



Handling Students’ Disruptive Behaviour in Language Study Classroom: A Descriptive Analytical Study

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ABSTRACT

This study highlights on how disruptive student actions, particularly in ESL or EFL classes at university level in Erbil-Kurdistan Region-Iraq, can have a significant negative impact on language teaching and learning. In order to address issues that have arisen in their classrooms or to take preventive measures to ensure that their students behave appropriately while in class, teachers need be aware of what constitutes disruptive behavior. This can lessen the likelihood of student misconduct in the classroom. The study aims to reveal and highlight the factors and challenges of students’ disruptive behaviour in the language classrooms. Besides, it tries to understand how to handle students’ bad behaviour in the

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language classes. The research uses the descriptive analytical method to present the facts and unfavorable phenomena of the students' disruptive behaviour. The research tool that has been utilized was a semi-structured interview for university teachers. The number of participants were (10) teacher interviewees. Teachers should establish behavioral expectations on the first day of the semester to prevent classroom disruptions. These expectations can be based on students' attendance, arrivals and departures, class involvement, complete English speaking, and other relevant conducts listed in the syllabus. There are causes that lead to certain students to conduct badly, so teachers must identify acceptable solutions to problems that will help students uphold the rules. Otherwise, Teachers will have to work extremely hard to prevent teaching failure. Based on the results of the study a number of expected factors and challenges were presented and highlighted to deal with students disruptive behaviour in the EFL/ESL classrooms.

1. Introduction

Students' misbehavior is another term for disruptive student behavior currently. Since it impacts both teachers and other pupils, this kind of behavior frequently interferes with learning and teaching in the classroom. When certain actions just annoy the class and do not worsen and disrupt the entire group, they can occasionally be allowed. This subject is strongly tied to a disciplinary issue; thus, teachers should handle it carefully. Even before the issue occurs, when it first starts, and especially when it explodes, teachers need to be ready for this type of classroom environment. It is true that teachers can reduce behavior-related issues in the English classroom by getting to know their students personally. Additionally, teachers may have some control on classroom management, methodology, lesson planning, and students' motivation in order to prevent a disruptive situation in their classroom (Ur, 1999). Therefore, student motivation in language classes implicates more than just increased curiosity.

All student age groups, including young and adult learners, might be considered undisciplined. In connection with this, Harmer (1991) asserts that there are numerous ways to disturb a class and disruptive behavior is not restricted to a certain age range; young children can be utterly unhelpful and unresponsive, while little teenagers can be tremendously noisy and disruptive. Adults can be disruptive in a variety of ways, such as by disengaging classmates to obey them and disagree with teachers.

1.1 Problems of the Study

Students' disruptive behavior is becoming more prevalent. Unfortunately, a disproportionate number of our students disrupt class, which impedes their academic success. Therefore, it is anticipated that a greater understanding of the alleged link between disruptive behavior and academic achievement will lead to a better understanding of how to handle the disruptive behavior phenomenon. Through increased instructional delivery and learning in the classroom, this understanding is anticipated to foster and improve the learning environment for the students.

1.2 Research Questions:

1. What are common factors of students disruptive behaviour in the classroom?
2. How do university teachers deal with students disruptive behaviour?
3. What challenges do university teachers encounter in dealing with students disruptive behaviour?

1.3 Aims of the Study

The study aims to:

- 1- identify the students' disruptive behaviour in the classroom.
- 2- reveal the causes of students' disruptive behaviour in the classroom.
- 3- highlight the types and factors of students' disruptive behavior.
- 4- understand how to handle students' bad behaviour in language classes.



1.4 Model Adopted for Analysis

This study is an endeavor to use a descriptive analytical method so that it could be clear how to explain and present the facts and unfavorable phenomena of the students' disruptive behaviour in the ESL and EFL classrooms. The study relies on the descriptive analytical method, through which the characteristics and dimensions of the studied phenomenon are identified and objectively described by collecting facts and data and using techniques and a scientific research tool, which is an interview and as stated by (Hort, Kemp, & Hollowood, 2018). The teachers' interview has been adapted from the theoretical background and previous studies regarding managing disruptive behaviour in the classroom. It should be noted that the study proceeds the top-down methodological procedure in which the material is presented from general to specific, starting with clarifying the concept of disruptive behaviour and defining its nature and classifications in general, and then addressing disruptive behaviour causes and its minimization in the EFL/ESL language classrooms.

1.5 Significance of the Study

The study will be beneficial, particularly to those who are seeking to conduct research in any area of classroom behavior and management. Additionally, it is helpful for student teachers who are in the teaching profession as well as aspiring and potential teachers. Similarly, this research will be helpful for curriculum planners, course designers, and material authors as well as teacher of teachers (i.e., teacher trainers) providing training to strengthen teachers' skills to manage and control students' disruptive behavior. The current study is also helpful for novice teachers who lack actual experience with classroom management during their first year of teaching. Consequently, the study can help them develop a variety of management skills for their classroom.

2. Disruptive Behaviour

According to Merriam Webster's dictionary (2022), disruption can be defined in three different situations: "to break apart, to throw into disorder, and to

interrupt the usual flow or unity of" while it gives three definitions of the term behavior, they are: "the manner one goes about one's business, the way one behaves, and the way that something works or behaves".

Additionally, disruption is described as "obstructing or interfering with university functions or any university activity" in the University of Houston Student Handbook (2017, p. 68). Fighting, arguing, acting disruptively, making excessive noise, using pagers, cell phones, or other means of communication, among other things, are all examples of disturbing the peace and order of the university. Accordingly, (College of San Mateo, 2013) specifies that inappropriate and disruptive behavior is defined as "activities that interfere with the educational, administrative, or service operations of the College." The evaluation of disruptive behavior can be a very personal endeavor. For instance, certain behaviors, like students talking in class, may be viewed as disruptive in some circumstances while being merely irritable and aggravating in others. Furthermore, misbehavior is a "conduct that is regarded inappropriate for the location or situation in which it happens," according to Charles (2004, p. 2). Any behavior by students that teachers view as disrupting the learning environment is referred to as misbehavior in the context of the classroom (Cruickshank, Jenkins, & Metcalf, 2009). In my opinion, disruptive behaviour is negatively impacting education process and system, and this is of paramount importance.

According to the definitions of "disruptive behavior" provided above, a student is considered disruptive when his or her actions significantly impede the process of learning. The definitions given above give a rough idea of what disruptive behavior in a language classroom is, but looking at the terminology and understanding what they imply gives a more in-depth understanding of what disruptive behavior is in the classroom.

2.1 Types and Examples of Disruptive Behaviour in Language Classroom

There are three categories of disruptive behavior that are frequently seen in language classes, according to Richards and Renandya (2002): 1) the back-row distractor: the students who consistently sits the back row and makes others



distractible; 2) the nonparticipants: some students who choose not to participate in the scheduled class activities; and 3) the overly enthusiastic student: the intelligent but highly assertive students who control all classroom activities. Similarly, Cruickshank, Jenkins, & Metcalf (2009) claim that there are a number of common misbehavior issues that can arise in a classroom, including aggression, which includes physical and verbal attacks, and shows of violence; immoral acts, which include lying, cheating, and trying to steal; disobedience of authority, which includes refusing to obey teachers or acting out; disruptive behaviors i.e., talking loudly, calling out, daydreaming, fooling around, tossing objects; and off-task behaviors. We can see some cases of disruptive behavior that can lead to discipline issues while English is being taught inside classroom. The University of Washington (2017) mentions the following behaviors as examples of disruptive behavior, including aggression toward other students or teachers, threats of violence, unyielding argument or debate, yelling inside or outside of the classroom, inappropriate talking or laughing, snoring in class, using a laptop in a way that other students find disruptive, and listening to music at a volume that disturbs other students. These eight instances are regarded as low-level disruption since they merely annoy and disturb other people without posing a threat to them. The university lists additional instances of behavior that is deemed to be extremely disruptive, threatening, or dangerous, such as when a student verbally or physically assaults teachers or other students, when a student seems to be about to verbally or physically assault others, when a student damages the property or furniture in the classroom.

Other examples of disruptive behaviors include late arrivals and early departures, noisy students (talking and making other distracting noises), and other behaviors like passing notes, sleeping, eating, overt inattentiveness, domineering students, distressed students, and challenges to teach. These examples are taken from articles by (Daniels, 2013; Richards & Farrel, 2011).

From the aforementioned considerations, it can be concluded that students are capable of engaging in a number of unacceptable activities that either directly or indirectly annoy teachers and other students and ultimately have an impact

on the teaching and learning of English. Disruption can be intentional and sometimes unintentional as students may not identify their acts as disturbing the teacher, the other students and the teaching and the learning processes.

2.2 Causes of Disruptive Problems in Language Classroom

There are many factors that can contribute to pupils' disruptive conduct. Teachers, together with students and institutions, can have a significant impact on how students behave (Harmer, 1991). For instance, students can quickly identify unprepared teachers, which quickly causes issues in the classroom. Teachers may encounter difficulties despite their best efforts due to the institutions and students. According to Khajloo (2013), students will be more motivated to learn English if they adore their English teachers, even though this claim may not be supported scientifically.

In addition, Ghazi, Shahzada, Tariq, and Khan (2013) list a number of factors that can lead to inappropriate behavior, such as inconsistent parenting, uncaring parents, overprotective parents, poverty, poor teaching, teachers' negative views, a lack of teacher motivation, a lack of alternatives and load shedding, negative influences of a local community, students' psychological issues, and poor classroom conditions. Similarly, Harmer (1991), they point out that factors influencing misbehavior include both students and teachers. However, the issues do arise, they also include additional supportive variables like parents, educational settings, and environment.

2.3 Minimizing Disruptive Behavior in Language Learning Environments

By building or creating a pleasant classroom climate, disruptive behavior in the classroom can be avoided. Brown (2001) advises teachers to establish a positive rapport, strike a balance between praise and criticism, and exude enthusiasm. Relationships or connections between teachers and students that foster a favorable atmosphere in the language classroom are known as rapport. Establishing rapport with students involves taking an interest in them as individuals, actively seeking out their thoughts and feelings, valuing and



respecting what they have to say, and cultivating a sincere sense of vicarious satisfaction when they learn something new or succeed. Teachers should also encourage students to relax, provide feedback on their English language proficiency, work as a team with them rather than against them, and laugh *with* them rather than *at* them. Instead, in order to help students become productive, teachers should strike a balance between rewarding them and correcting them. The students are stimulated by the praise in the meantime and then genuinely appreciate the critique. Additionally, the energy gained from the learning process inspires both teachers and students to carry it forward into the next class session.

It is important to create a positive learning environment, but Charles (2004) and Marsh (2008) suggest that teachers should prioritize solid interpersonal skills to foster positive relationships and interaction in their classrooms.

The ability to listen, respect others' opinions, and be genuinely complimentary are among the general relation skills that should come first. These skills also include friendliness, maintaining a smile and speaking gently even around troublemakers, having a positive attitude, and trying to solve problems rather than dwelling on them. Second, relationship skills with students include being a role model for desired actions and manners, paying regular attention, speaking to them regularly but briefly, providing reinforcement, inspiring and motivating them, and showing a readiness to help. Third, a relationship with parents that emphasizes consistent note-taking, phone calls, and letter-writing, establishing clear verbal and written communication, outlining clear expectations, and concentrating on student success rather than failure. From these skills, it appears that he emphasizes the importance of communication, kindness, and support in order to allow fruitful and enjoyable classroom activities and create a pleasant learning environment free from disruptive conduct.

Making an agreement or a code of conduct is another strategy to hinder students from misbehaving. It is a kind of learning contract that is established on the first day of English class and can take the shape of an explicit written document or simply an unspoken rearrangement. According to Harmer (1991),



a code of conduct should be developed by teachers and students, outlining the appropriate actions for the classroom. This avoids students from doing inappropriately, such as being tardy, interrupting others when they are speaking, forgetting to turn in their schoolwork, drinking or eating in class, or paying less attention to their teachers.

Ur makes a different argument (1999). She observes that solutions to these kinds of issues should be found even before they manifest, and she offers three key preventive measures. Making careful planning beforehand. The attention and trust of students can be gained by teachers who have carefully planned their lesson ideas. Teachers can also prevent blank spaces being filled by students' distracting activities. Second, writing directions that are clear. Particularly when learning English as an ESL or EFL, teaching is crucial to the teaching-learning process. Teachers may fail to provide students with clear directions. As a result, when they are unsure about what to do, students begin to ask questions and even make noises in L1. Important information regarding the assignments and activities that the students should complete must be communicated. Third, maintaining contact: From the start of the lesson, teachers should be aware of what will transpire in the classroom and ensure that students are aware that their teachers are maintaining contact by using their "six senses" to manage the class. Meanwhile, any potential disruption in the classroom can be quickly identified by the teachers themselves.

2.4 Dealing with Disruptive Behaviour in Language Classes

As stated previously, disruptive behavior can interfere with teaching-learning. Therefore, in order to create a secure and comfortable learning environment, teachers must respond positively. Bellon and Blank (1996) assert that responding to or reacting to students' inappropriate conduct is, in fact, a process of aiding kids in developing self-control so that they can work and learn productively in their classroom. As mentioned by Cruickshank, Jenkins, and Metcalf (2009), there are no perfect methods for correcting misbehavior, and no single discipline strategy is thought to be able to address all sorts of



disruptive behaviors. Teachers must concentrate and focus during this process. For that reason, before acting as problem solvers, teachers should choose problems with professionalism, care, and effectiveness. They should also take into account the personalities and motivations of their pupils.

Teachers, who control the classroom, should take prompt, constructive action (Albert, 2003; Marzano & Pickering, 2003). According to some specialists, by carefully organizing lessons, creating pleasant interactions with students, and conducting lessons well, difficulties brought on by students' misbehaviors can be avoided and handled (Barry & King, 1998, Hansen & Childs, 1998, Hendrick, 2001). Cruickshank, Jenkins, and Metcalf (2009) make a suggestion in response to the subject of how teachers choose to handle disruptive students. Initially, determining how much the intervention will obstruct or impede the class's activity. Second, base your decision on the type and extent of the interruption, the perpetrators, and the moment it happened. Third, educating students on the fact that "fair is not necessarily equal" might occasionally solve the issues.

The 2017 UH Hilo student behavior code encourages teachers to follow certain steps whenever they come across belligerent students. Some of these have to do with how to politely and respectfully inform the misbehavior's disruption. Tell them that the actions serve no one's interests. Bring up the contract that was assigned on the first day of class. If this fails, approach them directly and respectfully outside of class to end the disruption. Determine how to help them after getting to the bottom of their behaviour by asking why. If the issue is significant, teachers should take the students to a counseling facility. Additionally, if the disruption worsens, inform the authority of the issue.

In another instance, Cruickshank, Jenkins, and Metcalf (2009) outline various intervention tactics that teachers can use depending on the interruptions they experience. First, extinction: teachers disregard inconsequential disturbances like attention-seeking misbehavior because the conduct will stop if it is not allowed to continue. Second, mild desists are a type of nonverbal intervention strategy that might include eye contact, reinforcement, facial expression, and body language. It can also involve verbal assistance, such as speaking more



slowly, clearly, and pausing for a moment. Third, verbal reprimands assist teachers in reminding students of their actions and demonstrating to them that they do not tolerate inappropriate behavior. Fourth, time-outs are a sort of mild punishment that may include preventing students from taking part in class activities, requiring them to put their heads on the table, or even escorting them to a time-out room. Fifth, the last option for correcting misbehavior is to punish the offender severely. Although extreme verbal abuse and physical punishment can be successful in some cases, teachers should use extreme caution as this strategy may go against school policy and even state law.

Teachers' capacity for handling interruptions in the classroom can vary. Due to this, the activities will be more difficult if the issues are not resolved quickly after the occurrence, hence the following measurement might be used. Second, halting the class and dealing with issues before starting the lesson again. Resetting the students' seats is the third step. Fourth, altering the activities: substituting assignments that completely involve all students with lockstep activities. Fifth, after a class discussion; and sixth, if the disruption cannot be stopped and the teachers are forced to give up, using institutions. When disciplining specific sorts of misbehaviors, teachers should follow the steps below: The first distractor is in the back row. In order to identify the cause of this kind of disruption, teachers should keep eye contact while speaking, avoid pausing in the middle of sentences, and call the students in for a private discussion. The non-participants will proceed after. Teachers can inspect their workspace and provide help, ignore the behavior if it isn't bothering others, or see if they behave the same way in other circumstances.

The following stages should be followed by teachers when disciplining particular types of misbehaviors: The back-row distractor comes first. Teachers should maintain eye contact while speaking, avoid stopping mid-sentence, and ask the kids to come in for a private discussion to determine the root of this type of disturbance. The non-participants will follow. Teachers can pass around their desk and give assistance, ignore the conduct if no one else is harmed, or check to see if they behave similarly in other classes in order to change this habit.



Third, the overly exuberant students: Thank them, ask others to speak right away, let them know that they can say more in groups, and then speak with them one-on-one later (Richards and Renandya, 2002).

Consider the situation where a teacher of English assigns students to work in pairs or groups during a speaking lesson. One of them will dominate all speaking opportunities. As a result, others will be disappointed or irritated by your lack of English language proficiency. In order to prevent the too enthusiastic student from dominating the team and ensure that everyone gets equal time, the teacher should handle this issue. Hedge (2008) claims that this kind of subject is extremely delicate. Additionally, Brown (2001) draws attention to another problem that arises in ESL speaking classes when a number of students with the same L1 sit together in the same group. They will whisper or speak in L1 in ways that annoy the other team members. Therefore, teachers must step in and intervene by either changing the students' groups or emphasizing the importance of group work in speaking classes. In fact, Harmer (1991) and Richards and Renandya (2002) claim that it is challenging for an English instructor to insist that students utilize full English in class. They may accept if teachers allow students to utilize L1 on purpose, such as while teaching a challenging concept to the class.

According to Ur (1999), which was briefly described above, teachers should take immediate action when issues first arise by using a variety of tactics. First, deal with it discreetly. Quiet, straightforward action can directly address the issues. Second, avoid reading too much into things. Avoid getting into a personal argument with the students, and quickly forget any inappropriate behavior. Third, enforce sanctions consistently rather than using threats. Ur (1999) also states that when an issue has escalated, teachers should take immediate action. She offers three solutions to the issues. Teachers first blow themselves up. Show them your anger, but keep your composure. Second, yielding. Making offers they can't reject is third. Similar to Ur's concept, Harmer (1991) outlines a number of things teachers should avoid doing since their behavior in the classroom has a significant impact on students. The following guidelines can be

used to prevent student misbehavior: arrive at class on time, act consistently, and motivate rather than threaten.

Teachers who adopt characteristics like preserving the code, keeping their voices in control, delivering lessons that are interesting, and having a positive attitude toward learning will benefit significantly. All of the strategies suggested can be applied by English teachers to manage disruptions in language classes. Teachers merely need to recognize the circumstance and select the appropriate course of action for it to function successfully (University of Denver, 2019).

2.5 Preventing Student’s Disruptive Behaviour in the Classroom

Disruptive behaviour in a language classroom may affect both the language teaching and the language learning process to a great extent, especially in EFL classes. Therefore, foreign language teachers should consider classroom management as a set of instructions to ensure the flow of the teaching process. These strategies help teachers to deal with breakdowns of class order and discipline. If teachers are aware of the problems that may occur during the learning process, they can take preventive actions to keep their students well behaved during class. In order to do that, they should establish behavioural expectations from the first day of the term based on various criteria such as students’ attendance, participation in class, types of evaluation and other strategies in the syllabus and discuss them together with their students. There are also less hostile different types of misbehaviour likely to pop up during the language learning process such as: lack of concentration, indifference towards the lesson, talking out of turn when not supposed to talk, lack of motivation, students talking among themselves, or interrupting others, passive students who do not participate in the lesson, tardiness, getting away from the task, forgetting to bring supplies and books. The main question to pose here is “What are the English teachers’ perceptions of misbehaviour and its causes?” There are two aspects to take into consideration when answering this question: 1. the student-related factors (personal or health problems, lack of concentration or motivation, unsuccessful or know-it-all students, the socio-economic level, class

size) 2. the teacher-related factors which could also cause misbehaviours in class (incompetent teachers, not fond of the teaching act, teachers' injustice, bad treatment of students, teacher's psychology). Therefore, all these cases of disruptive behaviour should and could be prevented by help of rules or various intervention strategies used to deal with when misbehaviour occurs: ignore it, give verbal warning (call the student by name, raise the voice while teaching as to attract attention or remind the rules), non-verbal warning (eye contact, roam about the classroom, show finger, proximity control), deal the misbehaviour with the student after classes. Among these strategies, according to a large scale of teachers' observations, ignoring and verbal warning are the most used. Marsh in (2008) finds there is evidence that boredom, modelling peers, and teacher behaviour towards their students are among the basic reasons of student misbehaviour. It is important to provide an effective and desirable educational environment both for teachers and students. In order to do that, teachers should be equipped with the necessary knowledge and skills to deal with the classroom challenges. Furthermore, teachers should provide positive support by praising students and giving positive feedback. It is also essential for teachers to fully understand the forceful factors behind student misbehaviour. Not all teachers use a special approach in dealing with bad behaviour, not all teachers know how to cope with it, therefore they should be made familiar with preventive management concepts and required to try out some behaviour management skills during their teaching act. In order to be successful in this respect, teachers should be encouraged to work in close cooperation with psychological experts to cope with student misbehaviour.

3. Methodology

3.1 Method of The Study

The qualitative research method was used for this investigation. Such in-depth exploration of a problem is frequently associated with qualitative research. It is considered more appropriate for the current study (Denzin & Lincoln, 2005; Marshall & Rossman, 2016; Patton, 2014). Qualitative research designs are used



to obtain in-depth knowledge about a subject. This design was employed to explain and define beliefs, behaviors, and meaning in different contexts (Wu and Volker, 2009). Consequently, the researcher intended to acquire a better understanding of the types of disruptive behavior of students majoring in English language, as well as the causes and challenges encountered by different college teachers within the classroom during students' engagement. The purpose of the qualitative research project was to explore instructors' perceptions on disruptive behavior in their classes. An interview was carried out to gather teachers' perspectives on disruptive behavior issue.

3.2 Participants

The data for the current study were collected from EFL university instructors' interviews in Erbil city-Kurdistan Region of Iraq. Random sampling was used to select the respondents for this study. The participants in this research were 50 English Department instructors from various universities in Erbil, Kurdistan Region of Iraq in academic year (2022-2023). The researcher selected ten university teachers at random from the population as the sample for this study, who taught English to students at various stages. The reason for selecting Erbil city university teachers was that they had more experience dealing with disruptive behaviour. They were selected to provide critical information regarding the different types, factors, and challenges associated with disruptive behaviour in EFL and ESL classes.

3.3 Research Instrument

The researcher conducted interviews in order to discover the types, causes, factors, and challenges related with disruptive behavior in the classroom. For each individual interview, a self-constructed semi-structured interview was conducted. Ten questions were used in the interview to explore interviewees' perspectives on students' behavioral issues and their management strategies in the classroom and university contexts. Furthermore, the teacher interviewees were asked to describe "disruptive behavior" based on their own interpretation

and understanding. The interview was broken down into three parts. Part one aims to collect data from university teachers about the types and forms of disruptive behavior that occur in their classrooms and are caused by their students. Part two collected data on the factors related with students' disruptive behavior, such as aggressiveness, overt inattentiveness, misbehavior, laziness, and tardiness. Part three sought to give an answer to the subject of the challenges that teachers come across while teaching in the classroom. The instrument was implemented to describe the existed conditions, held opinions, visible impacts, or developing trends.

3.4 Data Collection

For this study, data collecting methods such as interviews were employed. An interview is a method of informing and communicating with participants about their opinions, perceptions, and interpretations of a particular situation (Kajorboon, 2005). The researcher utilized a semi-structured interview to elicit more detailed and comprehensive information from the participants. The data is collected and analyzed qualitatively.

3.5 Data Analysis

As stated by Sugiyono (2017), data analysis refers to the process of searching and organizing the data systematically obtained from interviews, observation, and documentation by categorizing the data, breaking it down into units, doing synthesis, arranging it into patterns, deciding what is important and which will be studied, and drawing conclusions that are clearly understood both by oneself and others. The researcher used descriptive analysis of the data. In order to give clarity to reality, the data that was gathered from the interview was described. While for the studied data of answers of the interview were analysed and grouped into specific categories employing coding procedures. The researcher added the description to be properly understood after categorizing the students' responses to each question.

3.6 Reliability of the Instrument

According to Creswell (2014), reliability is defined as a measure's stability, consistency, and repeatability as well as an accurate depiction of the entire population under investigation. Jupp (2006) stated that in order for the statements of the tools to be reliable, they should be as clear as possible. Therefore, the instrument's items and questions are written simply so that they can be addressed to a representative sample of an appropriate and intended population of university instructors. Also, the tool's items are reliable since the instrument used in this study is intended to produce the consistent outcome at the same time and place. In other words, the instrument was constructed, administered, and concluded in the same manner.

3.7 Ethical Considerations

Informed consent from the respondents and the college principals was one of the ethical steps we implemented as researchers. Each interview started with an explanation of the purpose, a guarantee of anonymity, and an assurance that there were no right or incorrect answers.

4. Results and Discussions

The results presented are based on data gathered from three phases of interviews and are carefully structured according to the themes and importance of each research question. A thorough discussion is included after the findings to offer a succinct explanation. The experiences of ten English department instructors at various universities in Erbil-Kurdistan Region of Iraq were described through the qualitative interviews. The semi-structured interviews identified three main key themes concerning disruptive behavior in the classroom, which were as follows: Teachers' perceptions of disruptive behavior, factors that lead to disruptive behavior, and difficulties that university instructors encounter with disruptive students in the language classrooms.

1. The common factors causing the Emergence of disruptive behaviour in the classroom:

To respond to the first study question (*What are common factors of students disruptive behaviour in the classroom?*), a semi-structured interview was used (see Appendix 1 for the interview questions). In response to the first interview question (*How long have you been teaching at university level?*), five of the interviewed teachers responded identically as: “10 years, and 12 years of teaching experience”, whereas three of them stated that they have “5 years of teaching experience”. Additionally, two of them mentioned that they have about “19 years of teaching experience”. It is apparent from their responses that they have different years of teaching experience at university level to handle students’ disruptive behaviour.

Regarding the second interview question (*How is Disruptive Behaviour defined?*), five of the teacher interviewees provided a number of related answers as: “loss of control over behavior, inappropriate behavior, behavior that persistently frightens and threatens other students or breaks social norms, any behavior that interferes with the normal functioning of a school, disengaging behavior, and any misbehaviour by students that hinder the educational process from moving forward) all of these are considered disruptive in a classroom setting and should not be tolerated, whereas four of them stated various types of answers namely; “aggression toward students or teachers, disturbing the lecturer by asking in appropriate questions, being busy with social media, eating, drinking, gum chewing, and making physical and/or verbal harassment in classroom”. It is obvious from their responses that they mostly focused on the disengaging behaviors which distract the student himself as well as others in the class.

Concerning the third question (*Are there any factors behind Students’ Disruptive Behaviour?*), one of the interviewees enthusiastically mentioned factors such as; “feeling bored, lack of interest in the teacher’s style or the class, showing off to get the others’ attention”, whilst another teacher answered expressed and added factors as “Individual student factors: mental health, immediate



environmental factors: family, peers, and indirect environmental factors: as social media”. Moreover, another instructor mentioned that there are factors as “students who experience a violent home environment, students who feel their needs are not being met in the classroom such as feeling ignored or not receiving adequate attention, students who are struggling academically, and students with underlying mental health issues such as anxiety, depression, or attention deficit”. It is obvious from the instructors’ responses they consider a number of factors, which cause disruptive behaviour in the language classes.

Among the instructors’ responses to the fourth interview question (*If you believe that there are some factors, what are they?*), there were fourteen quotes mentioning “social media, classmate, family, seeking for attention or power to control class, social environment, teachers’ lack of set disciplines, students’ low intelligence, family background, boredom, confusion, anxiety, learning/classroom environment.” But, only two of the participated teachers quoted “wrong family upbringing”. Accordingly, most of them believed that there are various factors that impede learning and teaching process in the EFL/ESL classrooms.

With regard to the fifth question (*Among them what factors are very common?*), eight of the instructors mentioned variously as “feeling bored, lack of interest in the class and teacher’s style, bad family upbringing, social environment, social media, seeking for attention by troublesome or funny actions, teachers’ personality and low self-esteem”, whereas the rest stated “family background, social media, boredom or not interested and seeking for attention”. It is clear from their responses that the instructors mostly consider factors such as; “family background, social media, boredom, and seeking for attention of the other students in the classroom” are the most common ones.

2. Dealing with Students’ Disruptive Behaviour:

To respond to the second study question (*How do university teachers deal with students disruptive behaviour?*), in their quotes about the sixth question (*Have you ever dealt with Students Disruptive Behaviour? If Yes, where do you deal*



with the Disruptive Behaviour? (Inside or outside the classroom?), six teachers stated “Yes, both, inside the classroom indirectly via respecting the students’ opinion and behavior, being polite and formal to them, avoid making them feel embarrassed. If it continues, then we will find a way to deal with it outside but still at a personal, professional, nice and friendly level not administrative or an offensive one”. Besides, two of them mentioned “No, we do not let the students to commit disruptive behaviour whatever it is”. Additionally, one of the interviewees stated “Yes, we usually deal with them inside the class”. It is very obvious that the instructors mainly deal with disruptive behaviour both inside and outside, but at a personal, professional, and friendly level not administrative or an offensive one.

Among the instructors’ responses to the seventh question (*What strategies do you apply to deal with their Disruptive Behaviour?*). five teacher interviewees stated quotes as “exploring the driving factor and acting or dealing with it accordingly in a way that corrects and constructs the doer positively that best matches the age, gender, type of the behaviour, and context. Moreover, sometimes, you need to advise them or engage them with something to do without involving others. First, showing how bad this behavior affects his/ her reputation. Then, letting the students know how negatively it affects the rest in the class. Finally, asking the student to apologize if the disruptive action was not too serious. If it was too serious, we would explain how this action negatively affects his/her performance in the module”. Besides, eleven quotes reporting “providing a structured environment and establishing clear and consistent rules and expectations, remaining positive and professional when dealing with disruptive behavior, focusing on the behavior, not the person, and being prepared to address any underlying issues, building self-awareness, remembering that disruptive behavior is often caused by stress, frustration, anxiety, depression, and anger as well as addressing the disruption individually and immediately via using effective communication”. It is apparent that almost all teachers attempt to explore the motivating factor or deal with it in a way that best matches the student's age, gender, disruptive behavior type, and context.

3. The challenges university teachers encounter in dealing with students' disruptive behaviour:

To respond to the third study question (*What challenges do university teachers encounter in dealing with students disruptive behaviour?*). In their responses to the eighth question (*Have you ever faced/encountered any difficulty dealing with students Disruptive Behaviour?*), three instructors quoted a number of difficulties “Yes, we have. We do our best, use the most suitable strategies, follow the best professional and academic ways in dealing with it properly. Dealing with students' disruptive behavior can be challenging and requires patience, understanding and clear boundaries. This is through founding that it is important to take the time to understand what is causing the student's disruptive behavior and addressing the underlying issues”. Moreover, three of them stated “Yes, we have. It is important to set clear expectations for behavior and to provide positive reinforcement for desired behaviors. Additionally, two teachers mentioned “they have found that addressing the disruptive behavior in a firm but fair manner can help to ensure that the classroom remains a safe and productive learning environment”. Furthermore, five of the participants said “No, they have not faced any type of difficulty dealing with students disruptive behaviour”. It is evident that the instructors sometimes face difficulties dealing with students' disruptive behaviour in the language classrooms.

Regarding the ninth question (*What type of challenges do you face/ have you faced in dealing with their Disruptive Behaviour?*), the participants provided various answers: Five of them responded as “Yes, I have”. In addition, they mentioned their challenges as;

“Yes, I have faced a type of challenge when a student used his cell-phone repeatedly. I couldn't deal with his disruptive behaviour since I did not have an improper way to deal with it”,

“Yes, I faced a type of challenge, but I was firm and consistent when dealing with the consequences, while also being supportive and understanding”.

“Yes, I have. when the student gave implausible excuses for such behaviour, he gave a deceiving interpretation for the behaviour, and he assumed that he already knows what advice I am giving”,

“Yes, I could set clear boundaries and expectations for the student, and was vigilant in monitoring the behaviour of her disruptive action”.

Yes, I have encountered the challenge that the student, after being asked to leave the class, did not go out upon my request. Then, I threatened the student by failing him if he does not comply with my order. Thankfully, he left the class. Then, the head of dept. faced us both to deal with it educationally”.

Yes, I faced a challenge when some students did not pay attention and did not stay quiet.

Besides, five of them stated “No, they have not faced any type of challenge”. It is clearly seen that only five of them have encountered some types of challenges in dealing with students’ disruptive behaviour.

In the teachers’ responses to the tenth question (*Is there a type of challenge that university teachers can’t handle it alone? Without the help of the department?*), six of them stated “Yes, there is” as below;

Yes, if the doer, is not ready to listen and cooperate, then document the details objectively, avoiding seeking revenge, but inform your relevant seniors. This is to be done to find a suitable solution not to ever worsen the situation in question.

Yes, there is especially, students’ non-attendance.

Yes, if the bad student is protected by his classmates.

Yes, some challenges that university teachers can't handle alone are: dealing with student behavioral issues, implementing new teaching technologies and strategies, and managing large class sizes. These challenges require the support of the department to provide resources, guidance, and support.

Yes, for example: if the student confronts you and does not obey your request, you need to seek assistance from the department.

Yes, there is one at least. For example, when a student disrespects the instructor deliberately or talking constantly during the lecture/ learning process.

Additionally, four of them mentioned quotes as “No, there is not”. It is apparent many of the instructors admit that there is a type of challenge that university teachers cannot handle it alone, but with the help of the department. In the instructors’ responses to the final question, it is clearly perceived that they are mostly aware of the types of challenges concerning disruptive behaviour and have difficulty dealing with them when they take place in the language classes.

5. Conclusion

Theoretical Conclusion:

Although disruptive behaviors in English classes are frequently observed, such as the back-row distractor, the non - participants, and the too enthusiastic students, this problem should not be viewed as a severe or big threat to the process of language learning. English teachers should be able to deal with some behaviors that are deemed "moderate" before, during, and after they occur. Teachers are advised to take a variety of steps to prevent and efficiently address disruptions in the classroom, from ignoring misbehaving students to severely punishing them. However, depending on how bad each misbehavior is, these steps should be carefully chosen.

Practical Conclusion:

In summary, this paper explained the disruptive behaviour in EFL classroom and its impacts on classroom engagement which the context was at ESL or EFL English classrooms at university level in Erbil-Kurdistan Region of Iraq. The research explained the university teachers’ perspectives of disruptive behaviour that occurs in the classroom along with the factors and causes, and challenges that they encounter dealing with students’ disruptive behaviour. The paper then shifted the focus to illustrate this issue specifically in university classrooms in Erbil city.

In order to understand whether there are common types and factors of students disruptive behaviour in the classroom, the researchers interviewed ten university teachers. As a result, the researchers found that there were several common types of disruptive behaviour that students often do in the classroom which occurred in English language classroom and those behaviour give the significant impact on the whole classroom learning process, either for the teacher or the students.

The most common types of disruptive behaviour that were found in language classrooms through this study were; using social media, playing phone, laughing at friends’ mistakes, eating, chewing, students who coming out and coming in the classroom, struggling academically, underlying mental health issues, learning environment, seeking for attention to control class, social and classroom environment, wrong family upbringing, feeling bored, lack of interest in the class and teacher’s style, teachers’ personality and low self-esteem, family background, and asking irrelevant questions.

While the most common factors causing these misbehaviour were mentioned by the teacher participants were; boredom, classroom setting, family background, social media, lack of willingness, lecturer performances, and seeking for attention etc. The impacts of those misbehaviours itself depends on the students, “less focus and not ready to listen” was the most mentioned impact regarding to the most participants. In sum, the results are important for



gaining insights about the influential factors related to disruptive behaviour in consort with dealing with the disruptive behaviour in EFL and ESL classrooms. The current study also found the challenges that university teachers encounter in EFL and ESL classroom due to the students’ disruptive behaviour. From the interview, most of the teachers argued that less focus to the learning process not ready to listen and cooperate, non-attendance, student behavioral issues, when a student does not obey the teacher’s request, when he/she disrespects the instructor on purpose or talking constantly during the lecture/ learning process. These challenges require the assistance of the department to provide resources, guidance, and support. Less focus and not ready to listen are one of the most challenging factors that they have faced while dealing with the students. Other challenges stated by the teachers are the students changing of mood, interfere the comfort in studying, and getting lazy to study. To sum up, most of the teacher participants agreed that some of the appearance of disruptive behaviour is really give the impact on their engagement to the learning and teaching setting.

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پوخته:

ئەم تووژینهوهیه تیشک دەخاته سەر ئەوهی که چۆن کردەوهی تیکدەرانی خویندکاران، بەتایبەتی له پۆلهکانی فیرکردنی زمانی ئینگلیزی وەکو زمانی بیانی لەسەر ناستی زانکۆ له هەولێر-هەریمی کوردستان-عێراق، دەتوانیت کاریگەری نەرینی بەرچاو لەسەر فیرکردن و فیربوونی زمان هەبێت. بۆ ئەوهی مامۆستایان بتوانن ئەو کێشانه چارهسەر بکەن که له پۆلهکانی کە سەریان هەلداوه یان رێشوی خۆپارێزی بگرنه بهر بۆ دنیابوون لهوهی که خویندکارهکانیان له کاتی پۆلدا رەفتاریکی گونجاویان هەیه، پێویسته ناگاداری ئەوه بن که چی رەفتاری تیکدەر پیکدههینیت. ئەمەش دەتوانیت ئەگەری هەلسوکهوتی نادروستی خویندکاران له پۆلدا کهم بکاتهوه. ئامانجی تووژینهوهیه که ئاشکراکردن و تیشک خستنه سەر هۆکار و ئالنگهاری رەفتاری تیکدەرانی خویندکارانه له پۆلهکانی زماندا. جگه لهوهش ههولدهدات لهوه تیبگات که چۆن مامهله لهگهڵ رەفتاره خراپهکانی خویندکاران بکات له پۆلهکانی زماندا. تووژینهوهیه که شیوازی شیکاری وەسفی بەکاردههینیت بۆ خستنهرووی راستیهکان و دیارده نالهبارهکانی رەفتاری تیکدەرانی خویندکاران. ئەو ئامرازە که له تووژینهوهیه که بهکارهینراوه چاوپیکهوتنیکی نیمچه پیکهاتهیی بوو بۆ مامۆستایانی زانکۆ. ژمارهیه بهشداربووان بریتی بوون له (۱۰) مامۆستای زانکۆ. پێویسته مامۆستایان له یهکههه پۆزی وهرزدا چاوهروانی رەفتاری دابنێن بۆ رێگریکردن له پچرانی پۆل. ئەم چاوهروانییانه دەتوانن لەسەر بنه‌مای ئاماده‌بوونی خویندکاران، هاتن و رۆشتن، به‌شداریکردنی پۆل، قسه‌کردنی ته‌واو به ئینگلیزی و هەلسوکه‌وته په‌یوه‌ندیداره‌کانی تر بێت که له ئرۇطرام ئاماده‌ی تیکراوه. هۆکار ههیه که ده‌بێته هۆی ئەوهی هه‌ندیک خویندکار خراپ هەلسوکه‌وت بکەن، بۆیه ده‌بێت مامۆستایان چاره‌سەری طونجاو بۆ کێشه‌کان ده‌ستنیشان بکەن که یارمه‌تی خویندکاران بدات بۆ پابه‌ندبوون به یاساکان. ئەگه‌رنا مامۆستایان ده‌بێت له‌را‌ده‌به‌ده‌ر بۆ رێگریکردن له سه‌ر نه‌که‌وتن له وانه‌وته‌وه کاربکەن. به‌ پشته‌ستن به ئەنجامه‌کانی تووژینهوهیه که کۆمه‌لیک هۆکار و ئالنگه‌ری چاوه‌روانکراو خراپه‌روو و تیشکیان خراپه‌ سەر بۆ مامه‌له‌کردن له‌گه‌ڵ رەفتاری تیکدەرانی خویندکاران له پۆله‌کانی فیرکردنی زمانی ئینگلیزی.

التعامل مع السلوك السيئ للطلاب داخل صف اللغة: دراسة تحليلية وصفية

المخلص:

يسلط البحث الضوء على تأثير السلوك السيئ داخل الصف لطلاب كلية اللغات في الجامعة على اداء الطلاب حيث ان السلوك السيئ يؤثر سلبا على التعليم بشكل عام وتعليم اللغة بشكل خاص. ذلك بهدف معالجة المشكلات التي تواجه الاساتذه داخل الصف و معرفة كيفية الوقاية منه و كذلك من اجل التأكد على السلوك الصحيح اثناء الدراسة كما تهدف ايضا الى المام الاستاذ بكيفية التعامل مع هذا النوع من السلوك وذلك بهدف توضيح وتبسيط الضوء على السلوك السيئ ومعرفة عوامل تكوينها وايضا الطرق المتبعة مع هذا السلوك وقد استخدم الباحث المنهج الوصفي التحليلي وكذلك المقابلة لجمع المعلومات من الاساتذة التي اجريت المقابلة معهم والتي بلغت ٢٠ استاذًا. كما تهدف البحث ايضا الى تكوين توقعات من بداية الموسم الدراسي وكذلك تكوين انسجام و هدوء داخل الصف الدراسي كما وضحت الدراسة ايضا كيفية تكوين هذه التوقعات والتي تستند بالاساس على غياب وحضور الطلبة والمشاركة في الدرس وكذلك مستوى تحدثهم باللغة الانجليزية. لانه كما هو معلوم ان لكل سلوك سبب ويجب البحث عن السبب ومعالجته. لهذا يجب على الاستاذ وضع الحلول المناسبة لهذا النوع من السلوك و كذلك من اجل مساعدة الطلاب الالتزام بالقوانين لذلك عرض الباحث مجموعة من العوامل والتحديات التي تواجه الاستاذ داخل الصف كما تطرق الى مجموعة من الحلول الانية للسيطرة على هذا النوع من السلوك.

Appendix (1): Teachers' Interview

Teacher's Interview

Dear Teachers

Kindly answer the following questions which are about Students' Disruptive Behaviour in the classroom. The collected data from this interview is used for conducting an academic research. I will be thankful if you can answer each of the questions briefly. I would like you to assist me, and your responses will be kept strictly confidential and anonymous. Thank you in advance for your help and cooperation.

Gender: Male Female

Age:

College:

Years of Experience: (1-5) years (6-10) years (11- more) years

1. How long have you been teaching at university level?
2. How is Disruptive Behaviour defined?
3. Are there any factors behind Students' Disruptive Behaviour?



4. If you believe that there are some factors, what are they?
5. Among them what factors are very common?
6. Have you ever dealt with Students Disruptive Behaviour? If Yes, where do you deal with the Disruptive Behaviour? (Inside or outside the classroom)?
7. What strategies do you apply to deal with their Disruptive Behaviour?
8. Have you ever faced/encountered any difficulty dealing with students Disruptive Behaviour?
9. What type of challenges do you face/ have you faced in dealing with their Disruptive Behaviour?
10. Is there a type of challenge that university teachers can't handle it alone? (Without the help of the department)?