Evaluating the Student's Misbehavior in the Class (In Case of Hidase Fire High School 10th Grade)

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Abstract

The purpose of this research is to evaluate the misbehavior of the student in the class using action methodology techniques. An Evaluate the student misbehavior in the class was used to draw data from focused on selected students in school. The findings reveal that leaving class in middle, late coming, and not doing homework is common among students in selected secondary schools of Hidase Fire. In this study, the teacher and student interventions are undertaken to evaluate the misbehavior of the student in the class. As the result obtained 60 % of the misbehavior student is leaving the class in the middle of class this misbehavior activity act 53.33 % during the morning time. The punishment for the student that acts misbehavior is 40 % sending to the director and assigning extra work respectively. The main causes of misbehavior in class 73.33 % are lack of interest of students and the teacher observed misbehavior in the class 33.33% is coming to late class and not doing homework respectively. Overall, the major causes of misbehavior in class are lack of the implementation of the rule and laws of the school. To solve those behavioral problems in school action strategies and interventions have been taken then the student behavior has improved.

1. INTRODUCTION

The main objective of education is to promote the individual capacity for problem-solving and adaptability to the environment by developing the necessary knowledge, skills, and attitude. Students should participate in a rounded way in the community and contribute to the overall development of the society they live in, and the world at large (Bhattacharya et al. 2023). Education is an important development instrument for the achievement of rapid economic, social and cultural, political, and technological development and also helps people to acquire the skills that make it more interesting and enjoyable(Gustavsen 2008).

As it is known, the purpose of every school is to generate good and behaviorally equipped citizens or generations of the country (Smit et al. 2022). So, to reach this target, avoiding the student's misbehavior in school is the initial and essential base (Panhwar, Bell, and Bell 2022). For the production of good citizens by eliminating their miss behavior, the dominant responsibility is undertaken by schools. Kurt Lewin is generally recognized as one of the originators of AR and defined it as a process of organizational change having an 'a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action (Martinez 2022)

Student misbehavior is any action that the teacher perceives as disruptive to the order of the classroom. Misbehavior ranges from very subtle actions to physically aggressive behaviors. The most commonly exhibited misbehaviors in schools are classified as inappropriate talking (that is excessive talking, out-of-turn unnecessary talking), and inappropriate movements, such as clowning and out-of-seat behavior(States et al. 2009) and(Canonigo and Joaquin 2023). Other common misbehaviors induce; lateness, cutting class, not bringing supplies and books, inattentiveness, daydreaming, and mild verbal and aggressive acts. Less frequently, teachers encounter misbehaviors like crying, arguing, fighting, stealing, and cheating. With increased frequency, teachers also must react to students' use of chat, alcohol, and weapons. Responding to misbehavior, then, is the process of helping students control themselves so that they can function productively in group settings such as the classroom(Maile and Olowoyo 2017).

After all, time management is life management. Learning how to make every day count for something is the objective. But it takes ridding your life of procrastination and a great deal of self-discipline(Open and Journal 2018). Late coming to school has become a major problem in many schools, particularly township schools with serious consequences (Maile and Olowoyo 2017). Late coming to school is one of the major problems that have plagued many schools; there is hardly any school that is spared from this problem. The impact of this great menace cannot be over-emphasized, as it has contributed immensely in a negative way to the academic achievement of learners and the functioning of the school (Jumare 2015)

(Adegunju, Ola-alani, and Agubosi 2019)contends that the school must have recognized rules and regulations for dealing with various discipline problems. If there is no such a policy in the school, teachers

should press for its establishment. Sever discipline problems should be handled by institutional authorities. If an institution fails to bind such problems, serious discipline problems could be the consequence. The following situations could be the cause of discipline problems attributed to an institution (the school) (Ericsson, Hashemi, and Lundin 2023).

Parents are also the possible reasons for the student's misbehavior in the classroom. They are the prior role players in building their children with good behavior when students cannot get their psychological wants fulfilled, they develop low attention towards learning, and instead, they usually worry about how to fulfill their wants (Zaatari and Ibrahim 2021) and (Dedding et al. 2022). If parents do not buy clothes or learning equipment, and if they usually load their children with work. Students do not feel comfortable, so they tend to disturb or show misbehavior in the classroom. When parents do not follow what their children do in school and learn, then students tend to act in misbehavioral activities (Shapira-lishchinsky 2007)

The most common reaction to misbehavior in schools, no matter what the offense is some form of punishment, such as a verbal warning, time out, detentions, or severe verbal or physical reactions. Punishment is something undesirable painful or discomforting that is applied to the student as a result of misbehavior. It is intended to weaken the probability that the inappropriate behavior will recur (Wakelin 2021) and (Oliver, Reschly, and Ph, n.d. 2010). The most effective punishments are brief and mild. They involve compensation and allow students to regain their normal status. Punishment should also provide students with information about how to change their behavior (Jumare 2015).

To prevent protect and manage classroom misbehaviors, the responsibility should not be given to only the teachers, the student the parent, or the school administration but to all bodies (Wondem 2022) and (Mensah et al. 2023). The parents are the prior players in equipping their children with appropriate behaviors. They should prepare fertile good behavior and protect against misbehavioral activities. Parents should fulfill all psychological, physiological, and social needs to make their children feel comfortable and learn happily (Samuelsson 2021) and (Lga et al. 2017).

Hidase Fire high school is one of the schools in the South Nation Nationalities people of Ethiopia Region. which is producing behaviorally shaped, good citizens. Hidase fire high school is locate in Gurage zone of wolkite city. However, in the school, some students show some misbehavioral activities. Such types of student behavior hinder the teaching-learning process. This research was conducted in the school on grade 10 students on the specific issue of misbehavior of students in the class and various factors that are responsible for the misbehavioral activity would be dealt with.

2. METHODOLOGY

An action-research methodology was chosen because it allows the evaluating of the misbehavior of the student and the teacher measurement during the judgment of action on the student's misbehaviors. In the reconnaissance described in this study, the teacher-researcher collaborated with his colleagues and students to identify the main challenges to be addressed, then developed an initial strategy to address them. A class was subsequently delivered as a series of mini action-research cycles and, at the end of the semester, the intervention was evaluated in terms of its effects on student engagement. To get baseline information about how to improve student's behavior in the learning-teaching process, a descriptive survey design is used. In addition to this, the researcher used their understanding to interpret close-ended questions. The analyzed data was presented in tables

3. Result and Discussion of Findings
3.1. Result and discussion of student's Responses

This part deals with the analysis of the response of students and teachers gained through the questionnaire, and the result obtained would be presented in the table. The data collected from students through a questionnaire was analyzed in terms of percentage. The analysis and interpretation were presented as follows.

Table 1:- General background characteristics of student respondents

Item	Alternatives	Respondents	Percentage
Sex	Male	37	71.15%
	Female	15	28.85%
Age	Below 17 years	27	51.90%
	Between 17-20 years	22	42.30%
	Above 20 years	3	5.77%
Residence	Urban	40	76.92%
	Rural	15	28.85%

From the table above, item 1 shows that 71.15% of the students are male and 28.83 % are females. The majority of the students (about 51.9%) are below 17 years, 42.3% are between 17-20 years, and 5.77% are above 20 years. About 76.92 % of the students are from urban areas.

Table 2:- students' response on the type of discipline problem frequently seen in their class

Item	Alternatives	Respondents	Percentage
What type of discipline programs are frequently observed in your class?	Coming late to the class	14	26.92%
	Cheating	0	0%
	Fighting	7	13.5%
	leaving the class in the middle of the lesson	31	59.62%
	If any other		0%
Total		**52**	**100%**

As can be observed in table (1), 59.62% of the respondents said that leaving the class in the middle of the lesson to the class is the most frequently seen discipline problem, and it is followed by 26.92% of the respondents who said that coming late to the class at the middle of the lesson. On the other hand, cheating and fighting while teaching is responded to by 0%, and 13.5% and of respondents respectively.

From this, we can conclude that leaving the class in the middle of the lesson is the main discipline problem of the students in the classroom that frequently occurs.

According to (Debreli and Ishanova 2019) and (Jumare 2015), it is true that when students leave the class in the middle and knock on the door, while others are attending the class attentively, the attention of the students in the classroom can be changed and they may be destructed.

Table 3:- Students' response on the kind of Punishment their teacher frequently uses.

Item	Alternatives	Respondents	Percentage
What kind of punishment does your teacher frequently use?	Sending to director	21	40.4%
	Assigning an extra work	21	40.4%
	Verbal punishment	-	_
	Avoid the class	10	19.2%
	If any other	-	_
Total		**52**	**100%**

Based on the above table (3), about half of the respondents (40.4 %) responded that their teacher most of the time sent to the director and assigned extra work, 19.2% of the respondents said that teachers void from the class if they show any misbehavior in the class. On the other hand, both Teachers use verbal punishment, and if any other is responded by 0% of respondents respectively.

From this, we can conclude that most teachers in Hidase Fire High School 10th grade, send to the director and assign extra work.

According to (Chadha et al. 2022) and (Oliver, Reschly, and Ph, n.d. 2010), indicated sending to the director and assigning extra work is probably the commonest and most poor punishment" some teachers abuse their students by embarrassing, humiliating and insulting and generally, treating students using such kind of punishment is frequently disadvantages.

Table 4:- students' response on the shift when misbehaviors mostly happen.

Item	Alternatives	Respondents	Percentage
In what shift do the misbehavior activities mostly happen?	In the morning	29	55.76 %
	In the afternoon	23	44.23 %
Total		**52**	**100%**

As table 4 indicates, about 55.76% of the students responded that in the morning shift most misbehavior activities happened. This can be because the school has no fencing so it creates a bad learning environment.

Table 5:- Students' response on shelter they think punishment can prevent student discipline problems.

Item	Alternatives	Respondents	Percentage
Do you think that punishment can prevent students' discipline problems?	Yes	14	26.92%
	No	17	32.69%
	To some extent	21	40.38%
Total		**52**	**100%**

According to the above table (5), most of the respondents (40.38%) said that punishment can prevent students' discipline problems to some extent. On the other hand, 32.69% of respondents said that punishment can be the best solution to prevent students' discipline problems in class. The remaining 26.92% of respondents said that punishment can't prevent students' discipline problems at all.

For question number (2), students gave their justification as the teacher punishes students. They simply ignore the problem as not their teacher observes as they commit, otherwise they behave as before. This is because students still wish to behave as before, but are afraid and dislike, not the misbehavior but the teacher's punishment.

Table 6:- Students' responses on what they think are the main causes of students' misbehavior in the classroom.

Item	Alternatives	Respondents	Percentage
What do you think is the main cause of student's misbehavior in the classroom?	Bad classroom atmosphere	3	5.76%
	Lack of interest in learning	38	73.08%
	Teachers discipline problem	3	5.76%
	lack of family supervision	8	15.38%
Total		**52**	**100%**

As can be observed from table (6), more than half of residents (73.08%) responded about the main cause of student's misbehavior in the classroom is a lack of inters in learning, followed by bad classroom conditions, respondents (5.76%). On the other hand, 5.76% of respondents said that teachers' discipline problems and 15.38% lack of family supervision are the main causes of students' misbehavior in class.

In general, by looking at the table, one can simply conclude that the main cause of students' discipline problems in Hidase Fire High School grade 10th, is students' lack of interest in learning.

Table 7:- students' response on how they respond if their friend disturbs the classroom.

Item	Alternatives	Respondents	Percentage
If any student disturbs the class, how will you have responded?	Report to his family	7	13.46%
	Advise him /her not to disturb	14	26.92%
	Report to the directors' office	7	13.46%
	Tell the teacher to punish him/her	24	46.15%
Total		**52**	**100%**

From the above table (7), about three fourth of the respondents (46.15%) said that if any student disturbs the class, they prefer to tell the teacher to punish him/her. On the other hand, 13.46% of the respondents prefer to report to their family and report to the director's office, and the remaining respondents (26.92 %) said that they report any misbehavior to students to advise the disturbed student to the director's office.

From this, we can conclude that most students are highly sensitive to their classmates and cooperative with each other by advising their friends to tell the teacher to punish committing any discipline problem.

Table 8:- students' response on whether there is a counseling service in the school.

Item	Alternatives	Respondents	Percentage
Is there counseling and guidance service in your school?	Yes	35	67.31%
	No	17	32.69%
Total		**52**	**100%**

From table 8, item 1, it is clear that there is a guidance and counseling service at Hidase Fire high school. However, the respondents said that for question number (2), even if, there is counseling survive, it no longer gives function to prevent misbehavior experiences. It is simply oriented having only its name. So, the students conclude that the counseling service did not give any service, which is why it does very little to minimize students' discipline problems.

3.2. Result and discussion of teachers' responses
Table 9:- General background information of teacher respondents.

Item	Alternatives	Respondents	Percentage
Sex	Male	10	83.33%
	Female	2	16.67%
Age	Between 20-25 years	2	16.67%
	Between 25-30 years	7	58.33%
	Between 30-40 years	3	25%
	Above 40 years		
Teaching experience	Below 5 years	6	50%
	Between 5-8 years	4	33.33%
	Between 8-15 years	2	16.67%
	Above 15 years	_	_
Qualification	Master's degree.	_	_
	Degree	12	100%
Total		**12**	**100%**

As one can observe from table (9), from out listed teachers are 10 (ten) male and 2 (two) female; 3(three) teachers are between 30-40 years old. The 7 (Seven) teacher is between 25 and 30 years old and 2 (two) teachers are aged between 20-25 years old.

As can be indicated, item 3 shows that three teachers have teaching experience between 5-8 years. Six teachers have teaching experience of less than 5 years, the other 2 (two) teachers have teaching experience

between 8 and 15 years. There is all degree teacher, but not master's or diploma.

Table 10:- Teacher's response on the type of discipline problems frequently observed in the class.

Item	Alternatives	Respondents	Percentage
What type of discipline problems are frequently observed in your class?	Coming late to the class	4	33.33%
	Cheating	2	16.67%
	Leaving the class without permission	2	16.67%
	Not doing their homework	4	33.33%
	If any other.	_	_
Total		**12**	**100%**

The above table (10), indicates that from the total of 12 teacher respondents, 4 (four) of them responded as coming late to class is the most frequent classroom discipline problem, the 4 (four) responded that there is not doing their homework, 2 (two) of the respondents that there are cheating problems; while the remaining 2(two) teachers said that leaving the class without permission is the most frequently observed classroom discipline problem of students in the class. It is possible to conclude from the table that in Hidase Fire High School grade 10th, the most frequently occurring classroom discipline problem is coming late to class and not doing their homework. When students come late and knock on the door, the student's attention is diverted in an unwanted direction.

Table 11:- what do they do if the students commit discipline problems in the classroom?

Item	Alternatives	Respondents	Percentage
What will you do if students made discipline problems?	Call students' parents and tell everything about the child's misbehavior	4	33.33%
	Dismiss the student from the classroom	1	8.33%
	Report to the director's office		
	Punish students by reducing their score	5	41.667%
	If any other	2	16.67%
Total		**12**	**100%**

Table 11, deals with teachers' responses on the measures they take when students commit misbehavior activity in class. As is indicated in table 10, teachers, out of a total of 4 (four), call students' parents and tell them everything about the child's misbehavioral activity in the class. This is because students' parents are the first role players in finding solutions to students' problems in school. 5 (five) teachers said that he reports to the director's office for anti-problem the student made in the class. 1 (teacher) the teachers want to dismiss the student from the class and 2 (two) the teacher's response is to punish students by reducing their marks whenever students behave inappropriately.

From the above, in general, we can understand serious students discipline problems that are beyond the teacher's control must be promoted to the parents or the director's office.

Table 12:- Teacher's response on the major causes of misbehaviors in the classroom.

Item	Alternatives	Respondents	Percentage
What are the major causes of misbehaviors in the classroom?	Inappropriate school rule	8	66.67%
	Lack of tangible connection between the teachers and students.	1	8.33%
	Lack of counseling service in the school		
	Lack of parental supervision	1	8.33%
		2	16.67%
Total		**12**	**100%**

As can be observed in table (12), 8.33% of respondents (1 teacher from table 12) said that lack of tangible connection between the teacher and the students is the major cause for students' disciplinary problems. Because, if the tethers contact and look at every activity of the students, they can identify the reason and who is the disturber. Then they direct their attention to run back the student from his /her bad discipline.

The other 16.67% of the respondents said that the main cause of students' disciplinary problems is the lack of parents' supervision. They justify the reason as if parents simply leave their children only to go to school without following them actively in the school, the problem is created. But if parents advise and follow their children not tend to commit any disciplinary problems in school.

The other 66.67% (8 teachers from 12) said that inappropriate school and 16.67% (2teacher) responded to lack of counseling service in the school

The teachers suggested many possible principles, activities, and rules that should be considered by the teachers, the students, the parents, and the school administration. They said that the school should fulfill all

appropriate learning facilities as well as enforce school rules strictly. The teachers should advise, and if necessary, call the parents of students to communicate the students' actual condition.

The students also should follow every rule of the school. In general, with the cooperation of the above bodies, it can be possible either to prevent or reduce disciplinary problems in the school, especially in grade 10th.

3.3. ACTION STRATEGIES
Based on the findings of the research, the researcher took different actions depending on the factors identified in improving students' misbehavior activities in Hidase Fire High School; the case of grade 10th. Therefore, the following strategies were included during the process of implementation, and these strategies were outlined in the following table;

Table 13:- Action strategies

Action to be taken	Methods (steps)	Time in hours	Participants
Make aware of the problem and the study	Make aware of the problem to the school administration and the target group (students) on the findings of the plan.	12	The teachers, school administration, the researcher
	Discuss with the school administration and 10th C class teachers to get permission and support to implement the plan.	12	The school administration, and Researcher
Advising students	Advising students about the negative result of disturbing and leaving the class in the middle.	18	The school staff and researcher
	Advise to not commit misbehavior activity.	18	The school staff and researcher
Creating conducive classroom atmosphere	Using the question-answer method of teaching.	12	The teachers of the school and the Researcher
	Having good preparation for the lesson topic.	12	The teachers of the school and the Researcher
	Giving group discussion topics.	12	The teachers of the school and the Researcher
	Giving reinforcement & rewards for the students for their trial of the responses.	12	The teachers of the school and the Researcher
Advising the cleanness	Using instructional material to teach.	12	The teachers of the school and the researcher
	Cleaning unnecessary words on the tables, wall, etc.	18	The teachers of the school and the researcher
	Advice the disturbed students.	12	The teachers of the school and the researcher

3.4. IMPLEMENTATION OF THE ACTION
3.4.1. Implementation of the first action
The researcher made aware of the problem to the teachers, students and the school. Then to get permission and cooperation, discussion was held with the high school so as to get free class and time for giving tutorial class. Then the grade 10th teachers were the targeted necessities to communicate the problem with the students' parents.
Result of implementation
Following the awareness made, the school the teachers and the parents became sensitive about the issue, and free class for 30 (thirty) hours was permitted to implement the action. The grade 10th teachers cooperated with researchers so as to aware students and their parents about the problem and its effect on teaching learning process in general, and on the students, in particular.
3.4.2. Implementation of the 2nd Action
On 2nd action, the researcher called the students for tutorial class for 50 (fifty) hours. On this seventy hour the teacher simply interned to the class and taught about all the course as schedules. During this 2nd action, the students disturb in the class room talking while learning and even laughing. The learners have no any motivation. On this 2nd action, the researcher before ending the class, he advised students about the negative impact of leaving the class at the middle and late coming to the class. He added that the importance of learning in a deep interest. After advising, the researcher agreed with the student to have another tutorial class. The students were

agreed to come before time by informing the absent students.

Result of implementation

After the teacher advised them, the student became sensitive against the misbehavior activities. The students promised to come class before or on the time.

3.4.3. Implementation of the third action

The 2nd tutorial class was held 70 (seventy) hours. On this 3rd action, the researcher prepared himself well to teach the mathematics course for all 10th grade by preparing questions to rise to them as well as to discuss together. On this 3rd action, almost all of the students came to the class on time. When the students tried the questions, the researcher motivated them by saying good, Excellent, keep up it. In addition, gave reward pen. At this time, most students become more active and gave more attention to the teaching learning process than the former hours and no more disturbances. But not all student gave more attention, still there was little disturbance students, because of the presence of unnecessary written things on the walls, tables, such as "Manchester United, Arsenal", and words about sexual intercourse were seen. The researcher before ending the class, agreed about to have another tutorial class on, next period.

On the 3rd tutorial class, on next period, the researcher cleans the whole unnecessary words away from the wall and the tables and prepared himself more than the previous period of tutorial to teach, by supporting with a map and pictures. During this day the researcher invited the disturbance students and gave advice in peaceful way by saying that they are mature, and to achieve their objectives not to disturb and study hard. Moreover, continued the teaching learning process. At this day all of the student came to the class, became more participants, and no any misbehavior things committed.

3.4.4. Action evaluation

After many activities were undertaken or put into implementation, the student's misbehavioral activities became improved. They adapt to enter the class on or before the time. They are also improved to talk in class while learning. The school also agreed to foster the situation of the guidance and counseling service and to follow the disturbances to advise politely.

Formerly the teachers were act aggressively against the disturbed students, but after implementation, they agreed to discuss politely with misbehavioral students, and the reason on the back of their activity.

CONCLUSION

To achieve this objective, questionnaires were prepared to sample students and some teachers, and the data obtained were analyzed in terms of number and percentage. For the analyzed data, the following findings were obtained;

- ➢ Coming late to class and leaving the class in the middle as well as talking while learning are the dominant misbehavioral activities. These activities become worse in the morning class.
- ➢ Teachers do not give more emphasis to misbehavioral activities. They mostly react to misbehaviors by using sending them to the director and assigning extra work. However, the students suggested that punishment does not prevent the misbehavioral problem to the full extent.
- ➢ The main cause of students' misbehavioral activity in the classroom is a lack of interest in learning, bad classroom condition, lack of family supervision, teachers' discipline problem, etc.
- ➢ All students suffer from the problem of getting the service of guidance and counseling from the school.

Data Availability Statement

Based upon the correction of data availability the study has mentioned under this "Some or all data, or Tools used during the study were provided by Questionaries and direct intervention with teacher and students. Direct requests for these materials may be made to the provider as indicated in the Acknowledgments".

Conflict Interest

I declare that this title has no any conflict interest

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