



TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

RESEARCH REPORT

THEME:

**FACTORS THAT LEAD DISRUPTIVE BEHAVIOR IN STUDENTS IN THE
ENGLISH LANGUAGE LEARNING PROCESS**

Research report before obtaining the bachelor's degree in National and Foreign Language
Pedagogy, English Major

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DECLARATION OF AUTHORSHIP

We, Loya Chalacan Kerly Micaela, ID number. 1723483606, and Vivanco Morales Stalyn Augusto, with ID number. 1717537250 declare ourselves as the authors of the following RESEARCH PROJECT: "**FACTORS THAT LEAD DISRUPTIVE BEHAVIOR IN STUDENTS IN THE ENGLISH LANGUAGE LEARNING PROCESS**" being Lic. Nelly Patricia Mena Vargas, MSc. tutor of the present work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible legal claims or actions.

Furthermore, I certify that the ideas, concepts, procedures, and results expressed in this research work are my sole responsibility.

Pujilí, March, 2024



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ENDORSEMENT OF THE RESEARCH PROJECT TUTOR

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“FACTORS THAT LEAD DISRUPTIVE BEHAVIOR IN STUDENTS IN THE ENGLISH LANGUAGE LEARNING PROCESS” by Loya Chalacan Kerly Micaela; Vivanco Morales Stalyn Augusto of the Pedagogy of National and Foreign Languages career, I consider that this Research Report is worthy of the endorsement of approval by complying with the technical standards, translation and formats provided, as well as incorporating the observations and recommendations proposed in the pre-defense.

Pujilí, March, 2024



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APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE

As the Readers Committee, we hereby approve the present Research Report in accordance with regulatory provisions issued by the Technical University of Cotopaxi and its Pujilí Campus. The applicants, Loya Chalacan Kerly Micaela and Vivanco Morales Stalyn Augusto, with the title of the Research Project: **“FACTORS THAT LEAD DISRUPTIVE BEHAVIOR IN STUDENTS IN THE ENGLISH LANGUAGE LEARNING PROCESS”**, have taken into consideration the recommendations issued in a timely manner and possess sufficient merits to undergo the thesis defense.

Based on the aforementioned, authorization is granted to record the corresponding files on a CD, in accordance with institutional regulations.

Pujilí, March, 2024

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GRATEFULNESS

We would like to express our sincere thanks to all those who have contributed to the successful completion of this research project. First and foremost, we extend our heartfelt thanks to our supervisor Patricia Mena, for her invaluable guidance, unwavering support and constructive comments throughout the research process. Her expertise and encouragement have been instrumental in shaping the trajectory of this study. We would also like to thank the administration, teachers and students of the Hermano Miguel Educational Unit for their cooperation and participation in this research. Their openness in sharing their experiences and perspectives has enriched the depth and quality of the data collected.

This research project would not have been possible without the collaboration of all the people mentioned above, to whom we express our sincere thanks and appreciation.

Kerly & Stalyn

DEDICATION

I dedicate this project to God for giving light to my mind, peace in my heart and wisdom in my decisions.

To my parents Lucia and Walter for all their unconditional support, for believing in me and fighting day by day for me to achieve my dreams, many of my achievements I owe to you including this one. To my sister Brithany, for being my light in my darkness and how not to thank my unconditional loves Magdalena and Jose, their blessing when I leave home protect me and lead me on the path of good. To my star in the sky that watches over me from there, I know he is proud of this triumph.

And without leaving behind all my family, with all the humility that can emanate from my heart, I give them my work as an offering for their love and affection.

Kerly

DEDICATION

To my beloved family,

I want to express my sincere gratitude to each one of you. To my mother, for her unwavering support and love; to my sister, for her constant encouragement; to my niece, for being the light that brightens my days; to my brother, for his valuable companionship; and to my dear grandmother, for being my source of wisdom and affection. And to my father, for being my rock and my guiding light, showing me the way with his love, wisdom, and unwavering support. This achievement wouldn't have been possible without the support of each of you. Thank you for being my strength and my reason for being.

With love,

Stalyn

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ABSTRACT

Disruptive behavior includes actions hindering the learning process, and understanding its roots is crucial for fostering a positive educational environment. This research project aims to identify the English classroom factors contributing to disruptive behavior in high school students at Hermano Miguel Educational Unit. The theoretical framework is into the nature of behavior, categorizing it into prosocial, disruptive, and motivational, emphasizing the impact of disruptive behavior on the teaching and learning process. The study employs a qualitative approach, focusing on the interpretation and meaning-making of non-numerical data to comprehend the underlying factors. The survey applied as the technique, The questionnaire was used as the primary instrument, while, a 4-point Likert scale questionnaire with 10 items, with 3 categories such as: learning difficulties (low self-esteem, frustration, anxiety) influences, boredom (motivation) and behavior - influence (peer influence, close friend, media influence). For the data collection, 43 students from the second bachelor year of IPA (Industrialización de Productos Alimenticios) between fifteen and seventeen years old and an English teacher from the Hermano Miguel Educational Unit participated in the study. The data analysis followed a thematic approach, systematically reviewing and relating the questions to categorize and verify the classroom factors that influence disruptive behavior. The findings from this study emphasize the profound impact on Behavior – Influence category. In other words, there is the necessity of cultivating positive per relationships and minimizing distractions to foster an effective learning environment. Adolescents are especially vulnerable to peer influence, which can affect both their behavior and academic performance. The extent of this influence is determined by the classroom context, highlighting the importance of considering the environment when addressing disruptive behavior and peer influence.

Keywords: Behavior- Influence, Boredom, Classroom Factors, Disruptive Behavior, Learning Difficulties.

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
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TITULO: FACTORES QUE PROVOCAN CONDUCTAS DISRUPTIVAS EN LOS ALUMNOS EN EL PROCESO DE APRENDIZAJE DEL INGLÉS

Autores: Loya Chalacan Kerly Micaela

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RESUMEN

El comportamiento disruptivo incluye acciones que obstaculizan el proceso de aprendizaje, y entender sus raíces es crucial para fomentar un ambiente educativo positivo. Este proyecto de investigación tiene como objetivo identificar los factores del aula de inglés que contribuyen al comportamiento disruptivo en estudiantes de secundaria de la Unidad Educativa Hermano Miguel. El marco teórico se adentra en la naturaleza del comportamiento, categorizándolo en prosocial, disruptivo y motivacional, enfatizando el impacto del comportamiento disruptivo en el proceso de enseñanza y aprendizaje. El estudio emplea un enfoque cualitativo, centrado en la interpretación y la elaboración de significados de datos no numéricos para comprender los factores subyacentes. La encuesta aplicada como la técnica, El cuestionario fue utilizado como el instrumento primario, mientras que, un cuestionario de escala Likert de 4 puntos con 10 elementos, con 3 categorías tales como: dificultades de aprendizaje (baja autoestima, frustración, ansiedad) influye, aburrimiento (motivación) y el comportamiento - influencia (influencia de los compañeros, amigo cercano, influencia de los medios de comunicación). Para la recolección de datos, participaron en el estudio 43 estudiantes del segundo año de bachillerato del IPA (Industrialización de Productos Alimenticios) con edades entre quince y diecisiete años y una profesora de inglés de la Unidad Educativa Hermano Miguel. El análisis de los datos siguió un enfoque temático, revisando y relacionando sistemáticamente las preguntas para categorizar y verificar los factores del aula que influyen en el comportamiento disruptivo. Los resultados de este estudio destacan el profundo impacto en la categoría Comportamiento - Influencia. En otras palabras, existe la necesidad de cultivar relaciones per positivas y minimizar las distracciones para fomentar un entorno de aprendizaje eficaz. Los adolescentes son especialmente vulnerables a la influencia de sus compañeros, que puede afectar tanto a su comportamiento como a su rendimiento académico. El alcance de esta influencia viene determinado por el contexto del aula, lo que subraya la importancia de tener en cuenta el entorno a la hora de abordar el comportamiento disruptivo y la influencia de los compañeros.

Palabras claves: Aburrimiento, Comportamiento disruptivo, Comportamiento- Influencia, Dificultades de aprendizaje, Factores del aula.



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AVAL DE TRADUCCIÓN

En calidad de Docente de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al idioma español del proyecto de investigación cuyo título versa: "**FACTORS THAT LEAD DISRUPTIVE BEHAVIOR IN STUDENTS IN THE ENGLISH LANGUAGE LEARNING PROCESS**" presentado por: Stalyn Augusto Vivanco Morales y Kerly Micaela Loya Chalacán, egresados de la Carrera de: **Pedagogía De Los Idiomas Nacionales Y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizaron bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

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Pujilí, Marzo del 2024

Nelly Patricia Mena Vargas, Mg.
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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme: The factors that lead to disruptive behavior in students

Starting Date: October 2023

Ending Date: March 2024

Place of Research: Hermano Miguel Educational Unit

Sponsoring Faculty: Pujilí Extension

Sponsoring career: National and Foreign Language Pedagogy English

Macro project of the career: Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

Research Group: Kerly Micaela Loya Chalacan - Stalyn Augusto Vivanco Morales

Work Team: MSc. Nelly Patricia Mena Vargas

Knowledge area: Education

Research line: Educación, Comunicación y Diseño Gráfico para el Desarrollo Humano y Social

Research sub-line: Educación, lingüística, literatura, Interculturalidad y sociedad.

Key words: Behavior- Influence, Boredom, Classroom Factors, Disruptive Behavior, Learning Difficulties.

2. PROBLEM STATEMENT

Derived from students' differences in learning English, every teacher expects that students can show appropriate behavior since a conducive learning situation is essential to learn English since it helps the learning process work well, however, in real conditions, it could be so dramatic with students' various characters and behaviors. Some of them often disturb and impede the effectiveness of the teaching-learning process, this is why the disruptive behavior of students poses a great challenge to the education system as it affects the learning environment and hinders the overall academic progress of students. . In this case Herman et al. (2020) mentions that "creating effective learning environments, supporting positive teacher-student relations and positive classroom climates, and ultimately impacting student learning and social-emotional development" (p. 70).

In the province of Cotopaxi, at Hermano Miguel Educational Unit, students present problems of disruptive behavior, such as the use of cell phones in class, talking to classmates, disturbing others, so it was categorized as: Learning Difficulties, Boredom and Behavior - Influence, which affect individually and collectively because with the mentioned problems the student can not have a good learning environment in English classes and therefore disruptive behaviors will occur in the classroom.

This research will be applied to students of the second bachelor (IPAL), which will help to identify the factors that cause disruptive behaviors in students in the classroom. Knowledge of the factors that cause these behaviors would potentially allow teachers to develop techniques and means to efficiently and effectively reduce their occurrence. Therefore, it is important to investigate disruptive behaviors in classrooms that have negative effects on teachers, peers, and even disruptive students as they act as an obstacle to classroom instruction. According to these concepts, the research problem was formulated as: What are the classroom factors that contribute to the disruptive behavior of second year bachelor's students at Hermano Miguel Educational Unit?

3. OBJECTIVES

3.1 General objective

To identify the classroom factors that contribute to disruptive behavior in the students at Hermano Miguel educational unit.

3.2 Specific objectives:

- 1) To examine the theoretical foundations of disruptive behavior.
- 2) To explore classroom factors that cause disruptive behaviors in students in English classes.
- 3) To establish the conclusion and recommendation of disruptive behavior in the English classroom in the second year of bachelor

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific objective	Activities	Verification Means
To Examine the theoretical foundations of disruptive behavior.	Search previous research Literature review Design theoretical framework	Theoretical framework
To explore classroom factors that cause disruptive behaviors in students in English classes.	The preparation of the survey focused on disruptive behavior in the English classroom.	Survey questionnaire
To establish conclusion and recommendation of disruptive behavior in elementary English classroom.	Survey data analysis Data discussion Recommendations	Analysis and discussion of results Conclusions

5. JUSTIFICATION

The purpose of this qualitative research is to identify specific factors within the classroom environment that contribute to disruptive behavior in students at Hermano Miguel educational unit. This research is crucial, as disruptive behavior poses a significant challenge to the learning environment, hindering students' educational progress and impacting the overall effectiveness of the school.

To date, there has been a lack of comprehensive studies focusing on the specific classroom factors leading to disruptive behavior at Hermano Miguel educational unit. Recognizing this gap in research, the research aims to shed light on the root causes of disruptive behavior, offering valuable insights that can inform the development of targeted interventions and strategies for creating a more conducive learning environment.

The results obtained from this research will offer a nuanced understanding of factors influencing disruptive behavior within the school setting. By identifying key factors such as classroom management techniques, teaching methodologies, peer interactions, and academic challenges, it aims to provide valuable insights for school officials. This knowledge can inform discussions and considerations regarding potential strategies for addressing disruptive behavior, allowing stakeholders to collaboratively explore effective preventive measures.

The direct beneficiaries of this research are the students from Hermano Miguel educational unit, as a comprehensive understanding of the factors contributing to disruptive behavior will pave the way for a more conducive learning environment. Additionally, educators and school administrators will indirectly benefit from the study's findings, gaining valuable insights that can inform the development of school-wide policies and targeted interventions.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Research Background

This section describes previous studies in which it was evident that several factors cause disruptive behavior in students. Therefore, they conclude that disruptive behavior is an important problem that cannot be taken lightly. Students who make noise and disturb their friends during the English teaching-learning process in the classroom make the learning situation unproductive. Such information was compiled from different digital sources; International Journal of Advanced Research in Education and Society, International Journal Of Language Teaching And Education, Jurnal Penelitian Humaniora, International Journal in Applied Linguistics of Parahikma, and American Journal of Educational Research

Jati et al. (2019) investigate different causes in the classroom related to the disruptive behavior of students in the English Teaching Learning process. This study applied a qualitative approach using a case study method to investigate students from the tenth grade until the twelfth grade in Indonesia. For this study were seven English teachers and six selected classes. For the data collection observations were used and interviews were, while for data analysis used triangulation (data reduction, display, and drawing verification). The findings show two factors, internal factors were: 1) Boringness 2) difficulty in learning 3) seeking attention external factors 1) fatigue, and 2) influence of the media. In conclusion, disruptive behavior has a problem that is sensitive and continues to affect students in their academic outcomes.

Ardin (2020) investigated a study to explain the factors that lead to disruptive English language learning behavior in students. They use descriptive qualitative research employing a purposive sampling technique to investigate students from a secondary level. For this study were 6 participants: 2 EFL teachers, a counselor, 2 classmates, and his family. For data analysis, triangulation was used (data reduction, data display, and conclusion: drawing/verification). The findings revealed that the causative factors of student's disruptive behavior in learning English included (a) attention seeking, (b) classroom peer, (c) close friend, (d) environment of learning, (e) family, and (f) societal environment. This study concludes by indicating that the factors that most affect the student's disruptive behavior are external factors.

In the same way, Muna (2020) identified the factors that commit disruptive behavior in the classroom with students. First, in this paper a Qualitative study was used with a qualitative method in three secondary schools in the capital city of Brunei Darussalam. Second, the study has selected six local teachers that teach to age 13 to 15 years old (young students) to use purposive sampling in which the data was collected by applying semi-structured interviews. In the case of the data analysis a thematic analysis was implemented that had findings revealing that the teachers from the three schools analyzed the factors that influence the disruptive behavior in the young students in their classrooms. Finally, the interviews showed common reasons that the teachers perceived those reasons are, home environment, family, socioeconomic status, social community, peer influence and social media.

Vongvilay et al. (2021) conducted a study to analyze the different types of and reasons for students' disruptive behaviors in English class. The present study was conducted through a qualitative research using a case study method to investigate 118 students in level 3 secondary school in Dondaeng. Interviews and observations were used to obtain the data. The data analysis techniques included three steps: data reduction, data visualization, and vilification. The findings showed that the main reasons for the students' disruptive behaviors were due to their environment (friends and social), deficient learning (laziness to study and English too challenging) and psychological demands (power, freedom, fun).

Finally, Amalia (2021) conducted the disruptive behavior from the perspective of the students in EFL classroom between the factors which impacts the behavior and classroom engagement. The current study applied a qualitative research approach using a qualitative method that was applied in a total of 182 students from State Islamic University Banda Aceh. The factors causing these misbehaviour were mentioned by the participants were boredom, classroom setting, sleepiness, lack of willingness, lecturer performances, etc. The current study presented several common disruptive behaviors in the EFL classroom which impacts on the whole learning process either for the students or the teacher.

6.2 Theoretical Framework

6.2.1 Behavior

In general, behavior is understood as the way in which a living being reacts to stimuli in its environment, whether consciously or unconsciously, voluntarily or involuntarily, and which is influenced by various agents, whether genetic, social, cultural, psychological, economic and affective. “essentially, behavior is anything that a person says or does. Some commonly used synonyms include “activity”, “action”, “performance”, “responding”, “response” and “reaction”.” (Martin & Pear, 2019, p.3)

6.2.2 Types of behavior

6.2.2.1 Prosocial Behavior

Prosocial behavior encompasses voluntary actions aimed at benefiting others and promoting social welfare, involving behaviors like helping, sharing, cooperating, and comforting as stated by Akar et al. (2019) prosocial behavior refers to voluntary actions that are intended to benefit others or promote social welfare. It includes behaviors such as helping, sharing, cooperating, and comforting. Prosocial behavior fosters a sense of compassion and interconnectedness by encouraging individuals to engage in acts of kindness and support for the betterment of others and society as a whole.

6.2.2.2 Disruptive Behavior

Disruptive behavior is inappropriate behavior that interferes with the effective functioning of the activity being performed by hindering and preventing others from carrying out their responsibilities. So, according to Milone & Sesso (2022) mention that disruptive behavior is a group of disorders that often involve the regulation of aggressive behavior, self-control, and impulses, resulting in behaviors that pose a threat to the safety of others and social norms. The self-control problems associated with these disorders are usually first observed in childhood, but can often persist into adolescence and adulthood or pose a developmental risk for later negative consequences. Also “disruptive behavior is any type of inappropriate behavior that may obstruct the process of teaching and learning, affecting not only the student who provokes

them, but the other students and teachers as well.” (Hardiyanti et al., 2023, p. 269). so that disruptive behavior in the classroom can have a detrimental effect on the classroom environment, as well as on the educational experience.

Disruptive behavior can have a significant impact on learning and teaching environments as indicated by Retuerto et al. (2020), disruptive behavior as hostile behavior that hinders and obstructs the teaching, learning process being increasingly common in classrooms and is a major problem faced by the education system. Ultimately, addressing disruptive behavior in schools requires the development of precise evaluation tools, especially those incorporating self-descriptive methods, to comprehensively understand and mitigate its impact on the learning environment.

6.2.2.3 Motivational Behavior

To understand motivational behavior it is characterized as a psychological inclination and internal drive shaping individual actions as identified by Tokan & Imakulata (2019) motivation in behavior is described as a psychological tendency and internal impulse that stimulates and regulates an individual's actions. Thus, recognizing the pivotal role of motivation becomes imperative for nurturing positive learning behaviors and fostering academic triumph.

6.2.3 Types of disruptive behavior

6.2.3.1 Physical aggression

Physical aggression holds a notable position within the spectrum of aggressive behaviors among preadolescents, involving actions like hitting or causing physical harm to peers. As stated by Bardach et al. (2021), physical aggression is a significant aspect of aggressive behavior among preadolescents. This form of aggression encompasses behaviors such as hitting or physically harming classmates. Understanding the dynamics and prevalence of physical aggression is crucial for developing effective interventions to promote a positive and safe school environment. Physical aggression plays a major role in preadolescent behavior, including actions like hitting peers. Acknowledging its prevalence is crucial for developing interventions that promote a positive and safe school environment.

6.2.3.2 Verbal aggression

The understanding of verbal aggression is fundamental in addressing behavioral challenges within educational settings just as said by Franco et al. (2023) verbal aggression involves the use of language to harm others, encompassing actions such as insults, swearing, name-calling, and threats. A comprehensive understanding of verbal aggression is critical to implementing effective strategies to manage challenging behaviors in educational contexts.

6.2.3.3 Non-compliance

Non-compliance refers to the failure of subjects to adhere to assigned conditions or interventions in empirical research, posing a substantial threat to the validity of causal inferences by potentially introducing bias and compromising the assumption of exchangeability. In words of Beaton et al. (2021), non-compliance can be a significant issue in empirical research, as it can introduce bias and affect the validity of causal inference. In particular, non-compliance can lead to a violation of the assumption of exchangeability, which is crucial for identifying causal effects.

6.2.3.4 Disobedience

Disobedience characterizes a part of behavior from students as mentioned by Stamatis and Chatzinikola (2022) disobedience is characterized as a child's objection to the wishes and generally accepted rules set by parents and/or teachers, often as a way to handle a situation or express feelings and this behavior can be long-term and may lead to aggressiveness and even criminality. It provides valuable insights into the causes and potential consequences of disobedience in students, shedding light on the importance of addressing this behavior early on to prevent long-term negative impacts.

6.2.4 Developmental Stages and Disruptive Behavior

6.2.4.1 Disruptive behavior in children

Several important socio-behavioral and cognitive changes occur during the preschool period (3-5 years), such as the development of self-control and the ability to tolerate frustration. Campbell (as cited in Kohlhoff, 2020) indicates that behavioral disturbances in infancy and childhood, such as persistent tantrums or aggressiveness, may signify the beginning of a trajectory of behavioral problems.

6.2.4.2 Adolescents and Disruptive Behavior

Disruptive behavior in adolescents is detrimental to the academic community as it interferes with the learning process of other students, hinders the ability of instructors to teach more effectively, and may reflect a significant level of personal problems or distress of the dysfunctional disruptor. (Sondeijker et al. 2005) states that disruptive behavior in adolescents is of real concern when it has a negative impact on their interpersonal environment and is more frequent in boys, the ability to self-regulate emotions and behaviors is one of the social adaptation skills that disruptive adolescents lack.

Adolescents may face personal challenges such as family problems, hormonal changes, stress, anxiety or mental health issues, which could affect their behavior in the classroom. Arban et al.(2020) establishes that “Adolescents with DBD have low self-control, conflictual relationships, and low empathy” (p.2)

6.2.4.3 Adult Manifestations of disruptive behavior

Adult learners' stress from taking on multiple responsibilities is especially evident in the college environment as individuals strive to obtain a degree to achieve a career goal, adult learners' management of multiple roles is a factor that adult educators must take into account in understanding the interactive and cumulative causes of distracted, aggressive, and threatening behavior. (Dobmeier & Moran, 2008). Adult learners have more responsibilities than a child or adolescent and being burdened with academic,

social, family or economic pressure causes disruptive behavior.

6.2.5 Impact on Educational Settings

6.2.5.1 Disruption in classrooms

Disruptions in the classroom can impede learning, hinder concentration, and disrupt the overall educational experience as explained by Maringe and Chiramba (2021) critically discuss the conceptual basis for understanding the impact of disruptions in higher education, addressing conceptual paralysis in South Africa's higher education sectors. It highlights the urgency of addressing challenges and fostering innovative solutions to ensure resilience and transformation in the higher education sector.

6.2.5.2 Teacher-student relationships

Establishing clear procedures and rules in the initial lesson not only sets the foundation for a positive teacher-student relationship. As proposed by Petre (2020) mentioned that support should be reciprocal from both students and teachers, in both directions, attitudes and behaviors that help to strengthen the school environment should be understood.

McGrath (2019) establishes that “Teachers who perceive students’ disruptive behaviours as a consequence of developmental, temperamental, or ecological factors may be more likely to foster closeness with those students.” (p.11). The teacher when encountering students with disruptive behavior should have a positive approach to create a relaxed atmosphere in the classroom.

6.2.5.3 Students-students relationships

Student-student relationships play a fundamental role in their individual and learning experiences, and it is the duty of the teacher to introduce them to and encourage them to consider the differences and perspectives of other students when participating in specific activities (Harat & Sedouki, 2020). Conflictual student-student relationships often generate numerous problems in the development of the educational process, and that is where the teacher intervenes to change this environment.

6.2.6 Students with disruptive behavior

Disruptive behavior can be expressed in a variety of ways. According to teachers, some types of behaviors are considered more disruptive than others. In conformity with Wangdi & Samten(2022) underscores broader assertion that disruptive behavior poses a significant challenge in education, emphasizing the shared burden felt by teachers and students when faced with improper behavior in the classroom.

For this reason, Charles (2014) classifies thirteen types of disruptive behavior: 1) Inattentiveness 2) Obtuseness 3) Talkativeness 4) Moving around the classroom 5) Annoying others 6) Lying 7) Stealing 8) Cheating 9) Sexual harassment 10) Aggression and fighting 11) Malicious mischief 12) Defiance of authority 13) Disruption.

6.2.7 Students' Behaviors in ELT Classrooms

Successful language learning occurs when teachers control and manage disruptive students in an organized way, but this all changes when there are unruly, unwanted, and unacceptable behaviors in the ELT classroom. Disruptive behaviors are disobedient and unhelpful to the ELT classroom, so such behaviors are problematic aspects of effective teaching and distort the schools' code of conduct. So, according to Rana (2016) affirms that disruptive students are students who are disobedient and cannot adapt to the ELT classroom. They show disinterest and non-cooperation in classroom activities, causing teachers' teaching plans and techniques to be undermined, as well as the learning abilities of other students. Disruptive behavior is one of the problematic aspects for ELT teachers as excessive disruptive behavior

6.2.8 Factors that cause disruptive behavior

6.2.8.1 The influence of media

(Smale et al., 2021) established that “despite the potential instructional benefits of integrating devices such as cell phones into schools and classrooms, research reveals that their improper use can negatively impact student behaviour, learning, and well-

being” (p.49). The use of cell phones and apps (WhatsApp and Facebook) has an impact on the academic performance of students as they are distracted by not getting enough rest and using these networks excessively, they do not pay attention in class and arrive sleepy, followed by students using the cell phone in the classroom which affects school performance.

6.2.8.2 Close friend

We know that friendships are really important in helping students develop socially and emotionally, however, behavioral development can be influenced by these same friendships that harm academic outcomes. This is why Palacios and Berger (2022), the influence of friendson students' engagement in disruptive behaviors is pivotal; if friends discourage such behaviors,students are less likely to exhibit disruptive conduct in the future. Conversely, when friends encourage disruptive behaviors, there is a greater likelihood of students being influenced to engage in disruptive behaviors. Consequently, the dynamics of peer influence play a significantrole in shaping students' behavior within the school context.

6.2.8.3 Boredom

Olayinka et al. (2023) affirms that “the lesson of an ineffective and incompetent teacher is always uninteresting to students. Very often, boredom makes students misbehave, even when the lesson is going on. Thus, boredom may be a result of a teacher's method of teaching” (p.49)A major reason for classroom indiscipline is distraction due to boredom and the lack of dynamicpedagogy on the part of teachers to invite students to be proactive.

6.2.8.4 Psychological Needs

Addressing students' psychological needs in education is crucial for fostering a positive and conducive learning environment, promoting overall well-being and academic success. Aligningwith Conesa et al. (2022), teachers fulfill this role by establishing clear expectations, providingincentives, setting goals, offering assistance, support, and feedback, among other strategies. This comprehensive approach not only addresses

learning deficits but also contributes to creating an atmosphere where students feel supported and motivated to actively engage in their educational experience.

6.2.8.5 Fatigue

Students' fatigue, encompassing sleepiness and physical exhaustion, hampers focus, attention, and understanding, potentially leading to decreased motivation, hindered learning, and adverse effects on academic achievement as supported by Oducado et al. (2022), stated that students' fatigue caused lethargy that decreases students' willingness to follow the learning process. As a result, students were always thinking about something, facing constant things without any variation, and doing something forced which was not under their wishes.

6.2.9 English teaching and learning process

6.2.9.1 Learning

Learning involves the process of acquiring knowledge and skills through various teaching and learning methods in the education system as defined by Kopsov (2021), as a process of ontogenetic adaptation, in which experience with the environment leads to a change in the organism's behavior or internal state. The essence of learning goes beyond the surface resemblance between enabling technology and desirable social practices.

6.2.9.2 The learning processes of English

The learning processes of English include vocabulary acquisition, pronunciation, language skills, and effective learning strategies as emphasized by Ahmad (2022) the importance of considering individual learner characteristics and effective learning strategies in the process of English language acquisition highlighting the role of age. Understanding and studying learning processes of English are crucial for effective communication and language acquisition.

6.2.10 Difficulties in the English learning process

6.2.10.1 Learning Difficulties

As a foreign language learner, there are many challenges faced by students in attending English lessons at school. Some challenges are; the students' ability to memorize and understand vocabulary, the student's ability to use appropriate grammatical patterns, and the students' ability to understand the genre of the text, etc. Dealing with such matters, some of the students who were challenged to adopt a new language, they tend to have high motivation in joining the English teaching-learning process. Their motivation could be proved by the way students' enthusiasm to follow English lessons. However, for those who had difficulty in learning English, they tend to have a negative perception which significantly impacts the students' low motivation towards studying English lessons. As a result, they tend to be passive and not eager to learn. This case is strengthened by Zhiping & Paramasivam (2013), who urged that negative perceptions of English language lessons, shame, lack of confidence, and fear of speaking English are the source of being anxiety that makes students do some activities that interfere with teaching-learning activities in the classroom.

Also, Todd et al. (2022) relies on ineffective learning is marked by an inability to read and understand simple passages or lessons. Many students encounter difficulties in mastering the English language, experiencing challenges in comprehending it effectively. In particular, bad learning in English is characterized by students' struggles in reading and comprehending simple passages, leading to a pervasive sense of difficulty and inadequate understanding

6.2.10.1 Motivation

Motivation is one of the most important factors for the learning of any subject to be enjoyable and successful, especially that of a foreign language, however there are many students who do not have this motivation and that makes it difficult to learn a new language. Rahardjo & Pertiwi (2020) affirms that "all researchers and experts have agreed that motivation is one of the key factors that influence the learners' success in learning" (p.57)

6.2.10.2 Self Steem

It is an individual's subjective evaluation of their intrinsic worth and value, influencing attitudes, behaviors, and overall well-being as described by Gomez & Diaz (2023), self-esteem pertains to an individual's perception of their value and worth within an organization. So, this concept extends beyond the workplace, significantly shaping behavior, attitudes, and performance in various life facets, including the realm of education.

7. METHODOLOGY

7.1 Research approach

This project applied a qualitative approach as it is a method that consists of collecting and analyzing non-numerical data to comprehend concepts and perceptions. According to Creswell and Poth (2017) qualitative research emphasizes the interpretation and meaning making of social phenomena, providing a deeper understanding of human behavior. Likewise, Denzin and Lincoln (2018) further emphasize the importance of qualitative research in exploring the subjective experiences and perspectives of individuals. This approach is appropriate to address the research problem since the qualitative approach allowed collecting and analyzing the classroom factors that cause disruptive behaviors in high school students at "Hermano Miguel" Educational Unit. Thus, for the development of this approach, it was necessary to have some techniques and instruments to collect, analyze and socialize the most relevant information.

7.2 Research Method

The research approach guides the systematic design and execution of the project, ensuring a structured and effective investigation to achieve meaningful outcomes in agreement with Manjunatha (2019) descriptive research involves observing and documenting the current state of affairs without manipulating variables. It aims to provide a comprehensive description of a phenomenon or situation, shedding light on characteristics and behaviors through data collection.

7.3 Research context

On the other hand, in order to obtain the data, a survey was conducted at Hermano Miguel Educational Unit, a private school located in Latacunga, in an urban sector. The participants of this study are 43 students of second year bachelor IPA, these educational entities were divided into two genders: male and female, consisting of 12 males and 31 females, in an age range between 15 and 17 years old, as well as the teacher who teaches English in the aforementioned course.

To carry out this research, an informed consent was obtained from the rector of the Educational Unit in order to conduct the research within the establishment (see Annex 1).

Once accepted, informed consent will be given to the parents of the student to be studied. (See Annex 2)

7.4 Data collection procedure

The research instrument chosen for this study is a questionnaire featuring a 4-point Likert scale. Consisting of 10 items, the questionnaire is strategically designed to explore participants' views on learning difficulties, boredom, and behavior influence in the context of the research topic. In accordance with Rathi & Ronald (2022) a questionnaire is a structured research instrument comprising a set of questions designed to gather information or opinions from respondents, commonly used in empirical research for systematic data collection. This carefully constructed instrument provides a nuanced understanding of respondents' perspectives, allowing for a comprehensive analysis of the targeted factors.

For the questionnaire intended for students and the teacher was created by researchers (See Annex 3) and (See Annex 4)

7.5 Data analysis

The qualitative data gathered from the questionnaire of students it was meticulously analyzed to address the research objective. Unlike quantitative data analyzed by

statistical programs, qualitative data often involves a thematic analysis approach. Further analysis revealed that within the category of learning difficulties, questions 1, 2, and 4 were found to be related. Similarly, in the category of boredom, questions 3, 5, and 6 were identified as related. Finally, within the category of behavior influence, questions 7, 8, 9, and 10 were associated. This categorization helped in understanding the interconnectedness of factors contributing to disruptive behavior in the classroom. The responses were systematically reviewed and categorized to identify recurring themes related to school factors influencing disruptive behavior and their impact on the learning environment. It is provided a detailed understanding of participants' perceptions, allowing for a qualitative exploration of the complex interplay between identified categories and disruptive behavior in the English language classroom.

In the same way, for the questionnaire applied to the teacher, the category of participation was analyzed where the questions 1, 2, and 3 were related. Also, in the category learning difficulties were associated questions 4 and 6. In addition, the questions 7 and 5 were related with behavior – influence. Finally, for the category of teacher perspective, questions 8, 9, and 10 were similarly.

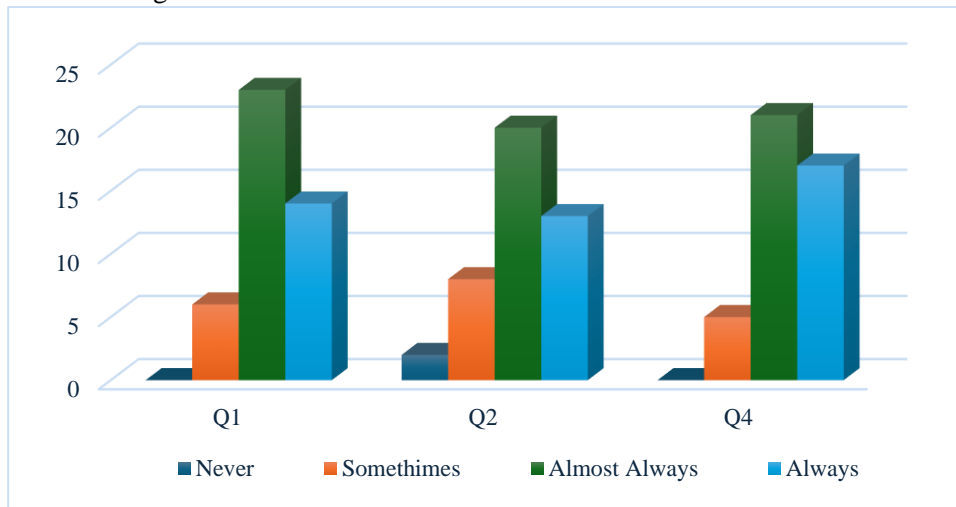
8. ANALYSIS AND DISCUSSION OF RESULTS

8.1 STUDENT SURVEY

1) LEARNING DIFFICULTIES

1. *Does your self-esteem drop when you can't understand or assimilate some topics during English classes?*
2. *Do you find that English classes generate discomfort or frustration?*
4. *How often do you experience anxiety when developing your speaking skills?*

Graphic 1. Learning Difficulties



Source: Researchers

Analysis and Discussion

In the following graph we can visualize the learning difficulties factor. The challenges indicated we can determine that in the first question (Q1) 23 people responded, equivalent to 53.5%, that almost always their self-esteem drops when they cannot understand or assimilate some topics of the English class and 14 people equivalent to 32.6% mentioned that always, likewise in the second question (Q2) 20 people responded, equivalent to 46.5%, that they almost always find that the English classes generate discomfort or frustration, and 13 people equivalent to 30.2% responded that always. Finally, in the fourth question (Q4) about the frequency with which they experience anxiety when developing oral expression skills, 21 students (48.8%) answered almost always, and 17 people (39.5%) said always. With this, the authors conclude that factors such as low self-esteem, frustration and anxiety lead students to have learning difficulties causing a problem of disruptive behavior in the classroom. Consistent with Ines et al. (2022) they highlight the need for teachers to receive appropriate training and professional development to better support students with learning difficulties. This analysis provides valuable information on the prevalence of language skill development challenges during English classes.

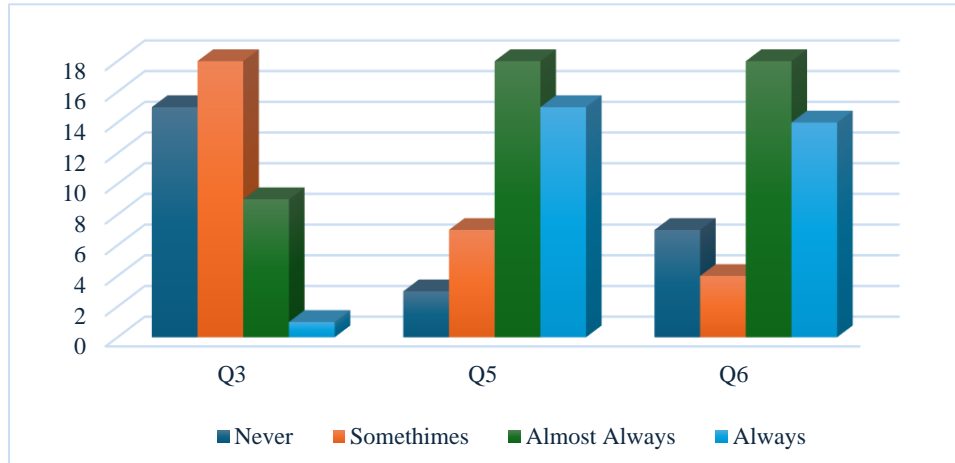
2) BOREDOM

3. *Do you feel motivated in English classes?*

4. *Are you bored in English classes?*

6. *Do you bother your classmates during English classes out of boredom?*

Graphic 2. Boredom



Source: Researchers

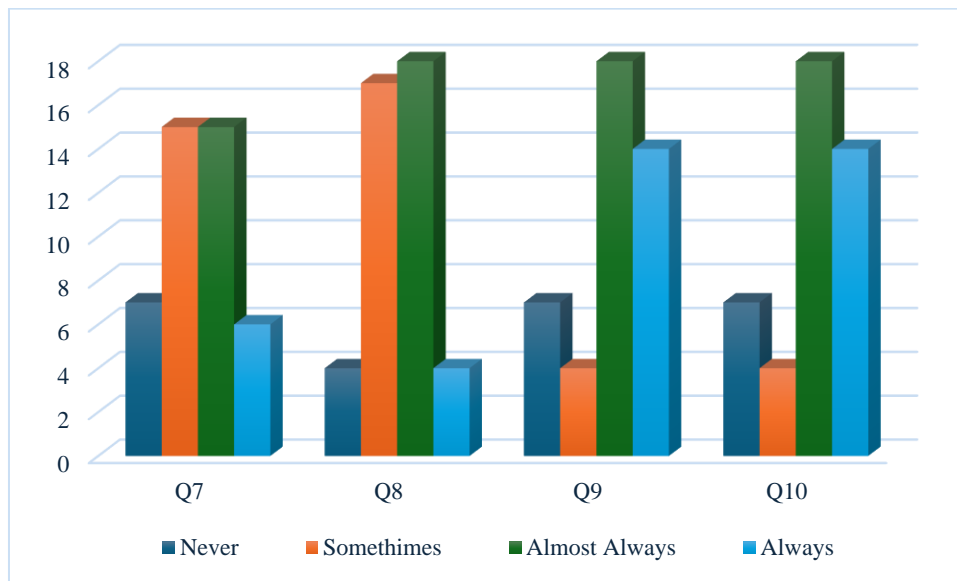
Analysis and Discussion

In this graph we can visualize the factor of boredom, in which in the third question (Q3) where the student is asked if he/she feels motivated in English classes, 18 students corresponding to 41.9% responded that sometimes and 15 students corresponding to 34.9% responded that never, consequently in the fifth question (Q5) 18 students equivalent to 41.9% responded that they are almost always bored in English classes and 15 students equivalent to 34.9% responded that always. Finally, in the sixth question (Q6) 18 students equivalent to 41.9% responded that they almost always bother their classmates during English classes because of boredom and 14 students corresponding to 32.6% responded that they always do. With these results the authors conclude that within boredom there is an important factor which is motivation, since if the student has no interest in the subject he will not pay attention to classes and therefore will get bored and start bothering his classmates. This factor is supported by a previous study by (Amalia, 2020) where when studying disruptive behavior in the EFL classroom and its repercussions on class participation, she determined that boredom is the factor most pointed out as the cause of the occurrence of disruptive behavior and that when a student disrupts the learning and teaching process in the classroom it is due to his or her feeling of boredom. In another study conducted by (Umar & Khair, 2022) stated that students tend to behave disruptively because they are bored in class. Which shows that students get bored because they are not interested in learning English and therefore, when they have the feeling of boredom they tend to do anything to satisfy their needs and stop being bored.

3) BEHAVIOR – INFLUENCE

7. *¿ Do you relate to someone who teachers often call attention to for disobedient behavior in class?*
8. *Does your close circle of friends influence your decisions and behavior in English class?*
9. *Do you show behaviors that make your classmates uncomfortable or annoy them during English classes?*
10. *you use your cell phone in English class?*

Graphic 3. Behavior - Influence



Source: Researchers

Analysis and Discussion

The graph illustrates a significant correlation between peer influence and student behavior in the English classroom. Specifically, in question seven (Q7), 34.9% equivalent to 15 students, claimed to almost always relate to someone whom teachers often call attention to for disobedient behavior in class, and in question eight (Q8), 41.9% indicated that their closest circle of friends almost always influences their decisions and behavior in English class. Followed by this in question nine (Q9), 40.8% equivalent to 18 students admitted that they almost always show behaviors that make their peers uncomfortable or annoy their peers during English classes. Finally, in question ten (Q10), 55.8% of the students admitted that they almost always use their cell phones in English class and 18.6%, equivalent to 14 students, said that they always use them. With the results obtained, the researchers evidenced the influence of friends and the influence of media as discouraging since both influences make an effective learning environment non-existent. As mentioned by Muna (2020) that social networks have dominated students and their lives. As a result, it influences their behavior and draws their attention away from learning. These results underscore the importance of promoting positive peer associations and minimizing distractions to create a conducive learning environment for all students. Otherwise as argued by (Gremmen et al., 2018) mentions that adolescents tend to choose friends who share similar behaviors, but many times this selection of friendships has a negative influence process on the behavior of students as well as on academic performance.

In another related study by (Shin & Ryan 2017) they mention that adolescence is a stage of increased susceptibility to the influence of friends on disruptive behavior, they tend to adopt the behavior of their friends and to be influenced over time, however the researchers also focus on the fact that this influence of friends depends on the context of the classroom. Thus, the level of disruptive behavior and the susceptibility of students to the influence of friends on disruptive behavior depend on the nature of the classroom context.

8.2 TEACHER SURVEY

A survey was applied to the English teacher of the second year of high school at Hermano Miguel Educational Unit, in which very specific answers were obtained, which the researchers used to justify and corroborate the disruptive behavior of the students.

1) Participation

1. *“How often do you observe the active participation of the students in the activities related to the learning of the English language?”*
1. *“How often do you notice that the students follow the instructions during the English lessons?”*
2. *“What extent do you find that the students are focused on the tasks assigned in the learning of the English language?”*

Option	Q1	Q2	Q3
Never	0	0	0
Sometimes	1	1	1
Almost always	0	0	0
Always	0	0	0
Total	1	1	1

In the first question received a not so encouraging answer which is sometimes, followed by the question two, the teacher answered sometimes. Also, in the third question, his answer was sometimes. In these first three questions the researchers can conclude that there is a lack of concentration and motivation on the part of the students, but it must be understood that this can be caused by the teacher, as we have already mentioned above, the lack of motivation is one of the factors that cause disruptive behavior, as mentioned (Franklin & Harrington, 2019) “Likewise, lesson designs that link effective pedagogy with student motivation and engagement, such as active and collaborative learning, incorporating motivational “hooks” and providing multiple means of representation and expression, are all effective ways to curtail misconduct.” (p.7)

2) Learning Difficulties

3. *How often do you observe difficulties in students' understanding of key concepts during English classes?*

6. *Does the bad behavior or indiscipline of the students affect the learning of the English language?*

Option	Q4	Q6
Never	0	0
Somethimes	0	0
Almost Always	1	0
Always	0	1
Total	1	1

In the fourth question the answer was almost always, as mentioned by Kanyesigye et al. (2022) Difficulties in learning refer to the challenges that students encounter in comprehending and applying new concepts. Also in the sixth question the answer was always here the investigators corroborate once again what several authors have mentioned as in the case of Deming “Models of peer influence suggest that exposure to misbehaving youth has a lasting influence on the outcomes of other students” (as cited in Lacoé & Steinberg, 2018).

3) Behavior- Influence

4. *Do you allow the use of cell phones during English classes?*

7. *Do you considered that his students' close circle of friends influences their decision making and behavior in the English class?*

Option	Q5	Q7
Never	1	0
Sometimes	0	0
Almost Always	0	1
Always	0	0
Total	1	1

In the fifth question the teacher answered the option “never”. The researchers concluded that despite the fact that the use of cell phones is prohibited in the English classroom 67.4% of the students use it as we observed in the previous data, this act generates individual and collective deconcentration making learning weaken and causing the student to have disruptive behaviors. In a study conducted by (Debreli& Ishanova, 2019) it is mentioned that one of the most common forms of misbehavior by students is the use of cell phones, stating that the same causes excessive chatter among peers, most lose concentration and do not listen to teachers. And also in the seventh question the teacher answer almost always with this it can be affirmed again that friends are a fundamental piece in the development of behavior as mentioned by Norcia et al. (2022) friendship acts as a protective factor against aggressive behavior and that the quality of friendship is crucial in promoting social skills development during middle childhood.

4) Teacher perspective

8. Do the bad behavior of the students during English classes cause him/her stress and exhaustion?

9. Does he use dialogue with students who misbehave during English classes?

10. Are positive results on misbehavior obtained as a result of dialogue to improve English language?

Option	Q8	Q9	Q10
Never	0	0	0
Sometimes	0	0	0
Almost Always	1	0	1
Always	0	1	0
Total	1	1	1

In the eight question he responded almost always, with this it can be affirmed again that friends are a fundamental piece in the development of behavior as mentioned by Norcia et al. (2022) friendship acts as a protective factor against aggressive behavior and that the quality of friendship is crucial in promoting social skills development during middle childhood. In the ninth question the teacher answered always with this it is concluded that the teacher being surrounded by an environment of indiscipline will generate this feeling of stress and exhaustion, which will cause his performance when

teaching to drop and make students have a disruptive behavior, as mentioned (Bottiani et al., 2019) revealed that the disruptive behavior of students was related to a greater extent with the exhaustion and stress of teachers. In the tenth question the teacher answered almost always. Based on Soysal & Soysal (2022) the importance of productive classroom dialogue refers to meaningful and effective communication that takes place within the classroom setting, with the goal of enhancing students' learning and understanding. Therefore, it is important to underscore the crucial role of intentional questioning strategies in teacher preparation and classroom practices.

9. RESEARCH IMPACTS

This project has an educational and social impact. It is educational because it shows one of the most frequent problems that arise in the educational environment such as disruptive behavior in students, which prevents good learning within the school environment. With this information English teachers will be able to know the classroom factors that cause disruptive behavior allowing them to apply different strategies to counteract this problem.

This initiative carries significant social implications as it sheds light on the broader societal repercussions associated with disruptive behavior among students in English language learning environments. Beyond its educational aspects, the research underscores the influence of disruptive behavior on the overall social fabric, affecting not only the immediate learning atmosphere but also permeating into the interpersonal dynamics of the community. Disruptive behavior can contribute to the creation of an unsupportive and discordant social environment, potentially impeding the development of positive relationships among students. By addressing disruptive behavior in English classes, teachers can contribute to fostering a more harmonious and cooperative social atmosphere within the school. The insights gained from this research not only aid teachers in refining their instructional approaches but also serve as a catalyst for promoting a conducive social setting that nurtures collaboration, respect, and positive communication among students.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 CONCLUSIONS

In conclusion, it is offered a detailed comprehension of behavior and its various manifestations, particularly within educational contexts. Prosocial behavior, characterized by actions intended to benefit others, stands in contrast to disruptive behavior, which impedes effective learning and can be influenced by factors such as media exposure and peer influence. Also, it is taken into account the developmental stages at which disruptive behavior may arise, underlining the significance of early intervention and nurturing relationships. Moreover, the framework recognizes the challenges encountered in English language learning, including motivational and self-esteem issues, which can significantly impact students' engagement and academic

achievement. Overall, it is underscored the necessity of adopting holistic approaches to address disruptive behavior and cultivate conducive learning environments.

In conclusion, the analysis of the questionnaire responses reveals that the behavior-influence category stands out as the most significant factor within research. Peer influence and media influence play crucial roles in shaping students' behavior within the English classroom. Many students admitted to frequently relating to someone often called out for disobedient behavior by teachers, indicating that their closest friends heavily influenced their decisions and behavior in English class. Additionally, a significant number of students admitted to exhibiting behaviors that made their peers uncomfortable or annoyed during English classes. Furthermore, many students admitted to frequently using their cell phones in English class. These findings underscore the need to address the influence of friends and media, as they can significantly disrupt the learning environment. Excessive use of social networks and cell phones has been shown to divert students' attention from learning, impacting their behavior and academic performance.

Finally, with the results obtained from the survey of the teacher who teaches second year high school students in the Hermano Miguel educational unit, it was found that there are indeed disruptive behaviors on the part of the students that influence the commitment of the English classroom, affecting the teacher's performance since these behaviors cause stress and exhaustion. From the result of this study, several perceptions were evidenced that are similar to those of previous studies. In summary, the results are significant to better understand the school factors that influence disruptive behavior as well as the impact of its occurrence in EFL classrooms.

10.2 RECOMMENDATIONS

In light of the findings and the approach adopted in this study, it is recommended that educational institutions implement strategies to enhance prosocial behaviors, mitigate disruptive behaviors, and foster a positive learning environment. Teachers and educators should receive training and professional development opportunities to effectively support students with learning difficulties, address motivational and self-esteem issues, and promote positive peer associations. Additionally, it is essential to establish clear expectations, provide incentives, and offer support to address students' psychological

needs and create a conducive learning atmosphere. Moreover, educational institutions should consider the role of technology and media exposure, and implement guidelines to minimize distractions and encourage responsible use of digital devices. Overall, by adopting a proactive approach, schools can create an environment that supports students' academic success and overall well-being.

Based on the findings from the questionnaire responses, the influence of peers and media in shaping students' behavior within the English classroom is evident. To address this influence, it is recommended to implement strategies that promote positive peer associations and discourage disruptive behavior. Clear guidelines for the use of digital devices in the classroom should be established to minimize distractions and encourage responsible use. These measures can contribute to creating a conducive learning environment for all students.

To address disruptive behavior influencing the commitment of the English classroom, teachers should prioritize training programs focused on effective classroom management. Moreover, implementing peer learning initiatives can encourage positive student-student relationships, minimizing the impact of disruptive behavior. Additionally, regular monitoring systems should be implemented to detect signs early and allow for timely intervention. Engaging parents through consistent communication about their students' behavior and academic progress is key. Furthermore, establishing school-wide policies on behavior expectations ensures a unified approach. The insights gained from this study should prompt educators to collaborate, sharing effective strategies and fostering a supportive environment that mitigates disruptive behavior, thereby enhancing the overall EFL learning experience.

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