DISRUPTIVE BEHAVIOUR OF STUDENTS VERSES INSTITUTIONAL MANAGEMENT

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Abstract- Management is affected by the disruptive behaviors of the individuals in all institutions so the main focus of the research was on behaviors of university students especially which are against discipline and it is very shocking that some undesirable behaviors exist among university students till today and these behaviors are the cause the social disorders, the breach of discipline and down ward promotion in education at university level. Purpose of the present research was to explore the student disruptive behaviour and university management. In this perspective 150 teachers and 400 University students were selected and for the purpose of collecting data two five point validated and reliable rating scales were used. Keeping in view the findings of the study, it was concluded that there are so many factors and causes of undesirable behaviors mean disruptiveness among the students of universities and these student disruptive behaviour effect university management, by controlling student disruptive behaviour improvement can be made in university management

Keywords: Perceptions, Stakeholders, Factors, Disruptiveness

I. INTRODUCTION

Management is to manage, forecast, plan, organize, co-ordinate and to control the behaviors of individuals working in an institute to avoid conflicts and get excellent production and unavoidable behaviors are a naked threat to management so these may be curbed in the bud to get better results. Many social problems exist in the present time, in all societies across the globe. One of them are undesirable behaviors that are rapidly increasing day after in all working areas and education is the only way out to get a desirable situation in all fields.

Disruptive behaviors are an open threat to the management in any institute so it is very essential to understand disruptive behaviors with their sources to enhance the performance and production of the institute to reach destination successfully. The disruptive behaviour must be curbed in their initial stage by the managers to organize plane and improve the managerial situations of the institute.

In order to produce individuals for the future competition, education system must be smooth and according to the best norms and values needed for the well-being of the individuals as well as the society. But the situation is quite unexpected as education systems are more densely polluted with the problem of undesirable behaviors of students than any other area because students' behaviors have become a warning to the normal and efficient progress of the education system (Asare & Adzrolo, 2013).

There is a consistent promotion of disruptiveness in different shapes within and outside the educational institutions. Various forms of disruptiveness prevail within teaching learning process in some educational organizations. From low range cases to high range cases, numerous cases of undesirable behaviors are found occurring in different areas of the world at various levels. The cases have also been associated with risk of low to wide range of harm. This situation becomes very alarming for all stakeholders who are desirous about their students and their true development in all dimensions of social, physical, mental and behavioral regions (Atieno, 2014).

Agbowuro and Daniel (2016) found that disruptiveness and its spread among individuals especially in youth was a matter of supreme concern as it demolished the bright aim of developing the country and preparation of individuals to stand in this modern and disciplined world. The ratio of cases of disruptiveness varies from situation to situation or from country to country but it exists with some extent in all areas. Ekombe (2011) claimed that disruptiveness spread out in any form like students individual actions like malingering, teasing the teachers, using the materials without permission of owners, show

rudeness in front of teachers, continuously disturbing the teachers within the class, talking badly with teachers, laughing in class sessions, disturbing fellow students', fighting with students, making gangs for expressing power, threatening teaching faculty to their unfair demands, beating administrators, burning the buildings, throwing stones, stealing of the things, rape cases, teasing the opposite gender, love affairs with vulgar actions, matters leading to murder and war, drug addiction and misbehaving with teaching, administrative and non-teaching staff are found in institutions in one or the other.

Numbers of factors are found in different studies like students related factors when students themselves are responsible for the spread of disruptiveness. The second one is family related factors where parents, siblings and family members and home conditions lead to students towards disruptiveness. The concerns related to teachers are no more hidden and their attitude and behaviors always show the roughness among the students and raise their hostility against teachers. Students and their demands sometimes are very much related to their basic rights but administration fails to provide them Administration usually causes growth of very disastrous feelings among the students to get their rights and demands forcefully. The major things that promote misconduct in the youth and students must be studies completely to guide students properly to get better results in academics and practical life (Yahaya, Ramli, Hashim, Ibrahim, Rahman & Yahaya, 2009).

Disruptiveness causes related to Individuals

Aquino (2016) stated that students as individuals are very much responsible for the situation of promoting warning to university discipline because they are not interested in academic work. Their focus is on the other activities like movies. Sometimes students get involved in politics and join parties for gaining strength to do wrong things boldly. The rude behaviors of the students are on top everywhere and they disrespect some teachers and other personnel of the institution. Students often fail to make a proper planning for their study and thus remain unsettled throughout their academic life. The extended use of the internet makes them fully disruptive in their behavior as they face physical and mental disturbance with failure in academics.

Lochan (2012) mentioned that sense of inferiority also prevails among the students in respect to their caste or socio-economic conditions. Impatience and distraction are always there in the life of students to make them harsh and rude with juniors. They feel pleasure in embarrassing teachers and fellows consistently. One of the reasons of disruptiveness is the extra use of mobile phone and its misuses are cheating and sending questions, vulgar messages to fellow students.

Disruptiveness causes related to Family Background

Mussa (2015)The environment of the home contributes a lot in making individuals to show bad and undesirable code of conduct in educational setting to question discipline of the university. The situation involves the problems related to finance where parents or guardians fail to fulfill even the fair and instant demands of their adults. Lack of parental love, care and deficiency in love from parental make them dependent or even stubborn.

The adjustment to the environment becomes difficult for students and this cause behavioral collapses among the students. Lack of parental education also put an adverse effect on the development of the students as well as the process of growth among them. Parents sometime show less humanity and respect to promote the aggressive behavior among students like taking revenge from teachers, fellow students and other humans. Fights within the families make students to do so in society and universities to fight with everyone in their way (Stella, & Thebe, 2016).

Disruptiveness causes related to Teachers

Simuforosa and Rosemary (2014) presented that it is wrong to mention that only students or their family background is the root cause of disruptiveness. Teachers are also one of the major promoters of disruptiveness in educational institutions. Teachers when teach inappropriately and in a manner that is more complex than the capabilities of students then the disturbance will be observed on the part of students in the class. If teachers have less command over their subjects and don't satisfy students then they become the source of disruptiveness among the students. They raise slogans and strikes for their rights when teachers do not put keen attention on the problems of the students. Students often make complaints that teachers claim many things verbally but they do nothing practically when student's approach them to get support and guidance.

Silva, Negreiros and Albano (2017) discussed in detail that teachers use slang language for students, do backbiting on students and disrespect them in many situations and even in front of other humans. Another thing that ruins the good behavior of the students is teachers' long absence for many days from university. Teachers do not take the classes regularly that are the wastage of time for the students. The favoritism has its roots in educational system as well and teacher use their own choices for rewarding marks and behaving well with some students while ignoring others completely. Teachers also promote disruptiveness by going themselves for sit-ins and hunger strikes.

Disruptiveness causes related to administration
Sadik and Yalcin (2018) expressed that administration plays a vital role in the smooth running of the institution. Administration makes the situation better or worse depending on its work and provision of adequate facilities to the students at the time of admission, during classes and meetings.

Ngwokabuenui (2015) stated that lack of appropriate supply of electricity, heavy fees structures, lack of provision of relevant books adequately, rough building of hostel and lack of other facilities for hostel, awarding the scholarships to undeserving students and above all the sudden raise in fees stimulate students to respond with undesirable behaviors to administrators. Ndaitu (2016) mentioned that all the factors mentioned above are related to the administration that make students to show disruptiveness in various kinds like strikes, protests, abusing, beating and so on.

Disruptiveness causes related to Society
Social factors and their impact on the students are quite visible as these surround individuals in their lives (Gahungu, 2018). Prevalence of injustice, abuse, hostility, absence of rights legal values, moral values and ethics on daily basis are some of the causes to promote disruptive behaviors in university students as they rely on television. The undesirable environment throughout the society characterized by the dirty politics, terror, communication gap, heavy pressure on the individual's mind and thinking process about how to survive in this world of reality in a good manner and attractive style so they follow the same path followed by others for their goal achievement and better life style regardless of good or bad, right or wrong (Idu & Ojedapo, 2011).

Keeping in mind the level of studies in different areas of the world and observance of such discipline problems in different areas of educational system in Pakistan, researchers found a place in literature regarding this area and in this particular location D.I.Khan as D.I.Khan is located in KP, Pakistan. There are two largest higher Education institutes Gomal University and Qurtaba University in D.I.Khan offering many programs with large number of students enrolled in them. It was observed in recent past, that various undesirable behaviors exist in these universities. There are a lot of news and debate about the disruptiveness of the students among the teaching and non-teaching faculty so it was necessary to conduct a research study to know the types of disruptiveness occurring among the students and their factors by different personnel working in these large institutes. Cases/types of disruptiveness were classified as disruptiveness in classrooms, disruptiveness against teachers, disruptiveness against administrators and other cases of disruptiveness in the present area of the research study. Factors on disruptiveness were made on the basis their importance from literature and these were personal life, teachers, administration, family background and society in order to get a complete picture of what makes students to show undesirable code of conduct in the higher education institutes.
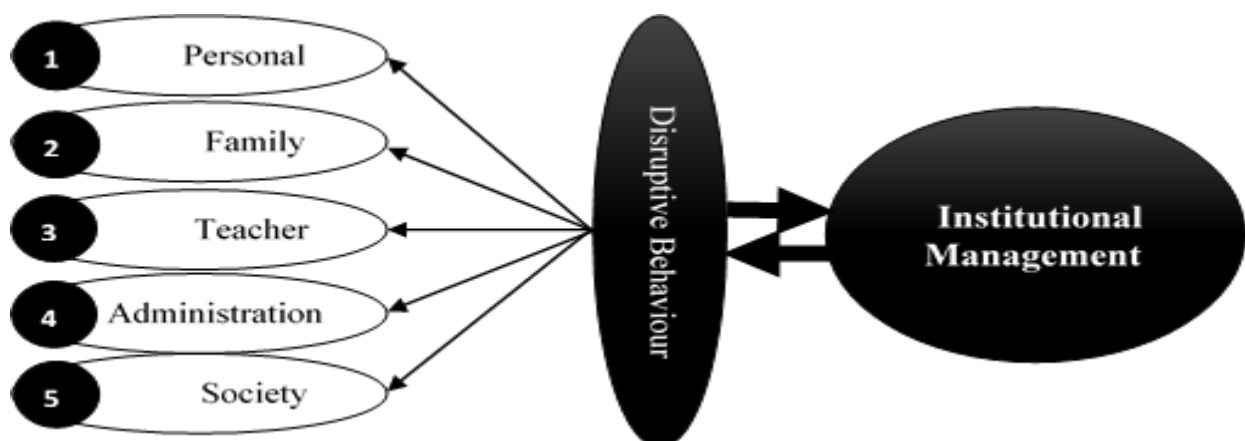
Problem statement
The problem under investigation was to find out, "disruptive behaviour verses institutional management". It has been observed that human disruptive behavior affect institutional management to a large extent. In this research the researcher was focused to find disruptive behaviour and its effect on institutional management under the umbrella of some variables i.e. disruptiveness versus administration, disruptiveness versus teachers, disruptiveness in classroom, disruptiveness versus fellow students, and disruptiveness versus family background. It is a fact that disruptive behaviors of individuals are the causes of disturbance in management in the institutes so it is necessary to know the nature of disruptive behaviors and their effects on management so these may be dealt wisely.

Research Objectives
To reach the conclusions following were the objectives were set forth in the present study:
• To inspect cases of disruptiveness among University Students.
• To scrutinize stakeholders' perceptions regarding factors of disruptiveness among University students'.
• To compare students and teachers perceptions regarding factors of disruptiveness among the University students'.

Research questions/ Research Hypothesis
Research questions/hypotheses were:
• What are the stakeholders' perceptions regarding cases of disruptiveness in University?
• What are the stakeholders' perceptions regarding factors of disruptiveness among University students?
• No significant difference exists between the perceptions of University students and teachers regarding students' disruptiveness.

Delimitations
This research delimited to the perceptions of teachers and students of Qurtuba University and Gomal University as stakeholders.

Limitations of the study
Limitations of the study were:
1. The researcher could not get 100% response rate because some respondents did not return the questionnaire to the researcher so their responses could not be included.
2. Obviously, the findings of the current study could not be generalize to other institutes.

Research Contribution/ Implications
This study presents a picture that what kind of disruptive behaviors prevail in the educational institutes. This study may portrait the determinants that are responsible for the students' poor conduct, conflict and anti-discipline behaviors. This research is supportive in selection of best strategies for guiding and improving the management and molding the disruptive behavior and elimination of determinants that are responsible for those disruptive behaviors.

II.   RESEARCH METHODOLOGY

To reach the conclusions descriptive research design was used because the existing managing situation of two organizations and their impact of the human disruptive behaviour was under investigation.

Research population& Sample
Population of the study is given below

Table#1 Population

University	Teachers	Students
Gomal	296	5930
Qurtuba	24	773
TOTAL	320	6703

(Admn-Qurtuba, 2019) (Admin-GU, 2019)

Sample of the study is given below

Table#2 Sample by formulas of Gay and Airasian (2003)

University	Teachers	Students
Gomal	114	325
Qurtuba	36	75
TOTAL	**150**	**400**

Desired sample/population × layer size.

Sampling techniques
For achieving objectives multistage sampling technique was used to reach the representative sample of the study. At first stage, stratified and proportionate sampling techniques were used to make strata of stakeholders (students and teachers) from both Universities. Simple random sampling technique was used at the second stage to select that number of teachers and students from each stratum in equal proportions as mentioned in sample table.

Research Instrument
With the help of related literature and material research tool developed. Research tool presented before the educational experts for the purpose of content and construct validity. After completing validity researcher completed the pilot testing of the research tool by using statistical Package for Social Sciences through Cornbrash's Alpha. Twenty eight education specialists examined the content validity of the instruments. Some items were rejected by the advice of experts.

Table#3 Reliability of research tool:

| Questionnaire	No. of Questions	Alpha
Cases of disruptiveness	30	0.764
Factors of disruptiveness	46	0.72

Questionnaire was designed for stakeholders with the following portions namely:
- Demographic Information
- Case of disruptiveness: It consists of thirty items consisted of 05 variables i.e.
  i. Disruptiveness versus administration,
  ii. Disruptiveness versus teachers,
  iii. Disruptiveness in classroom,
  iv. Disruptiveness versus fellow students,
  v. Disruptiveness versus family background
All these factors cause the bad management of the Universities.

Theoretical Framework
Swanson and Holton (2005) Presenting research work graphically diagramming has been defined as theoretical framework. The diagram shows the independent and dependent variables i.e. personal, family, teachers, administration and society as independent variable and disruptiveness as a dependent variable. (P.245)
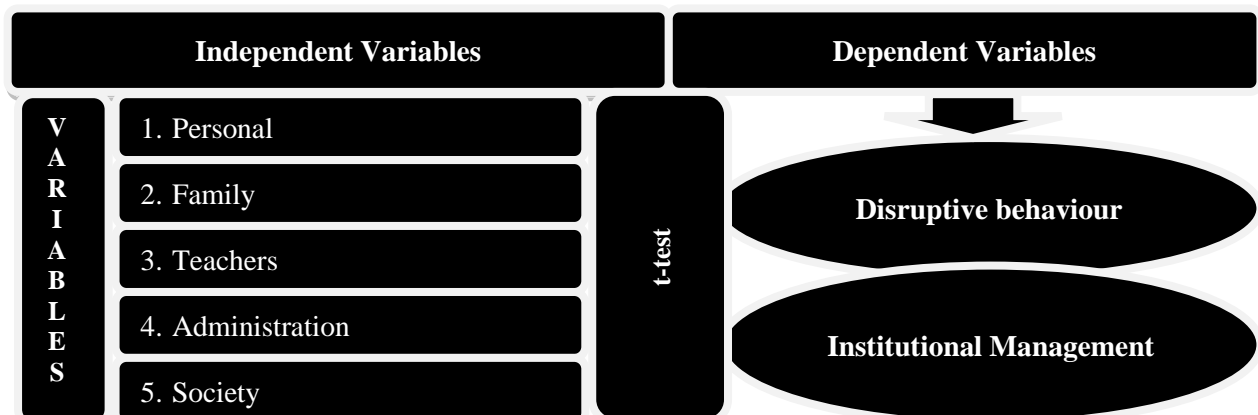
Statistical Analysis

Data was collected by the researcher and the mean scores formula was used to make decision about occurrence of cases of disruptiveness among university students. To indicate the factors of disruptiveness among Universities students Percentage was used. Finally t-test was used to find the mean differences in perceptions of stakeholders.

III. RESULTS AND DISCUSSION

Table#4   **Research Question 1:** What are the perceptions of stakeholders regarding cases/types of disruptiveness occurring in university students?

Cases	Teacher mean	Student mean	Remark
Disruptiveness versus administration	3.31	3.64	Agreed
Disruptiveness versus teachers	3.11	2.99	Agreed
Disruptiveness in classrooms	3.00	2.96	Agreed
Disruptiveness versus fellows	2.91	2.85	Agreed
Disruptiveness verses family background	2.87	2.71	Agreed

Table#5   **Research Question 2:** What are the perceptions of stakeholders regarding factors of disruptiveness among University students?

Factor of Disruptiveness	Teachers	Students
	% of agreement	% of agreement
Administration	76	80
Teachers	70	77
Family	68	66
Personal life	73	71
Society	69	70

Table represented that all factors of disruptiveness exists in Universities with percentage of agreement.

Table#6   **Hypothesis testing:** Perceptions regarding factors related to personal life.

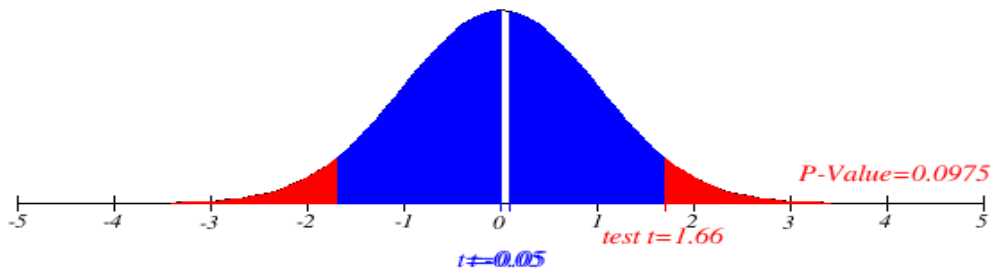| Stakeholders	N	Mean	S.D	d.f	P-Value	t-cal
Teachers	139	31.31	1.1	494	0.0773	1.77
Students	357	31	1.6			

The table shows that the mean of teachers and students about factors related to personal life were 31.31 and 31 with 1.12 and 1.60 standard deviation respectively. The $t_{calculated}$ value i.e. 1.77 was less than t-tab value (1.96) and p-value 0.0773 was greater than significance value of 0.05. Hence the Null hypothesis that is there is no significant difference in the perceptions of stakeholders regarding personal life factors of disruptiveness was accepted.
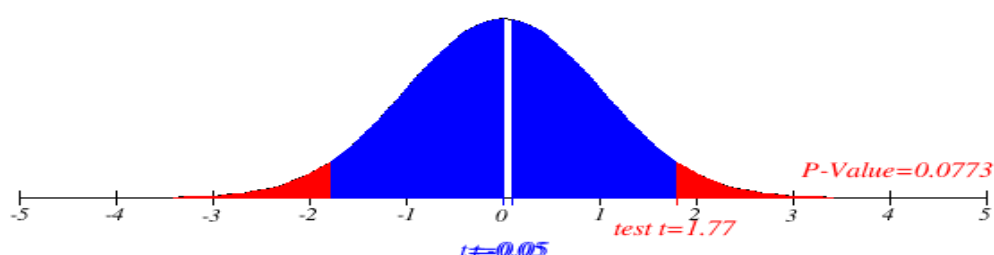
Table#7 Hypothesis testing: Perceptions regarding factors related to family.

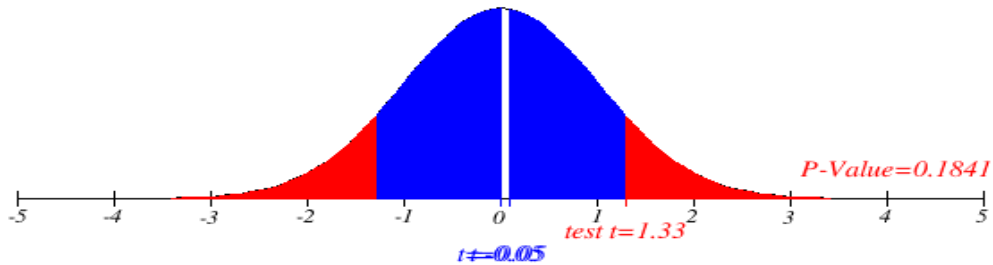| Stakeholders	N	Mean	S.D	df	P-Value	t-Cal
Teachers	139	32.96	1.2	494	0.0975	1.66
Students	357	32.84	1.5			

The table shows that the mean of teachers and students about factors related to family were 32.96 and 32.84 with 1.21 and 1.52 standard deviation respectively. The $t_{calculated}$ value i.e. 1.66 was less than t-tab value (1.96) and p-value 0.0975 was greater than significance value of 0.05. Hence the Null hypothesis that is there is no significant difference in the perceptions of stakeholders regarding family related factors of disruptiveness were accepted.

Table#8 Hypothesis testing: Perceptions regarding factors related to administration.

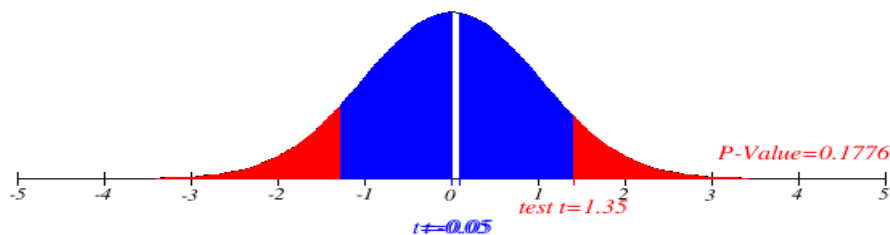| Stakeholders	N	Mean	S.D	df	P-Value	t-Cal
Teachers	139	39.97	2.34	494	0.1841	1.33
Students	357	40.05	2.11			

The table shows that the mean of teachers and students about factors related to administration were 39.97 and 40.05 with 2.34 and 2.11 standard deviation respectively. The $t_{calculated}$ value i.e. 1.33 was less than t-tab value (1.96) and p-value 0.0975 was greater than significance value of 0.05. Hence the Null hypothesis that is there is no significant difference in the perceptions of stakeholders regarding administration related factors of disruptiveness was accepted.

Table#9 Hypothesis testing: Perceptions regarding factors related to teachers.

Stakeholders	N	Mean	S.D	df	P-Value	t-Cal
Teachers	139	37.72	2.11	494	0.1776	1.35
Students	357	37.37	2.34			

The table shows that the mean of teachers and students about factors related to teachers were 37.72 and 37.37 with 2.11 and 2.34 standard deviation respectively. The $t_{calculated}$ value i.e. 1.35 was less than t-tab value (1.96) and p-value 0.1776 was greater than significance value of 0.05. Hence the Null hypothesis that is there is no significant difference in the perceptions of stakeholders regarding teacher's related factors of disruptiveness was accepted.


Table#10 Hypothesis testing: Perceptions regarding factors related to society.

Stakeholders	N	Mean	S.D	df	P-Value	t-Cal
Teachers	139	29.28	3.33	494	0.0936	1.68
Students	357	29.62	3.21			

The table shows that the mean of teachers and students about factors related to society were 29.28 and 29.62 with 3.33 and 3.21 standard deviation respectively. The $t_{calculated}$ value i.e. 1.68 was less than t-tab value (1.96) and p-value 0.0936 was greater than significance value of 0.05. Hence the Null hypothesis

that is there is no significant difference in the perceptions of stakeholders regarding society related factors of disruptiveness was accepted.
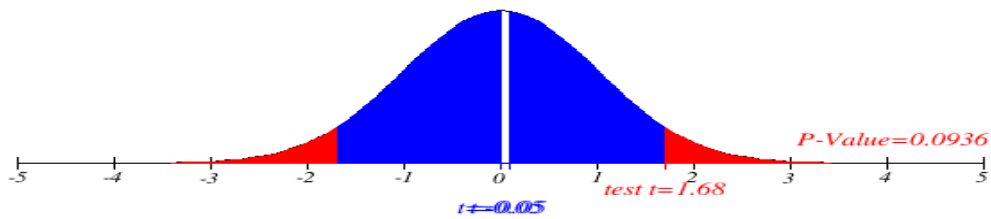
Summary of results

1.   **Cases of disruptiveness**

Majority of the respondents (teachers and students) agreed that all the cases of disruptiveness occur inside Universities with mean higher than the cut-off point that 2.5 and combined cut-off point 5.0 (2.5 of teachers plus 2.5 of the students = 5). Disruptiveness in classrooms was (5.96), disruptiveness versus teachers was (6.1), disruptiveness versus administration was (6.95), disruptiveness versus fellows was (5.76), and with other cases of disruptiveness was (5.58).

2.   **Factors of disruptiveness.**

Majority of the respondents were agreed regarding the factors of disruptiveness like personal life (Teachers 73%, Students 71%), family (Teachers 68%, Students 66%), administration (Teacher 76%, Students 80%), teachers (Teachers 70%, Students 77%) and society (Teachers 69, Students 70%).

IV.   DISCUSSION

The results of the study were similar with the studies of many previous researchers in the field of management regarding disruptive behaviors and their causes. Zubaida (2009) presented a list of cases in her study like absence from institution, use of drugs, harsh attitude and behavior with friends and instructors that caused undesirable behaviors in students studying in educational institutes .Gutuza and Mapolisa (2015) found disruptiveness in form of fight, beating students, teasing teachers and group misconducts against fellows, teachers, heads and admin staff and in society which break the line of discipline and spoil the spell of good management. Ndakwa (2013) and Madziyire (2010) found family and parental influence as the causes of disruptiveness so these types may be avoided to keep the management forceful. Jepkemei (2015) identified addiction to alcohol and drugs as the causes of disruptiveness to create hurdles for managers. Timothy (2008) and Morongwa (2010) put forward a summary of factors for disruptiveness in which family members usually parents, economic status, management, administration of the education, social group mostly political ones, teachers and non-teaching members (Madziyire, 2010) and friend zones. Kiprop (2012) and Danso (2010) put forward society as one of the reason for disruptiveness among the students so managers must remain active and vigilant in this regard to enhance the production and achievement.

V.   CONCLUSION

It was concluded that various cases of disruptiveness in classrooms, versus teachers, managerial staff and fellows exist in students at university level. Personal life, family background, teachers, managerial staff and society were declared responsible for disruptiveness in University students to break spoil the effects of management. It was also concluded that disruptive behaviors were stemmed through various sources and personals in students but these behaviors always created hurdles for managerial staff to tackle them to accelerate their performance. It was also necessary that such undesirable behaviors must be nipped in the bud to help the university management to keep its pace towards progress and promotion.

Guideline for future Researchers
The future researcher may conduct this type of research study under the umbrella of other demographic variables. The comparative research may be carried out in other institutes than Universities, and other administrative offices in Pakistan and other countries as well. The research study may be conducted by using qualitative method and design and the next study may be conducted to find out the destructiveness of teachers, students, administrators of other institutions.

Suggestions

Under the findings of this study it is suggested that parents, teachers and administrators may needs to collaborate for selection of best solutions for the disruptiveness of the students like guidance and counselling and rewarding good students. Teachers and administrative panel need to deal with students effectively and parents need to pay proper attention to their child and try to make their home environment fruitful for their adults. It is suggested to start campaign to stop the undesirable activities occurring in the society and university environment that ruin the efforts of managers for better results and production.

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