Misbehavior of School Students in Classrooms - Main Causes and Effective Strategies to Manage It

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Abstract: **Misbehavior within the classroom disrupts students' attention and have a negative impact in the teaching learning process. This paper provides the idea about the different types of misbehaviors commonly seen in the schools and the possible factors causing these. Some appropriate strategies for addressing the students misbehavior is also been discussed to build good teacher student relationship and thus facilitating the teaching learning process.**

Keywords: **Misbehavior, Teaching Learning Process, Classroom, Teacher Student Relationship.**

Introduction

Misbehavior of students or negative class participation in the classroom may be disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility is one of the serious issues especially in secondary classrooms[1]. Misbehavior often interrupt the smooth functioning of learning process in the classroom. This can unsettle the teachers or other students in the class. Studies had shown that school misbehavior not only intensify with time but also lowers academic achievements and increases unruly behavior [2,3].Misbehavior is closely associated with disciplinary issues that warrants careful action from teachers.

Literatures has pointed to the increasing stability of such misbehavior from early childhood (approximately age 8) to late adolescence and adulthood. Researchers also found that problem behavior in adulthood is invariably preceded by a pattern of such behavior in childhood [4,5]. Although the specific behavior may change with development, the relative standing of a child with conduct problems compared to his or her peers remains consistent [4].

Classroom management is done by the teacher to create discipline and motivation and to attract the students' cooperation in the learning process. If the teachers cannot manage their class by various teaching techniques, the teaching process will result in failure[6]. Knowing students personally, indeed, can help teachers in reducing behavior-related problems in classrooms. Classroom management is a term that teachers use to guarantee a teaching process free of problems, even with the presence of the students' disruptive behaviors. This term is defined as prevention of the incidence of behaviors that are probably the most difficult aspects of teaching for the teachers [7]. In addition to classroom management, methodology, lesson planning, and students' motivation can be potential control of teachers to inhibit undisciplined atmosphere in their classroom [8]. Motivation in classrooms is more than a way to develop students' interest.

Main Causes of Students Misbehavior in the Classroom

In order to manage the secondary students behavioral problems in the classroom, it is important to discuss the causes of misbehavior. Some researchers argue that student misbehavior has less to do with the characteristics of students and more to do with the behavior of teachers [9]. To some extend students behavior can be provoked by teachers actions, but it is not the whole reason. In the majority of the reasons of student misbehavior in the classroom, may be followed back to three principle sources: the student, the teachers and the society.

1.   The Student

Students are bored in learning activities: If students see school as a place where they are forced to stay despite their lack of interest, it is likely that they will misbehave when they get bored, either to disperse the feelings of boredom, or to add some interest to lesson time. Some students find it more interesting in winding up the teacher or getting the class to mess around than studying topics which they consider to be dry and dull. Pleasure or lacks of it are important and critical factors that drive students for more engagement in the activity. On the other hand, when students do not find pleasure in learning or during the implementation of activities they often withdraw from the educational situation and focus their attention on other things that give them enjoyment [10]. Boredom may influence students' behavior and attitude in the classroom. Studies suggest that bored high school students are more apt to be disruptive and a boring school experience leads some students to cut classes and exacerbates students' risk of dropping out of high school [11,12, 13 ,14].

Seeking Attention : Attention seeking behavior is anything that a student does to deliberately draw attention to themselves may be from his/her peer group or teachers in the classrooms. Being the center of attention is a common desire for students, some more than others. Acting out by making fun of others, swearing, talking out of turn or simply being uncooperative are a few ways of students misbehaving in the classroom, seeking others attention. These behavior are designed specifically to make other notice them. The need to gain and hold the attention of others appears to be a general human characteristic. Some children try to gain others attention, such as parents or teachers, by being natural and friendly when they grow up in positive environments; on the other hand, some children find they can gain the attention of others by anti-social behavior (e.g., being impatient or angry) rather than by social behavior. [15]

Classroom Environment : A classroom not designed for ideal learning may contribute to a student who refuses to behave. If not approached correctly, a classroom can be set up in a way that does not promote a positive learning environment. There are many things that can affect this environment[16]. There are physical elements such as art on wall, arrangement of furniture's, or other resources. Also, there are other intangible elements such as the rules, the temperature inside the classroom, or the sounds within the room. Each of these can impact a student's focus and achievement in the class. They can also affect a teacher's attitude in the class. Included in each of these elements of the classroom is the emotional environment. The way in which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their students. If a teacher is unmotivated or negative there will be a direct impact on the students within the classroom.

Lack of interest in the subjects : It is a fact that some students are simply not at all interested in some of the subjects that they are taught. Perhaps the subjects don't seems those subjects relevant to them and their experience of the world, or perhaps they have a lack of aptitude for certain areas of the curriculum. In the primary school, the teacher might notice a worsening of behavior in literacy lessons, or in art sessions. Because the class teacher sees the child in all the subject areas, it can be slightly easier to find ways of getting around an apparent lack of interest or ability in one specific lesson. In the secondary school, a student who behaves impeccably in PE might be a nightmare for the teachers handling language subjects , and vice versa. The language teacher might come to view this student as really difficult, and be surprised to hear that he or she succeeds in more practical subject areas.

Special needs : Special needs can also be an important factor in misbehavior in classrooms. If a student is struggling with the work he is assigned or in the learning process, and the teacher does not manage to make it accessible, there is a high chance that the students may tend to misbehave in the class.

In addition to these misbehavior may arise if the students are unable to fulfill the task assigned to them by the teachers. Sometimes, the work may be too difficult to do or the teacher explains unclear demands on how the work has to be completed[17]. This situation makes students learning difficult as they have no idea about what to do and thus resulting in the disruption of learning process in the classroom.

2.   The teacher

Teachers experiences a good variety of emotions throughout their work that are triggered by multiple factors and their interactions. Teacher emotions generally unfold in interaction with their environment. Teachers interact with totally different individuals in their work (e.g. colleagues, parents), however interactions with their students appear to be the foremost powerful in terms of evoking positive or negative emotions. Studies has shown that primary and secondary teachers' emotions are strongly connected to positive interactions with their students, evoking responses like joy and satisfaction[18]. Alternatively, in terms of negative emotions, studies reveal that negative emotions of teachers (e.g. anger and frustration) were frequently associated with students' misbehavior or lack of classroom discipline, that increased the risk for burnout over time [19,20]. Classroom discipline issues have conjointly been found to be one in all the most predictors of teacher stress and conjointly impede on teacher enthusiasm. Researchers also found a good correlation between discipline within the classroom and teacher enjoyment, while the correlation was negative for anger and anxiety. identical correlation pattern was observed for student motivation, while there was no vital association between student performance and teacher emotions. Indicating that student engagement was more significant for teachers' positive relationship with students than students' accomplishment level[21].

The types of teacher behavior which student's particularly felt "provoked" them into misbehavior are: teachers who are boring, teachers who could not teach well, teachers whose discipline was weak, and teachers who made unfair comparisons [22]. Six issues which influence the degree to which a teacher is able to exercise the necessary class control are: physical appearance, voice, and the way in which the teacher presents the lesson, lesson preparing and organization, the way in which teacher talk to children, the way in which threats, rewards and punishments [23].

In addition to those factors, a teacher's authority and therefore the ability to exercise the necessary classroom management, a teacher's personality also plays a vital role within the classroom management that undoubtedly influence the students behavior within the classroom.

3.   The Society

It is not possible, to completely filter out personal issues from social ones. Student's misbehavior within the classroom cannot be isolated from the factors that originate from society. Children who haven't shaped a correct judgment concerning right behavior due to their age and social experience may tend to imitate the behavior around them. A lot of behaviors' develop as a results

of our observations of what other people do, that could be a key idea in understanding how children develop their knowledge of social role and their sense of identity in classroom. It can be assumed that children's viewing of violence on movies may be causally coupled with their subsequent disturbing behavior.

Another cause for misbehavior may be due to the family influence. Study reveal that students with behavioral issues usually had poor family backgrounds, may be from a low social class or from a single parent family, or may be from poorly managed home, lack of parental monitoring, and poor interactions in the family and low family incomes [24].

In addition to these, in some cases, if the teachers don't build specific rules against students who break the rules in learning. It's like creating the student to try this mistake over and once again. So, to deal with these issues of students who misbehave in the classroom proper measures must be taken from the teacher side so that the students do not repeat the same mistakes again.

Managing with Student Misbehavior

Prevention is the best way to handle a disruptive student. The first few days of the school year are undoubtedly the most important. These days set the tone for the whole academic year. Students will push to see exactly what they are allowed to get away with doing. It is important for teachers to establish those boundaries quickly. It is also important to start building good relationship with your students immediately. Cultivating a trusting relationship can go a long way in disruption prevention simply out of mutual respect for one another.

Students show aggressive, withdrawn, and inattentive-hyperactive behaviors owing to peer rejection. Acceptance by peers depends on student's behavior and rejection results from deficits in student's social skills. Aggressive students show deregulated behaviors, they are inattentive, reactive and disruptive. owing to their unskilled behaviors together with their aggression, they're at high risk for peer rejection. Aggressive students may establish and maintain friendship and are not continuously rejected by peers, while students with inattentive and overactive behaviors leads to peer rejection [25]. Research findings also disclosed that appropriate behavior management techniques like general praise, behavior specific praise; and stating clear rules met the criteria of excellent strategies. These straightforward techniques can promote student classroom engagement and can decrease disruptive classroom behaviors [26,27]. Using learning strategies, classroom management by the teacher, creating stronger bonds among the students and establishing an interactive educational environment can be helpful in coping with students' disruptive behaviors [28,29]. Presenting the educational course content using appealing and diverse methods can be a successful strategy in handling the students' aggression. Teaching strategies along with friendship strategies have also been recommended. Interactive teaching strategies and discovering the students' learning abilities can improve the teacher-student relationship. Further, social skills can improve the teacher-student relationship and largely lead to a safe educational environment [30].

An appropriate reward can deal with students' misbehavior which is caused by low self-esteem. A quick and spontaneous reward for good behavior can be more effective than punishment of bad behavior because it can help students build their self-confidence and avoid their misbehavior in the classroom. A reward for good behavior is an example to other students and can provoke other students to behave appropriately. On the other hand, punishment, as a negative control, can undoubtedly provide not only the student involved but also all the students concern and anxiousness, as a result the other students will be afraid of being punished by repeating the identical mistakes. Punishment has some shortcomings, it might be still the only effective action to some extremely troublesome behavior. So it should be used suitably so as to keep up a positive classroom development. In other words punishments and rewards plays a large part in moulding and directing students misbehavior in the classroom.

Conclusion

Students misbehavior in the classrooms interrupts the smooth functioning of teaching learning process. A large number of factors are considered to be responsible for the students classroom misbehavior. Students lack of interest, lack of motivation, attention seeking , the classroom environment, teachers attitude, the community and the family background of the students are some of the factors mainly contributing to this.

Dealing with student misbehavior within the classroom could be a major task for teachers. It makes the teachers to perceive the sources before managing disruptive behavior. There aren't any stereotypes for resolving the problem, since each students are completely different from one another, that makes the teacher to offer completely different responses to each individual child. An inappropriate reaction to student misbehavior in the classes can build the matter worse and affect as the teaching and learning progresses.

To conclude it can be said that the suitable strategies for addressing students misconduct within the classroom are to be aware of it completely, think about it carefully, and deal the problem with intelligence. The quality of the teaching and learning progress can be achieved once students misbehavior are managed effectively.

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