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ESCUELA DE DERECHO, EDUCACIÓN Y
SOCIEDAD

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS**

RESEARCH REPORT

**UNDERSTANDING DISRUPTIVE BEHAVIOR IN
THE CLASSROOM FROM TEACHERS' PERSPECTIVES**

INFORME DE INVESTIGACIÓN:

**COMPRENDIENDO EL COMPORTAMIENTO DISRUPTIVO
EN EL AULA DESDE LA PERSPECTIVA DE LOS DOCENTES**

PREVIO AL TÍTULO ACADÉMICO DE:

LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS

LÍNEA DE INVESTIGACIÓN:

**EDUCACIÓN, COMUNICACIÓN, CULTURA, SOCIEDAD Y
VALORES**

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COMO MIEMBROS DEL COMITÉ EVALUADOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR DE LA PUCE ESMERALDAS, CERTIFICAMOS QUE HEMOS LEÍDO EL TRABAJO ELABORADO POR CRISTHIANY SARAHÍ ZURITA CARRIEL, TITULADO *COMPRENDIENDO EL COMPORTAMIENTO DISRUPTIVO EN EL AULA DESDE LA PERSPECTIVA DE LOS DOCENTES*, Y SUGERIMOS SU APROBACIÓN POR CUMPLIR CON LOS REQUISITOS ESTABLECIDOS PARA LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN PEDAGOGÍA DE LOS IDIOMAS.

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La aprobación y aceptación final de este trabajo están condicionadas a la entrega, por parte del/la estudiante, de las copias finales del mismo.. Por medio de la presente, certifico que he leído este trabajo elaborado bajo mi dirección y recomiendo que sea aceptado por cumplir con los requisitos exigidos para la obtención del grado correspondiente.

CERTIFICADO DEL DIRECTOR

Yo, Mgt. Rodrigo Medina Villavicencio, en calidad de directora de este trabajo, certifico haber revisado que el mismo cumple los requisitos de calidad, originalidad y presentación exigibles y que se han incorporado las sugerencias del tribunal al trabajo de grado.

Mgt. Rodrigo Medina
Villavicencio

DECLARACIÓN DEL AUTOR

Yo, Cristhiany Sarahi Zurita Carriel, afirmo que la investigación contenida en el presente informe de investigación es única, auténtica y de carácter personal.

El contenido de este trabajo constituye una responsabilidad legal y académica legítima de la autora y de la PUCE Esmeraldas.

Cristhiany Sarahi Zurita Carriel

DEDICATORIA

Dedico este trabajo a todos quienes fueron mi motivación más grande. Aquellos por los que me esfuerzo día a día y me dijeron que, si podía aun en los momentos más difíciles, y a aquello por lo que anhelo en el futuro.

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Abstract

In order to understand disruptive behavior exploring teachers' perspectives, a quantitative and descriptive study was carried out regarding English language teachers' perspectives. Data have been gathered by means of a structured survey focused on teachers' perceptions, experiences, and difficulties in relation to disruptive behavior. The results were subsequently described by frequency and percentage distributions. The results revealed that the flow of lessons is impeded by off-task behavior, classroom management, and student engagement. Teachers commonly noted challenges with classroom management, task behavior, and student engagement. Moreover, they emphasized the importance of teacher-student relationships in addressing discipline problems in the English classroom. The present study underscores the need to understand teachers' viewpoints in order to identify disruptive behavior patterns and their effect on teaching-learning experience.

Keywords: Disruptive Behavior, teachers' perspectives, classroom management, student engagement, English classroom.

Resumen

Para poder entender los comportamientos disruptivos explorando las perspectivas de los docentes, un estudio cuantitativo y un estudio descriptivo fue llevado a cabo tomando en cuenta las opiniones o las perspectivas de los docentes de inglés. Los datos han sido recopilados por medio de una encuesta, hecha justamente para conocer las experiencias, dificultades y percepciones relacionadas al comportamiento disruptivo. Estos resultados revelaron que la fluidez de la clase se encuentra interrumpida por comportamientos ajenos a la materia, manejo del aula, participación de los alumnos. Además, ellos enfatizan en la relación entre el estudiante

y el docente en abordar los problemas de disciplina en el aula de inglés. El presente estudio destaca la importancia de entender los puntos de vista de los docentes para poder identificar los patrones del comportamiento disruptivo y su efecto en el proceso de enseñanza-aprendizaje.

Palabras clave: Comportamiento Disruptivo, Percepciones Docentes, Manejo del Aula, Participación Estudiantil, Aula de Inglés.

Introduction

In classrooms where teachers teach English as a foreign language behavioral issue could be a huge challenge for them, as Khasina (2017) notes, "disruptive behavior can greatly affect the language teaching and learning process, especially in ESL or EFL classes" (p.31). these misbehaviors not only affect the lesson flow or interrupt the instructions of the teacher, but can decrease motivation, student engagement, and the necessary environment for effective learning.

One of the most significant challenges faced by professors is managing disruptive behavior in the English language classroom. Some previous studies revealed that many teachers experience delicate things such as burnout and stress as a result of behavior issues in the classroom. As stated Kollerová et al. (2023), professors who experience constant disruptive behavior daily report significantly higher levels of exhaustion, which has a negative effect on their well-being and development in the classroom (pp. 885-902). Going through this situation can weaken the instructions and guidelines as well as reducing student engagement.

Understanding teachers' perceptions of disruptive behavior is key to comprehend how these behaviors manifest in the classroom and their impact on instruction. Studies have shown

that teachers often consider disruptive behavior as one of the biggest challenges to effective teaching, as it affects the time of instruction and also reduces learning opportunities for students that are already engaged with the class (Álvarez et al., 2024). Furthermore, the interpretations of these behaviors are often influenced by contextual factors such as the set norms, motivation, and factors related to their background, making emphasis in the complexity of managing classroom behavior.

It is important to analyze disruptive behavior because of its impact on the learning outcomes. These actions directly disrupt the learning environment, resulting in poor academic performance and engagement. Those students who frequently experience these emotions are likely to struggle to retain information and may find it difficult to achieve strong academic results.

This study focuses on the limited understanding of teachers' perceptions and experiences of disruptive behavior in the English classroom. While previous studies have primarily concentrated on behavior management strategies and approaches of intervention, fewer investigations have explored teachers' viewpoints as a central source of information. This emptiness of emphasis on teachers' perspectives or opinions leaves a gap, given that they are involved in managing disruptive behavior and the teaching practices done day by day.

Disruptive behavior poses a huge issue in English classrooms, influencing instructional flow, engagement and the overall learning environment. Teachers, as the main actors in classroom interaction, develop perceptions and experiences that shape how disruptive behavior is understood within educational contexts still, limited attention has been given to exploring these perspectives in depth. Therefore, this study seeks to answer the following research question: How do teachers perceive and interpret disruptive behavior in the English classroom and its impact on classroom dynamics and student engagement?

Considering the facts already explained, this research reaches the following general objective: To analyze teachers' perspectives and experiences regarding disruptive behavior in the English classroom. As well as the specific ones, such as to describe teachers' perceptions of the impact of disruptive behavior on student engagement and participation. To identify the main challenges teachers, face when managing students with disruptive behavior. And as the last specific objective, to explore the role of teacher-student relationships in managing disruptive behavior and fostering student engagement.

Disruptive Behavior

Disruptive behavior in the classroom is known to be a range of student actions that interrupt instructional flow and interfere with the teaching-learning process. Recent research indicates that teachers consistently identify such behaviors, including talking out of turn or off-task behavior, refusal to follow instruction, and classroom interruptions are among the most frequently reported disruptive behaviors by teachers (Humaeroah, 2020). Similarly, Letuma and Mdoana (2024) explain that disruptive behavior is not only related to individual student characteristics but is also influenced by classroom context and school environment.

Teachers' Perceptions

Teachers' perceptions refer to the interpretations and judgments educators make about student behavior based on their professional experience and classroom realities. According to Wettstein et al. (2021), teachers' perceptions of classroom disruptions are strongly associated with their sense of emotional stability, which influences how they interpret and respond to student misbehavior.

Operant conditioning

Originally proposed by Skinner (1953), It explains behavior because of reinforcement and punishment, where actions followed by positive consequences tend to be repeated, whereas those followed by negative consequences tend to decrease. According to contemporary educational psychology literature, reinforcement reduces its frequency (OpenStax, 2024). In the English classroom, where interaction is frequent during communicative activities, disruptive behavior could be reinforced. For example, if a student disrupts a lesson and receives attention from his peers, this may work as positive reinforcement, making it more likely that they will continue to behave in this way.

Social Learning Theory

Supported by Albert Bandura, this theory emphasizes that students learn behaviors through direct experience and by observing others. According to Bandura (1977), learning is a process of modeling and imitation, whereby individuals adopt behaviors that appear to be awarded or socially accepted. Further research has confirmed that observational learning plays a vital role in the classroom. As students tend to imitate peers that make actions to receive attention or social approval (Schunck, 2012; Wentzel, 2017). There were some activities in the English language classroom were activities such as oral interaction, collaborative tasks and pair work are very common, students are constantly observing how their classmates behave, how students respond to corrections and how they interact with their teachers. Studies show how disruptive behavior can spread through role modeling when disruptions are perceived and something entertaining or consequence free (Schunk & DiBenedetto, 2020)

Zone of Proximal Development

Vygotsky (1978) believed that learning occurs through social interaction and is mediated by cultural tools. He emphasized the importance of guidance and collaboration in cognitive development. He proposed the concept of the Zone of Proximal Development, referring to the difference between what learners can achieve independently and what they can accomplish with support. Mercer and Littleton (2007) explain that learners may experience frustration or disengagement when the tasks are not aligned with their levels, which can lead to disruptive behavior.

Antecedents

Umar and Khair (2022) carried out a case study in an Indonesian senior high school to document the variety of disruptive behaviors occurring in EFL lessons and the strategies teachers used to reduce them. Their observations showed and highlighted that consistent, immediate, and minimally intrusive corrective strategies helped maintain lesson flow. The study emphasized practical behavioral management approaches aligned with classroom realities in EFL settings. Ibrahim (2024) conducted a descriptive analytical study with language teachers and identified that unclear classroom rules and inconsistent behavioral expectations contributed to higher levels of disruptive behavior. The study emphasized that teachers' awareness and perceptions of misbehavior play a key role in maintaining classroom discipline. Therefore, disruptive behavior remains a persistent challenge that directly affects classroom management and the teaching learning process.

In a high school context, Srirezky et al. (2024) investigated disruptive behavior among EFL students in Grade 10 at a technical secondary school in Indonesia. The study involved classroom observations and interviews with English teachers. Results identified eight dominant disruptive behaviors, including apathy, phone use, cheating, talking during instruction, and

ignoring teacher explanations. The researchers concluded that both internal factors (low motivation) and external factors (peer influence and classroom environment) contributed to student misbehavior, highlighting the complexity of classroom behavioral challenges.

In Spain, Orellana (2022) investigated what secondary teachers perceive as disruptive behavior and how teacher characteristics influence these perceptions. Using empirical-analytical methods, the study found that factors such as gender, pedagogical training, and years of experience influenced how teachers identified disruptive behavior. The results also showed that many teachers felt unprepared and required better training to manage disruptive behavior in secondary classrooms.

Letuma and Mdoana (2024) conducted a qualitative study in four public secondary schools in South Africa to analyze how teachers interpret the causes of disruptive behavior in the classroom. They collected data through semi-structured interviews with six school management team members and focus group discussions with secondary school teachers. The findings revealed that teachers attributed disruptive behavior to learner characteristics (such as lack of discipline and low motivation), school contextual factors (including overcrowded classrooms), and external influences such as family background. The study emphasized that teachers' interpretations strongly influence how they respond to classroom disruptions. As well, Ruiz (2024) analyzed teachers' discourse and perceptions regarding disruptive classroom behavior in Colombian secondary schools. Using documentary analysis and teacher reports, the researchers identified common disruptive behaviors such as interruptions, disrespectful communication, and lack of task engagement. The findings indicated that disruptive behavior negatively affected lesson continuity, teacher authority, and overall classroom climate. The study emphasized that improving classroom discipline is directly linked to improving teaching effectiveness.

Methodology

The current research was carried out at an Ecuadorian institution, specifically in the city of Esmeraldas. The population involved consisted of 15 professors working at San Daniel Comboni educational institution, where the research was conducted. These teachers were directly involved in classroom instruction and had experience managing student behavior during lessons. The population was selected because teachers play a fundamental role in identifying, managing, and responding to disruptive behavior in educational settings.

This research is classified as a quantitative research study because it focuses on the collection and analysis of numerical data obtained from teachers' responses to a structure survey. Quantitative research focuses on the collection and analysis of numerical data to test hypotheses and check relationships between variables using statistical procedures. According to Creswell (2021), this approach emphasizes objective measurement and of structured instruments, allowing us to measure perceptions and attitudes related to disruptive behavior using statistical techniques. Also, Apuke (2020) explains that quantitative research relies on standardized tools that allow researchers to obtain data across large samples.

Additionally, this research is descriptive, as it aims to describe teachers' perspectives without attempting to establish cause and effect relationships. Polit and Beck (2021) state that descriptive studies provide a detailed representation of phenomena as they naturally occur in real-worlds context. Furthermore, Siedlecki (2022) highlights that descriptive research is widely used in educational sciences to identify patterns and trends, contributing to clearer understanding.

To obtain data, a survey technique was used to collect quantitative information from teachers at the institution. The instrument was an online questionnaire designed and

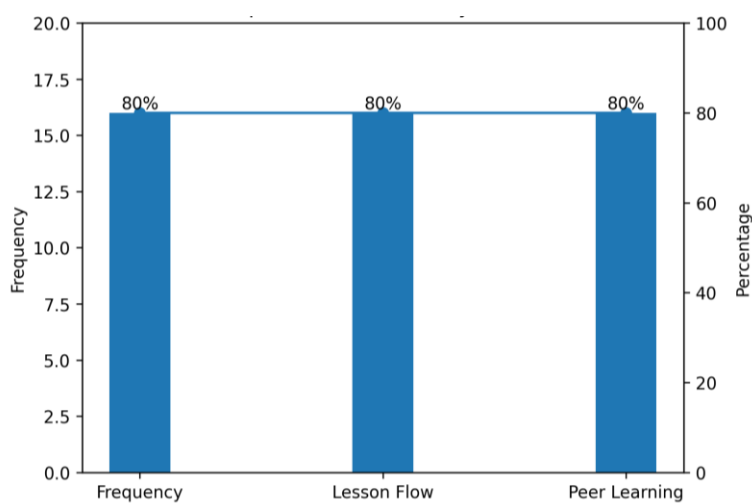
administered through Google Forms, which allowed the systematic collection of teachers' perceptions regarding disruptive behavior in the classroom. The questionnaire included closed-ended items organized on a Likert scale to measure attitudes and opinions in a standardized manner.

Results

This section shows the main results gained from the quantitative descriptive analysis of teachers' perceptions regarding disruptive behavior in the English language classroom. The results are divided into four areas: The impact of disruptive behavior on classroom dynamics, classroom management strategies, teacher student relationships, and professional development need. These results give a summary of teachers' perceptions and experiences and work as the base of interpretation of data.

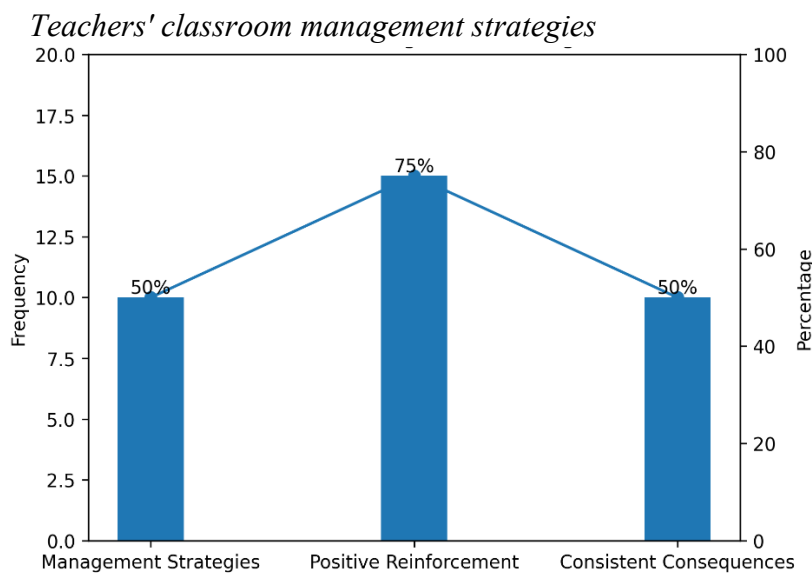
Figure 1

Impact of disruptive behavior on English classroom dynamics



This figure represents teachers' perceptions about the frequency, the lesson flow and students learning, showing a huge level of agreement when it comes to the impact of this in the English language classroom.

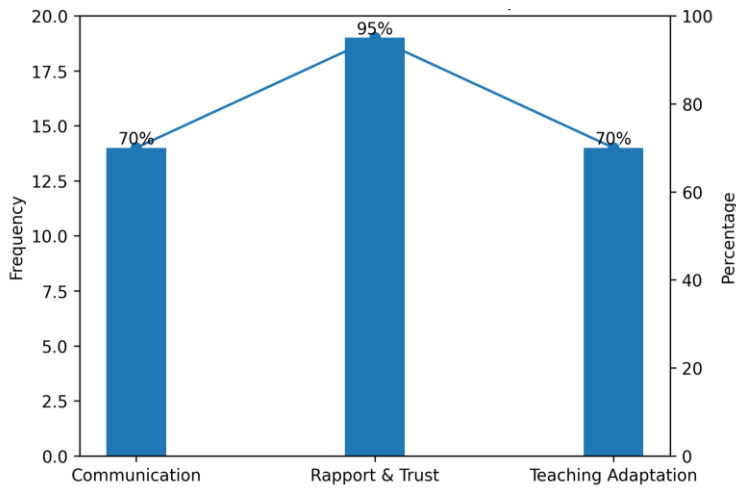
Figure 2



This figure shows the principal strategies that teachers use in the English language classroom, illustrating how giving students positive reinforcement is applied more than specific strategies as well as consequences.

Figure 3

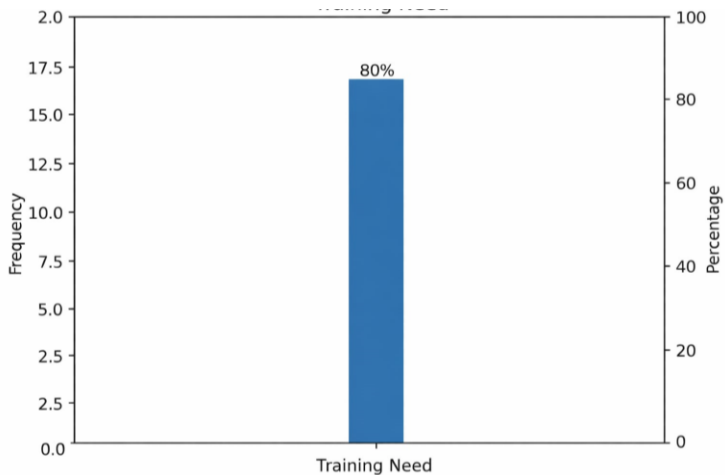
Role of teacher-student relationships in classroom behavior



This figure presents teachers' perceptions of the importance of communication, rapport, and instructional adaptation, highlighting strong agreement on the role of teacher-student relationships in improving participation.

Figure 4

Need for professional development in classroom management



This figure shows teachers' perceptions and opinions related to the need for professional training, showing that it is a strong requirement for a good classroom management preparation.

Discussion

The results of this study indicate that disruptive behavior has a strong negative impact on classroom dynamics, particularly on lesson flow, classroom organization, and student participation. This result is similar with that of Umar and Khair (2022), who established that disruptive behaviors most of the time interrupt commonly in the English language classroom and this, requires immediate teacher attention. In addition, Ruiz (2024) discovered that these classroom interruptions can damage the classroom climate and teacher authority. The similarity between these studies and the new findings confirm that disruptive behavior is still a huge barrier to a good learning process and effective teaching.

In terms of classroom management practices, these results indicate that teachers recognize how important is using consistent strategies to manage disruptive behavior. This finding is consistent with Ibrahim (2024) who emphasizes that unclear classroom rules and inconsistent behavior expectations lead to higher levels of disruptive behavior. The present study confirms this view by showing that teachers consider effective classroom management as something necessary to maintain discipline and reduce behavioral issues.

The results relating to the relationships between students and teachers also show that teachers regard positive interaction and respect is key to address disruptive behavior. This is consistent with the findings of Letuma and Mdoana (2024), who showed that most of the time, teachers interpret disruptive behavior in the learner background and context, and that this is a huge influence. So it is established that building a healthy and respectful bond between these two, is key to reduce conflicts and classroom engagement.

This finding corroborates Orellana (2022) report that many high school teachers usually feel unprepared or not well trained to manage disruptive behavior in the classroom. The similarity between these studies indicates that professional preparation is still inadequate for

addressing these issues. Additionally, the types of this one identified in previous research by Sreirzky et al. (2024) are reflected in the present results through teachers' difficulties to maintain the order and attention.

Conclusions

The results of this study demonstrate that teachers view disruptive behavior as a huge factor that affects student engagement and classroom participation. Disruptions such as lack of attention, interruptions, and bad behavior reduces lesson flow and cuts students' active development in the activities. The results confirm that behavioral problems have a negative influence on the classroom environment. In this way, facing disruptive behavior is key to promote meaningful participation and effective learning in English classrooms.

Related to classroom management issues, it is concluded that teachers' live difficulties daily in managing disruptive behavior because of the lack of training. These issues affect their ability to control discipline and organize the learning activities effectively. The results indicate that a better institutional support and professional development opportunities are needed to improve classroom management practices. For this reason, training teachers is important for reducing behavioral issues and effective instructions.

Regarding teacher student relationships, the results of this study said that a good relationship or interaction as well as mutual respect can be a huge contribution to confirm that positive interaction and mutual respect significantly contribute to improve classroom behavior. Teachers established that a strong bond facilitate cooperation and reduce conflicts during the activities. This study concludes that a good relationship and effective communication are crucial in promoting a positive learning environment.

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