Exploring Various Types of Student Disruptive Behaviors That Create Classroom Disturbances in Public Primary Schools in Mvomero District, Tanzania

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Abstract: *The study explored disruptive student behaviors that create classroom disturbances in public primary schools in Mvomero District Tanzania. This study employed mixed research approaches under a convergent research design with a sample size of 36 participants obtained through a purposive sampling technique in which 6 Heads of public primary schools and 30 regular public primary teachers were involved in the study. Data were collected through a closed-ended questionnaire and semi-structured interview. Collected data were analyzed through thematic analysis for qualitative data, and statistical software (SPSS) was used to analyze quantitative data. The findings of the study revealed various types of student disruptive behavior in public primary schools in Mvomero District such as fighting, frequently going outside the class, arriving late to class or frequently skipping school or altogether, talking while students the lesson is on, lying, failure to complete assignments or neglect their responsibilities, disruption of the class by making excessive noises, cheating or dishonesty, throwing papers or sold objects to each other, using abusive words, and bullying behaviors. Therefore, the study recommended educational authorities should design training programs to impart knowledge and skills regularly to primary school teachers on how to manage different types of students' disruptive behavior, teachers training curriculum should incorporate skills and knowledge of how to deal with various students' disruptive behaviors in primary schools and primary schools' teachers should employ appropriate strategies to manage students' disruptive behaviors in schools.*

Keywords: *Disruptive, Behavior, Classroom, Primary schools, Mvomero, Tanzania*

1. Introduction

Students' disruptive behavior globally affects students' progress since it hinders the academic achievements of the STS. These behaviors disrupt classroom activities, teaching, and learning process. Student's disruptive behaviors not only hinder student achievements but also lead to source of conflicts among students in public primary schools. Worldwide educational systems struggle to manage students' disruptive behaviors. Various strategies have been implemented to address students' disruptive behavior in schools. The study by Vongvilay (2021) has categorized students' disruptive behaviors into three types; such as disruption, aggression, and goofing off. Student's disruptive behavior involves noise making, chatting with others, inattentiveness and harassment, and academic cheating (Nguyen et al., 2023 & Nanyele et al., 2018).

Furthermore, a study by Majani (2020) revealed students' disruptive behavior such as fighting one another, side conversations personal attacks on the teacher, students leaving classrooms without permission, noncompliance, a student speaking without permission, making offensive comments to the teacher, constant disagreeing with the teacher, students dominating and monopolizing the discussion. In the context of Mvomero District, in Tanzania, this study seeks to determine various types of student disruptive behaviors that create classroom disturbances. However, the study intends to find out an existing body of knowledge on how students' disruptive affects the learning environment.

1.1 Statement of the problem

Student's disruptive behavior has been a crisis in educational institutions particularly in the context of the teaching and learning process, since it affects negatively students' performance in schools. (Wangdi et al., 2022). Disruptive behaviors affect teachers and students in the class because they create interference during the learning process. Such behaviors not only obstruct student's academic performance but also cause physical injuries to students (Laeheem (2013).

Previous studies conducted by Zuhra et al. (2022), Fakhruddin (2018), Padayachee & Gcelu (2022), Majani (2020), and Ali & Gracey (2013), have mainly concentrated on types of students' disruptive behavior and management of students' disruptive behavior in secondary schools and universities. However, these studies left a gap that needs to be filled by this current study. The current study therefore intends to bridge the gap by exploring different types of disruptive behaviors displayed by students that contribute to disturbances in the classroom environment in public primary schools in Mvomero District, Tanzania.

1.2 Research objective

The study was guided by the following objective:

To identify the most common disruptive behaviors demonstrated by students that create classroom disturbances

1.3 Research question

There was only one research question to be addressed.

What are the different types of student behavior that contribute to disturbance in the classroom?

2. Literature Review

2.1 Theoretical framework

The study was guided by the Social Learning Theory which was proposed by Canadian American, Psychologist Albert Bandura in 1977. The theory claims that learning takes place through observation, imitation, and modeling. New information and behaviors can be learned by watching others (Shodiqin and Junaidi 2022). According to Albert Bandura, environment significantly affects learning since learning takes place through observing and imitating what is done in a particular environment

In this study, Social Learning Theory suggests that students' disruptive behavior is caused by the impact of what students observe and imitate from other people. This theory was supported by studies by Shodiqin & Junaidi (2022) and Haryanti & Febriansyah (2023) who found that behaviors displayed by the students reflect the school leader's behaviors. Teachers are supposed to display behaviors to the students to become role models to students. Students speak abusive words due to imitating mature people within the family members and the community around them.

2.2 Review of empirical studies

In Thailand, a study by Wangdi & Namgyel (2022) on Classroom to Reduce Student Disruptive Behavior revealed that disruptive behaviors can be reduced by frequently changing sitting arrangements in class. This signifies that changing seat arrangement in the class significantly contributes to reducing students' disruptive behavior in schools since students don't have a permanent place to sit. The current study aimed to identify the most common disruptive behaviors demonstrated by students in the classroom.

The study by Vongvilay (2021) on types and causes of students' disruptive behaviors in English class: a case study at Dondaeng Secondary School, found categories of students' disruptive behaviors such as disruption, aggression, and goofing off in Dondaeng secondary school. However, Nanyele et al. (2018). Studied Classroom Management Practices and Student Disruptive Behavior. Major student disruptive behaviors found were noise-making, chatting with others, inattentiveness, and harassment. The finding suggests that during the learning process, students concentrate on making noise and chatting with others and become inattentive to learning rather than taking care of what they are taught during class hours. Furthermore, a study by Navarro et al. (2017) revealed students' disruptive behavior such as refusing to participate in school activities that need attention and effort. This finding signifies those students in a school go against

orders given by their teachers or fellow students in schools. The present study aimed to find out different types of students' disruptive behavior that create disturbance in the classroom in public primary schools in Mvomero District in Tanzania.

In Japan, Nguyen et al. (2023) conducted a study on Unmasking academic cheating behavior in the artificial intelligence era: Evidence from Vietnamese undergraduates. The study found that cheating behavior is a common behavior that is engaged by students in schools and colleges during examinations. This finding signifies that student cheating during examinations is preferable behavior for students in their academic achievements. However, Tolegen (2021) studied Features and Manifestations of the tendency to Lie of High School Students, revealing that school teenagers engage in lying behavior to protect themselves. The current study aimed to identify various types of student disruptive behavior that create disturbance in classrooms in public primary schools in the Mvomero District in Tanzania.

Haryanti and Febriansyah (2023) conducted a study on Verbal Abuse in Daily Conversation of Students, showing that students are involved in abusive words due to copying from more mature people, the family, and the friendship environment. The finding amplifies those abusive words spoken by members of the family and all people around students resulting in the adoption of abusive word articulation. The current study aimed to find out different types of students' disruptive behavior that create disturbance in classrooms in public primary schools in Mvomero District Tanzania.

The study by Majani (2020) on Teachers' Experiences and Strategies for Managing Disruptive Behaviors in Tanzania Secondary Schools found students disruptive behavior in Tanzanian secondary schools, like bullying, text messaging, abusive language towards teachers, students fighting one another, side conversations personal attack to the teacher, students leaving classrooms without permission, noncompliance, student speaking without permission, making offensive comments to the teacher, constant disagreeing with the teacher, students dominating and monopolizing the discussion. The findings prove that students' disruptive behaviors cause disruptions in learning and teaching activities in different ways in schools. The current study aimed to find out different types of students' disruptive behavior that create disturbance in classrooms in public primary schools in Mvomero District in Tanzania.

Andrea and Leandry (2021) conducted on Controlling Students' Indiscipline in Changing Environment: Secondary School Teachers' Perspectives in Morogoro Municipality –Tanzania, found disruptive behavior such as going outside the school without permission, theft of money and books, not attending assembly, improper dressing, not attending preparation time, not attending classes with no reason, to own phone in school, refusing to take punishment. Foul language for teachers, non-teachers, and prefects, not attending classes for no reason, yelling at teachers and prefects. Pregnancy, boycotting teachers' and prefects' instructions, drug abuse, religious conflicts, threatening others, beating prefects, violating boarding rules and procedures, and stealing exams. The finding implies that student's disciplined behavior needs to be managed, to avoid indiscipline behavior that could be developed, which may disrupt the teaching and learning process in schools. The current study aimed to find out different types of students' disruptive behavior that create disturbance in the classroom in public primary schools in Mvomero District in Tanzania.

3. Methodology

The study employed a convergent research design with mixed research approaches. The study adopted a purposive sampling technique to select a sample size in which 6 Heads of schools in public primary schools and 30 normal teachers were purposively selected to a sample. Heads of schools were selected in public primary schools with large number of pupils ranging from 700 – 1850 pupils, and normal teachers were selected by considering working experience from 10 – 20 years dealing with student's disruptive behaviors in schools. The instruments used for data collection were semi-structured interviews with Heads of schools. Closed-ended questionnaires for normal teachers was used. The questionnaire was designed with five Likert scale statements letting respondents show their agreement or disagreement by selecting 1 = Strongly agree, 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree.

The validity of instruments was established through conducting a pilot study in which data collection was validated by three research experts from Jordan University College (JUCo) and the reliability of instruments was tested by using the Cronbach Alpha technique which scored 0.95 which indicated study findings were reliable.

Quantitative data were analyzed by using Statistical Package of Social Science (SPSS) version 25 to show frequency percentages of the particular responses that have occurred within the data set. Thematic analysis was used to analyze qualitative data.

Ethical issues were taken into consideration in which researcher sought respondents' consent to participate willingly in the study, with assurance of confidentiality and no harm to the information given, will be used for only research purposes.

4. Results and Discussion

This study aimed to identify the most common disruptive behaviors demonstrated by students that create classroom disturbances in public primary schools in Mvomero District, Tanzania. The study employed a closed-ended questionnaire for regular teachers and an interview schedule was used for Heads of public primary schools for collecting data.

Table 1: Teachers' Responses on Various Types of Students Disruptive Behavior that Create Disturbance in Classroom (n=30)

Item	A F (%)	N F (%)	D F (%)	F (%)
Disruption of class by making excessive noises	20(66.7)	3(10.0)	7(23.4)	30(I00%)
Bullying behavior	17(56.6)	3(10.0)	10(33.3)	30(99.9 %)
Failure to complete assignments or neglect their responsibilities	21(70.0%)	4(13.3)	5(16.7)	30(100%)
Showing disrespect towards teacher or classmates	18(60.0)	4(13.3)	8(26.6)	30(99.9)
Exhibition of lack of self-control	15(50.0)	4(13.3)	11(36.7)	30(100%)
Cheating or dishonesty	20(66.6)	3(10.0)	7(23.3)	30(99.9%)
Arriving late to class or frequently skipping school or altogether	22(73.4)	1(3.3)	7(23.3)	30(100%)
Display of negative attitudes toward learning	16(53.4%)	6(20.0)	8(26.7)	30(100.1%)
Engaging in cliques or exclusionary behavior	12(40%)	6(20.0)	12(40.0)	30(100%)
Lying	21(70.0%)	3(10.0)	6(20.0)	30(100%)
Fighting	25(83.3%)	0(0%)	5(16.7)	30(100%)
Use abusive words	18(60.0%)	4(13.3)	8(26.7)	30(100%)
Holding grudges	14(46.3%)	7(23.3)	9(30.0)	30(99.6%)
Throwing papers or selling objects to each other's	19(63.4%)	2(6.7)	9(30.0)	30(101%)
Talking while the lesson is on	22(73.3%)	0(0%)	8(26.7)	30(100%)
Spitting on each other	14(46.7%)	5(16.7)	11(36.7	30(100%)
Frequently going outside the class	23(76.7%)	1(3.3)	6(20.0)	30(100%)

Source: Field Data (2024)   **KEY:** A = Agree   N = Neutral   D = Disagree

Table 1 on the page emphasizes the item on fighting 25 (83.3%) of respondents agreed that student's disruptive behavior in schools. The finding signifies that fighting behavior for students is mainly dominated in public primary schools due to the highest frequency percentage score. This finding is supported by a study by Shaikh (2019) who claimed that in schools male students engaged more in physical fighting behavior than female students. Therefore, fighting behavior seems to be a serious problem in public primary schools in Mvomero District.

The second sub-item on frequently going outside class 23 (76.7%) considered by respondents as student's disruptive behavior dominated in schools. This indicates that students entertain being outside the class while the teaching and learning process is in progress. The finding is parallel to the study by Vongvilay et al. (2021) who asserted that students' disruptive behavior is associated with the tendency of students to frequently seek permission to go to the toilet. Regularly students going outside during the teaching and learning process cause students to lose concentration on learning in school and miss classwork discussion.

In the third sub-item on arriving late to class or frequently skipping school or altogether 22(73.4%) agreed by the respondents as student's disruptive behavior dominated in schools. This finding notifies those students who attend school late or are involved in absenteeism behavior. The finding is in line with a study by Mollah (2022) & Nathaniel (2023) who argued that late behavior affects teaching and learning negatively and reduces academic achievement in school. The findings confirm that public primary school students in Mvomero District are faced with the challenge of students attending school at let hours.

The fourth sub-item on talking while the lesson is on (73.3%) indicates respondents agree with student's disruptive behavior in schools. The findings emphasize that students keep on talking while the lesson is in progress, which causes a lack of concentration in learning. A study by Dewi1et al. (2022) supported the finding, by claiming that disruptive behavior involved students talking with their friends and losing attention during the teaching and learning process. This shows that student engagement in talking while the teaching and learning process is in progress is a serious issue faced by public primary schools in Mvomero District, Tanzania.

The fifth sub-item on lying 21 (70.0%) seems to be agreed by respondents as student's disruptive behavior in public primary schools. The finding notifies those students are not

trusted which seems to be a problem in public primary schools. This finding is in line with a study by Tolegen (2021) who argued that at school teenagers are involved in lying to protect themselves. Lying behavior practiced by students intends to create defense due to their faults in school. Therefore, students in public primary schools tend to make lies to be safe from punishment.

The sixth sub-item on failure to complete assignments or neglect their responsibilities 21 (70.0%) was considered by respondents as student's disruptive behavior in public primary schools. The findings indicate that students fail to accomplish their given tasks on time or refuse to implement what they ordered by their teachers. This finding is concurrent with the study by Navarro et al. (2017) who claimed that students' disruptive behavior tends to be reluctant to engage in school activities that need concentration and effort. Therefore, it can be concluded that students in public primary schools delay completing their given tasks on time.

In the seventh sub-item on disruption of class by making excessive noises 20 (66.7%) was agreed by respondents as student's disruptive behavior in public primary schools. The findings indicate that students are involved in shouting by creating excessive noise in schools. The finding is supported study by Vongvilay et al. (2021) claimed that students who are disruptive engaged in joking during the lesson while making a loud noise and disregarding the teacher's explanation. Therefore, excessive noise made by students in public primary school students is an issue because it hinders the learning and teaching process in schools.

In the eighth sub-item on cheating or dishonesty 20 (66.6%) indicates the respondents considered student's disruptive behavior in public primary schools in Mvomero District Tanzania. This finding notifies that student in public primary schools are involved in cheating behavior while pursuing their studies in schools. This finding is parallel with the study by Nguyen et al. (2023) claimed that academic cheating is normal behavior that students practice during their final academic years among the majority ethnic group. Academic cheating is mostly practiced by students who lack enough effort and preparation in their studies. Therefore, it can be concluded that cheating behavior in public primary schools in Mvomero is an issue that needs to be addressed.

In the ninth sub-item on throwing papers or selling objects to each other 19 (63.4%) seem to agree with respondents' student disruptive behavior in public primary schools in Mvomero District. This finding signifies those students engaged in the behavior of throwing objects at each other by using papers and other solid objects in the classroom environment or the areas around the school environment. A study by Laeheem (2013) supported this finding as claimed

that disruptive behavior involves students' behavior of throwing things at others resulting in physical injuries to students. Therefore, it can be concluded that this disruptive behavior is a problem in public primary schools in Mvomero District.

In the tenth sub-item on using abusive words 18 (60.0%) agreed with the respondent's disruptive behavior of students in schools. This finding implies that students speak abusive words while they communicate in schools. The finding is in line with the study by Haryanti, & Febriansyah (2023) argued that abusive words spoken by students imitate mature people, family members, and the community around them. Similarly, the Social Learning Theory developed by Albert Bandura in 1977 supported the finding of this study as the theory claimed that people learn by observing; imitating; and modeling. Social learning theory emphasizes disruptive behavior depends on what students observe and imitate from the environment around them. Therefore, based on the findings it can be concluded that public primary schools face with problem of students' abusive words when they communicate in schools or out-of-school environments.

In the eleventh sub-item on bullying behavior, 17 (56.6%) seem to agree with respondents about disruptive behavior in public primary schools. This finding indicates that bullying behaviors were engaged by public primary school students in Mvomero District. The finding is in line with the study by Zhuang et al. (2023) argued that bullying behavior involves pushing, hitting, name-calling, teasing, rumor spreading, and social exclusion intentionally and excluding a person from a group. Therefore, it can be concluded that bullying behavior in public primary schools is not a serious problem in schools due to low-frequency percentage scores.

However, study findings corresponded with information from interviewed respondents, who opined that, "The common disruptive behavior among pupils to our school are fighting each other, making noise in the class, stealing school property, failure to complete an assignment, and intimate relationship". This finding implies that pupils in public primary schools engaged in indiscipline behaviors that caused disruptive behavior in schools. The findings confirm that pupils' disruptive behaviors are a serious issue at public primary schools in Mvomero District.

Table 1. represent the following sub-item on display negative attitudes towards learning 16(53.4%), an exhibition of lack of self-control 15 (50.0), spitting on each other 14 (46.7%), holding grudges 14 (46.3%), and engaging in cliques or exclusionary behavior 12(40%), were not considered by respondents as a problem in public primary schools basing on lowest frequency percentage score.

Therefore, types of student disruptive behaviors in public primary schools in Mvomero District are fighting, frequently going outside the class, arriving late to class or frequently skipping school or altogether, talking while the lesson is on, lying, failing to complete assignments or neglect their responsibilities, disruption of class by making excessive noises, cheating or dishonesty, throwing papers or sold objects to each other, using abusive words, and bullying behaviors.

5. Conclusion and Recommendations

5.1 Conclusion

The findings of the study revealed various types of student disruptive behavior in public primary schools in Mvomero District such as fighting, frequently going outside the class, arriving late to class or frequently skipping school or altogether, talking while the lesson is on, lying, failure to complete assignments or neglect their responsibilities, disruption of the class by making excessive noises, cheating or dishonesty, throwing papers or sold objects to each other, using abusive words, and bullying behaviors.

Based on study findings, students' disruptive behaviors seem to be a serious issue in public primary schools as they affect academic achievements negatively since they disrupt the teaching and learning process in public primary schools in the Mvomero District. Therefore, educational actors should make sure that they take proactive measures to handle this problem.

5.2 Recommendations

1. Educational authorities should design training programs to impart knowledge and skills regularly to primary school teachers on how to manage different types of students' disruptive behavior.
2. Teachers' training curriculum should incorporate skills and knowledge of how to deal with various students' disruptive behaviors in primary schools.
3. Primary school teachers should employ appropriate strategies to manage students' disruptive behaviors in primary schools.

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