

Building Academic Success: A Literature Review on Classroom Disruption and Its Impact on Student Achievement

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Abstract

This review examines how classroom disruptions affect the academic achievement of junior and senior high school students. It synthesizes foreign and local studies on disruptive behavior, classroom management, and student performance, highlighting mediating factors such as stress, self-regulation, and teacher-student interaction. While existing literature consistently shows that disruptions negatively influence engagement and achievement, few studies provide context-specific evidence from Philippine public schools. This review identifies gaps in mixed-methods approaches and calls for interventions that integrate classroom management strategies, parental involvement, and policy development to strengthen student learning outcomes.

Keywords: Classroom disruption, academic achievement, classroom management, student engagement, self-regulation, teacher-student interaction, learning environment, mixed-methods research

1. Introduction

Classroom disruption is a persistent challenge in education, undermining both teaching effectiveness and student learning. Disruptive behaviors—such as inattentiveness, misuse of mobile phones, and verbal interruptions—fragment instructional time and reduce student focus. International and local studies highlight the strong correlation between classroom climate and academic performance, yet the specific mechanisms through which disruptions affect achievement remain underexplored in Philippine secondary schools.

2. Theoretical Framework

This review draws on several theories:

- **Classroom Management Theory (Doyle, 2006):** emphasizes teacher effectiveness in minimizing disruptions.
- **Cognitive Load Theory (Sweller, 1988):** explains how distractions increase mental strain and reduce learning capacity.
- **Self-Regulation Theory (Zimmerman, 2002):** highlights students' ability to refocus and manage stress.
- **Ecological Systems Theory (Bronfenbrenner, 1979):** situates classroom behavior within broader environmental influences.
- **Theory of Planned Behavior (Ajzen, 1991):** links perceived behavioral control to students' ability to manage distractions.
- **Social Learning Theory (Bandura, 1977):** shows how disruptive behaviors spread through peer modeling.

3. Foreign Literature and Studies

Research abroad consistently shows that classroom disruptions negatively affect student achievement. Finn et al. (2003) found direct links between disruptions and reduced engagement. Arens et al. (2015) reported that inattentiveness and verbal interruptions correlate with lower test scores and higher stress. Basch (2011) highlighted external disruptions such as noise pollution, which impair concentration. The IRIS Center (2021) emphasized that disruptions harm both disruptive students and peers, leading to decreased motivation and teacher burnout.

4. Local Literature and Studies

Philippine studies echo these findings. Aldez (2020) demonstrated that structured behavioral interventions reduce disruptions and improve outcomes. Catayas et al. (2024) emphasized classroom management strategies as key to enhancing performance. Paulines and Tantiado (2024) highlighted the role of teacher modeling and classroom climate in reducing disruptive tendencies. The Philippine Institute for Development Studies (2024) noted that disruptions during emergencies contribute to long-term learning deficits, underscoring the need for effective management strategies.

5. Research Methodology

Research Design

This study will employ a **descriptive–correlational design** to examine the relationship between classroom disruptions and academic achievement. The descriptive component will identify the types and frequency of disruptions, while the correlational component will determine the extent to which these disruptions affect student performance. This design is appropriate because it allows for both the measurement of existing conditions and the testing of relationships between variables without manipulating the learning environment.

Research Locale

The study will be conducted in **Cagwait District, Surigao del Sur, Philippines**, focusing on three public secondary schools: Unidad National High School, Jose Sr. San Victoros National School, and Bitaugan East Integrated School. These schools were chosen for their diverse student populations, representing various socio-economic backgrounds and educational contexts, thereby providing a comprehensive view of classroom disruptions and their impact on achievement.

Research Respondents

The respondents will consist of **270 students from Grades 7 to 12**, distributed across the three schools. Stratified random sampling will be used to ensure representation across grade levels and school contexts. This method ensures that each subgroup of students is proportionately represented, thereby increasing the reliability and generalizability of the findings.

Sampling Procedure

Stratified random sampling will be employed, with strata defined by grade level and school. Within each stratum, respondents will be randomly selected to achieve proportional representation. This procedure minimizes sampling bias and ensures that the data reflect the diversity of the student population.

Research Instruments

The primary instrument will be a **researcher-made questionnaire**, validated by experts in educational management. The questionnaire will measure:

- Frequency and types of classroom disruptions
- Students' perceptions of disruptions
- Academic achievement indicators (GPA, test scores, class participation)

Additionally, semi-structured interview guides will be used to gather qualitative insights from selected students and teachers, enriching the quantitative data with contextual perspectives.

Data Gathering Procedure

Data collection will occur in three phases:

1. Quantitative Phase: Administration of questionnaires and collection of academic records.
2. Qualitative Phase: Conducting interviews and focus group discussions to explore perceptions of disruptions.
3. Integration Phase: Triangulation of quantitative and qualitative data to provide a comprehensive interpretation of findings.

Ethical Considerations

Ethical compliance will be ensured through informed consent, confidentiality, and voluntary participation. Permission will be sought from school administrators, and parental consent will be obtained for minors. Ethical clearance will be secured from the university's review board.

Statistical Treatment

Descriptive statistics (frequency, percentage, mean, standard deviation) will be used to summarize data. Inferential statistics—including Pearson correlation, t-tests, ANOVA, and multiple regression—will be applied to test hypotheses and determine the strength of relationships between classroom disruptions and academic achievement.

6. Synthesis and Research Gaps

The literature consistently shows that classroom disruptions hinder academic achievement by reducing engagement, increasing stress, and limiting instructional time. Effective classroom management, supportive school climates, and parental involvement emerge as critical mediating factors. However, gaps remain in context-specific studies within Philippine public secondary schools, particularly those using mixed-methods designs that integrate quantitative performance data with qualitative insights from teachers and students.

7. Conclusion

This review highlights the urgent need to address classroom disruptions as a barrier to student success. While international and local studies provide strong evidence of their negative impact, further research is required to develop context-specific

interventions. By integrating classroom management strategies, teacher-student engagement, and parental involvement, schools can foster more conducive learning environments and improve academic achievement.

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