

Causes for Disruptive Behaviors in ECE Children of Public Primary Schools: A Qualitative Case Study

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Abstract

This research case study aimed to explore the causes of disruptive behaviors in students of a public primary school of Tehsil Sarai Alamgir. Utilizing a qualitative approach, the study conducted semi-structured interviews comprising of open-ended questions to achieve comprehensive insights. Data was collected from parents of grade two students, then it was transcribed to analyze with NVivo 12 software to understand the underlying causes and impacts. The findings highlighted key parental influences in mitigating these behaviors. This research provides a detailed evaluation of the causes of prevalence of disruptive behaviors among early graders. Through a deeper investigation involving parents, it was discovered that these behaviors often manifest differently at home, with some hidden tendencies emerging that were not as evident in the school environment. Parents identified a broad range of causes contributing to these behaviors. This study recommends implementing targeted parental counseling, teacher training, individualized learning support, and school-based counseling services, while future research should employ diverse samples, conduct comparative studies, and develop comprehensive home-school-community intervention frameworks.

Key Words: *Disruptive Behaviors, Causes of Disruptive Behaviors, Open-ended Questions, Qualitative Research, NVivo Word Clouds.*

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Introduction

Disruptive behaviors in the classroom significantly impact both the effectiveness of teaching and the learning experiences of students (Jones, 2022). These behaviors, which include interruptions, off-task actions, and aggression, undermine the educational environment and disrupt the overall classroom dynamic (Smith & Brown, 2023). Research has shown that various factors contribute to these disruptive behaviors, including parental influences, socio-economic conditions, and individual psychological factors (Davis et al., 2024).

Parental involvement and parenting styles are critical in shaping student behavior (White & Johnson, 2023). Authoritative parenting, characterized by high responsiveness and demandingness, has been linked to lower levels of disruptive behavior in students (Miller, 2023). Conversely, permissive and authoritarian parenting styles are often associated with higher incidences of classroom disruptions (Lee & Wong, 2024). Understanding these dynamics is crucial for developing effective intervention strategies.

This study employs a case study approach, utilizing a qualitative method to provide a comprehensive analysis of the problem (Taylor & Green, 2023). By integrating qualitative data from semi-structured interviews through NVivo 12 software, this research aims to uncover the underlying causes of disruptive behaviors (Adams & Brown, 2023).

Data was collected from 20 parents of grade two students through semi-structured interviews comprising of 16 open-ended questions. Previous research supports the effectiveness of targeted interventions in improving student behavior, emphasizing the need for tailored approaches (Smith et al., 2024; Thomas, 2023). This study extends existing knowledge to mitigate disruptive behaviors, thus contributing to a more nuanced understanding of effective behavioral management strategies (Davis et al., 2024). The findings from this research offer insights for educators and parents seeking to know and understand the causes of disruptive behaviors. Research was based on the following objective:

1. To explore the causes of disruptive behaviors of students from their parents.

Following research question was developed:

1. How do parents perceive the causes of disruptive behaviors in students of grade two?

Review of Literature

Disruptive behaviors in the classroom, such as interruptions, aggression, and off-task actions, have long been a significant concern in educational settings, adversely impacting both teaching effectiveness and student learning outcomes (Jones, 2022; Baker et al., 2022). These behaviors not only hinder the educational environment but also affect student achievement and teacher morale (Cornell et al., 2021). Recent studies suggest that these behaviors are shaped by a complex interplay of factors, including parental involvement, socio-economic conditions, and individual psychological issues (Smith & Brown, 2023).

Parental involvement has consistently been linked to student behavior, with authoritative parenting styles associated with fewer classroom disruptions (Davis et al., 2024). Authoritative parenting, characterized by high responsiveness combined with high demands, promotes positive behavior patterns in children, while permissive and authoritarian parenting styles tend to correlate with increased disruptions (Lee & Wong, 2024; Grolnick & Pomerantz, 2021). This relationship highlights the critical role that parental engagement plays in mitigating disruptive behaviors and enhancing student outcomes (Pomerantz & Wang, 2022).

Socio-economic factors also contribute significantly to student behavior in the classroom. Research indicates that students from lower socio-economic backgrounds are more prone to disruptive behaviors, largely due to external stressors such as limited resources and less stable home environments (Miller, 2023; Evans & Schamberg, 2022). These socio-economic disparities not only contribute to behavioral issues but also impact overall student performance, presenting a critical challenge for educators (Smith, 2023; McCoy & Rouse, 2023).

Psychological factors, including emotional and behavioral disorders such as ADHD (attention deficit hyperactivity disorder) and anxiety, further exacerbate disruptive behaviors in the classroom. Studies have shown that students with these conditions are more likely to engage in off-task actions and other disruptive behaviors, complicating classroom management (Brown & Johnson, 2023; Foley et al., 2023). Understanding these psychological influences is essential for the development of effective intervention strategies that address the specific needs of these students (Vaughn et al., 2022). In Primary Education, the predominant behaviors that cause a distortion in the order are noise and verbal and aggressive behavior (Mahnoor & Durrani, R. 2024).

Educational interventions targeting disruptive behaviors have gained increased attention as a viable solution. Structured interventions, such as behavioral contracts and positive reinforcement, have demonstrated effectiveness in reducing classroom disruptions by encouraging student engagement in constructive tasks (Taylor & Green, 2023; Lustick & Smetana, 2023). Tailored interventions, particularly activity-based strategies, have been shown to be particularly effective at fostering improved classroom behavior and dynamics (Thomas, 2023; Kostelnik et al., 2023).

The growing body of evidence supporting these interventions highlights the importance of customized behavioral management strategies in enhancing classroom dynamics and reducing disruptions. Behavioral management strategies often incorporate elements such as positive reinforcement and focused classroom activities designed to address the root causes of disruptive behavior (Adams & Brown, 2023; Jones, 2022). This underscores the need for ongoing evaluation and adaptation of these strategies to ensure their sustained effectiveness (White & Johnson, 2023).

Moreover, the application of mixed-methods research provides a comprehensive perspective on disruptive behaviors and the efficacy of various interventions. By combining qualitative insights from interviews with quantitative data analysis, researchers can achieve a more nuanced understanding of the factors contributing to disruptive behaviors, allowing for more accurate evaluation and refinement of interventions (Smith & Brown, 2023; Hsieh & Shannon, 2023; Creswell & Plano Clark, 2022). This mixed-methods approach is crucial for developing and fine-tuning strategies based on empirical evidence.

The literature consistently emphasizes the multifaceted nature of disruptive behaviors in the classroom. Addressing these behaviors requires a holistic approach that integrates parental involvement, socio-economic considerations, psychological support, and tailored educational interventions (Brown & Johnson, 2023; Baker et al., 2022). By addressing these diverse factors through comprehensive research and targeted strategies, educators can better manage classroom disruptions, thereby enhancing the overall learning environment for all students.

Methodology

This case study is aimed to explore causes of disruptive behaviors among grade two students of a public primary school named as government girls primary school Aurangabad, tehsil Sarai Alamgir,

district Gujrat, Punjab, Pakistan. The population of disruptive students of grade two of school is selected through the nomination of their teachers. The sampling technique is purposive/judgmental by obtaining an expert sample from one of the expert teachers of ECCE. Semi-structured interviews consisting of 16 open ended questions were conducted from 20 parents of the sample. Then the transcription of these interviews was constructed as an Excel sheet. Data was qualitatively analyzed through NVivo 12 software. Transcriptions were imported into the software through Survey option in the Data Tab. The imported excel file was used to send/add references for 16 nodes of all open-ended questions. Then the Word Frequency query was performed. Findings revealed word clouds showing different causes of disruptive behaviors.

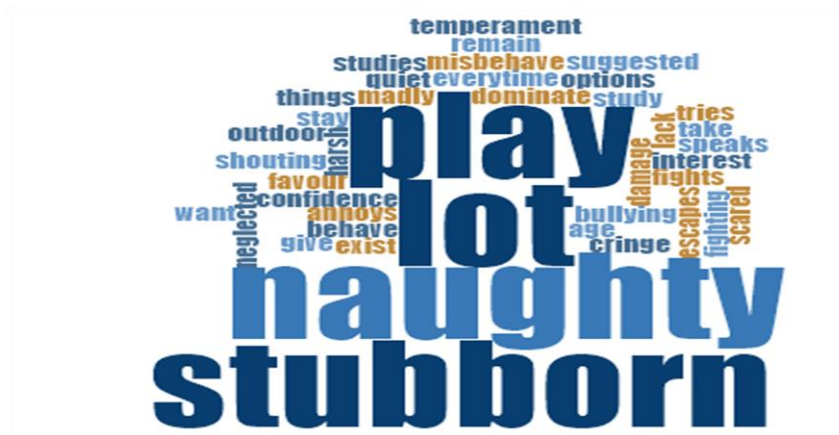
Results

Results were saved in three kinds of presentations, Word Cloud, Tree Map and Cluster Analysis, but presented only as word cloud images.

Thematic Analysis of Qualitative Data Set Obtained from Parents through Semi-Structured Interviews for finding the Causes of Disruptive Behaviors:

Causes of disruptive behaviors were found according to following derived themes from the interviews. Each theme is expressed as a word cloud.

Figure 1
Specific Behaviors at Home



In this word cloud, it can be seen that children show different types of disruptive behaviors at home. As the picture represent a collective image of responses from the sample, 3 behaviors were found to be most evident as per the thickness of words analyzed through the software. These evident behaviors are stubbornness, playing a lot and being naughty. The behavior stubborn was also included in the checklist filled by the teachers so it is easily acceptable.

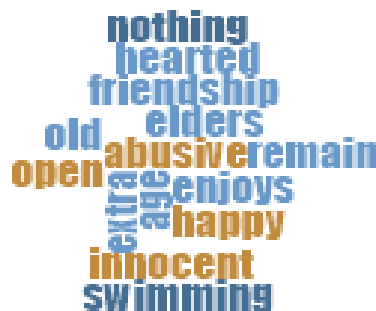
The third prominent response is to express children's interest in playing so it is also regarded as a natural phenomenon which is why it could not be taken as a disruptive behavior. Therefore, these two responses that are naughty and playing a lot were ignored ultimately.

As far as other unique responses are concerned, the word cloud shows a variety of answers given by parents. Their children try to avoid studies and misbehave. They also have temperament issues. Some of them bully others, annoy, shout and try to dominate. Few students only show disruptive behavior when they were being neglected by parents. Also, there are children found who are more interested in sports than studies. It shows their abilities for games but too much avoidance from study is not a good condition.

On the right-hand side of word cloud, situation is more alarming. Here responses indicate that children are involving in fights, few of them damage property and some children are scared which indicates they have lack of confidence. On the top of image, a child is found who tries to dominate other age fellows. In this way, he was also involved in "Threatening Others" disruptive behavior. Similarly, response from one parent indicates that the mother gave consent for all the types of disruptive behaviors to be existing in her child.

Figure 2

Hidden Behaviors



This word clouds indicates responses of parents to express some specific hidden disruptive behaviors in their child. Although they shared interesting facts, only two of these responses are found to be suitable in order to include for this research, one is being abusive and other is friendships with more than own age people. Rest of all responses were ignored in which swimming and innocence etc is included. It is because that these types of responses are irrelevant to disruptive behaviors, these can be regarded as the unique abilities of their children. But what is seriously important here is abusive and elderly friendships. Both of these are not appropriate for the children of grade 2. This must be stopped or avoided. Being abusive is such a bad manner that completely destroys the personality of an individual. It can also not help in fostering good communication skills and hence no social interactions can be helpful. Abusive behaviors only promote violence, hate and negativity among people.

Similarly, elder friendships are not appropriate for early graders. Here children are passing through a very delicate and critical phase of life. Mostly elder friendships give rise to bad companies. In rural societies and semi urban areas, such examples are commonly available. If children are spending more of their time with elder friends, then they can develop confused personalities or they can be involved in inappropriate tasks. Elder friends can also destroy their own thinking because a child starts to imitate them and follow them. On the other hand, if children are having their age fellows as friends, then it has been suitable for them. This is a progressive way of living and learning. With age fellows they learn teamwork, how to compete and how to share ideas and opinion. In this situation both of the individuals are at the same level of mindset so dominant factor becomes minimal.

Finally, both of these word clouds indicated chance and existence of disruptive behaviors among children at their own home. As these questions were asked from the parents of grade two, collectively the mothers of disruptive children told that children tend to display following types of disruptive behaviors in routine.

1. Wandering in streets
2. Creating issues with opposite gender
3. Child stays happy with high age people
4. Not sharing problems
5. Impatient
6. Disobedience
7. Damages things at home
8. Stubborn
9. Habitual to punishment
10. Elder friendships

11. Shouting
12. Fighting
13. No compassion for siblings
14. Stays quiet
15. Remain scared
16. Too much innocent
17. Stays away from study / Lack of interest
18. Abusive
19. Bullying
20. Tries to dominate
21. Interested to play all the time
22. Acts crazy when unattended
23. Frustrated
24. Talks more than age.

Mother of one child responded that all the seventeen disruptive behaviors exist in her son.

Figure 3

Any background information



This image is a word cloud obtained by the analysis of data through NVivo 12 software. This picture represents multiple responses of the parents to describe if any background history supports their child for the existence of disruptive behaviors. Because family history or any childhood trauma is noteworthy to find what are the causes of existing disruptive behaviors.

Two prominent and bold words are clear from this word cloud, one is available and secondly father. The word available is actually the result of response when parents agreed to admit that a certain background do

exists. So, they gave an agreement. And secondly father indicates that children affected by paternal factor. For example, more strictness on children from the father side as compared to mothers and one response on the left-hand side is also in the same accordance that some of the children were also being neglected at homes due to death of their fathers.

Some more unique responses are mentioned on the top of this word cloud, it is evident that bad company in childhood is also considered as a root cause for development of disruptive behaviors in children. The word health issues is also one of a cause, because few children had been remained very sick in their early years before start of schooling.

Similarly, the word "Furqan" was revealed as a result of response obtained by one of a parent who mentioned that he was the cousin of their child and he was a disruptive child so that's why their own kid has also started to develop disruptive behaviors. It can be considered as a cause of disruptive behaviors as a category of bad company or elder friendships. But it indicates that due to parental negligence and lack of control such situations arise.

On the right side of word cloud, there are two more important causes found, one is poverty and other is related with parental fights. Both of these terms are self-explanatory that poor financial conditions are always disturbing to meet economical needs for a family and when parents do fights and even arguments in front of the children then it always generate psychological, mental and emotional distress among children.

Another cause of "comparison" is included on the left side. It is related to children when they compare their essentials with siblings. This feeling of comparison is commonly observed in almost all houses where two or more than two children live together.

Figure 4

Parenting style with the concerning child



This word cloud has a number of responses from parents who described how they use to behave with their kids as a parent. It is a fact that chances for existence of disruptive behaviors depend on the parenting style so parents openly told their answers in the interviews.

Here, six parenting styles are clearly visible. These are loving, soft, scolding, strict, friendly and beating. These six styles are boldly represented in the word cloud as majority of the parents were practicing like so. Except friendly parenting style, all of these five are found to be reasonable for giving chance to rise up disruptive behaviors because all time love, too much softness, every time scolding or beating and parenting strictly are kind of extremism. It results into severe cases. But if compared with friendly style, it is appreciated by all means that it helps to remove and avoid disruptive behaviors.

Similarly, one style as "mix" is also available on the left side of word cloud. It is also a supportive style of parenting because it is children centered. Both of the friendly and mix combination parenting styles give importance to needs of children and give emphasis to their circumstances. What's more that a mediocre style of parenting also comes under the same shade.

Some more parenting styles which are found to be reason or cause of disruptive behaviors are spread in this word cloud. For example, offensive, forceful, punishment and angry are again extremist kind of styles. Such parenting styles become a way to promote resilience and stubbornness in children.

The critical parenting styles found by this word cloud are ignoring, investigative and giving free hand. Ignoring and giving free hand reveals that child is allowed to do whatever he or she wants to. It is not a good practice. And investigative style of parenting is also critical for two ends. It makes feel children always conscious. They can lose confidence due to threat of being questioned as well as it can develop a sense of responsibility among them. Investigative style of parenting depends a lot on person-to-person situations.

Figure 5

Parenting style with other siblings



In this word cloud, all those points are mentioned which are a trigger point of children to act disruptively. These are confirmed causes according to parents. The prominent points are being annoyed, angry, siblings and meal. Here noteworthy point is annoyed and meal whereas other points can be ignored because all children have conflicts with their siblings. So, if there is something or someone who is responsible to annoy the child then it is important to know the details. It should be resolved as it brings stress and tension in children.

Secondly, the word meal is important. According to parents it was found out that when meal is not ready or available to children then they show disruptive behaviors. It means that weak financial conditions also give rise to disruptive behaviors.

Figure 7

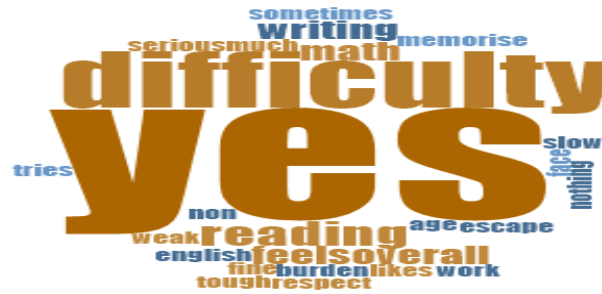
Disciplinary strategy of parents



This word cloud represents how parents deal with their children in case of any discipline requirement. They use different ways of teaching ethics and morality to them. Three main strategies include scolding, beating and anger. All of these show that majority of the parents behave negatively in this matter. Such strategies cannot be encouraged because these itself give rise to disruptive behaviors. Other negative responses include shouting, being offensive and remain silent.

Few responses were analyzed to be better in this regard, such as loving, talking, understanding and dictation. These promote positive relationships and also help to foster mutual harmony. These strategies not only resolve conflicts but also provide option to express point of views openly.

Figure 8

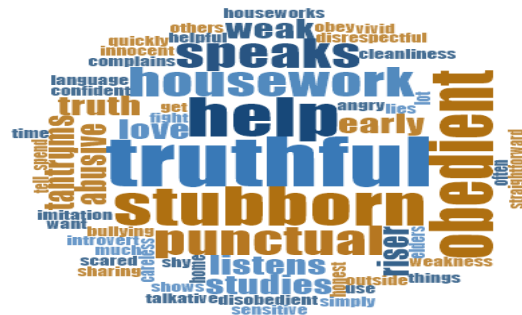
Learning difficulty

This word cloud is an indication of academic difficulties being faced by the children. When a child feels problem in learning for a quite long time then he or she may get frustrated. In this way children inclined towards displaying disruptive behaviors. A clear yes in the middle of this image shows liking of children for their school. It was good to know that all the children in research sample use to like their school. No one denied this question. While other responses scattered around "yes" represents different types of learning difficulties.

- On the top side, problems in writing, mathematics and memorization were found.
- On the right-hand side, problems in being slow in study and escaping from studies were found.
- On the left side, problem related to weak English reading was obvious.

Whereas one respondent has shared that no difficulty is being faced by their child.

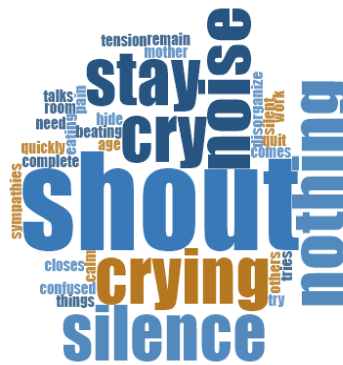
Figure 9

Prominent strengths and weaknesses of the child

This word cloud represents all of the unique strengths and weaknesses of children according to their parents. It is in accordance with the possibility of disruptive behaviors in them. For that purpose, only responses for weaknesses are considered and of course strengths were asked from the parents to make them feel interested and comfortable for the interview. The mostly found weakness is stubbornness while others include being disrespectful, telling lies, getting angry, fighting, disobedience, bullying others, carelessness, showing tantrums and being abusive. One of a response is based on sensitivity which is a critical element, if it is prevailing too much in a child then it has been led to disruptive behaviors otherwise children are sensitive by nature.

Figure 10

Expression of frustration of the child



This word cloud shows that how different children show different ways to express their frustration. It can also lead to making them habitual of frustration which in return causes disruptive behaviors to prevail. The most prominent expression is shouting. Then comes making noise, crying and remained silent. This pattern is in accordance with the thickness of words shown in the cloud. Shouting and remaining silent are two critical aspects. Usually, children do cry and make noise but both of these expressions indicate severity of the situation.

Other expressions of minor responses are described as below:

- At the top of word cloud, a child tends to consult his or her mother. It is a normal and good sign. It can be said that such expression do not lead to rise of disruptive behaviors.
- On the left side of word cloud, responses include beating someone, gets hide own-self, closes room to stay alone, being confused, taking

sympathies and eating a lot. All of these are unique. Parents need to be very careful in all of such expressions.

- On the right-hand side of word cloud, expressions are mentioned as disorganizing things and quitting work. Again, both of these are also unique.

So, it is analyzed that all these unique expressions on the left and right side are causing disruptive behaviors to generate in children.

Figure 11

Fears of child



In this word cloud, fears of children were asked by their parents in order to identify if any certain thing or object is disturbing them. According to results obtained the primary and foremost cause of fear for children is darkness, that is why it is mentioned in a different color (Brown). When they face darkness, they either cry or shout or show any other disruptive behaviors. Secondly, majority of the children do fear from their fathers. It indicates that they are not having close attachment with their father and on the other side their mothers also try to scare them by pointing towards fathers.

Other minor responses include height, being alone, earthquake and lightening. All of these are mentioned in the center of word cloud and close to two main reasons. By checking left side of cloud, three responses are revealed such as if someone is angry, fighting of others and by thief. Fear of thief indicates that children may have experienced such an incident which they cannot forget. And other two fears indicate environment of

surroundings in which children are living. When people are harsh or rude around them then they get afraid and may show or learn disruptive behavior.

On the right side of word cloud, a natural fear of dreams is found out. Nightmares can be avoided or overcome by lovely lullabies or poems etc, as this responsibility is for parents and especially mothers. Other interesting answers show that children do fear from sky, from teachers, from mothers and from supernatural things too. Two children are found to be scary of police and animals. For such kind of situations, the better way to deal is through counselling and providing guidance to kids that everything in the world is for a purpose.

Any elder person of their family or parents can do this practice to stop this cause of propagation of disruptive behaviors.

Figure 12

Hobbies of child



This word cloud is obtained to highlight those hobbies which are causing disruptive behaviors. As the hobbies of majority children is indicated as mobile usage and play, it is revealed that excessive mobile use and too much play can distract children from studies. It can also decrease their interest in study. So, there should be a proper check and balance for such activities. A single hobby of spending time alone is

strange, such child can be shy or having lack of confidence while rest of all the other hobbies mentioned in the image are acceptable as they have no or possibly less chances of giving rise to disruptive behaviors.

Figure 13

Challenges being faced by the child while expressing their own with the siblings



In this word cloud, it is found that how children face difficulties when they have to express with siblings. If there existing any issue then it may lead to possibility of disruptive behaviors. According to responses obtained, the crucial challenges are blaming, annoying and fighting. From these options, annoying is ignored because it is common among siblings in all the families of the world but fighting and blaming cannot be ignored because these give rise to negative personality development by fostering disruptive behaviors.

Figure 14 Social interactions



This word cloud shows analysis of all the responses obtained for the type of social interactions of children. The parents described different interactions. Most prominent types are enjoyable and happy. The thickness of these words shows that both of these positive interactions exist greatly in children. The other responses include softness, normal, friendly and sharing. These are interactions that promote positivity. And the critical type of interactions was liking solitude and fights. One strange and unique interaction of being doubtful is also found which shows curiosity, deep or over-thinking nature of children. Such kids may have trust issues, that is why they remain unclear while socializing. According to another unique response for this word cloud, a child uses to act normally in social interactions. It is pointing out that the interaction of child depends on the other and then he or she may behave.

Figure 15

Punishment style of parents



This word cloud shows how parents of children give punishments to them. Children become revengeful and their self-esteem also gets damage by the punishment. This matter should be dealt with great care. The main cause of disruptive behaviors is punishment style also and mothers are found to be using different objects for this purpose like stick, etc. Some of them give children a standing punishment, slapping and beating them. Few more serious cases are found when mothers use to threaten their child by telling of story to their father or any other strict member of the family. They also use to ban favorite thing or dish of children. One mother also shared that she stops making meal and giving bread to children as a punishment. It is such a painful situation that both the parents and children do not have awareness and they do not know how to deal the situation positively. All these circumstances become a reason to generate disruptive behaviors in children because due to unmet needs children suffer a lot.

Figure 16

Behavior with pets



This word cloud represents behavior of children with their pets, first a confirmation is received if they do have pets or not. A clear yes in the middle of word cloud shows that majority of children have pets, and they behave in a good manner with them. But two responses are obtained which are critical. First that children fear pets and secondly, few children are cruel with pets. These are not right signs, so it shows that those children are possessing disruptive behaviors.

All these were the causes that generated disruptive behavior among early graders.

Discussion

In this research study, causes of disruptive behaviors were explored to know and understand reasons for disruptive behaviors. For different public and private schools, the case can be varied. Different type of disruptive behaviors can be found in different schools. In order to ensure that children receive services that reflect evidence-based practices, the study agrees that early intervention is essential and that programs should vary (Garrity, et al 2019).

For this qualitative case study, grade two students were selected for research sample. After extensively reviewing the literature, research tool was selected as semi-structured interviews from parents. There lacks a synthesis of research on the effectiveness of ECEC-based intervention within the response-to intervention framework, that is, programs for children experiencing social, emotional or behavioral challenges, without a formal diagnosis or assessment of a mental health condition or developmental delay (Blewitt, C. Et al 2021). In Primary Education, the predominant behaviors that cause a distortion in the order are noise and verbal and aggressive behavior, being in the last years of this educational stage where these take greater relevance. In the same line, several authors recommend that programs to prevent and correct disruptive behaviors should be implemented in the first years of life to avoid greater problems in the future. Interestingly, other authors suggest that parental education style may be one of the sources generating such behaviors (Martin Retuerto D., et al 2020). Rather dealing with individual children interpretation, there is need of a wider meaning structure that helps to turn the gaze toward the pedagogical setting and the processes in it as a whole (Pihlaja, et al 2015). To better understand the benefit of targeted programs within a response-to-intervention framework, longitudinal research that examines the differential impact of both universal and targeted components, engages caregivers in the research and implementation

process, and considers a comprehensive range of outcome measures is needed (Blewitt, C. Et al 2021). According to Jacobsen, K. (2013), social workers and other professionals in the field of mental health play an important part in schools in providing additional support for children. Educators who used to depend on receptive measures, for example, whipping to address troublesome conduct currently need to foster option proactive measures to seize troublesome way of behaving (Marais, P. furthermore, Meier, C. 2010). In addition, the findings of Marais, P., and Meier, C. have demonstrated that serious disruptive behavior, such as fighting (concordant with Rayment's 2006:99 findings) and bullying (concordant with Bott's 2004:1-5) and Naser et al.'s findings) in Booyens, 2003:35), vandalism (breaking windows and scratching cars), theft of lunch boxes, toys, cell phones, and other items, and so on. also exhibited by students during the Foundation Phase. Exactness in view of organized conduct by educators is must to be viewed as to shape educator preparing and proficient turn of events, consequently it very well may be smarter to address issues of preschool instructors and their understudies (Yoder and Williford, 2014). When children are placed in a supportive environment that is beneficial to their well-being, these kinds of behaviors can be reduced (Azeem Ashraf et al., 2024). It was also realized that not a single activity can be applied for the removal of any disruptive behavior but a combination of variety of remedial actions can be opted.

Conclusions

This study conducted at Government Girls Primary School Aurangabad provides a comprehensive analysis of disruptive behaviors among primary school students, revealing significant insights into their causes. Initially, an agreement among the school staff confirmed the existence of disruptive behaviors. This was corroborated by teacher observations, who acknowledged the presence of these behaviors in their students.

Through a deeper investigation involving parents, it was discovered that these behaviors often manifest differently at home, with some hidden tendencies emerging that were not as evident in the school environment. Parents identified a broad range of causes contributing to these behaviors, including academic struggles, social interactions, unmet needs, domestic issues, peer influence, lack of participation, and emotional challenges. Additionally, factors such as family dynamics, parenting styles, disciplinary strategies, and the child's individual strengths and weaknesses were found to be significant contributors. It is further concluded that the

major cause of disruptive behaviors is having family problems instead of external social issues.

Recommendations

Based on the above conclusion, the following recommendations are proposed to guide future practice and research:

1. Since family issues and parenting styles were identified as key causes of disruptive behaviors, parental counseling programs should be developed to enhance positive parenting practices and improve communication between parents and children.
2. As teacher observations highlighted differences between home and school behavior, teacher training modules should be designed to help teachers identify, understand, and respond effectively to these behavioral variations through empathetic and informed strategies.
3. Because academic struggles and unmet needs were found to trigger frustration and misbehavior, individualized learning support and early intervention strategies should be introduced to help students manage academic challenges constructively.
4. Considering the influence of emotional and social factors, school-based counseling and guidance services should be established to support students in developing emotional regulation, conflict resolution, and social skills.
5. To strengthen the evidence base, future research should include larger and more diverse samples, including both public and private schools, to capture the variety of disruptive behaviors and contextual influences.
6. As family environment was found to be a major determinant, comparative studies can be conducted to explore the differences in disruptive behaviors across gender, socio-economic backgrounds, and family structures.
7. Finally, researchers are encouraged to design comprehensive intervention frameworks that integrate home, school, and community collaboration to address the root causes of disruptive behaviors holistically.

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