

UNIVERSITI TEKNOLOGI MARA

**DISRUPTIVE BEHAVIOURS AND CLASSROOM
MANAGEMENT STRATEGIES OF TEACHERS AT
A SECONDARY SCHOOL IN
SERIAN**

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AUTHOR'S DECLARATION

I declare that the work in the dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non- institution for any degree or qualification.

I hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

The purpose of this study was to study classroom disruptive behaviours amongst students in a Secondary School in Serian. The study used questionnaires and interview as instruments to collect data from respondents. Respondents were 84 teachers and 325 secondary school students. Two sets of questionnaires were used, one for teacher respondents and another for student respondents. Teachers' questionnaire has eighteen items on disruptive behaviour in Section A, and another eighteen for classroom management strategies in Section B. Students' questionnaire only consisted of eighteen items on disruptive behaviour they commonly exhibited in the classroom. Group interview was also conducted to obtain additional information from five teachers on students' disruptive behaviour and how teachers could possibly address the problem. This study provided teachers some important information on the common types and the most dominant form of disruptive classroom behaviours exhibited by students in the classroom and how teachers deal with the problem. The study indicated that the most dominant form of disruptive behaviour in the classroom from teachers' perspectives was sleeping during the lesson while from students' perspectives the most dominant was packing up before the bell rang. Both behaviours were from disrespecting the teacher category. The findings indicated that disruptive behaviour was high and needed attention from the school administration. This study found that there was a strong relationship between disrespecting form of disruptive behaviours and classroom management strategies. This study also provided some useful suggestions and recommendations to teachers on how to go with future studies in order to obtain more reliable data such as by employing voice recording device in the classroom, enlarging the sample size and including students themselves as respondents of the study.

Keywords: Disruptive behaviours, Classroom Management Strategies, School, Student, Teachers

ABSTRAK

Kajian ini dijalankan semata-mata untuk menyelidiki perihal tingkahlaku bermasalah didalam kalangan pelajar Sekolah Menengah di sebuah sekolah di Daerah Serian. Ia menggunakan instrumen soal selidik dan temubual untuk mengumpul data daripada responden. Para responden terdiri daripada 84 orang guru dan 325 orang pelajar. Dua set soal selidik digunakan, satu set untuk responden guru manakala yang satu lagi untuk responden pelajar. Soal selidik untuk guru terbahagi kepada dua bahagian iaitu bahagian A dan B. Bahagian A terdiri daripada 18 item berkenaan tingkahlaku bermasalah pelajar manakala Bahagian B terdiri daripada 18 item berkenaan strategi guru untuk menangani tingkahlaku bermasalah di dalam bilik darjah. Soal selidik untuk pelajar hanya terdiri daripada 18 item berkenaan beberapa jenis tingkahlaku bermasalah di dalam bilik darjah. Satu temubual berkumpulan juga diadakan untuk mendapatkan maklumat lanjut berkenaan tingkahlaku bermasalah di dalam bilik darjah dan strategi untuk menanganinya. Penyelidikan ini menyediakan beberapa input yang berguna kepada para guru berkenaan jenis-jenis tingkahlaku bermasalah dan tingkahlaku yang dominan diantara semua jenis tingkahlaku bermasalah dan langkah-langkah untuk mengatasinya. Hasil penyelidikan ini menunjukkan bahawa daripada sudut pandangan guru, masalah tidur di dalam kelas adalah tingkahlaku bermasalah yang paling utama manakala dari sudut pandangan pelajar, berkemas-kemas terlalu awal sebelum loceng berbunyi adalah tingkahlaku yang paling kerap mereka lakukan. Kedua-dua masalah tersebut tergolong dalam kategori tidak menghormati guru di dalam kelas. Di samping itu, hasil kajian ini juga mendapati tingkahlaku bermasalah adalah tinggi dalam kalangan pelajar di sekolah tersebut dan perlu perhatian yang wajar daripada pihak pengurusan sekolah. Juga penyelidikan ini mendapati bahawa terdapat hubungan di antara tingkahlaku bermasalah jenis tidak menghormati guru dengan strategi pengurusan bilik darjah. Di bahagian akhir kajian ini disediakan cadangan untuk guru berkenaan dengan kaedah-kaedah untuk menangani tingkahlaku bermasalah didalam bilik darjah.

Kata Kunci: Tingkahlaku bermasalah, Pengurusan bilik darjah, Sekolah, Guru, Pelajar,

CHAPTER ONE

INTRODUCTION

1.1. INTRODUCTION

Teaching is both an Art and Science of sharing and imparting new knowledge and experiences to others and is a noble profession. Kamalanathan (2014) echoed this by saying that the teaching profession is the most noble of all professions. It is interesting, fun-making and magnificent but at times can also be a horribly frustrating and stressful profession due to its potential detrimental effects on both teachers and students (Johnson et al., 2005). Nevertheless, it is indeed a rewarding profession, meant to promote learning for children and young people from a generation to another generation.

Teachers cannot be effective at all unless they are able to integrate both the Science and Art of teaching in the classroom. Effective teachers are those who are effective with students at all achievement levels, irrespective of the heterogeneity in their classrooms (Marzano, 2001). Some reflect teaching as one of the toughest jobs of all jobs when it comes to dealing with difficult people who differ in many ways, mentally, emotionally, physically, socially and psychologically. Individual teachers must really understand what strategies to employ with the right group of students at the right place and at the right time in order to serve them better (Marzano, 2007). This is because the future of the next generation depends on how well children are taught by teachers of today.

As a matter of fact, during the planning stage of a lesson, teachers need to consider many basic and important elements, such as the students' backgrounds, their individual interests, the teaching approach that suits a particular instruction and above all how to manage the classroom efficiently throughout the given allocated time. Al-Zubi (2013) said that in order to have a smooth-running lesson, first and foremost, teachers should provide the best learning environment for the children. This includes a warm, conducive, cooperative, and a relaxed atmosphere supported by suitable