

# An Analysis on Class Disruptions in the College of Computer Science, DMMSU-SLUC

Agustin R. Veras Jr. and Emely A. Munar

**Abstract**— Establishing effective discipline practices is important to provide a good learning environment thus disruptive behaviors within the academic community may be damaging to ignore and must be immediately and effectively addressed. It was the intent of this study to analyze classroom disruptions in the College of Computer Science of Don Mariano Marcos Memorial State University – South La Union Campus by determining the cause of class disruptions and the corresponding teachers' responses. A quantitative questionnaire was distributed to the teachers, and students taking up Bachelor of Science in Computer Science, in both the Straight and Ladderized Education Programs of the College of Computer Science (CCS) in DMMSU-SLUC, Agoo, La Union during the 2<sup>nd</sup> semester of the school year 2013-2014. Results show that there were behaviors which the respondents perceived to be causes of class disruptions, students of any gender, age and year level may exhibit disruptive behaviors in class, that there were measures implemented to manage class disruptions, and that there was no difference in the perceptions of the teachers and students as to effectiveness of the responses of the teachers and effectiveness of the College policies in place to handle disruptive behaviors.

**Index Terms**— Class disruptions, disruptive behavior, student behavior, classroom problems

## 1 INTRODUCTION

ACCORDING to DepEd-Teacher Education Council in the Philippines, "It is universally recognized that the teacher is the key to the effectiveness of the teaching learning process by drawing out and nurturing the best in the learner as a human being and a worthy member of society." As such, there is a big responsibility among the teachers to ensure the efficient teaching and learning process inside the classroom.

Specifically, teachers are obliged to perform different duties and responsibilities. Among these include 1. performing his duties in accordance with the philosophy, goals, and objectives of the school, 2. accountability for the efficient and effective attainment of specified learning objectives in pursuance of national development goals within the limits of available school resources, 3. rendering of regular reports on performance of each student and to the latter and the latter's parents and guardians with specific suggestions for improvement, 4. maintaining and sustaining his professional growth and advancement and maintain professionalism in his behavior at all times, 5. refraining from making deductions in students' scholastic rating for acts that are clearly not manifestations of poor scholarship, and 6. participating as an agent of constructive social, economic, moral, intellectual, cultural and political change in his school and the community within the context of national policies [1].

Indeed, teachers play a critical role and they are subject to various responsibilities especially when inside the classroom. Not only are they concerned on the academic standing of the student, but also with the creation of an effective learning environment, at the same time, the moral growth and values formation of the students, which may involve handling disruptive behaviors and other forms of class disruptions.

Disruption is defined as an action or combination of actions by one or more individuals that unreasonably interferes with,

hinders, obstructs, or prevents the operation of the class or infringes on the rights of others to freely participate. Disruptions are inappropriate because they interfere with the learning process of everyone in the class [2].

A major learning inhibitor was found to be a disruptive student behavior [3]. Misbehavior was classified by Meyers [4] as overt or covert. Overt behaviors are more open and observable and would include talking during the class, using cellular phones, or eating or drinking noisily. Covert behaviors are more passive and include sleeping during class, arriving to class late, leaving class early, or generally acting bored and disengaged.

Congruently, studies have been conducted on academic incivility which refers to any speech or action that disrupts the harmony of the teaching-learning environment. Some uncivil behaviors can be quite disruptive and affect the academic environment so radically that learning is effectively terminated.

Many students attending public schools exhibit discipline problems such as disruptive classroom behavior, vandalism, bullying, and violence [5].

The Delgado Community College Student Judicial Code defines disruptive behavior as:

"Any student who displays intentional obstruction or disruption of teaching, research, administration, disciplinary procedure, or other authorized college event; any student who displays verbal, emotional, or physical abuse or threat thereof against any person on campus or at any college authorized event, or other conduct which threatens or endangers the health and safety of any such person; any student who displays conduct which adversely affects the student's

suitability as a member of the academic community (such as drunkenness, use of profanity, or disorderly conduct)"[6].

However, causes of these students' behavior were also due to some factors like sleeplessness, fatigue, and illness. Environmental factors can likewise influence student behaviors which include class size, boring class, and maturation of the students which are beyond the control of instructors [3].

Though not all classroom problems are in the control of the instructors, some class disruptions specifically student behaviors are expected to be addressed by their instructors immediately. Their classroom management skills are sometimes tested and questioned. Educators believe that if teaching fails to enhance today's classroom, it is not the fault of the learner but rather of the teachers and the strategies and approaches they use [7].

And though not all student behaviors require intervention or confrontation, there are also some that are serious enough in nature to warrant formal disciplinary action [8]. In the study of Gerald Amada entitled *Coping with Misconduct in the College Classroom* (1999), it identified some common conduct issues that constitute a problematic classroom behavior. Some of these include leaving class too frequently, gum, food, pagers and cellphone disruptions, sleeping in class, repeated tardiness, too much chit chat and disrespectful behavior [8].

Establishing effective discipline practices is critical to ensure academic success and to provide a safe learning environment [5]. Clearly, a safe teaching and learning environment is needed and deserved. Incivility or disruptive behaviors within the academic community may be damaging to ignore and must be immediately and effectively addressed.

As there seems to be much on class disruptions on the academic learning of the students, it is therefore the intent of this study to analyze classroom disruptions in the College of Computer Science of Don Mariano Marcos Memorial State University - South La Union Campus by determining the cause of class disruptions specifically disruptive student behaviors.

This research evolves on the concept that since classrooms provide opportunity for students to gain knowledge and proficiency, the learning environment and the factors that are involved in creating it is important in the student learning and need to be given attention.

## 2 PROBLEMS

This study will analyze class disruptions by initially identifying behaviors that interfere the students' ability to learn or the teachers' ability to teach. The following are the specific problems of the study:

1. What is the profile of the teacher as to:

- a. Gender
- b. Age
- c. Work status/ classification
- d. Years of teaching experience
- e. Field of specialization

2. What is the profile of the student as to:

- a. Gender
- b. Age
- c. Year level

3. What are the causes of class disruptions and their frequency of occurring as perceived by:

- a. Teachers
- b. Students

4. What are the perceived effects of class disruptions?

5. What are the teachers' responses and the extent of effectiveness of these responses in dealing with class disruptions as perceived by:

- a. Teachers
- b. Students

6. Is there a significant relationship between the occurrence of class disruptions and the respondents' profile?

7. Is there a difference on the perceptions of teachers and students on the effectiveness of teacher's responses in dealing with class disruptions?

8. Is there a difference on the perceptions of teachers and students on the effectiveness of College policies in place to address class disruption?

## 3 METHODOLOGY

### 3.1 Research Design

Taking into account the nature of this study, the researchers used the descriptive method of research with a questionnaire as the main tool in gathering data. According to Sevilla (2000) [9], the descriptive method is designed for the investigation to gather information about present existing conditions. The principal aims in exploring this method are to describe the nature of the situation, as it exists at the time of the study and to explore the causes of particular phenomena. A descriptive study determines and reports the way things are. The data were gathered, presented, analyzed and interpreted in response to the problems of the study.

### 3.2 Population and Locale

The respondents of the study included the teachers (n=18) and students (n=311) taking up Bachelor of Science in Computer Science, in both the Straight and Ladderized Education Programs of the College of Computer Science (CCS) in DMMMSU-SLUC, Agoo, La Union during the 2nd semester of the school year 2013-2014.

All faculty members of said College were considered except those who were on leave during the semester. Sixty percent (60%) of the questionnaire for the faculty were retrieved. Stratified random sampling was used to obtain samples from the students from each year level from both programs.

### 3.3 Instrumentation

A questionnaire was used to gather data for the study. It was adopted from the Indiana University's (2000) Survey of Academic

- Agustin R. Veras, Jr. is a graduate of Doctor in Information Technology at St. Paul University, Tuguegara and an associate professor at Don Mariano Marcos Memorial State University, Philippines.  
E-mail: agustin.veras@dmmmsu-sluc.com
- Emely A. Munar is a graduate of Master in Information Technology at the University of the Cordilleras and an assistant professor at the Don Mariano Marcos Memorial State University, Philippines.  
E-mail: emzmunar@yahoo.com

Incivility. Part of the questionnaire used by Mike McKinne (2008) [10] in his study "A Quantitative and Qualitative Inquiry into Classroom Incivility in Higher Education" was also adopted. Modifications were made to fit to the objectives of this study.

The preliminary part of the questionnaire pertains to the profiling of the respondents. Data on faculty such as gender, age, and years of teaching experience, work status/classification, and field of specialization were determined, and students' data on gender, age, and year level were gathered. The other parts of the questionnaire are the following:

Part I aims to determine the causes of class disruptions by identifying disruptive student behaviors and identifying how often these class disruptions occur.

Part II identifies the responses of the respondents to deal with class disruptions and measures the extent of effectiveness of said responses.

Part III determines the perceptions of the respondents as to their perceived effects of class disruptions and perceived effectiveness of the College policy and implementation in addressing class disruptions. Awareness of students on policies (Student Code of Discipline) will also be determined, which will be sought through a question.

The validity of the questionnaire was determined with the use of a Validator's Rating questionnaire, which were accomplished by five (5) individuals: the Dean of the College, the Chairman (1), College Student Body Organization Adviser, a research facilitator from DMMMSU Mid-La Union Campus, and a faculty from the College of Graduate Studies, with a mean of 4.8 corresponding to "very much valid."

### 3.4 Data Analysis

Frequency counts and percentage were used for the demographic profile of the faculty and students, weighted mean to identify the causes of class disruptions, frequency of class disruptions occurring, and to measure the extent of effectiveness of the responses in dealing with class disruptions. Correlation was used to determine the relationship between the profile and the occurrence of disruptive behaviors and Pearson  $r$  was used to test for its significance, likewise in determining the difference between the perceptions of the students and teachers on the effectiveness of teacher's responses and college policies to class disruptions.

## 4 RESULTS

### 4.1 Profile of the Teachers

There were equal number of females and males who were surveyed. Sixty percent (60%) of the total population of the faculty members of the College of Computer Science in DMMMSU-SLUC were surveyed ( $n=18$ ). A great number of respondents were categorized under young adulthood (94%) varied between 20 and 39 years. Six percent (6%) came from the middle adulthood between 40 and 64. As to years of teaching experience in any college or university, ten (10) of them have taught at least 5 years and below, three (3) or 17% have taught for at least 10 years and above. Moreover, eleven (11) or 61% have at least 5 years of experience teaching in DMMMSU while one (1) or 6% have at least 28 years or more teaching in DMMMSU. Eight (8) or (44%) are with permanent status, some (33%) are contractual and few are with temporary status

(22%). Two (2) specialized in Engineering/ Mathematics and the rest specialized in Information Technology and Computer Science.

### 4.2 Profile of the Students

Fifty-seven (57%) percent of the students are females and 42% are males. Two percent answered anonymously of which gender cannot be classified.

Almost 23 percent (22.8%) of the total population of the students from both the Straight and the Ladderized programs of the Bachelor of Science in Computer Science degree of the College of Computer Science of DMMMSU was surveyed. Seventy percent (70%) of the respondents are aged between 13 and 19, 22% vary between ages 20-24, 1% are aged between ages 25-30, and 7% did not mention their age. As to year level, 34% are from the 1st year, 29% from the 2nd year, 17% from the 3rd year, and 63% from the 4th year. Table 1 presents the data for the students' profile.

### 4.3 Causes of Class Disruptions

Table 1 presents the causes of class disruptions as perceived by both the teachers and students. It showed the behaviors which the respondents perceived to be causes of class disruptions. On teachers' perception, almost all were rated as always causing disruptions in the classes, while most behaviors were perceived by the students to be disrupting under some conditions.

### 4.4 Occurrence of Disruptive Behaviors

Based on the teachers' perception, of the first five (5) that occur more frequently than the other behaviors are: students arriving late for class, not taking notes during class, students conversations distracting other students, students being unprepared for class and, with the same rating of 2.78, acting bored or apathetic, disapproving groans (loud or mournful sound, Not paying attention in class; for example, doing schoolwork for other classes or reading a newspaper, students' conversations distracting you and reluctance to answer direct questions.

While, basing on the students' perception, the first five (5) that occur more frequently than the other behaviors are: students' conversations distracting you; and with the same rating of 2.58 are students arriving late for class, acting bored or apathetic, students' conversations distracting other students; reluctance to answer direct questions; not taking notes during class; cell phone or pager disruptions during class; and students being unprepared for class.

### 4.5 Perceived Effects of Disruptive Behaviors

From the responses, teachers consider that discussion of lessons will not be finished on time as pacing will be slower. As such, time extension or make up classes are needed. Students may not be able to concentrate on what is being discussed thus affecting the learning process. A low academic achievement on the part of the students is possible and behavioral problems of students might likely be reinforced. On the other hand, the teachers may try different teaching strategies and improve his/ her performance. As for students, disruptive behaviors causes noise in the class, affecting the mood of students, their

concentration on a certain topic, and affects their comprehension of the lesson discussed. Their classmates exhibiting these behaviors could also lead to non-participation of another student in the class. As a result, academic performance may be affected.

TABLE 1  
CAUSES OF CLASS DISRUPTIONS

Disruptive Behaviors	As Perceived by the Teachers		As Perceived by the Students	
	Weighted Mean	Descriptive Equivalent	Weighted Mean	Descriptive Equivalent
Chewing gum in class	2.11	USC	1.79	USC
Eating in class	2.50	A	1.95	USC
Acting bored or apathetic	2.67	A	2.10	USC
Disapproving groans (loud or moulful sound)	2.72	A	2.12	USC
Sarcastic remarks or gestures such as staged yawning or eye rolling	2.78	A	1.95	USC
Sleeping in class	2.70	A	1.86	USC
Not paying attention in class; for example, doing schoolwork for other classes or reading a newspaper	2.89	A	2.04	USC
Not taking notes during class	2.11	USC	1.97	USC
Students' conversations distracting other students	2.78	A	2.18	USC
Students' conversations distracting you	2.89	A	2.13	USC
Reluctance to answer direct questions	2.28	USC	1.96	USC
Using a computer during class for purposes not related to the class	2.67	A	1.80	USC
Cell phone or pager disruptions during class	2.72	A	2.07	USC
Students arriving late for class	2.72	A	2.10	USC
Students leaving class early	2.56	A	1.85	USC
Students cutting class	2.50	A	1.83	USC
Students being unprepared for class	2.61	A	1.99	USC
Students creating tension by dominating discussion	2.39	A	1.90	USC
Cheating on exams or quizzes	2.76	A	1.93	USC
Students demanding make-up exams, extensions, grade changes, or special favors	2.44	A	1.84	USC
Students taunting or belittling other students	2.41	A	1.80	USC
Students challenging your knowledge or credibility in class	2.28	USC	1.86	USC
Harassing comment(racial, ethnic, gender)directed at you in the classroom	2.50	A	1.69	USC
Other harassing comments directed at you in the classroom	2.44	A	1.69	USC
Hostile verbal attacks or challenges directed at you in the classroom	2.50	A	1.75	USC
Vulgarity directed at you in the classroom	2.44	A	1.71	USC
Threats of physical harm against you	2.56	A	1.61	N
Others	2.50	A	1.65	N
Mean	2.55	Always	1.90	Under some conditions

Legend: USC- Under some conditions, A- Always, N- Never

#### 4.6 Responses of Teachers to Class Disruptions

Table 2 shows the responses of the teachers to class disruptions. It is evident that teachers do something about disruptive class behaviors of students. Most of the teachers (94%) spoke with the students outside of class time, make class more fun or entertaining and sought advice from colleagues. It could also be seen from the results that majority do not ignore the problem and that most of them do not just implement activities just to appease the students.

TABLE 2  
RESPONSES OF TEACHERS TO CLASS DISRUPTIONS

Responses	Yes		No	
	f	%	f	%
Ignored the problem or decided not to take action	3	17	15	83
Addressed the students involved or inter class during class time	15	83	3	17
Spoke with students involved outside of class time	17	94	1	6
Changed course requirements, grading criteria, and/or deadlines	10	56	8	44
Made tests or assignments easier or dropped requirement to pacify disruptive students	4	22	14	78
Made class more fun or entertaining	17	94	1	6
Sought advice from colleagues or other departmental or university resources	15	83	3	17
Reported a student's behavior to the department, university officials, or police	10	56	8	44

#### 4.7 Effectiveness of Teacher Responses

Table 3 presents the extent of effectiveness of responses as perceived by the teachers. Overall, the teachers perceived their responses to class disruptions as "somewhat effective." However, it could be noted that addressing the student involved and speaking with them outside class, and making class more fun and entertaining are "very effective" responses.

TABLE 3  
EXTENT OF EFFECTIVENESS OF RESPONSES  
AS PERCEIVED BY THE TEACHERS

Teacher Responses	Weighted Mean	Descriptive Equivalent
Ignored the problem or decided not to take action	3	Somewhat Effective
Addressed the students involved or entire class during class time	4	Very Effective
Spoke with students involved outside of class time	4	Very Effective
Changed course requirements, grading criteria, and/or deadlines	3	Somewhat Effective
Made tests or assignments easier or dropped requirement to pacify disruptive students	2	Not Very Effective
Made class more fun or entertaining	4	Very Effective
Sought advice from colleagues or other departmental or university resources	3	Somewhat Effective
Reported a student's behavior to the department, university officials, or police	3	Somewhat Effective
Mean	3	Somewhat Effective

Table 4 presents students' perceptions as to effectiveness of the teacher responses in handling class disruptions. The students perceived their teacher responses to class disruptions as "somewhat effective." Students perceived that when teachers do not ignore the problem, they find the response as "somewhat effective," and that teachers do not change course requirements or drop requirements because they find it as "not very effective."



**TABLE 4**  
**EXTENT OF EFFECTIVENESS OF TEACHERS' RESPONSES**  
**AS PERCEIVED BY THE STUDENTS**

Teacher Responses	Weighted Mean	Descriptive Equivalent
Ignored the problem or decided not to take action	3	Somewhat Effective
Addressed the students involved or entire class during class time	3	Somewhat Effective
Spoke with students involved outside of class time	3	Somewhat Effective
Changed course requirements, grading criteria, and/or deadlines	2	Not Very Effective
Made tests or assignments easier or dropped requirement to pacify disruptive students	2	Not Very Effective
Made class more fun or entertaining	3	Somewhat Effective
Sought advice from colleagues or other departmental or university resources	3	Somewhat Effective
Reported a student's behavior to the department, university officials, or police	2	Not Very Effective
<b>Mean</b>	<b>3</b>	<b>Somewhat Effective</b>

#### 4.8 Relationships between Occurrences of Class Disruptions and the Teachers' Profile

It was found that teacher's profile as to gender, age, years of teaching and field of specialization had obtained a not significant correlation to the occurrences of disruptions in classrooms. Thus, there is no relationship between the occurrences of class disruptions and the mentioned profile. This suggests that said profile has no bearing in the frequency of occurrence of class disruptions. As to work status profile, the table shows that it obtained a moderate correlation score. This implies that the work status of teacher has something to do with the occurrence of disruptive behaviors in the classroom.

#### 4.9 Relationships between Occurrences of Class Disruptions and the Students' Profile

Students' profile as to gender, age, and year level had obtained a not significant correlation to the occurrences of disruptions in classrooms. Thus, there is no relationship between the occurrences of class disruptions and the students' profile. This suggests that said profile has nothing to do with the frequency of occurrence of disruptions in classroom.

#### 4.10 Difference in the Respondents' Perceptions on the Effectiveness of Responses in Dealing with Class Disruptions

From the obtained  $r$  value of 0.68313, it suggests that there is a significant moderate relationship on the perceptions of teachers and students as to extent of effectiveness of the responses of teachers in dealing with class disruptions. This would also denote that the teachers and students' perceptions do not differ generally as to effectiveness of the responses of teachers in handling disruptive class behaviors.

#### 4.11 Difference between the Respondents' Perceptions on the Effectiveness of College Policies to Address Class Disruptions

From the obtained  $r$  value of 0.999604506, it suggests that there

is a significant very high correlation on the perceptions of teachers and students as to extent of effectiveness of College policies in place to address class disruptions. This would indicate that the respondents' perceptions do not differ when asked of the effectiveness of the policies that may address disruptive behaviors.

## 5 CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. That there are classroom behaviors that occur more frequently and that are perceived to disrupt classes
2. That classroom disruptive behaviors may give problems in the teaching and learning process as reflected on the responses of both the faculty and students
3. That there are measures that can be implemented to manage class disruptions
4. That the gender, age, years of teaching experience and field of specialization of the teachers do not affect the frequency of class disruptions occurring, except for the work status profile.
5. That students of any gender, age and year level may exhibit disruptive behaviors in class
6. That there is no difference in the perceptions of the teachers and students as to effectiveness of the responses of the teachers, and effectiveness of the College policies in place to handle disruptive behaviors.

## 6 RECOMMENDATIONS

Based on the foregoing findings and conclusions, the following recommendations are made:

1. That the College administration may continue to implement its policies in handling disruptive behaviors especially that of students and may look into reinforcing these policies
2. That even if there are measures that are observed in managing disruptive behaviors in classes, the teachers with the support of the administration, may strengthen their classroom management skills by attending to seminars, trainings, workshops
3. That the administration may consider looking into other factors that may cause disruptive behaviors and may study further or look into the "Work Status" of the teachers as affecting the frequency of the class disruptions occurring.

## REFERENCES

- [1] Education Act of 1982 Sec.16
- [2] Wandt, A. S., "Class Disruptions," [http://www.wandt.us/index.php?view=article&catid=12%3Apolicies&id=15%3Aclassdisruptions&format=pdf&option=com\\_content&Itemid=27](http://www.wandt.us/index.php?view=article&catid=12%3Apolicies&id=15%3Aclassdisruptions&format=pdf&option=com_content&Itemid=27), 2010.
- [3] Seidman, A., "The Learning Killer: Disruptive Student Behavior in the Classroom," [https://webapp1.wright.edu/faculty-success-network/sites/default/files/seidman\\_2005.pdf](https://webapp1.wright.edu/faculty-success-network/sites/default/files/seidman_2005.pdf), 2005.
- [4] Meyers, S., "Strategies to Prevent and Reduce Conflict in College Classrooms," *College Teaching*, 51(3), 94-98, 2003.
- [5] Luiselli, J.K., Putnam, R.F., Handler, M.W., & Feinberg, A.B., "Whole - school Positive Behavior Support: Effects on Student Discipline Problems and Aca-

- demic Performance, "Educational Psychology, 25 (2-3), 183-198,  
[http://www.nhcebis.seresc.net/document/filename/348/PBIS\\_-\\_Impacts\\_on\\_Discipline\\_and\\_Academic\\_Performance.pdf](http://www.nhcebis.seresc.net/document/filename/348/PBIS_-_Impacts_on_Discipline_and_Academic_Performance.pdf), 2005.
- [6] Delgado Student Judicial Code, "Classroom Disruption Procedures,"  
<http://docushare3.dcc.edu/docushare/dsweb/Get/Document-3342/1448-1C+Classroom+Disruption+Procedures.pdf>from, 2008.
- [7] Binay-an (2002). "Determinants of the Teaching Performance of Secondary School English Teachers," Masters Thesis (Unpublished), Don Mariano Marcos Memorial State University, Philippines, 2002.
- [8] Rodriguez, L., "Classroom Management,"  
<http://www.4faculty.org/includes/108r2.jsp>
- [9] Sevilla, C., *An Introduction to Research Methods*. Rex Bookstore. Manila, 2000.
- [10] Mike McKinne, "A Quantitative and Qualitative Inquiry into Classroom Incivility in Higher Education," Dissertation, University of Missouri-Columbia, 2008.
- [11] <http://www.clas.uiowa.edu/faculty/teaching/policies/disruption.shtml>
- [12] [http://www.boschsecurity.co.uk/content/language1/downloads/LR\\_26137\\_Bosch\\_CS\\_Beardwood\\_2pp\\_v1.pdf](http://www.boschsecurity.co.uk/content/language1/downloads/LR_26137_Bosch_CS_Beardwood_2pp_v1.pdf)
- [13] <http://www.ombudsassociation.org/sites/default/files/15-%20Uncivil%20Behavior%20and%20the%20Graduate%20Student%20Experience.pdf>

IJSER