

Improving Student Behaviour in the Classroom: A Case Study of Hidase Fire High School's 10th Grade

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Abstract: The purpose of this action research is to address and improve student misbehavior in the classroom through the implementation of action methodology techniques. A study was conducted to improve student behavior in the classroom by collecting data from a select group of students in the school. The findings reveal that leaving class in the middle, arriving late, and not doing homework is common among students in selected secondary schools in Hidase Fire. In this study, teacher and student interventions are being implemented to address student misbehavior in the classroom. As a result, 60% of misbehaving students leave the class in the middle of the lesson. This misbehavior occurs 53.33% of the time during morning classes. The punishment for a student who misbehaves is a 40% chance of being sent to the director and being assigned extra work. The main causes of misbehavior in class are lack of student interest (73.33%) and teacher-observed misbehavior (33.33%). Other contributing factors include arriving late to class and not completing homework assignments. Overall, the major causes of misbehavior in class are a lack of implementation of school rules and regulations. To address behavioral problems in school, various action strategies and interventions have been implemented, resulting in improved student behavior.

Keywords: Misbehavior, Teacher Challenges, Student Behaviors, Class Activity, Environment

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 [2]. 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 [8].

As it is known, the purpose of every school is to generate good and behaviorally equipped citizens or generations of the country [20]. So, to reach this target, avoiding the student's misbehavior in school is the initial and essential base [17]. 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 [12].

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 [3, 21]. 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 [11].

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 [16]. Late coming to school has become a major problem in many schools, particularly township schools with serious consequences [11]. 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 [9].

Adegunju et al. [1] 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) [7].

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 [6, 24]. 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 [19].

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 [15, 22]. 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 [9].

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 [13, 23]. 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 [10, 18].

Hidase Fire high school is one of the schools in the South Nation Nationalities people of Ethiopia Region. which produces behaviorally-shaped, good citizens. Hidase Fire High School is located in the Gurage zone of Wolkite City. However, some students in the school exhibit misbehavioral activities. Such types of student behavior hinder the teaching and learning process. This research was conducted in a high school with 10th-grade students to investigate the issue of misbehavior in the classroom. The study aimed to identify the various factors that contribute to misbehavioral activities.

2. Methodology

An action research methodology was chosen because it allows for the evaluation of student misbehavior and teacher performance during the implementation of interventions to address the misbehavior. In the research described in this study, the teacher-researcher collaborated with colleagues and students to identify the primary challenges that needed to be addressed. They then developed an initial strategy to tackle these challenges. A class was subsequently structured as a series of mini action-research cycles. At the end of the semester, the intervention was evaluated to determine its impact on student engagement. To obtain baseline information on how to improve student behavior in the learning-teaching process, a descriptive survey design is utilized. The researcher utilized their understanding to interpret closed-ended questions. Additionally, the analyzed data were 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	12	28.85%

From the table 1, item 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 the table 2, 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 the authors [5, 9], 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 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 the authors [4, 15], 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 Table 5, the majority of respondents (40.38%) believe that punishment can somewhat prevent discipline problems among students. On the other hand,

32.69% of respondents stated that punishment can be an effective solution to prevent discipline problems among students in the classroom. The remaining 26.92% of

respondents stated that punishment is not effective in preventing discipline problems among students.

During the discussion, students provided their justifications for why the teacher punished students. They simply ignore the problem as not their teacher observes as

they commit, otherwise, they behave as before. This is because students still want to behave as they did before, but they fear and dislike not the misbehavior itself, but the punishment from the teacher.

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 the residents (73.08%) responded that the main cause of student misbehavior in the classroom is a lack of interest in learning, followed by bad classroom conditions, according to the respondents (5.76%). On the other hand, 5.76% of respondents stated that discipline problems were caused by

teachers, and 15.38% cited lack of family supervision as the primary reason for students' misbehavior in class. Upon reviewing the table, it is evident that the primary reason for discipline issues among 10th-grade students at Hidase Fire High School is their 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%

According to Table 7, approximately three-fourths of the respondents (46.15%) indicated that if a student disrupts the class, they would prefer to inform the teacher and have the student punished. On the other hand, 13.46% of the respondents prefer to report misbehavior to their family and then to the director's office. The remaining respondents

(26.92%) stated that they advise the disturbed student to report the misbehavior directly to the director's office. From this, we can conclude that most students are highly sensitive to their classmates and cooperative with each other. They advise their friends to report any disciplinary problems to the teacher for appropriate action.

Table 8. Students' Response on Whether There is a Counseling Service in the School.

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

According to Table 8, Item 1, it is evident that Hidase Fire High School provides guidance and counseling services. However, the respondents stated that asking questions on a form, even with counseling available, no longer serves the

purpose of preventing instances of misbehavior. It is simply named and oriented. The students concluded that the counseling service provided inadequate support, resulting in minimal efforts to address students' disciplinary issues.

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	—	—
	Below 5 years	6	50%
Teaching experience	Between 5-8 years	4	33.33%
	Between 8-15 years	2	16.67%
	Above 15 years	—	—

Item	Alternatives	Respondents	Percentage
Qualification	Master's degree. Degree	12	100%
Total		12	100%

As one can observe from Table 9, we have 10 male and 2 female teachers listed. Among them, 3 teachers are between the ages of 30 and 40. The seven teachers are between 25 and 30 years old, and two teachers are aged between 20 and 25 years old. As indicated, item 3 shows that three teachers have

teaching experience ranging from 5 to 8 years. Six teachers have less than 5 years of teaching experience, while the other two teachers have between 8 and 15 years of experience. There are teachers with all levels of degrees, but none with a master's.

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		
	Not doing their homework	2	16.67%
	If any other.	4	33.33%
Total		12	100%

Table 10, indicates that out of the 12 teachers who responded, 4 reported that coming late to class is the most frequent classroom discipline problem, 4 reported that students not doing their homework is the most common issue, 2 reported cheating as a problem, and the remaining 2 teachers said that leaving the class without permission is the most frequently observed classroom discipline problem

among students. It can be inferred from the table that the most common classroom discipline issues in grade 10 at Hidase Fire High School are tardiness and failure to complete homework. When students arrive late and knock on the door, their attention is diverted in an unwanted direction, which can negatively impact their learning experience or chances of earning a diploma.

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	5	41.667%
	Punish students by reducing their score	2	16.67%
	If any other		
Total		12	100%

In Table 11, we examine teachers' responses to misbehavior in the classroom. As indicated in Table 11, out of a total of four teachers, all of them call students' parents to report their child's misbehavioral activity in the class. This is because parents of students are the primary stakeholders in finding solutions to their children's problems in school. Five

teachers reported that he was sent to the director's office for causing problems in class. 1. The teachers want to dismiss the student from the class. From the above, we can generally understand that serious discipline problems among students that are beyond the teacher's control must be reported to either 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 counselling service in the school	1	8.33%
	Lack of parental supervision	2	16.67%
Total		12	100%

As observed in Table 12, 8.33% of respondents (1 teacher from Table 12) identified the lack of a tangible connection between teachers and students as the major cause of disciplinary problems among students. If the teachers monitor and observe all student activities, they can identify the cause of any disruptions and the individuals responsible. Then, they direct their attention to correcting the student's

bad behavior. The remaining 16.67% of respondents stated that the primary reason for students' disciplinary issues is the absence of parent's parental supervision. If parents simply drop off their children at school without actively following up with them, it can create problems. This is often cited as the reason for justifying more parental involvement in education. But if parents advise and monitor their children,

they are less likely to engage in disciplinary problems at school. Out of 12 teachers surveyed, 66.67% (8 teachers) reported inappropriate behavior in the school, while 16.67% (2 teachers) cited a lack of counseling services as an issue. The teachers suggested many possible principles, activities, and rules that should be considered by teachers, students, parents, and school administration. They stated that the school should provide all necessary learning facilities and enforce school rules strictly. Teachers should provide guidance and, if necessary, contact parents to discuss their child's current academic progress. The students should also follow every rule of the school. In general, by collaborating

with the aforementioned organizations, it is possible to prevent or mitigate disciplinary issues in the school, particularly in 10th grade.

3.3. Action Strategies

Based on the research findings, the researcher implemented various strategies to address student misbehavior in Hidase Fire High School, specifically among 10th-grade students. Therefore, the following strategies were included during the implementation process, and they were outlined in Table 13.

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 10 th 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
	Using the question-answer method of teaching.	12	The teachers of the school and the Researcher
Creating conducive classroom atmosphere	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 the teachers, students, and the school aware of the problem. To obtain permission and cooperation, we held a discussion with the high school to secure a free classroom and time for providing tutorial classes. Then, the 10th-grade teachers were responsible for communicating the issue with the parents of the students.

Result Implementation

Following the awareness campaign, the school, teachers, and parents became more sensitive to the issue. As a result, a free class for 30 hours was permitted to implement the necessary actions. The 10th-grade teachers collaborated with researchers to raise awareness among students and their parents about the problem and its impact on the teaching and learning process in general and on the students in particular.

3.4.2. Implementation of the 2nd Action

On the second occasion, the researcher invited the students to attend a tutorial class for a total of 50 hours. On the seventieth hour, the teacher simply entered the class and taught about the entire courses scheduled. During this second activity, the students were disruptive in the classroom by talking and even laughing while trying to learn. The learners have no motivation. During the second part of the class, the researcher advised students about the negative impact of leaving early or arriving late. He added that learning with a

deep interest is important. After discussing the matter, the researcher agreed to have another tutorial class with the student. The students agreed to arrive early and inform any absent classmates.

Result of Implementation

After the teacher's advice, the students became more sensitive to misbehavior. The students promised to come to class either before or at the scheduled time.

3.4.3. Implementation of the Third Action

The second tutorial class was held for 70 hours. On this third occasion, the researcher prepared himself thoroughly to teach the mathematics course to all 10th graders. He prepared questions to challenge them and facilitate group discussions. On the third occasion, almost all of the students arrived at class on time. When the students attempted the questions, the researcher motivated them by saying "Good job!", "Excellent work!", and "Keep it up!" Additionally, I gave a reward pen. At this time, most students become more active and pay more attention to the teaching and learning process than during earlier hours, with fewer disturbances. Not all students paid attention; there were still some who caused disturbances due to the unnecessary writing on the walls and tables. Phrases such as "Manchester United" and "Arsenal" were seen, as well as inappropriate words related to sexual intercourse. The researcher agreed to have another tutorial class during the next period before ending the current class.

In the 3rd tutorial class, in the 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 the day, the researcher invited disturbed and gave them advice in a peaceful manner. The researcher emphasized that the students were mature and encouraged them to achieve their objectives by studying hard and avoiding disturbances. Moreover, the teaching and learning process continued. On this day, all the students came to class, and there were more participants than usual. No misbehavior was observed.

3.4.4. Action Evaluation

After implementing various strategies, the student's misbehavior improved. They arrive in class on or before the scheduled time. They have also improved their ability to participate in class discussions while learning. The school has also agreed to support the development of guidance and counseling services and to address any disruptions in a polite and professional manner. Previously, teachers used to act aggressively toward disruptive students. However, after the implementation of new policies, they agreed to have polite discussions with misbehaving students to understand the reasons behind their behavior.

4. Conclusion

To achieve this objective, we prepared questionnaires to sample both students and teachers. The data obtained were analyzed in terms of both numbers and percentages. The following findings were obtained from the analyzed data:

1. Coming late to class, leaving in the middle of class, and talking while the teacher is speaking are the most common forms of misbehavior in the classroom. These activities worsen during morning classes.
2. Teachers do not give more emphasis to misbehavioral activities. They mostly react to misbehaviors by sending the students to the director and assigning extra work. However, the students suggested that punishment alone does not fully prevent misbehavior.
3. The main causes of student's misbehavior in the classroom include a lack of interest in learning, poor classroom conditions, inadequate family supervision, and disciplinary issues with teachers.

Data Availability Statement

Based on the correction of data availability, the study mentions that some or all of the data and tools used during the study were provided through questionnaires and direct interventions with teachers and students. Direct requests for these materials can be made to the provider as indicated in the Acknowledgments section.

Conflict Interest

I declare that this title has no any conflict interest.

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