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Teachers' perceptions and management of disruptive classroom behaviour during the middle years (years five to nine)

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Abstract

A survey of 96 Australian primary and secondary school teachers was carried out based on a stratified random sample. The study aimed to determine Middle Years teachers' perceptions and management of disruptive classroom behaviour. Variables such as gender, teacher confidence and experience, supports, specific disruptive student behaviours, and behaviour management strategies were examined. The results showed that teachers' main concerns were related to distractibility, student on-task behaviour, and adherence to classroom rules. In relation to classroom management, no significant differences were identified between the management strategies employed by primary and secondary school teachers. However, differences were identified in the management strategies teachers used to manage the behaviour of male and female students. In relation to disruptive student behaviour, an increase in reports of aggressive male behaviour was observed from primary to secondary school.

[Link to full text paper pdf \(299KB\)](#)

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