

ANALYZING THE RELATIONSHIP BETWEEN STUDENTS' DISRUPTIVE BEHAVIOR AND STUDENTS' GOAL ORIENTATION

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ABSTRACT

In certain cases, students' disruptive actions might be explained by their aspirations for improvement. Researchers, educators, and psychologists all agree that there are limits to what can be accomplished using action-oriented and behavioural approaches to regulating disruptive behaviours. Teenagers consider the ability to be creative, including originality, flexibility, and the ability to contribute creatively when solving problems or making new connections, to be a cognitive talent on par with intellect. Testing occurs in both Taiwan and Mainland China. Only 76 percent of the 500 questionnaires sent out were returned. The results emphasise how having many goals influences learning motivation, how having multiple goals influences learning behaviours, and how having learning motivation greatly influences learning behaviours. The results of this study, the authors believe, will lead to better training and education, provide a baseline for future studies of organisational behaviour, and push the field of behavioural science forward.

Keywords: Teacher Motivation; Goal Orientation; Instruction; Classrooms; Achievement Motivation Multiple Goal Orientation, Learning Motivation, Learning Behaviors, Learning Habits, Learning Attitudes

INTRODUCTION

In the twenty first century, the capacity to think creatively is more prized than any other skill. One of the main goals of contemporary education is to teach students how to harness their infinite energy and creativity in the face of a world teeming with information and fierce competition. argued that teaching and learning are the two most important aspects of education. When seen in a larger perspective and couched in daily language, creativity is the lynchpin and precondition of successful education. advocated for encouraging children to utilise their creative faculties as a means of education. There's some evidence that classroom activities and the academic setting may inspire original thought. The question of how to inspire originality among pupils in traditional classrooms persists, though. Therefore, Wu (2002) claimed that it is important to evaluate the classroom's encouraging environment and identify the teaching methods that have been proved to encourage students' creativity. Innovation, altruism, leadership, vision, and an optimistic pursuit of enjoyment are all necessary conditions for a creative environment to flourish.

Truth seeking, fighting for what's right, having faith, being fearless, and being unafraid all contribute to the development of one's creative faculties. The development of self-awareness, empathy, and generosity are all crucial. To achieve freedom and autonomy, altruistic service, and comprehensive understanding, he has to be able to synthesise and integrate disparate pieces of information. A person's cognitive abilities, and especially their aptitude for operational thinking, increase throughout adolescence, making this time period very significant. Adolescents' creative problem-solving skills are a valuable asset that should be encouraged and used. The imaginations of children and teenagers are different in that the former are more in touch with their instincts, while the latter are more analytical and productive. Adolescents, whose capacities for reason and reasoning are still maturing, gain a great deal from unique, innovative methods. One's creative processes shift from being rooted in instinct to being based on reason and logic throughout this period of maturation from infancy to maturity.

Adolescents value creative thinking and doing as highly as other cognitive talents such as intelligence, problem solving, and social networking. They assert that creative capacity, like IQ, is widely dispersed across society. The author of the research found that individuals may be able to realise their full creative potential with the aid of strategic interventions. A person's upbringing, outlook, and character all have a role in how they grow and make use of their creative abilities. They declared innovative work to be the highest form of human accomplishment and innovative thought to be the highest kind of mental activity. These enhanced creative abilities may be attributed to the rapid brain development that occurs throughout the adolescent years.

Taking the required steps to cultivate the creative potential of adolescents may preserve their future lives and the society at large. The self-debasing impulse causes teenagers to regress to more primitive types of behaviour, in contrast to the self-transcending drive, which encourages individuals to strive for greater achievement and fulfilment in life. When the instinct to elevate oneself succeeds over the inclination to diminish oneself, an innovative and useful idea is produced. Sublimation of the self-transcending emotions into creativity is a word used to describe this process. Creative adolescents are individuals who can think forward to potential encounters, come up with fresh ideas, and avoid falling into mental ruts. They possess a wide range of abilities, from superior brains to charismatic personalities to the ability to unravel tricky issues.

Functionally creative adolescents not only demonstrate originality, flexibility, and fluency, but they also have Claudio-like traits of motivation and temperament and see adolescence as a mosaic of many events, experiences, behaviours, people, and cultural meanings. Advances in Adolescent Psychology emphasises creativity, intelligence, and achievement among its readers. Additionally, they underline the need of nurturing teens' creative potential by providing them with the right supervision and support. Adults should do a better job of understanding and appreciating adolescents and their particular strengths and potential. Much has been written and studied on the effects of classroom environments on student learning, but lately academics have been especially interested in how classroom environments alter students' worldviews about what learning is and why.

Recent years have seen a dramatic movement toward describing the fundamentally different motivational patterns evoked by diverse aims and the manner in which these goals are imitated in classroom learning situations. The next stage is to figure out how to actually implement these goals in the classroom, which is easier said than done given the intricate web of interrelationships that exists between the classroom, the students' goals, and the outcomes that motivate the students. The study's overarching goal is to ascertain the effects of various classroom organisational strategies on students' learning outcomes. The focus is on strategies that have both theoretical ties to multiple goals and pragmatic components, as they are adapted by teachers and can be modified to meet specific goals.

LITERATURE REVIEW

Nanye, Stephen et.al (2018). This essay went out to discover how pre-university teachers deal with unruly pupils. The quantitative paradigm shaped the cross-sectional aspect of the survey's design. Only teachers who have taught for at least two years after earning their degree will be considered for participation in this survey. It was determined that sending out questionnaires would be the most efficient way to get this data. Teachers' strategies for dealing with disruptive students, such as noise, conversation, lack of focus, and even harassment, were highlighted in the poll, with the majority of respondents using a teacher-centered strategy. The study also revealed that male and female teachers, in addition to those with varying degrees of experience, use various approaches to managing their classrooms. The educational authorities in the area need to educate teachers on how to conduct themselves in the classroom more effectively.

Okunola John Lola (Phd), et.al (2017) Disruption in the classroom has become a major problem for teachers. Still, teachers are resorting to a variety of disciplinary strategies in an attempt to curb the spread of such misbehaviours in the classroom. The focus of this study was to compare and contrast how students and teachers in Nigeria and England see disruptive behaviour and how they are disciplined. Two hundred and eighty-five high school students and forty-one teachers filled out questionnaires about disruptive behaviour and disciplinary methods. There were questions on the forms concerning the most common types of misbehaviour and the methods often used to deal with them. These types of inquiries probe

respondents' theories and strategies for restraining undesirable habits. The statistics suggest that disciplinary strategies also help reduce disruptive behaviour. It was discovered that disruptive behaviours and disciplinary methods differed greatly by nation, gender, student, and teacher. Forceful parenting was associated with juvenile delinquency and relationship-based parenting with behavioural issues in the classroom regardless of a child's country. In the end, how students are disciplined in class reflects the beliefs and conventions they apply to their own conduct. We look at how these findings might guide future debates on the most effective forms of correction for avoiding and mending misbehaviour.

Dr. Malik Amer Atta,et.al (2021) It is startling that certain bad habits persist even today among university students and that these behaviours contribute to social disorders, breaches of discipline, and a general decline in educational quality at the tertiary level. The study's major emphasis was on anti-discipline behaviours on college campuses because of the influence they have on management. The purpose of this research was to look at how schools handle cases of disruptive students. Two reliable, five-point rating scales were used to collect the data from a pool of 150 instructors and 400 college students. Based on their findings, the authors of this study concluded that disruptive student behaviour in higher education stems from a combination of factors and has a negative effect on university management.

Christine noeth-abele (2020) When a child behaves up in class, everyone loses, especially at the elementary school level. Little is known about how students' disruptive actions affect others in the school community. The purpose of this phenomenological study was to obtain insight into how nine primary school administrators, psychologists, social workers, and counsellors' encounters with pupils who were continuously disruptive impacted their daily job. Participants also shared and analysed the strategies they employ to maintain an optimistic and productive outlook on the job. The findings suggest that school administrators should put in place more formal methods to help themselves and their staff in dealing with pupils who are habitually disruptive. Based on the findings, policy and professional development recommendations were developed to help the school community understand the gravity of persistently disruptive students' actions and build coping mechanisms. There are several recommendations made by this study, including the hiring of a behavioural specialist in every elementary school, the establishment of designated debriefing and planning time for staff after behavioural incidents, and the commissioning of more studies on the subject.

Nurul amalia (2021) The current project's objective is to examine how EFL learners understand disruptive conduct, what factors lead to the development of disruptive behaviour, and how these actions affect students' participation in class. In order to better understand how students in the English Education Department (PBI) at ArRaniry State Islamic University Banda Aceh feel about disruptive behaviour in EFL courses, the author conducted in-depth interviews with 10 students. This research confirms that the same sorts of disruptive conduct that plague college campuses at large also have a detrimental effect on students' participation in PBI courses. It is well acknowledged that students' disruptive conduct is a problem in English as a Foreign Language (EFL) courses and elsewhere on campuses. Disruptive behaviours have a negative effect on students because they get in the way of their efforts to maximise their learning time, as the interviewees themselves put it.

RESEARCH METHOD

The aforementioned studies informed the development of the conceptual framework shown in Figure 1, which addresses the relationship between multiple goal orientation, learning motivation, and academic habits.

Measurement of research variables

Learning motivation

there are two parts to what motivates students to learn:

(1) a focus inward and (2) perspective from the outside.

Learning behaviors

perspective

(1) techniques of instruction, (2) habits of learning, and (3) We discuss mental approaches to learning.

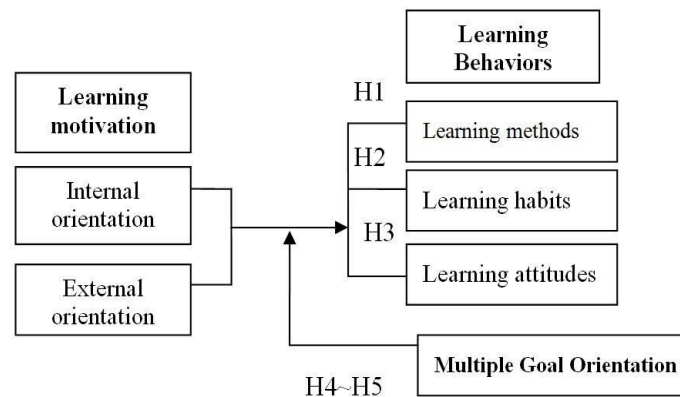


Figure 1. Research framework

Multiple goal

These four dimensions may be broken down into

(1) method of mastery, (2) technique of performance, (3) avoidance of mastery, and (4) Avoiding Attempts to Perform.

Research subject and sampling data

National Sun Yat-sen University, National Kaohsiung Normal University, National University of Kaohsiung, I-Shou University, Kaohsiung Medical University, Zhejiang Normal University, Zhejiang University, Zhejiang Sci-Tech University, Fuzhou University, and Xiamen University are among the public and private universities in Taiwan and Mainland China chosen as research subjects. A representative sample of college students in Taiwan and mainland China complete and submit surveys. With a total of 500 surveys sent out, 378 were returned with full responses (a return rate of 76%). The data and hypotheses are analysed using SPSS's Factor Analysis, Reliability Analysis, Regression Analysis, and Analysis of Variance functions.

Analysis method

Differential effects of various goal orientations on the relationship between learning motivation and learning behaviours are analysed using Analysis of Variance and Regression Analysis.

DATA ANALYSIS

Analysis of reliability and validity anal

Factor Analysis reveals that there are two components important for learning motivation: internal orientation (eigen value=2.243, =0.80) and external orientation (eigen value=1.938, =0.86). To the tune of 84.533%, this method may explain the covariance.

Learning Strategies (eigen value=2.167, =0.84), Learning Routines (eigen value=1.852, =0.88), and Learning Attitudes (eigen value=1.541, =0.82) are the three learning behaviour variables retrieved using Factor Analysis. Covariance is 78.429 percent explained.

Effects of multiple goal orientation on learning motivation and learning behaviors

Variance analysis of multiple goal orientation to learning motivation

Analysis of Variance is used to examine the differences between a focus on several goals and a drive to learn. Table 1 shows that there is a big difference between the various goal orientations when it comes to internal orientation, with the mastery approach (4.16 points) and mastery avoidance (4.93) scoring higher than the performance approach (3.21) and performance avoidance (3.22). (2.97). Multiple-goal achievers have markedly different external orientations from single-goal achievers (3.58 approach, 3.46 avoidance) than do those who focus on mastery.

Variance analysis of multiple goal orientation to learning behaviors

Analysis of Variance is used to talk about the differences between learning with a single objective in mind and learning with several goals in mind. As can be seen in Table 2, there are substantial differences between the various goal orientations, such as the mastery approach (3.97), the performance approach (3.67), the mastery avoidance (3.24), and the performance avoidance (3.08). Students' multiple goal orientation seems to be most dissimilar between the mastery approach (4.25), the performance approach (4.13), the mastery avoidance (3.34), and the performance avoidance (3.18). More so than the performance approach (3.59 points) and the performance avoidance (3.37 points), the mastery approach (4.87 points) and mastery avoidance (4.56) multiple goal orientations are favourably related with learning attitudes.

Table 1. Variance analysis of multiple goal orientation to learning motivation

Variable	F	P	Scheffe post hoc
Multiple goal orientation Internal orientation	11.583	0.000*	Mastery approach (4.16), mastery avoidance (4.93)>performance approach (3.21), performance avoidance (2.97)
External orientation	12.391	0.003*	Performance approach (4.34), performance avoidance (4.67)>mastery approach (3.58), mastery avoidance (3.46)

Table 2. Variance analysis of multiple goal orientation to learning behaviors

Variable	F	P	Scheffe post hoc
Multiple goal orientation Learning methods	16.752	0.004*	Mastery approach (3.97), performance approach (3.67)>mastery avoidance (3.24), performance avoidance (3.08)
Learning habits	13.261	0.012*	Mastery approach (4.25), performance approach (4.13)>mastery avoidance (3.34), performance avoidance (3.18)
Learning attitudes	15.433	0.000*	Mastery approach (4.87), mastery avoidance (4.56)>performance approach (3.59), performance avoidance (3.37)

Table 3. Analysis of learning motivation and learning behaviors

Dependent variables→		Learning behaviors					
Independent variables↓		Learning methods		Learning habits		Learning attitudes	
	β	Beta	β	Beta	β	Beta	
Internal orientation	1.723*	0.165	2.326**	0.219	2.541**	0.238	
External orientation	1.588*	0.147	2.175**	0.206	2.092**	0.191	
F	18.365		22.942		27.633		
Significance	0.000***		0.000***		0.000***		
R2	0.271		0.322		0.358		
Regulated R2	0.021		0.027		0.034		

Analysis of the Relationship Between Learning Attitudes and Instructional Strategies

Internal Orientation, according to Table 3. ($\beta=1.723^*$) an outward focus ($\beta=1.588^*$) show significant impacts on teaching strategies

Analysis of the Relationship Between Learning Drive and Study Habits

Internal Orientation, according to Table 3. ($\beta=2.326^{**}$) an outward focus ($\beta=2.175^{**}$) influence learning habit significantly

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Internal Orientation, according to Table 3. ($\beta=2.541^{**}$) an outward focus ($\beta=2.092^{**}$) impacts on learners' mindsets

Table 4 Correlations among different types of Students' goal orientation.

	PMG	PPAG	PPAvG
PMG	1.00	.595**	.405**
PPAG		1.00	.332**
PPAvG			1.00

Significant at 0.01 level

Students' goal orientation consists of three parts, as shown in Table 4. These parts include a desire for mastery, an interest in improving performance, and a desire to avoid negative feedback.

Connection between students' aspirations and their disruptive actions. Table 5 below provides the corresponding correlation coefficients.

Table 5 Correlations between students' disruptive behaviors and students' goal orientation

	AG	PMG	PPAG	PPAvG
SDB	-.120*	-.199**	-.076	-.008

Disruptive student conduct is significantly inversely related to student goal orientation, as seen in Table 5. Disruptive student conduct is significantly correlated with a lack of motivation to achieve.

CONCLUSION

The study reveals that students' disruptive behaviours improve in ways unrelated to their academic development when instructors prioritise students' mastery and performance. Numerous studies have attempted to illuminate the manner in which the goals students set for themselves in the classroom impact their motivation. The former understands the lesson's purpose and can thus accurately identify the lesson's motivating factors and modify their own learning tactics. Those with a low level of mastery need to work on improving their learning behaviours in order to boost their learning motivation, while those with an avoidance goal are more likely to take a defensive stance toward the material, either out of fear of answering questions or out of a desire to avoid making a bad impression on their teachers.

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