respondents to express their concerns regarding the prevailing issue:

On a good day when I am not tired and the children go to the office they give them conduct marks, we might pull them one side and talk to them about the kind of behavior, and then there are days when you are just tired and you turn your ears off and don't even listen to them (R1).

Another respondent shared that "If it is a case where the behavior warrants a suspension then that case would be referred to the Dean. The `Dean of Discipline would deal with it and when the child comes back from suspension or whatever, I would have some form of intervention with the child. Because no crime goes unpunished and so this is a school and so you are expected to abide by the school rule, whether it happens in guidance class or math class or so on the school rule stands" (R11).

Again, another respondent mentioned "they have conduct cards that we write for students, so if they don't do homework we write them up, if they misbehave in class we write them up, if they carry weapons we write them up for it. So we have that in place, where the Dean Discipline would then now take over from there when we hand over the cards. She would then take the different measures whether to suspend the students or whether to call in for their parents" (R13). Again another comment of a respondent was "yes I use conduct forms and demerits and write reports" (R2).

Internal/external referrals. It was observed that Senior Administration utilized other

strategies in dealing with disruptive behavior. This was termed as referrals. Senior Administration reported that referrals can be either internal or external. It was mentioned too by the majority of participants that they referred students to the Guidance Counselors or to external professionals when they felt that urgent psycho-social intervention was needed. Some of the respondents mentioned that external referrals were felt to give the school a “bad name” given the proportion of students who required interventions that could not be managed internally.

In support, another respondent had this to say: “yes, if it is a particular child we refer that child to the Guidance Counselor or refer them outside for help. What has been happening lately is that we have been sending them down to the XX for some counseling” (R1). Again, another respondent indicated that “sometimes I would take them and talk to them personally or recommend them to the Guidance Counselor” (R2).

In addition, a respondent expressed too that sometimes the behavioral problems involved external intervention based on the nature and sometimes too parents are called in to have consultation about their children’s behaviors. It was noted too by respondents that a number of students had to be referred to other personnel outside the school community. In support, the following perspective was captured by a respondent: “if it is persistent that this child is a disruptive child more than likely this child is going to come to your class almost every week and disrupt the class, and prevent others from learning, then we will have to meet the parents. So the parents are called most times and after the discussion, we will determine what is the problem and the child is sometimes referred to the Guidance Counselors” (R4).

Again another respondent shared that students are also suspended due to the gravity of the issue, but while on suspension as she further noted students are undergoing intervention from external agents in a bid to modify behavior. In fact, another participant had this to say “we have

also been using referrals where we refer these students to the Guidance Counselor. We have also been referring them to outside court, so sometimes the Dean of Discipline will send them to the XX for another five days or so. Some of those agencies outside, we send them when they are on suspension so that they can have some kind of discussion about their behavior” (R5).

A Senior Administration reported that the overall aim of the school is to transform behaviors and in the same vein the Senior Administration continued to state that expulsion was the final step in the disciplinary process. A point noted by this respondent was “we try our best to reform students. There are programs that we design through the church and the guidance program even the police and we use all of those routes, expulsion is our final way out” (R6).

Another respondent noted that a number of referrals have been made to other agencies by the school as the school works towards addressing the issues faced and reported too that based on the number of issues presented from the school, resulted in a negative image being placed on the school. This was further supported by the perspectives of two respondents who stated “We do a lot of referral so sometimes agency will read into that, thinking that oh there must be a huge problem in this school because referrals are coming from us” (R4) and the other who stated that “the indiscipline creates a kind of negative image” (R8). However, Senior Administration reported that for the more severe cases, students would be given conduct card, or sent directly to the Dean of Discipline or be suspended or expelled from the school.

The finding of the study suggested that the school has been engaging in a number of referrals. In addition, it showed that the respondents based on their responses have been utilizing numerous strategies to deal with disruption in the classroom but the problem is still persistent in the school.

Whatever methods were utilized by educators, they all reported that the methods were ineffective as they could not readily see a change in students' behavior. One particular respondent had this to say: "we are just beating around the bush; we have to develop new methods of dealing with these children who are put in our care." (R.9). Teachers in the study unanimously communicated that they needed help in developing new strategies to effectively tackle the problem of disruption in class. Others shared that they were just reacting to a prevailing issue.

The findings from observation revealed that students frequently disrupted classes during teaching contact time and also continuously shared with peers while teachers were teaching content and also constantly used technological gadgets during class time. Also, from observation, it was noted that sharing with peers was ranked most frequent, followed by frequently disrupting classes during teaching contact time either by getting up out of seats or walking about the classroom or even troubling fellow classmates. Constantly using technological gadgets during class time was ranked third.

It was further observed that teachers consistently had to be telling students to sit down and put away their technological gadgets. Throughout the observations, it was noticeable that students' disruption interfered with instructional time. Classroom observation revealed that in most of the classes, teachers were unable to complete their lesson objectives due to the constant disruption of students. There was a slight variation among the grades 9 and 11. The grade 11 students were a little less disruptive in some classes. In addition, most of the responses used by the teachers in dealing with disruptive behaviors were reactive and punitive and based on observations did not work effectively. In fact, the primary methods that teachers used were:

Name calling. Sometimes educators would call students different name in a bid for them to stop what they are doing and settle down. They used disparaging themes such as ‘idiot’ or ‘fool’ to name a few. However, name calling was less frequent in the classroom.

Shouting. Teachers had to be constantly shouting on top of their voices in order to keep the class under control. Many times students were constantly shouting. Also the classrooms were very noisy and teachers had to be constantly shouting, telling students to behave.

Sending students outside. It was evidenced that in severe cases when students became very disrespectful especially to the class teacher and constantly disrupting class, the teachers would literally force them to go on the outside.

Ignoring. As a strategy, teachers would sometimes, ignore the behaviors of students by pretending as if that particular behavior is not happening. This method was utilized especially when the teacher was aware that the students being disruptive were seeking attention.

Asking students to stand at the back of the class. Students who were constantly disrupting the teaching and learning session would sometimes be asked to stand around the back of the class as a means of punishment. This was usually in a corner at the back of the classroom.

The findings of this study, therefore supported the literature review in chapter 2, which indicated that studies have shown that the strategies used by educators by far have been more reactive and punitive (Cotton, 2001; Jones, 1996). Also, the research suggested that educators lack extensive knowledge of appropriate intervention strategies to effectively deal with disruptive behavior exhibited in classrooms. Evidence seems to suggest from the findings, that respondents need to become sensitized and acquainted with other alternative strategies that can be utilized to bring about healthier classroom environment.

Noteworthy to this study is the fact that respondents all agreed that the present disciplinary strategies utilized by the school have been ineffective. The respondents reported that the strategies seemed as just a reaction to the underlining disciplinary issues faced by the school. Similar to previous research, the present research findings suggested that the teachers at the school were engaging in a traditional approach to classroom disruption, one that has proven to be ineffective. As Skiba and Peterson (2000) and, Maag (2001) suggested new ways are needed in order to move away from the traditional approach to dealing with indiscipline. Based on the above assertions, it can be suggested that healthier classroom environment will positively affect the teaching and learning environment due to less interruptions within the environment. In addition, Bru (2009) study suggested that those classrooms which are more peaceful tend to have learners who learn better. Therefore, it can be suggested that a classroom environment which is more peaceful can result in a greater level of concentration.

4.7 Summary of Results

The findings of Chapter 4 were primarily based on the 14 face-to-face interviews, observational checklist, artifacts and field notes which provided useful information concerning the major research questions. The presentation of the results of the findings is in accordance with the three research questions that guided the study. In the wake of the information gathered from the face-to-face interviews, observational checklist done in class, along with archival data conducted during this study, several major themes emerged. These themes have been summarized using the exact words of the participants' responses to questions in most instances. The data was subsequently broken down into 3 major research questions. The research questions included:

1. To what factors do school personnel attribute students' disruptive behavior?

2. To what extent do students' disruptive behaviors impact their academic performance?
3. How do school personnel respond to students who are constantly disruptive in class?

Throughout the inquiry process of data generation, the respondents discussed several causes that they perceived as factors that were attributable to students' disruptive behavior in the classroom. They discussed the impact that disruptive behavior had on students' academic performance. They also discussed how they dealt with disruptive students who were constantly disruptive in class. They described how they responded to the problem of disruptive behavior and shared their level of burnout and dissatisfaction. Teachers consistently mentioned that it distracted them from completing their lessons. An additional issue was that teachers were often unable to cover lesson plans within a given classroom period due to their efforts to address the disruptive behaviors during class time.

The findings also revealed that there exists a relationship between disruptive behavior and academic achievement. It was noted that students who exhibited problematic behaviors were the ones who experienced the greater levels of academic underachievement. The extent to which educators dealt with disruptive behavior varied considerably based on research findings. Whether male or female, educators have all witnessed disruptive behavior in the classroom. However, from observation, it was noted that in some instances, the male teachers were better able to deal with disruptive behavior and students took a slightly different attitude when a male teacher was in the class. All in all educators have had challenges with disruptive behavior of some sort.

The findings also revealed that there were differences between strategies used among educators. In addition, the findings revealed that the strategies used by educators proved ineffective as educators consistently reported being frustrated with the disciplinary issues that were facing them and not being able to experience changes in students' behavior. Also, the

findings indicated that disciplinary practices were in place but they were ineffective. The teacher survey indicated that a wide range of responses regarding their perception of the need for greater administrative and parental support. On the other hand, Senior Administration believed that educators could do more to assist in handling disruption in the classroom. All in all, the fourteen interviews provided a substantial amount of data that was very useful in assisting in answering the research questions. The respondents demonstrated identifiable characteristics to the research questions for most part and hence there was convergence among the data gathering instruments as it relates to disruptive behavior and its impact on school personnel.

From the survey results it was evident that educators at the school strongly believed that they lacked extensive knowledge of appropriate intervention strategies on how to effectively deal with disruptive behavior exhibited in their classrooms. In addition, the findings revealed that educators need to become more aware of other alternative strategies that can in effect bring about healthier classroom environment. The desire to move away from the reactive approach in dealing with indiscipline and the support to incorporate new strategies to deal with indiscipline was echoed by respondents interviewed. The findings of this study, relating to the research question are supported by those earlier studies (Skiba and Peterson, 2000; Maag, 2001). Based on observation, an example of the reactive method was observed in the classroom. When students “shouted” teachers also “shouted”. When students ignored teacher’s instructions, teachers in return ignored students’ behavior.

In concluding, the respondents in this study mentioned the need for greater collaboration of educators, senior administration, parents and school to assist in the improvement of discipline within the school. Finally, all fourteen interviews provide substantial data that aided in answering the research questions of the study. The data also provided useful information to

school personnel to assist them in their efforts to tackle the problem of disruptive behavior in schools.

CHAPTER 5

5.1 OVERVIEW OF THE STUDY

The purpose of this qualitative case study was to examine the perceived impact of disruptive behavior among grades 9 and 11 students on their academic performance at a corporate high school. The study was conducted through semi-structured face-to-face interviews with fourteen school personnel and also through the reviewing of school artifacts as well as observational checklists. Through a descriptive and qualitative analysis, participants' responses along with specified individual demographic characteristics were examined in relationship to the questions posed to the participants who were interviewed in the study. The chapter begins with an overview of the study, the implications for research, suggestions for future research, implications for practice, recommendations and conclusions.

There were several factors that inspired the conducting of this study. Firstly, the study investigated how disruptive behavior impacted students' academic performance. The study also highlighted that disruptive behavior was a major problem affecting the school and this behavior was evidenced throughout the school environment. In addition, the study conducted, looked at how educators responded to students who were constantly disruptive in the classroom. The primary purpose of the study was to investigate the impact that disruptions had on students' academic performance. The data gathered from the study revealed that disruptive behavior was an everyday experience by school personnel and that it inhibited students' academic performance.

5.2 Research Question 1:

To what factors do school personnel attribute students' disruptive behavior?

It was clear from the findings of the research that the participants hypothesized several sources of disruptive behavior exhibited in the classroom. School personnel recognized that students were not able to perform effectively due to classroom disruption. The findings from the study also suggested that educators could not readily generalize the causes of students' disruptive behavior as these causes were specific to each individual learner.

The results of the findings indicated a number of themes that emerged from the data gathering regarding the causes of disruptive behavior. These included: parental influence and home environment, community environment, peer influence, socio-economic status, difficult personal circumstances, illiteracy, learning disability (ADHD), attention seeking, problems with teaching, attitudes of teachers, and structural classroom dynamics, namely poor ventilation.

Based on the findings of the study, all themes that emerged impacted the students' behavior in the classroom. As stated in chapter 4, the findings of the study suggested that the home environment adversely affected students' behavior at school. All fourteen (14) participants indicated that students' disruptive behavior was attributed to a lack of appropriate home training as well as poor parental relationships, lack of supervision and participation in children's lives.

In addition, the current study showed that respondents expressed that the socialization of certain values, standards and norms are lacking in the lives of students and what was allowed in one environment was not necessarily accepted in another and that a number of behavioral issues facing students at school could be directly traced to the home environment.

These findings relating to research question 1 are consistent with findings from previous studies on social learning theory (Bandura, 1973: 1977) which illustrated that the environment

can have some impact on behavior. In fact, the current study supports the SLT perspective which advocates that the environment can shape behavior, as learning is taking place through what the learner experiences and sees others doing. In fact, the SLT perspectives shares that learning occurs within a social context and the environment in which one lives can also influence his behavior.

Furthermore, the related literature on SLT (Bandura, 1973) has provided support for the data generated from research question 1. Based on the results generated, it can be suggested that the findings of the study support the SLT perspective discussed in chapter 2 of the study. In addition, the findings of the study also supported the literature on peer influence. Studies conducted on peer effects by Carrell and Hoekstra (2010), Kristoffersen (2013), and Figlio (2007) revealed that disruptive behavior of some students within the classroom environment can in fact inhibit the learning environment and also affect peer achievement.

Additionally, based on interviews, trauma was identified as a factor that impacted students' behavior. Even though the specific trauma could not be readily identified, respondents believed that it impacted students' behavior. Although the study did not specifically emphasize trauma, evidence from the findings seem to suggest that this could be a possible factor impacting students' disruptive behavior as students lived in volatile areas where they have experienced acts of violence.

Again, the findings support earlier studies done by Carrell and Hoekstra (2010), which discovered that students were affected by just sharing classroom with other children who were exposed to some traumatic experience (domestic violence). The main findings of this study indicated that those children exposed to violence were more likely to become disruptive (Carrell & Hoekstra, 2010). In addition, a similar study done by Sitler (2008) also revealed that certain

students, who actually experienced trauma in their childhood, also exhibited destructive tendencies towards others as well as displaying signs of low academic performance.

In regard to the theme illiteracy, the findings of the study indicated that respondents had a strong inclination that students' low academic background that is, not being able to read and comprehend at their individual grade level impacted their academic performance at school. According to participants, this impacted their ability to engage in meaningful class work and often times led to their frustration and bad behavior.

The findings also suggested that socio-economic status along with specific difficult circumstances affected students' ability to learn at school. The educators shared that a number of students were deprived of basic physiological needs in particular food. They indicated that most parents are poor and receive minimum wage.

Educators in this current study reported that when students are hungry they cannot learn effectively as they cannot concentrate. They also discussed that as a result, students become demotivated and subsequently, show little or no interest in learning. However, all except one respondent mentioned that socio-economic status did not contribute to disruptive behavior.

The findings also suggested that those students who are deprived of the basic needs were usually the ones who walk around giving trouble in the classroom. The response of a respondent in regard to meeting students' basic needs was emphasized in the previous chapter. Again, it is reemphasized. The respondent stated that the "students' basic physiological needs must first be satisfied for learning to take place." (R9).

Also, another respondent mentioned that "students are from different socio-economic backgrounds, and so they face different challenges, they face various challenges. Some of them are hungry, they will make a lot of noise or they will do whatever because they don't care"

(R13). In addition, the study revealed that most of the students are actually on the PATH program. From the findings of the study, it was evident that the concerted perspectives of educators were that students cannot learn effectively when they are hungry.

Similar to Swick (1980), the current study suggested that students' disruptive behavior is associated with a number of internal and external factors, of which socioeconomic is included. Also, previous research done revealed that one of the causes of disruptive behavior was socioeconomic factors (Ghazi et al., 2013).

Regarding the theme ADHD, the findings of the study revealed that the majority of respondents mentioned ADHD as a possible cause for disruptive behavior in the classroom. In addition, they mentioned the challenges they experienced with ADHD students. From the data collected, it was indicated that dealing with ADHD students made educators' jobs even harder as these students could not keep still for extended periods. Similar to previous research, ADHD students are the hardest to teach in class (Westling, 2009). Consequently, educators' jobs can become demanding as they have to constantly interrupt their lessons to attend to disruption in class, often times at the expense of not completing lessons planned.

In addition, the findings of the study also supported similar study done on ADHD by Derby, Toupin, Pauze and Verlaan (2004) which stated that the most common disruptive behaviors are in fact associated with various disorders of which ADHD is one. Also, The U.S. National Library of Medicine (2011) highlighted ADHD as the most common diagnosed behavioral disorder and also the number one diagnosed mental health disorder affecting children (Akinbami, Lui, Pastor and Reuben, 2011).

Again, the findings of this study, relating to research question one above are in support of earlier studies captured in the literature review by Duke and Meckel (1984) which explained that

there were some teachers who often times struggled to get the students' attention and to maintain some order in the classroom while at the same time having the energy level to continue the lesson planned. As a result, other teachers have given up in the process while others have managed to sustain a smooth classroom environment where students "cooperatively and efficiently go about the business of learning with minimal disruptions" (p. 3).

The findings on the theme attitude of teachers revealed that senior administration felt that educators were not working hard enough to curtail the prevailing disciplinary issues at the school. From the data generated from the study, the findings revealed that the concerted responses of Senior Administration were that some teachers were working while others could do more in their effort to deal with disruptive behavior. In addition, the survey revealed that Senior Administration felt that disruptive behavior had a negative impact on the general school community.

However, the views of educators based on the findings from the data revealed that the majority of educators felt that the current policies in place have been followed. According to educators, they have been trying their best to deal with disruptive behaviors but the lack of resources coupled with lack of adequate training hampered their effectiveness in the classroom.

All educators indicated that disruptive behavior exhibited by students negatively affected the school's image. In addition, educators shared that greater support is needed on the part of senior administration, as well as parents. Another important finding of the study was that educators consistently mentioned that they lack the training to effectively deal with problematic behaviors in the classroom and also they needed to develop their skills in order to effectively address classroom disruption.

In addition, educators reiterated that they lacked the competencies needed in identifying students' who had some sort of disability. In fact, the current study showed that a number of students at the school had difficulty in reading and as a result, exhibited poor academic skills and evidently these students were the ones who created problems in the learning environment.

5.3 Research question 2:

To what extent do students' disruptive behaviors impact their academic performance?

Research question two sought to ascertain the impact of disruptive behavior on students' academic performance. It would appear from the responses gathered that all fourteen respondents noted that there was in fact a relationship between disruptive behavior and academic achievement. From the data gathering from the study, a number of themes that were significant to the study emerged from the face-to-face interviews, observational schedule along with field notes that related to the impact of disruptive behavior on academic performance. These included: impact on students themselves, impact on other students, impact on the completion of lessons and variation in disruptive behavior.

Again the findings revealed that disruptive behavior affected students' academic performance at the school. Based on the responses of the 14 participants interviewed, it was revealed that disruptive students tend to score low on their test scores. In fact, the findings of the study also suggested that disruptive behaviors in classroom are strongly related to academic performance as this behavior is not conducive to learning.

The findings of this study, relating to research question 2, are supported by those of earlier studies in chapter 2 which suggested that disruptive behavior impacted academic outcomes of students (Akey, 2006; Good & Brophy, 1987; Wexler, 1992). Additionally, the findings

generated from this study support other research done which revealed that disruptive behavior can have a negative impact on academic outcomes (Ford, 2013; Bru, 2009; Finn, Pannozzo, & Voelkl, 1995; Public Agenda, 2004).

The current study revealed that disruptive behavior had an impact on the completion of lessons. Educators reported that disruptive behavior affected the ability of other students in the class to learn. They mentioned that these students cannot concentrate properly in class and that the constant interruption of lessons to deal with off task behavior made it impossible for educators to teach. Teachers in the study discussed that they have to be constantly interrupting lessons to regain class control and to redirect students' attention.

According to educators, due to disruption, oftentimes teaching objectives were not able to be completed within the given timeframe and subsequently, instructional delivery is affected as valuable content is missed. In fact, the findings of this research are consistent with earlier studies in Chapter 2, conducted by Wehby, Lane and Falk (2003) who reported that when learners' behavior is out of control, educators cannot continue teaching. As a result, countless teaching hours are lost, resulting in educators just getting half of the lesson done.

Similar to Finn, Pannozzo and Voelkl, (1995) the current study found that disruptive behavior exhibited by students in the classroom also impacted the ability of other students to learn and to keep focus. In addition, the findings of this study, relating to research question 2, are in fact similar to earlier studies conducted by Carrell and Hoekstra (2010), Kristoffersen (2013), and Figlio (2007) which suggested that the disruptive behavior of some students within the classroom surroundings can in fact hamper the learning environment and also have an effect on peer achievement.

In addition, these findings are also in support of earlier studies done on SLT perspectives which formed the theoretical framework of this study (Bandura, 1973; 1977). Also, Kauffman, 2005; Patterson, Reid and Dishion, 1992 study support the SLT as the studies affirmed that many behavioral disorders exhibited in classrooms are actually worsened through behavioral practices be it modeling, reinforcement, extinction and punishment.

5.4 Research Question 3:

How do school personnel respond to students who are constantly disruptive in class?

All participants indicated that disruptive behavior affected all levels at the school. All fourteen participants indicated that disruptive behavior was a major problem at the school. In addition, the respondents mentioned that the continuous exposure to disruptive behavior exhibited by students negatively impacted them. According to educators they sometimes felt discouraged and frustrated. In fact, some teachers expressed genuine pity for students, as they recognized that their behaviors were actually symptoms of deeper problems rather than purposeful acts of defiance. As a result, respondents expressed that their roles were extended beyond providing academic instruction to offering emotional support to students who needed it.

Additionally, the respondents interviewed saw their job as being challenging resulting from the many disciplinary issues facing them in the classroom. In addition, they shared concerns that their jobs were very demanding and time consuming at times. They also reported that they were burnout due to the stress facing them from the challenges they faced with the children they had to deal with (McCarthy et. al., 2009).

The findings of the study, relating to research question 3, are supported by other studies discussed in chapter 2 (Coates, 1989; Elam, Rose & Crallup, 1996). From the findings it was

indicated that disruptive behavior was the number one problem facing educators in the classroom. The respondents communicated that their jobs were demanding again similar to Lambert, O'Donnell and Melendres (2009) study that asserted that "teaching is a demanding profession" and teacher burnout rate has been a concern in the education world (p.282). Hence the findings of the study are consistent with other studies as teachers have indicated that their jobs have become very demanding.

In the same vein, Otero-López, Santiago, Godás and Castro and Villardefrancos (2009) study, supports the current study as it was revealed that students' disruptive behavior and educators' ability to deal with the disruptive behavior have resulted in job dissatisfaction and burnout among educators.

Another area addressed in this study was classroom management. Based on the findings of the study, it was revealed that strategies utilized by school personnel were ineffective, as they still faced challenges on a daily basis with classroom disruption during contact teaching time. In addition, the results of the study indicated that educators lacked the skills needed to properly deal with disruptive behaviors exhibited among students.

The findings of the study also revealed that most respondents believed that current methods being utilized to deal with students' disruptive behavior were reactive and punitive and based on observations were ineffective. In addition, the results showed that for more severe cases, students would be given conduct card, sent directly to the dean of discipline, put on suspension or even expulsion.

Also, the findings illustrated that there were variations in disruptive behavior based on age/ grade level, gender, or the teacher's approach to classroom management. For example, some of respondents mentioned that the grade nine students were more unsettled and tend to give more

talking that the grade 11 students, while on the other hand, other respondents did not agree and believed that there was no significant difference in age or performance among students.

It was observed that the participants whether male or female, had a challenge with disruptive behaviour within the classroom. From observation, in some instances how the male teachers handled disruption, in some cases resulted in a more favourable outcome. All in all disruption was a major factor affecting educators at the school.

The findings from observation revealed that students frequently disrupted classes during teaching contact time. In addition, the findings revealed that students continuously shared with peers while teachers were teaching content and they constantly used technological gadgets during class time. The findings of this study, therefore supported the literature review in chapter 2, which indicated that studies have shown that the strategies used by educators by far have been more reactive and punitive (Cotton, 2001; Jones, 1996). From observation, if the students shouted, the teacher also shouted. If the students became disruptive, the teachers would react by either sending them outside or administering some other punitive form of punishment.

In addition, the research suggested that educators lack extensive knowledge of utilizing appropriate intervention strategies to effectively deal with disruptive behavior exhibited in classrooms. Evidence seems to suggest from the findings, that respondents need to become more abreast of other alternative strategies that can be utilized to bring about healthier classroom environment.

In sync with the research findings is the ideology that the teachers at the school were engaging in strategies regarding classroom disruption that were ineffective. Similar to previous studies, suggestions in regard to new ways are needed in order to move away from the traditional approach to dealing with indiscipline (Skiba & Peterson, 2000; Maag, 2001).

Based on the information above, it can be assumed that healthier classroom environment will positively affect the teaching and learning environment due to fewer interruptions within the environment. As Bru (2009) study suggested those classrooms that are more peaceful, tend to have learners who learn better. Therefore, it can be suggested that when classroom environment is more peaceful a greater level of concentration can be exhibited.

The present study was in sync with other studies done which suggested that students' behavioral problem at all levels are influenced by a myriad of factors (Swick, 1980). In addition, other studies suggest that the external environment impacts an individual's overall behavior and performance (Bandura, 1977, 1973; Corey, 2005; Kaplan, et al., 2002).

The findings of the study indicated that educational leaders (principal, vice principals) believed that the teachers were the ones to set the tone in their classroom. On the other hand, most of the teachers interviewed strongly stated the need for greater support from Senior Administration. They unanimously agreed that more collaboration is needed on the part of Senior Administration, as well as parents in order to effectively deal with the phenomenon at the school. Based on the above, it is necessary for senior administration to address this issue and properly sensitize teachers on how to effectively manage disruptive behavior in classroom.

Research question three ascertained information on how teachers responded to students who were constantly disruptive in classroom. The majority of participants interviewed, expressed concerns that they had challenges in dealing with disruptive behavior. In fact, Partin (1995) expressed that "the ability to manage students' behavior is the number one concern of beginning teachers, and is near the top for most experienced teachers" (Partin, 1995, p. 21). The findings of this study supported the literature and are also embedded in the findings of previous studies that

indicated that the proper manning of the classroom environment with appropriate behaviors can be a mammoth task (Daniels, 1998; Farmer, 1999).

The findings of the study showed that educators often times felt dismayed when they perceived that they are not dealing effectively with students' disruptive behavior. In fact, the findings showed that educators were demotivated and lacked the interest to plan engaging lessons. Evidently, this can have a spiral effect on learners as they too might become demotivated and lose interest in learning which might lead to underperformance.

Four participants communicated that students usually settle down on entering grade 11, however this was not the concerted response of the majority of participants who indicated that although there was a variation, there was no significant change in behavior or performance achievement. Disruptive behavior was eminent among all. How male teachers dealt with disruptive behavior was not significantly different from females, however, in certain situations how the male teachers handled disruption in class, yielded a more favourable response from how female teachers handled disruption based on observations.

For example, based on observations, the male teachers displayed a firmer tone and appeared stern in most instances, while females were less stern and more jovial. Also, based on observation, a male teacher level of seriousness was quite different from a female teacher and as a result, students could note the difference and in many instances the students usually conform at this point. Also, based on observation it was revealed that students had a tendency to 'test' the teachers' tolerance level. If for example, students know that a teacher is serious and does not put up with disorderly behavior, they usually comply at least for a while.

Some educators mentioned that girls usually behave better than boys but on the converse, the majority noted that boys and girls showed similar behaviors in the classroom and that there was no significant difference between genders.

The findings of this study support the Social Learning Theory (SLT) perspectives. It was the intention of the researcher to use the social learning theory as a solid theoretical foundation on which to base this investigation as this theory not only focuses on social interactions within the classroom environment, but also enables individuals to better understand how to adapt to the varied cultures and learning styles of learners and at the same time promoting expected learning outcomes (Taylor, 1992). Hence, the need to conduct empirical studies to determine the degree to which social learning theories impact children's behavior is merited. Notwithstanding, the findings of this study supported the SLT perspectives.

5.5 Implications for Research

The following are implications with respect of the data in this study:

1. The population and sample for this study were small and constrained. Only one school was chosen and only 14 participants at the school were interviewed. Hence further studies should be replicated in different settings using a larger population and sample size over a wider geographic region; as the phenomenon has been a cause for concern for the educational system all around the world;
2. Further research should continue into effective classroom management strategies. The educators expressed being frustrated because of the types of disruptions they were faced with and not having the ability to deal with them. Research exploring effective classroom

strategies can allow educators to become knowledgeable of the different steps to take in addressing behavioral problems in classrooms;

3. Surprisingly to the researcher, many of the respondents mentioned that ADHD was the main learning disability affecting students in the classroom. They also mentioned that trauma impacted students' overall behavior at school. In fact, in recent years, there has been a national focus on students with learning disabilities in Jamaican schools especially at the primary level. Also, trauma has been affected many students at the school. Hence more research is needed to explore the connection between ADHD/ trauma, academic performance and disruptive behavior;
4. Although this study is the beginning for the development of a larger body of research on disruptive behavior and its impact on academic performance, further study is deemed necessary as presently not much published studies have been conducted in Jamaica on the topic. Hence, future study is needed in Jamaica to focus specifically on administrators/ educational leaders in regard to their role in effectively implementing policies and practices geared towards curtailing indiscipline behaviors in schools. The study findings revealed that students' disruptive behavior was a big problem at the school as it affected the image of the school as well as the academic achievement of students. Greater focus on policies and practices towards approaches/strategies to handle behavioral problems can improve students' behavior and lead to greater productivity in the school;
5. The result of the findings indicated that educators had challenges dealing with disruptive behaviors in the classroom. Accordingly, they reported being frustrated and burnout. The exploration of the relationship between various student management systems and their efficacy for teachers in Jamaica would create a catalyst for teachers to receive the kind of

training they are clamoring for. This training will better equip them with a better understanding of dealing with disruptive behaviors in the classroom and subsequently, address these behaviors more effectively. In addition, this training will enhance teachers' efficacy in the classroom.

5.5.1 Implications for Practice

The major findings of this research have important educational implications for some major stakeholders in the educational sector. The following implications are offered with respect to the data in this study. The findings of the study indicated that school personnel are very aware of the underlining factors associated with disruptive behavior at the school. This research also indicated that they were aware of the fact that disruptive behaviors displayed among students have hampered their academic achievement based on test scores. In addition, they are mindful that the current methods utilized in addressing disruptive behavior have proven ineffective. Additionally, school personnel expressed that their jobs have resulted in them becoming weary and frustrated. Hence, the desire for training in how to deal effectively with disruptive behaviors was highest among educators. The implications for practice are listed below:

1. Teachers need to be adequately and vigorously trained in classroom management especially in the areas of dealing with behavioral disorders. The study highlighted that teachers lacked the training in dealing with the behavioral problems facing the school hence greater focus on this area will assist educators to garner more meaningful strategies on how to effectively deal with the prevailing problem;
2. The findings reveal that there was a 'disconnect' between the school and parents as there was a lack in parental support. It could be quite beneficial at the school level, if the Parents Teachers Association and the School Management Board work collaboratively

and independently to organize, plan and execute training seminars on classroom management strategies that seem to be working well. The findings suggested that students were not taught the right values at home so this connection could also infuse sessions on parenting as well. Reports indicated that parents and school were not working together in identifying strategies that would be effective in dealing with students' disruptive behavior. Training intervention programs should include parents and be holistic and also, incorporate best practices that can help to modify students' behavior. Training intervention programs should seek to reach all students especially the disruptive ones;

3. According to the participants interviewed, the disciplinary policies at the school were not effective and consequently, the school's policies and procedures on how to effectively deal with disruptive behavior should be reexamined and revised and feedback provided on its strengths and weaknesses and alterations made where needed. In addition, a system of accountability should also be established on how to manage its effectiveness and parties involved should be held accountable.

5.5.2 Implications for Ministry of Education (MoE)

1. The findings of this study have implications for the Ministry of Education, which is the ministry that has the primarily responsible for policy development and implementation as it relates to the entire education sector in Jamaica. The findings implied that the school has had issues with disruptive behavior which has impacted students' academic performance. In addition, the findings also revealed that classroom teachers had an issue addressing students' disruptive behaviors. Educators discussed that for most part they

were not trained to handle certain kinds of behavioral issues. The data gathering from the findings revealed that school personnel had to be constantly referring students for counseling and intervention outside and the school could benefit more if teachers are provided with further training on how to handle behavioral issues within the classroom. It is not surprising then that given the mandate of the MoE, educators could benefit more if they are provided with assistance from the MoE in accessing the services of the MoE technocrats (psychologists and therapists) who would have regular visits at the school and offer their expertise to the school. This could be through mentorship, seminars, coaching or even focus group discussions. Creating the platform for these different strategies could serve to ensure that educators, who serve at the school, are properly trained in order to be better prepared to deal with the behavioral challenges facing them at the school;

2. Although the study did not focus on trauma, the respondents indicated that they were aware of the fact that trauma was affecting a number of students at the school. One respondent stated that almost half of the school's population had experienced some personal trauma. A school-based support system incorporated at the Ministry level with trained and experienced professionals who have competencies in dealing with traumatic issues as it was mentioned from the data generated from the study that about 50% of the school had experienced grief. This should be incorporated into all schools in Jamaica, This support system will sensitize educators, educational leaders on how to observe and deal with students experiencing trauma in regard to helping them to develop appropriate coping skills. In addition, sensitization should focus on how they can access available resources to help students. This support system will greatly enhance teachers' ability to

effectively deal with the underlining issues of disruptive behavior that they experience on a day to day basis.

5.5.3 Implications for School Administrators/Educational Leaders

1. The findings of this research also have implications for school administrators. The findings of the study revealed that school administrators' expectations of teachers were that disciplinary policies should be effectively carried out by them and that they should also do more in how they handled disruptive behavior in the classroom. On the converse, educators shared that more support was needed by school administrators in dealing with the prevailing issue. It is important for school administrators to adequately support teachers and work alongside them in planning, implementing and executing policies and procedures regarding disciplinary issues experienced at the school, and at the same time soliciting their feedback;
2. Another important finding in this study was the disconnection with parents and the school community. According to the research findings it was stated that the values taught at school were not the same taught at home. It was suggested that the lack of parental support may result in the likelihood of various forms of disruptive behavior with students. It was also mentioned that parents did not support the school functions or activities and were oftentimes present only when they were called in to handle a disciplinary problem in which they had to report to the school before their children were accepted back in class. Greater collaboration and support are needed as educators acknowledge the importance of parental support. This will enhance relationships with parties as the behaviors exhibited at school can be better managed as educators become aware of how

the behaviors at home are dealt with. School administrator needs to implement a policy that will encourage those parents who have disruptive children at the school to communicate with school and to inform the school about the disciplinary measures used at home. Parents should be engaged in sensitization seminars on how to effectively address their children's behavioral problems and also how to be effective parents. It is important that the school connects with the families of these children which will provide a deeper understanding as to what takes place in the home and how certain rules are enforced. In addition with improved communication can allow for significant interventions to be accomplished at the school;

3. The findings of this study revealed that many students are on the PATH program and many come to school without lunch money or breakfast in the mornings. A greater sensitization of the PATH program should be conducted at the school to better allow students to be aware of this program and how the Parents too can be better informed about the benefits of the PATH program at the school. A sensitization week at the school where parents and students are sensitized about the program should be incorporated at the administrative level. In addition, the school could also implement an Early Bird breakfast program where students who report to school early can benefit. As reported in the study, when students' basic need for food is satisfied, the possibility of concentrating on learning is greater;
4. Teachers reported that the high level of illiteracy at the school hampered students' ability to learn. In addition, it was mentioned that students were unable to engage in meaningful class activities or assigned tasks due to their poor level of reading and comprehension. It is important that special assistance be given to students having this challenge. Employing

a specialist teacher of reading would be a positive move for the school as this person's function would be to focus on literacy within the school community. Majority of the participants from the study mentioned this as a severe factor affecting students' academic performance. It would be beneficial to the school as students reading levels would improve. When students reading levels are improved there will be improvement in work quality which impacts academic achievement.

5. The research indicated that classroom management strategies were lacking among teachers. In fact, based on the findings of this study, senior administration mentioned teachers' inability to effectively control disruptive behavior within the classroom. According to senior administration, they felt that teachers could do more to curtail the problem. Administrators should offer teachers more effective classroom management strategies. These strategies could be factored into the school's curriculum and scheduled quarterly at staff development workshop. Undoubtedly, this would help to improve the quality of classroom management practices among teachers and the general staff at the school. When educators are trained and equipped for the job they do, it is the belief that output will increase.

5.6 Implications for Teacher Education

The findings of this research also have implications for teacher education. Most teacher training colleges in Jamaica only allocate one semester in their curricular for classroom management. The current study indicated that teachers lacked proper training in dealing with behavioral issues among students in the classroom and that they are clamoring for greater training in effective behavioral management strategies. The study findings revealed that training

in behavioral management was identified as lacking among the majority of participants. According to the majority of participants in the study, they were unable to maintain effective classroom management in class. In fact, they reiterated that additional training in behavioral management techniques would better equip them to deal with the issue of disruptive behavior in the classroom. In addition, participants expressed concerns that the methods they currently utilized were ineffective as students continued to exhibit disruptive behavior in the classroom. Increasing the classroom management course in colleges to deal specifically with behavioral disorder and severe cases of disruptive behavior is warranted. Increasing the time will better prepare and equip educators and teachers in training to be better able to handle behavioral disorders among children.

5.7 Implications for In-service Teachers

Based on the findings of the study, several recommendations for practice have been identified.

These include:

1. The findings revealed that the approach taken by educators in confronting disruptive behavior had to do with applying rules and punitive punishments. For most part, managing classroom disruptive behavior was basically reactive and corrective (Cotton, 2001; Jones, 1996). Based on the study, this was ineffective in managing disruptive behavior. It is important to incorporate other methods and strategies to address disruptive behavior within the classroom. It can be a difficult task to get students to fully understand that the behavior they display elsewhere be it home, play or with friends may not be appropriate for the classroom environment. The study revealed that the behavior displayed at home was transmitted into the classroom and this behavior was inappropriate

for the school environment. Accordingly, one of the methods that could be established and executed into the curriculum is code switching where students can be taught to make a distinction between appropriate and inappropriate behavior based on the environment they are situated in (Zeller, 2004). However, this task of teaching students to distinguish between appropriate and inappropriate behavior and knowing when to modify behavior can be hard as these behaviors are already entrenched in their minds. However, if properly done, it can be a tool that allows students to know when to adapt and to fit into a particular group and how to behave accordingly;

2. The findings of the study revealed that students came to school with myriads of problems. It also showed that how students behaved at school was exactly how they behaved at home. Teachers must be aware that students come to the classroom with problems and challenges and therefore, they have to set the right tone where behavioral problems are minimized and dealt with appropriately. Teachers must work together with students and take the time to know the students they are teaching, having a well-established and organized program of studies, displaying a level of confidence, and getting involved with students in a positive way to reduce disruptive behavior can be recommended (Swick, 1980). This can only be done through effective communicate.

5.8 Conclusion

Although there exists a vast body of literature on disruptive behavior and its impact on students' academic performance, from a Jamaican perspective, the factors that contribute to disruptive behavior and how educators handle disruptive behaviors within the school settings

have not been completely examined. In summary, this study supported the notion that disruptive behavior in the classroom based on the research findings existed at the institution.

Surprisingly to the researcher, many educators expressed during the interviews that there were various sources of factors that were attributed to students' disruptive behavior. The current study investigated the impact of disruptive behavior on students' academic performance, which was consistent with the literature.

The study revealed that teachers experienced difficulty in dealing with disruptive behaviors in the classroom. In addition, they communicated their desire for additional training on how to deal with indiscipline in the classroom. Also, the results of the study confirmed that greater support and cooperation were needed by parents, teachers and leaders in dealing with the phenomena.

All the respondents from the school strongly emphasized that there is indeed a connection between disruptive behavior and academic performance and that greater effort among stakeholders is needed in working collectively and interdependently in promoting a more positive learning environment. The lack of achievement coupled with the lack of discipline is evident as the school is seen in a negative manner and some parents want transfers for their children.

If it is that the mantra of the school is to create an environment that is conducive to learning one where students feel comfortable and can achieve their full potential academically then in the wake of the information gleaned from the study, this mission will be significantly hindered if strategies are not put in place to deal with the underlining phenomena. Thus effective classroom management strategies that will empower educators should be given utmost priority from the Ministry and Board level.

It is evident from other studies conducted that an environment that is conducive to learning will enhance students' academic performance. It can therefore, be assumed that the utilizing of appropriate and effective disciplinary practices will be essential in meeting the educational needs of students and so it is imperative that teachers, parents, instructional leaders, and other stakeholders work together in gaining insights as to what are the underlining causes of indiscipline in classroom and work closely with each learner in helping him/her to reach his/her full potential.

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APPENDICES

APPENDIX A: TIMETABLE FOR THE STUDY

The duration of the study participation was approximately 6 months.

Timetable for the study

Activities	Dates
Initial contact at relevant site. Visitation and familiarizing self with relevant personnel	March 2017
Interviews/Observations of classes. Accessing school's archival records gathering	March – April 2017
Gathering data/Member checks, follow up interview	April 2017
Completion of Transcription	May 2017
Data Analysis/ additional Lit review	May - June 2017
Presentation of data /findings	June 2017
Discussions	July - August 2017
Implications/conclusions	September 2017

**APPENDIX B: TEMPLE UNIVERSITY CERTIFICATION OF APPROVAL FOR A
PROJECT INVOLVING HUMAN SUBJECTS**



Research Administration

Research Integrity & Compliance

Student Faculty Center

3340 N. Broad Street, Suite 304

Philadelphia PA 19140

Institutional Review Board

Phone: (215) 707-3390

Fax: (215) 707-9100

e-mail: irb@temple.edu

Certification of Approval for a Project Involving Human Subjects

Date: 22-Feb-2017

Protocol Number: 24072

PI: DAVIS, JAMES

Review Type: EXPEDITED

Approved On: 22-Feb-2017

Approved From: 22-Feb-2017

Approved To: 21-Feb-2018

Committee: A2

School/College: EDUCATION (1900)

Department: EDUCATION:TEACHING & LEARNING (19020)

Sponsor: NO EXTERNAL SPONSOR

Project Title: A case study of the perceived impact of disruptive behavior among 9 and 11 grade students on academic performance at a corporate high school

The IRB approved the protocol 24072.

If the study was approved under expedited or full board review, the approval period can be found above. Otherwise, the study was deemed exempt and does not have an IRB approval period.

If applicable to your study, you can access your IRB-approved, stamped consent document or consent script through ERA. **Open the Attachments tab and open the stamped documents by clicking the Latest link next to each document.** The stamped documents are labeled as such. Copies of the IRB approved stamped consent document or consent script must be used in obtaining consent.

Before an approval period ends, you must submit the Continuing Review form via the ERA module. Please note that though an item is submitted in ERA, it is not received in the IRB office until the principal investigator approves it. Consequently, please submit the Continuing Review form via the ERA module at least 60 days, and preferably 90 days, before the study's expiration date.

Note that all applicable Institutional approvals must also be secured before study implementation. These approvals include, but are not limited to, Medical Radiation Committee ("MRC"); Radiation Safety

Committee ("RSC"); Institutional Biosafety Committee ("IBC"); and Temple University Survey Coordinating Committee ("TUSCC"). Please visit these Committees' websites for further information.

Finally, in conducting this research, you are obligated to submit the following:

- **Amendment requests - all changes to the study must be approved by the IRB prior to the implementation of the changes unless necessary to eliminate apparent immediate hazards to subjects**
- **Reportable new information - using the Reportable New Information form**, report new information items such as those described in the Investigator Guidance: Prompt Reporting Requirements HRP-801 to the IRB **within 5 days**
- **Closure report** - using a closure form, submit when the study is permanently closed to enrollment; all subjects have completed all protocol related interventions and interactions; collection of private identifiable information is complete; and Analysis of private identifiable information is complete.

For the complete list of investigator responsibilities, please see the Policies and Procedures, the Investigator Manual, and other requirements found on the Temple University IRB website: <http://research.temple.edu/irb-forms-standardoperating-procedures#POLICY>

Please contact the IRB at (215) 707-3390 if you have any questions

APPENDIX C: INSTITUTION AUTHORIZATION LETTER

Reckonel Simpson
Salisbury Plain P.A.,
St. Andrew
Tel: 356-6437

October 5, 2015

The Principal
Pembroke Hall High School
Ken Hill Drive,
Kingston 20.

Dear Sir:

I am a doctoral student at Temple University where I am currently pursuing the Doctorate in Educational Leadership. I am currently conducting a case study of the perceived impact of disruptive behavior among grades 9 & 11 students on their academic performance at a corporate high school.

Specifically I am interested in finding out how does disruptive behavior impacts students' academic performance. Ultimately it is envisaged that this study will be very beneficial of schools in helping educators and counselors to be equipped with the skills in identifying negative behaviors and dealing effectively with them in the teaching and learning environment.

If you are interested in this research and would like information about same I would be willing to provide you with same. Please indicate how you would like to receive information.

Should your institution decide to participate in this research, I am kindly asking that you complete and sign the attached authorization letter.

Looking forward to a favorable response.

Yours truly,

Reckonel Simpson

APPENDIX D: INSTITUTION PERMISSION LETTER

Pembroke Hall High School



CHAIRMAN:
MR. F. MC LEOD
PRINCIPAL:
MR. D. MORGAN B.A. HONORS, M.Ed., J.P.

Ken Hill Drive,
P.O. Box 35,
Kingston 20,
Telephone: 934-0358
934-2713
Fax: 934-1968
W/Exp: 765-7143
Email: pembrokehallhighschool20@gmail.com

2016-03-08

The Institutional Review Board
Temple University
1801 N. Broad Street
Conwell Hall, Room 401
Philadelphia, PA 19122
United States

Dear Sirs:

This is to certify that the Administration of Pembroke Hall High School has given permission for Mr. Reckonel Simpson to conduct his research here.

Yours faithfully


Daniel Morgan
PRINCIPAL

This document is not valid unless it carries the Principal's seal

APPENDIX E: INTERVIEW PROTOCOL

Interview protocol

Research topic: A Case Study of the perceived impact of disruptive behavior among grades 9 and 11 students on their academic performance at a corporate high school

Subjects

Teachers, Dean of Discipline, Counselor, Vice Principals and Instructional leader

Location

An office at the school..... Interviews will be conducted in a quiet and secluded space where air conditioning facilities are available.

Introduction:

Good afternoon my name is Reckonel Simpson and I am a final year student at Temple University. I am conducting a case study of the perceived impact of disruptive behavior among grades 9 & 11 students on their academic performance at a corporate high school.

This is in partial fulfillment for the Doctoral dissertation in Educational Leadership. I am delighted that you have consented willingly to participate in this study. Thank you for accommodating me at your school and for facilitating this interview. This interview will last for approximately thirty (30) minutes. I want to assure you that whatever is discussed in this interview will be held in strict confidence and that I am not at liberty to divulge any information from our session without your consent. At this point, I want to inform you that your identity will not be disclosed and that your privacy is protected. If you are in agreement, I am kindly asking you to sign this consent form indicating your willingness to participate.

I have chosen you as participants of this study due to your expertise, years of experience in teaching, counseling, your passion for children and your loyalty to this institution. The fact that you have been a part of the teaching staff at this institution for so many years speaks volume to your dedication and commitment to the leadership of this institution.

APPENDIX F: RESEARCH DATA PLANNING MATRIX

Topic: A Case Study of the perceived impact of disruptive behavior among grades 9 and 11 students on their academic performance at a Corporate Area high school

Research Questions

1. To what factors do school personnel attribute students’ disruptive behavior?
2. To what extent do students’ disruptive behaviors impact their academic performance?
3. How do school personnel respond to students who are constantly disruptive in class?

What do I need to know?	Why do I need to know this?	What kind of data will answer the questions?	Where can I find the data?	Whom do I contact for access?	Time lines for acquisition
Research q1 To what factors do school personnel attribute students’ disruptive behavior?	To assess the impact of disruptive behavior on academic performance	Interviews with teachers Guidance Counselor ,Dean of Discipline and instructional leader	Counseling office, teachers’ records, meeting with individual students, Guidance Counselor	Principal of school, students, teachers, Guidance Counselor	Obtain consent forms (January 2017) Students observation (Feb/Mar 2017)

What do I need to know?	Why do I need to know this?	What kind of data will answer the questions?	Where can I find the data?	Whom do I contact for access?	Time lines for acquisition
<p>Research q2</p> <p>To what extent do students' disruptive behaviors impact their academic performance?</p>	<p>To assess what are the factors associated with disruptive behaviors that impact on academic performance .</p>	<p>Interviews with teachers,</p>	<p>School archival records, report cards, Norm-and criterion referenced test, students' portfolios</p>	<p>Principal of school Counselor, class teachers</p>	<p>Access and compilation of students' progress # 1 report (Feb/March 2017) Interviews conducted end of (February 2017)</p>
<p>Research q3</p> <p>How do teachers respond to students who are constantly disruptive in class?</p>	<p>To assess the attitude of teachers towards students who display negative behavior in classes.</p>	<p>Interview with teachers</p>	<p>Observations Attendance of class sessions</p>	<p>Principal of school, v principals guidance counselor classroom teachers,</p>	<p>Establish students' database. March 2017 update database: Final tally</p>

What do I need to know?	Why do I need to know this?	What kind of data will answer the questions?	Where can I find the data?	Whom do I contact for access?	Time lines for acquisition
Research q1 To what factors do school personnel attribute students' disruptive behavior?	To assess the impact of disruptive behavior on academic performance	Interviews with teachers Guidance Counselor ,Dean of Discipline and instructional leader	Counseling office, teachers' records, meeting with individual students, Guidance Counselor	Principal of school, students, teachers, guidance counselor	Obtain consent forms (March 2017) Students observation (March/April 2017)
Research q2 To what extent do students' disruptive behaviors impact their academic performance?	To assess what are the factors associated with disruptive behaviors that impact on academic performance	Interviews with teachers,	School archival records report cards, Norm- and criterion referenced test, students' portfolios	Principal of school Counselor, class teachers	Access and compilation of students' progress # 1 report (March/April 2017) Interviews conducted end of (April 2017)
Research q3	To assess	Interview	Observations	Principal of	Establish students'

What do I need to know?	Why do I need to know this?	What kind of data will answer the questions?	Where can I find the data?	Whom do I contact for access?	Time lines for acquisition
How do teachers respond to students who are constantly disruptive in class?	the attitude of teachers towards students who display negative behavior in classes.	with teachers	Attendance of class sessions	school, guidance counselor classroom teachers,	database. April 2017 update database: Final tally

APPENDIX G: CONSENT FORM FOR PROSPECTIVE PARTICIPANTS

Instructions: Please read the following consent form and if you are in agreement kindly sign below on the space provided.

Title of the research study: A Case Study of the perceived impact of disruptive behavior among grades 9 & 11 students on their academic performance at a corporate high school

Name and Department of Investigator: Dr. James Davis, Temple University, Principal
Investigator Email: jdavis21@temple.edu.

Student Investigator: Reckonel George Simpson, Department of Education and Leadership
Temple University. Email: reckonelsimpson@gmail.com. Telephone No. 876-3566437

This study involves research. The purpose of this study will be to investigate the impact of disruptive behavior on students' academic performance. Three key questions that motivated the conducting of this research are: the factors associated with disruptive behavior, the impact of students' disruptive behaviors on academic performance as well as school personnel attitude towards students who are constantly disruptive in class.

What you should know about a research study:

- Someone will explain this research study to you.
- You volunteer to be in a research study.
- Whether you take part is up to you.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.

- Whatever you decide, it will not be held against you.
- Feel free to ask all the questions you want before and after you decide.
- This research has been reviewed and approved
- By signing this consent form, you are not waiving any of the legal rights that you otherwise would have as a participant in a research.
- Please contact the research team with questions, concerns, or complaints about the research and any research-related injuries by calling (876)3566437 or e-mailing **reckonelsimpson@gmail.com or reckonel.simpson@temple.edu.**
- This research has been reviewed and approved by the Temple University Institutional Review Board. Please contact them at (215) 707-3390 or e-mail them at: **irb@temple.edu** for any of the following: questions, concerns, or complaints about the research; questions about your rights; to obtain information; or to offer input. A copy of the final report of this study will be provided to the Ministry of Education.
- Possible risk of loss of confidentiality
- You will be observed during classroom observation
- Interviews will be audio taped
- You will show students' grades
- Follow – up visits will begin the fourth week in September for approximately a week and will include debriefing and clarifications to questions and responses given so as to capture as best as possible the actual words of participants.

Name of Participant	Date	Signature

Researcher's Name	Date	Signature

APPENDIX H: PARENTS CONCENT FORM

Instructions: Please read the following consent form and if you are in agreement kindly sign below on the space provided.

Title of the research study: A Case Study of the perceived impact of disruptive behavior among grades 9 & 11 students on their academic performance at a corporate high school

Name and Department of Investigator: Dr. James Davis, Temple University, Principal
Investigator Email: jdavis21@temple.edu.

Student Investigator: Reckonel George Simpson, Department of Education and Leadership
Temple University. Email: reckonelsimpson@gmail.com. Telephone No. 876-3566437

This study involves research. The purpose of this study will be to investigate the impact of disruptive behavior on students' academic performance. Three key questions that motivated the conducting of this research are: the factors associated with disruptive behavior, the impact of students' disruptive behaviors on academic performance as well as school personnel attitude towards students who are constantly disruptive in class.

What you should know about a research study:

- Someone will explain this research study to you.
 - You volunteer to be in a research study.
 - Whether you take part is up to you.
 - You can choose not to take part in the research study.
 - You can agree to take part now and later change your mind.

- Whatever you decide, it will not be held against you.
- Feel free to ask all the questions you want before and after you decide.
- This research has been reviewed and approved
- By signing this consent form, you are not waiving any of the legal rights that you otherwise would have as a participant in a research.
- Please contact the research team with questions, concerns, or complaints about the research and any research-related injuries by calling (876)3566437 or e-mailing **reckonelsimpson@gmail.com or reckonel.simpson@temple.edu.**
- This research has been reviewed and approved by the Temple University Institutional Review Board. Please contact them at (215) 707-3390 or e-mail them at: **irb@temple.edu** for any of the following: questions, concerns, or complaints about the research; questions about your rights; to obtain information; or to offer input. A copy of the final report of this study will be provided to the Ministry of Education.
- Possible risk of loss of confidentiality

Dear Parent,

My name is Reckonel Simpson and I am a pursuing the Doctorate in Educational Leadership at Temple University in Philadelphia. My research is a Case Study of the Perceived Impact of Disruptive Behavior among Grades 9 and 11 Students on their Academic Performance at a Corporate High School.

I am asking for your permission to access your child/ward school grades.

I do not envisage any foreseeing risk to your child/ward at this time and I can assure you, that the real name of your child/ward will not be disclosed and that his/her identity will be kept confidential.

Please note that if you consent by signing the form below, that your child's grades will be viewed and that your child will be observed in his class. Please indicate whether you are granting

permission for the accessing of your child/ward school grades by completing the request of permission form below.

If you have any questions concerning this research and the rights of your child/ward, please do not hesitate to contact me at (876-3566447) between the hours of 12:00noon and 4:00p.m. daily or email me at reckonelsimpson@gmail.com.

Thank you for considering this request. Looking forward to hearing from you.

R. Simpson

.....

Permission Form

[Please check one box below and return this form to your child's teacher.

Keep the above letter for your records.]

- I agree to allow you permission to observe my child /ward school grades for this research project.
- I do not agree to allow my child to participate in the research project on anger management counseling strategies

Child's Name (print)

Parent's Name (print)

Parent's Signature

Date _____

APPENDIX I: OBSERVATIONAL CHECKLIST FOR DISRUPTIVE BEHAVIORS

1=A (75-100%) 2=B (50-74%) 3=C (25-49%) 4= D (0-24)

Key: 0-24% (excellent) 25-49% (good) 50-74% (average) 74-100 % (poor)

Disruptive behaviors	1	2	3	4	Total	Teachers' Responses
Frequently fighting other students						
Frequently disrupt classes during teaching contact time						
Constantly shout when the teacher is teaching lessons						
Constantly calling their classmates names they don't like						
Sharing with peers						
Constantly using technological gadgets during class time.						

This Checklist was created to assess and analyze students' disruptive behaviors so as to determine the nature and frequency of their disruptive behavior. Adapted on line from http://www.sjsu.edu/counselored/docs/Behavior_Checklist.pdf

APPENDIX J: INTERVIEW PROTOCOL

1. What gender are you?

- Male Female

2. To what age group do you belong?

- 18-24 25-34 35-44 45-54 55 and over

3. What is your highest level of training in education?

Certificate	Diploma	Bachelor’s Degree	Master’s Degree	Doctorate

4. How long have you been teaching at this institution?

1-5 yrs.	6-10yrs.	11-15yrs.	16-20yrs.	21-25yrs.	26+ yrs.
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5. What is your current status at the school?

Classroom Teacher	Counselor	Vice Principal	Principal

6. Could you please describe a typical day in the classroom? (teacher)

7. Based on your responses towards the disruptive behaviors in class as observed on the observational checklist and what was recorded as field notes, is this how you usually respond to disruptive behavior among students in your class?

8. Would you say the behaviors are similar/different in other classes? (teacher)

9. Can you identify the students who display problematic behavior? (teacher)

10. How many of them display this type of behavior? (teacher)

11. Can you tell me what forms of disruptive behavior does each student exhibit? (teacher)

12. How do you normally respond to these behaviors? (teacher)

13. How does this compare with what your colleagues do in their classes? (teacher)

14. Can you share with me what kinds of disciplinary forms that you use when students are disruptive in class? (teacher/principal)

14. How is the form(s) administered? (teacher/principal)

15. How do you feel about the negative behaviors students are displaying in the classroom?
(teacher)
16. What would you say are the causes for these behaviors? (teacher)
- 16b. Based on different readings on causes of disruptive behavior, causes range from parental, socialization, genetics, socioeconomic and temperament. How would you rank the most important factors as an educator dealing with disruptive behavior. (teacher)
17. What impact would you say the behavior have on the students' classroom performance?
(teacher)
18. Would you say your instructional delivery caters to students' specific learning styles?
(teacher)
19. Could you share with me what kind of disruptive behaviors students display at this institution? (Principal)
- 19b. How does it show up in the school? (Principal)
- 19c. how big is this problem in the school?
20. What would you say are some of the effects of disruptive behavior on the school? (Principal)
21. Is there presently any Professional Developmental Seminars conducted at the school to equip staff in dealing with students' disruption behavior? (Principal). If yes to question 22, go to 23 and 24.
22. Can you share with me what is the focus of these professional development seminars?
(Principal)
23. How do these programs impact students' behavior? (principal)
24. Do you think that the negative behavior displayed by students influence their academic outcomes? (Principal)
25. What are your thoughts of the teachers' reaction to students' behavior? (Principal)

I want to make sure that I have given you the opportunity to express yourself in providing vital information that is important to this study. Let me ask you; is there anything else that you think I should have asked you that were not captured before? Do you want to tell me about it now?

Thank you _____ for allowing me the opportunity to engage in this meaningful interview session with you. I shall be doing follow up checks and it is my desire to provide you with a draft of the manuscript for your perusal as my expectation is to provide you with accurate and precise representation of the data. Thank you again and hope to see you soon.