

Disruptive Behaviors and its Impact on School Performance: Case Study



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Abstract

The research was related to disruptive behaviors and their impact on academic performance. Its objective was to identify disruptive behaviors and their impact on academic performance in BGU students from the “Aida Coloma de Sánchez” Educational Unit in the province of Guayas. To this end, the research had a qualitative, quantitative and descriptive approach to generate information based on the results obtained during the implementation of the EFECO questionnaire to the students. This questionnaire was built with 39 items that allowed the evaluation of executive functions such as: emotional control, monitoring, organization of materials, initiative, and working memory. Some results indicate that at the level of the monitoring dimension raised, an average of 1.88 students were able to indicate that they always require help, regularly an average of 1.22 students, sometimes an average of 1.88 students, Very rarely an average of 2.44 and Never an average of 2.44 students. Finally, conclusions are presented which show that a minority segment of students require help in the different dimensions raised.

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1 Introduction

In the complexity of the educational system, a factor of great importance and study has been disruptive behaviors, taking its important characteristics to understand students from a social and educational point of view. Disruptive behaviors in society and history have been a complex issue to deal with, much more so when talking about students with behavioral problems and poor academic performance. Hence the importance of investigating disruptive behaviors, which are expressed through students' intrapersonal conflicts (Delgado-Santamaría & Campodónico, 2024).

Facing disruptive behaviors is considering part of indiscipline, it refers to the behaviors that prevent carrying out a series of activities with the rhythm and regulations that are planned, this phenomenon occurs in all educational establishments, and, of course especially in semi-urban and rural schools and societies, this undoubtedly has an impact on the teaching-learning process that the teacher designs for his students, since the same ones who present disruptive behaviors are those who have special educational needs and therefore low performance school (Moreira-Morales & García-Loor, 2024).

Disruptive student behavior has become, in recent years, one of the biggest concerns of the educational community, which detects that it lacks adequate strategies to identify and manage it. The generic treatment of school indiscipline has made its analysis and intervention in the classroom difficult. This circumstance causes the formation of inappropriate behavior among students at all educational levels, especially when it comes to students with SEN (Saco et al., 2022).

The research adopted a qualitative, quantitative and descriptive approach. Its objective was to identify disruptive behaviors and their impact on school performance in BGU students from the “Aida Coloma de Sánchez” Educational Unit in the province of Guayas. As well as at the same time seek answers to fundamental questions such as: What are the disruptive behaviors that cause poor academic performance? What is the level of academic performance of the students of the “Aida Coloma de Sánchez” Basic Education School? who presents disruptive behaviors? and What is the qualitative school performance of students who do not exhibit disruptive behaviors, compared to those who do exhibit these behaviors?

Based on the above, it is considered that research related to disruptive behaviors and their impact on school performance emphasizes that fundamentally the center of teaching activity is to determine how students develop their activity more constructively them. Identify early and adequately which are the dimensions where students show behavioral problems, these may be: emotional control, monitoring, organization of materials, initiative, and working memory among others (Gumora & Arsenio, 2002; Fortier et al., 1995).

2 Materials and Methods

The research adopted a qualitative approach. On the other hand, the methodologies used were related to the inductive method, through which the information collected is organized and analyzed, to conclude starting from the particular scope of the problem raised until reaching the general one. At the same time, these methodologies were also related to the deductive method with which the current situation of disruptive behaviors and their impact on school performance in BGU students of the “Aida Coloma de Sánchez” Educational Unit of the province of Guayas.

A descriptive, longitudinal level of research with a quasi-experimental design was determined. Information was collected through the implementation of the EFECO questionnaire to the students. This questionnaire was made up of 39 items, which contributed to evaluating executive functions such as: Monitoring, emotional control, initiative and working memory flexibility. According to Ramos-Galarza et al. (2019), the EFECO questionnaire is an instrument that allows for assessing executive functions from an ecological perspective, since it is based on the behavioral report of the subject's daily life. On the other hand, at the population level, it was made up of 254 students and the sample was determined by 10 third-year BGU students from this institution (Different levels of academic performance).

3 Results and Discussions

To identify disruptive behaviors and their impact on school performance in BGU students from the “Aida Coloma de Sánchez” Educational Unit in the province of Guayas, the factors involved in this teaching process were taken into account.

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Disruptive behaviors

It must be understood that disruptive behaviors constitute an alteration of the teaching-learning dynamics, representing a kind of temporary or permanent boycott in the work of the teachers, the development of classroom activity, and the school tasks of the students, which is limiting interpersonal relationships. Since the presence of disruptive behaviors is currently a common topic in homes and school life, teachers and parents must know the tools that allow these behaviors to be channelled through the application of strategies that modify behavior (Figuerola & Barcia, 2021).

Teacher unrest has increased as a result of the spread of classroom contexts where distorting behaviors, lack of discipline, and tension attributed to so-called disruptive students prevail, who impede the normal functioning of classes with their behaviors and attitudes (Martínez-Vicente & Valiente-Barroso, 2020).

The presence of disruptive behaviors harms the child's development in most areas of interaction; the influence that the family context determines on the maintenance or improvement of disruptive behaviors in boys and girls is evident; it is the facilitating or hindering means for the psychoemotional self-regulation of all its members. From prevention, it is necessary to sensitize and raise awareness among parents; they are the axis of content and practice in the education of their children who need guidance and values, responses of mutual affection, firm limits and acceptance, to avoid the emergence of disruptive childhood behavior (Aguilar et al., 2020).

The causes of the use of hostile strategies to control disruptive behaviors are due to the lack of knowledge that there are parenting styles that affect children's behaviors. This is because parents repeat parenting patterns in the education of their children, but this is not decisive because families are always in constant change so they can at any time choose to raise their children with appropriate styles, seeking to obtain social skills. Emotional skills necessary for emotional regulation, necessary to ensure a healthy parenting style adjusted to the subjectivity of the current child (Romero et al., 2008; Barratt et al., 2011).

Knowing the genesis of these behaviors in students is essential to formulate possible solutions to conflicts and for learning to occur in a positive environment where mutual respect exists, that is, in a favorable climate for learning. These behaviors are very similar to disruptive behaviors within the home, even evoking behaviors inherited from parents as a consequence of genetically influenced traits or hereditary factors. Environmental factors are presented where families present marital conflicts, abuse, family dysfunction, precarious conditions, overcrowding and limited social roles. Psychological factors related to insecure attachment, as well as patterns of poor parenting or harsh discipline, result in the appearance of these disruptive behaviors (Felipe, 2022).

All of the above affects school performance, where teachers face several challenges when working with students with disruptive behaviors, ranging from maintaining order in the classroom to adapting their teaching approach and providing emotional support; Overcoming these challenges requires skills, resources, and a collaborative perspective that prioritizes the well-being and success of all students. The presence of disruptive behaviors among students mostly ranges from impulsive tendencies to more aggressive or uncooperative behaviors. Therefore, the teacher must identify the causes that generate disruptive behaviors in students, at the same time reveal the incidence of disruptive behaviors in the educational task (Reyes & Castillo, 2024).

Educational establishments face phenomena derived from deprivation such as demotivation, poor adaptability to the educational environment, school failure and high rates of disruptiveness, such as: disobedience, non-compliance with rules, actions that interrupt the rhythm of the class such as: noises, jokes, mockery, screams, hits and insults; manifestations that interfere with the educational work of teachers and show some of the signs of sociocultural deprivation on interpersonal relationships and the school climate (Narváez & Obando, 2020).

The need for each center to design programs adapted to their needs to work on socio-emotional skills with activities focused on self-esteem, empathy, assertiveness, and interaction and self-affirmation skills is emphasized; and whose ultimate goal is to improve self-control, prevent violence, provide appropriate problem-solving strategies, develop a positive self-concept and improve social competence by increasing tolerance and respect for diversity (Martínez-Vicente & Valiente-Barroso, 2020).

Disruptive behaviors manifest when students' behaviors do not match the established values, motivations and objectives, transforming the classroom into an environment where disruptive actions demand more attention from teachers, affecting school performance, academic planning and academic levels. of learning performance. Violence and instability in the family environment contribute to the appearance of disruptive behaviors in the classroom (Martel et al., 2012; Bubier & Drabick, 2009).

Students who experience difficulties at home, such as abuse, neglect, or socioeconomic problems, bring those tensions into the school environment, which leads to students engaging in challenging and disruptive behaviors from dysfunctional homes (Villacrés et al., 2024).

To describe the administration of the Binomial “Authority/Affect” in the management of behaviors associated with disruption, it can be determined that, at the teacher level, the binomials are administered individually, obtaining a fractionation of what, following the theory, has to perceive and conceive themselves as binomials in perfect balance. Although teachers use the terms Authority, Affect, they do not know how they are combined, revealing some actions, which have allowed non-operative management of these behaviors (Brito, 2024).

The importance of executive functions

In an educational environment, executive functions are essential for the student to concentrate, avoid being distracted, listen to advice, follow classroom guidelines, actively interact with classmates and maintain control over their emotions, avoiding maladaptive behaviors. Therefore, it is not a strange situation that executive functions are considered a key tool for educational development and that these are directly associated with the psychological well-being of the student. Therefore, it is concluded that the relationship between executive functions and psychological well-being is significant, showing that executive functions are the cognitive abilities that allow self-regulation of behaviors, self-determination of actions, socialization and autonomy (Trigueros et al., 2023).

The importance of executive functions in the teacher's pedagogical action and therefore in the comprehensive development of students and their learning is the focus that guided this study. Based on the results obtained, it is suggested to generate tools to strengthen it in teachers, taking into account that the first years of schooling are fundamental in the processes of cognitive, social and emotional development of the student, and teachers play a fundamental part in them. For this reason, the training of teachers in the emotional, cognitive and inhibitory components of the school environment will allow them, in addition to enriching their pedagogical practice, to be able to know and accompany the needs of the students and guarantee effective actions and responses (Balza et al., 2022).

To analyze the discriminative capacity of the EFECO, executive functioning was assessed in two groups of students: with high and low academic performance. In this comparison, it was found that students with high academic performance have better performance in executive functions, unlike students with low academic performance, who have greater difficulties in their executive functioning (Ramos-Galarza et al., 2019).

To obtain the results, the EFECO questionnaire was implemented for the students. It was constructed with 39 items that allow the evaluation of executive functions such as: emotional control, monitoring, organization of materials, initiative, and working memory. The population and sample consisted of BGU students from this institution. Table 1 shows the results obtained in terms of dimensions.

Table 1
The results obtained in terms of dimensions

Dimensions / Items						
Monitoring		Always	Regularly	Sometimes	Very rare	Never
1	I am slow in completing my educational tasks	2	1	2	3	2
2	I need help to supervise my educational tasks	2	2	3	2	1
3	I have difficulty doing all my homework without stopping	3	2	2	2	1
4	Finds it difficult to behave appropriately in class	2	1	1	3	3
5	I need the help of an adult to finish my homework	1	1	2	2	4
6	I find it difficult to complete tasks without help from others.	2	1	1	3	3
7	I need help finishing a task when it is very long	2	1	2	3	2
8	Make careless mistakes	2	2	2	2	2
9	I find it difficult to behave appropriately with friends	1	1	2	2	4
Half		1.88	1.22	1.88	2.44	2.44

Emotional control						
10	Has difficulty waiting for my turn to arrive	2	1	2	2	3
11	He's moving, he can't stay still	2	2	1	2	2
12	Changes of plans disturb you.	3	2	2	2	1
13	I need constant encouragement to start doing my educational and household tasks.	5	2	1	1	1
14	Disappointed easily	4	3	1	1	1
15	Gets upset easily	3	3	2	1	1
16	Has sudden mood swings	2	2	2	2	2
17	I lose control of my emotions (I throw tantrums)	4	2	1	1	2
Half		3.12	2.12	1.51	1.51	1.62

Organization of materials						
18	Leaves my things everywhere	2	2	1	1	4
19	Has difficulty taking care of my belongings	2	2	1	1	4
20	Has a hard time finding my things when I need them	1	2	2	2	2
21	Forget to check my purse or backpack before going to school	2	2	1	2	3
22	I have difficulty adapting to changes in my routines, to new teachers	2	2	2	2	2
23	It seems like he's leaving everything messy wherever he goes.	2	2	1	1	4
24	Your mess has to be picked up by others	2	2	1	1	4
Half		1.85	2.00	1.28	1.42	3.28

Initiative						
25	It is difficult for him to have the initiative to start activities, games or educational tasks	2	2	1	2	3
26	I find it difficult to complete tasks without help from others.	2	2	1	1	4
27	I find it difficult to make good proposals to solve problems	3	3	2	1	1
28	Has difficulty making decisions, even about the simplest things	2	3	2	1	2
29	I must make an effort even in the subjects that I like	3	2	1	1	3
30	Needs to be told to start a task, even if I feel like doing it	1	1	2	2	4
31	It is difficult for him to have the initiative to start activities, games or educational tasks	1	1	2	3	3
32	It is difficult for him to be willing to start tasks just by proposing them.	1	1	1	3	4
Half		1.87	1.87	1.51	1.75	3.00

Work memory						
33	I have difficulty finishing my homework on time	2	2	1	1	4
34	Resists solving educational tasks, games with friends, and homework in a different way.	2	3	2	1	2
35	I have trouble concentrating on completing educational and household tasks.	2	2	1	1	4
36	Forget to bring home homework, notices or educational assignments	2	2	1	1	4
37	I have difficulty adapting to changes in my routines, new teachers, or changes in family plans	2	2	1	2	3
38	It is difficult for you to return to a task after taking a break	2	1	1	3	3
39	Has difficulty properly performing activities or tasks that have more than one step	1	1	1	3	4
Half		1.85	1.85	1.14	1.71	3.42

By contrasting these quantitative results with the qualitative analysis of the results obtained based on the implementation of the EFECO questionnaire to the 10 third-year BGU students of the “Aida Coloma de Sánchez” Educational Unit in the province of Guayas, concerning identifying the behaviors disruptive behaviors and their impact on school performance. Figure 1 shows the students who require monitoring.

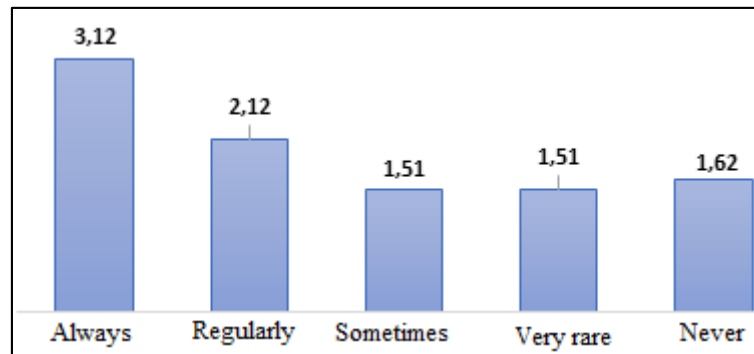


Figure 1. Students requiring monitoring
Source: Questionnaire applied to students

In this context, differences were found between students who have developed the ability to carry out their school activities autonomously and those who require the help of other people to carry out their school activities. In this sense, at the level of the monitoring dimension, an average of 1.88 students were able to point out that they always require help, regularly an average of 1.22 students, sometimes an average of 1.88 students, Very rarely an average of 2.44 and Never an average of 2.44 students.

On the other hand, differences were found between those who always have difficulties in different areas of emotional control. In this sense, an average of 3.12 students indicated that they always have problems in this regard, regularly an average of 2.12 students, Sometimes an average of 1.51 students, very rarely an average of 1.51 and never an average of 1.62 students, the results are shown in Figure 2.

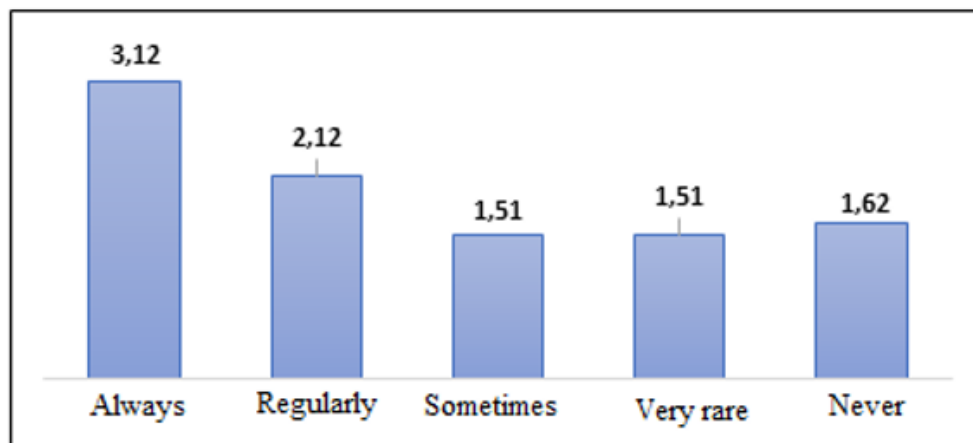


Figure 2. Emotional control of students
Source: Questionnaire applied to students

Figure 3 shows the results of students who require help organizing their material.

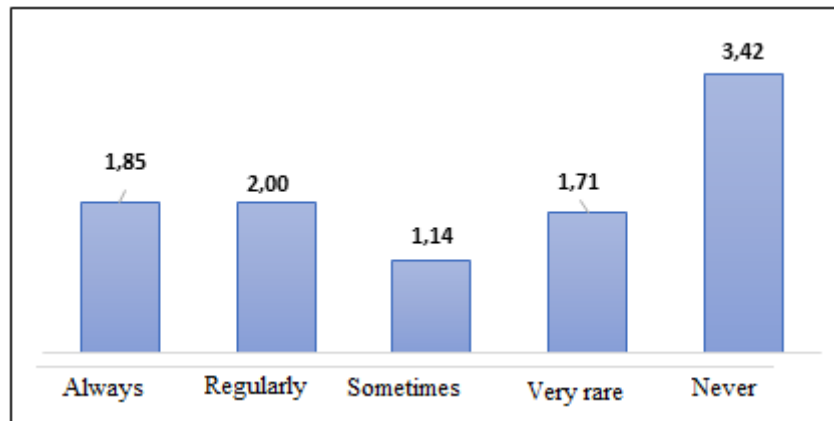


Figure 3. Organization of work material
Source: Questionnaire applied to students

Regarding the items related to the organization of materials in general terms, differences were found between those who always have difficulties at the level of organization of their environment in the class. An average of 1.85 students indicated that they always have problems in this regard, regularly an average of 2.00 students, sometimes an average of 1.28 students, very rarely an average of 1.42 and never an average of 3.28 students. Figure 4 shows the students who demonstrate work initiative.

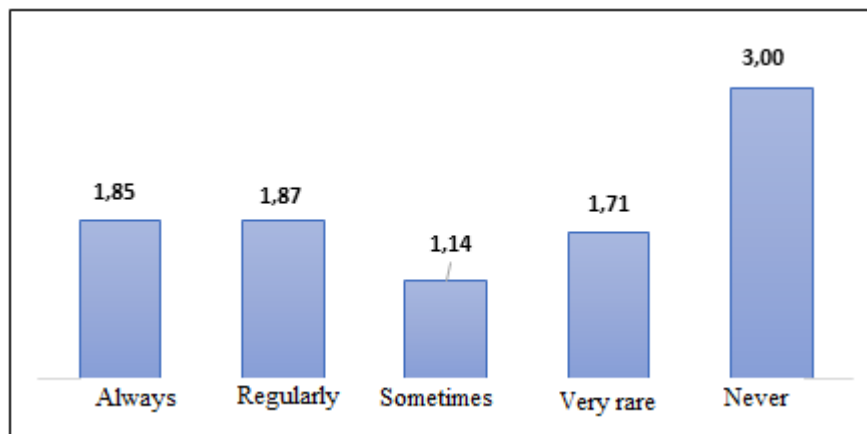


Figure 4. Students demonstrate work initiative
Source: Questionnaire applied to students

Regarding the items related to the initiative in general terms, differences were found between those who always have difficulties in developing their school activities autonomously. Where an average of 1.85 students indicated that they always have problems in this regard, regularly an average of 1.87 students, sometimes an average of 1.51 students, Very rarely an average of 1.75 and Never an average of 3.00 students.

Figure 5 shows the results related to students who present problems at the working memory level.

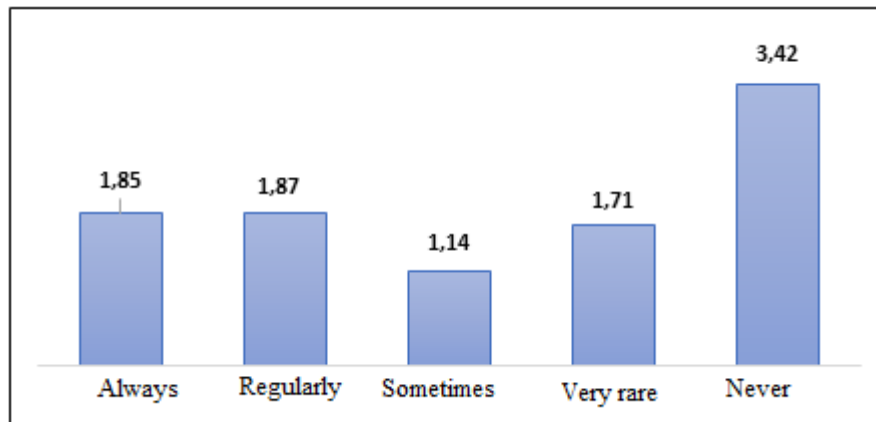


Figure 5. Problems at the working memory level
Source: Questionnaire applied to students

Finally, when analyzing the working memory of BGU students from the “Aida Coloma de Sánchez” Educational Unit in the province of Guayas, an average of 1.85 students indicated that they always have problems in this regard. Regularly an average of 1.88 students, sometimes an average of 1.14 students, very rarely an average of 1.71 and never an average of 3.42 students.

Disruptive behaviors are so old that they have been observed since the beginning of society and time and technological advances and the greater freedom that children and young people have had, have allowed their behaviors to be variable, more still, in current times, where families are in some way detached from family control due to the parents' work and the schedules that must be met, the above are, among other elements, those that prevent the development of good behavior in children, girls and young people (Parisi et al., 2013; Wibmer et al., 2010).

When talking disruptive behaviors, it is considered part of indiscipline, it refers to the behaviors that prevent carrying out a series of activities with the rhythm and regulations that are planned. This phenomenon occurs in all instances and all educational establishments in the country, and, especially in semi-urban and rural schools and societies. This undoubtedly has an impact on the teaching-learning process that the teacher designs for his students since the same ones who present disruptive behaviors are those who, in general, have special educational needs and consequently poor academic performance (Rasberry et al., 2011; Honicke & Broadbent, 2016). In the opinion of Gómez-Tabares & Correa Duque (2022), the consistent links between Bandura's theory of moral disengagement and disruptive and inhuman behaviors. Recently, the direct and indirect relationships of moral disengagement with bullying, cyberbullying and other aggressive behaviors in children and adolescents have been explored (p.1).

The research was related to disruptive behaviors and their impact on school performance in BGU students from the “Aida Coloma de Sánchez” Educational Unit in the province of Guayas. Through the implementation of the EFECO questionnaire to the students, it was possible to evaluate executive functions such as: Monitoring, emotional control, organization of materials, initiative and working memory. In the authors' opinion, a fundamental contradiction is established between the need to control this type of behavior and the lack of training that allows them to identify disruptive behaviors. According to Noro (2018), to educate it is essential to define what is human and how it should be human. Education is impoverished and betrayed if it categorically circumscribes and limits the vision of man and his possibilities of development (p. 1).

Disruptive behaviors are currently considered as attitudes, behaviors or attitudes that negatively affect the success of any life project in children who suffer from it; since they affect the interest in studying. In this context, the results obtained made it possible to show that, of the total of 10 students evaluated, attention was drawn to a group of 2 students who, when evaluating the proposed dimensions, always failed to complete their work, needed another person or have difficulty finishing their work homework on time, which proves that disruptive behaviors do indeed negatively affect school performance. It should be noted that the development of school performance is directly related to previous behaviors and knowledge. In this regard, Ausubel (1983) identifies that, in the learning orientation process, it is vitally important to know the student's cognitive structure; What are the concepts and propositions it handles?

As part of the analysis, a comparison of performance was carried out concerning the evaluation obtained by the students through the EFECO questionnaire of the students in the BGU students of the “Aida Coloma de Sánchez” Educational Unit. To determine the level of incidence of disruptive behaviors concerning the dimensions of monitoring, emotional control, initiative and working memory, significant differences were found between the students involved. Where students who present disruptive behaviors had lower performance than students who do not suffer from these attitudes. From the point of view of [Martínez-Vicente & Valiente-Barroso \(2020\)](#), teacher discomfort has increased as a result of the spread of classroom contexts where distorting behaviors, lack of discipline and tension attributed to so-called disruptive students prevail, who impede their behaviors and attitudes the normal functioning of classes (p. 72).

By way of illustration, the application of novel control strategies in the classroom always contributes to the attitudinal and social development of students with inappropriate behaviors. Therefore, actions must be aimed precisely at solving disruptive behaviors of students based on the application of pedagogical strategies that will contribute to improving school performance. Working in a pleasant environment in the classroom influences the development of the teaching-learning process and above all influences the self-esteem of the students. For this reason, when students acquire good habits both in the classroom and in their environment, they acquire better intellectual and cognitive development.

On the other hand, BGU students from the “Aida Coloma de Sánchez” Educational Unit, in which factors such as disability predominate, present persistent behaviors, with greater difficulty in extinguishing or controlling them. At the same time, they cannot stand being contradicted and have a very low tolerance for frustration. Nor should their voices be raised or they be threatened with punishments or negative consequences due to their behavior. Engaging in heated discussions with them means entering their territory and can lead to greater activation.

Finally, both teachers and parents should have notions that allow them to handle any type of conflict in which students are involved and solve it in the best possible way, without losing control. Therefore, this work should be carried out both in the classroom and in the student's home since the issue of disruptive behaviors is an issue that affects all members of the community in one way or another. Without a doubt, permanent training and updating of knowledge by teachers is the fundamental key to creating a culture of peace within the classroom, learning the skills to manage the group and responding creatively to solving problems typical of the classroom.

4 Conclusion

Based on the results obtained from the EFECO questionnaire applied to third-year BGU students from the “Aida Coloma de Sánchez” Educational Unit, the following could be concluded:

At the level of the monitoring dimension, it was evident that a minority segment of students requires help in aspects such as, for example: Supervision when carrying out their educational tasks, this means that students with disruptive behaviors cannot articulate with school aspects easily because it is difficult for them to behave appropriately with the teacher and classmates.

Regarding the emotional control dimension, the information obtained allowed us to identify that a majority segment of students lose control of their emotions. Precisely, this is the area where disruptive behaviors are demonstrated. Students react in various ways, they get upset, surprisingly change their mood or have aggressive attitudes, which constantly require encouragement to start doing their educational tasks and even help at home.

When it comes to the organization of materials in the classroom, only a minority segment of students has difficulty. That is, they have attitudes of leaving their things everywhere or have difficulties adapting to changes in their routines with new teachers. Clutter is an unmistakable sign that the student needs to be guided in the responsibilities he has within the classroom because he leaves everything messy wherever he goes and this affects his classmates and teachers.

Regarding identifying the initiative dimension, the information obtained made it possible to show that a greater number of students take the initiative to begin educational activities within the classroom and collaborate with the teacher, this group of students does not find it difficult to carry out the tasks personally. However, the problem persists in certain students who need to be told to start a task and take the initiative to start activities, games or educational tasks.

Finally, when identifying the working memory dimension among the group of third-year BGU students from the “Aida Coloma de Sánchez” Educational Unit, the information indicates that a majority segment of students do not have problems with aspects such as completing their homework on time, solving differently educational tasks, games with friends, homework, concentrate on completing educational tasks, appropriately carry out activities or tasks that have more than one step.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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