

INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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A STUDY ON THE REASONS FOR STUDENT'S MISBEHAVIOR IN CLASS AND ACADEMIC REMEDIAL MEASURES TO CURB STUDENT'S MISBEHAVIOURS IN CLASS AT HIGHER EDUCATIONAL INSTITUTIONS

NAZNEEN AHMED
DEAN-ARG
SRI BHAGAWAN MAHAVEER JAIN COLLEGE
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ABSTRACT

A educational institution is a place where a child spent most precious of life time with a teacher and friends, this influence a lot on child development mentally as well they adopt changes as per their comfort. Students in educational institution will not only gain knowledge about subjects as well being trained on various activities which is also a part and parcel of personality development would be like mannerism, respect, behaviour, good thoughts, humanity, concern on others to manage themselves in the society. Therefore as parents are not only responsible for the child development it is also the educational institution, because they spend more time at educational institution than their home. So this is the right stage were a student exactly need to be monitored / curb by a teachers. The rapport between a students and teacher s is stronger than a parent in this generation. Teachers are like a Potter who can make a beautiful art from clay which can be admired, loved by everyone, to be excelled in every walk of life. This study was conducted in a rural area of Karnataka on random sample of higher educational programme students of about 300 including boys and girls, as well 87 lecturers and 03 principals of respective college. Methodology adopted is self structured questionnaire in collecting the data for this survey method of study. This study reveals that only 40% of students were misbehavior in class room environment due to various sited reason in interpretation and 60% of students are interested in studies but get distracted due to rest of 40% students. The public perceives that managing student behavior is an important component of the teacher's duty (Pestello, 1989).

KEYWORDS

Misbehaviour, Academic Administrator, Student, Lecturer.

INTRODUCTION

Misbehavior- It is an inappropriate act/ behavior or to behave (oneself) badly. The educational institutions need that the students should behave properly in the campus in general and in the classes in particular.

REVIEW OF LITERATURE

¹Student misbehaviour is not an isolated problem only academic administrators, teachers and parents have to deal with. Adolescents who have acquired the habit of ignoring rules, challenging authority and giving in to physical aggression are likely to carry these traits into adulthood. Student misbehaviour starts in school but its effects extend into the community at large. As more and more student exhibit disruptive behavior, so do the rest of their peers feel that it hinders their ability to focus on their studies. In the same manner, teachers feel that student misbehaviour interferes with their ability to teach and contributes to their heightened stress levels (Beaman, Wheldall, & Kemp, 2007) and prompts many of them to quit their teaching profession (Gonzalez, Brown, & Slate, 2008). Educators look at the problem of student misbehaviour focusing on its connection with school dropout rates on the rise. The lack of student discipline has come to be regarded an important predictor of dropping out of school (Gutierrez & Shoemaker, 2008).

Toby (1998) found that U.S. students who commit acts of misbehaviour commit them on a daily basis. Finn, Fish, & Scott (2008) have proven that student misbehaviour is related to low academic achievement and dropping out of school. Student misbehaviour does not only hinder the perpetrators from learning but prevents their classmates and peers from learning as well. They divert the students' attention, interrupt lessons, waste their teachers' and their own limited time in class, and, most alarmingly, reduces the probability of completing their formal education.

Student misbehaviour increases the teachers' stress levels, diverts their attention away from the lesson and thus adversely affects the quality of teaching and learning. Ultimately, it interferes with academic achievement and success. Misbehaviour also creates an atmosphere of discomfort, insecurity and fear at school which is experienced by the students and teachers alike, and school administrators are forced to spend a high amount of time dealing with discipline problems (Gaustad, 1992 ; Owaidat & Hamdi, 1997) instead of appraisal and motivation (Todras, 2007). Not surprisingly, sorting out discipline problems seems to be the greatest challenge teachers and school administrators have to face on a frequent basis (Alia, 2001).

Finn et al. (2008) asserted that during adolescence most of the negative behavioral traits related to inappropriate behavior are acquired. Jenkins (1997) observed that such disruptive behavior translated into students hitting other students, damaging school property, disrupting class, not doing homework and not paying attention, the most frequent and common forms of school misconduct. The body of existing research suggests that the increase in disruptive classroom behavior is associated with higher dropout rates (Goyette, Dore, & Dion, 2000), academic failure, substance abuse as well as poverty and unemployment in adulthood. Several studies have subsequently confirmed this general prediction (Mahadi, 2000).

In this respect, Loeber and Dishion (1998) asserted that misbehaviour becomes a gateway to other negative forms of adolescent behavior, such as vandalism, drug abuse, and more serious criminal offenses in adulthood. Research has indicated that students who drop out of school are more likely to commit serious legal offenses which result in conviction and incarceration (Loeber, 1990; Loeber & Dishion, 1998; Loeber & Dishion, 1983; Owaidat & Hamdi, 1997).

Hirschi (1978) stated that "perhaps the best predictor of delinquency in American society is difficulty in school" (p.334). He argued that school achievement was affected by an individual's academic performance and ability which were negatively related to misbehaviour. Thus, the students' academic performance and ability affected their attitudes toward school and teachers. Students who performed poorly at school were considerably more likely to collide with the law compared to those who did well. Hirschi conceded that students with lower academic achievement simply learned to dislike school and defy the school's authority.

As Kyriacou (1997) suggests, the key task facing teachers is to minimize the occurrence of student misbehaviorism the first place, which is called pre-empting the misbehaviour. Besides a practiced classroom management skill of teachers, the student-teacher relationship plays an important role in dealing with student misbehaviour as well as on the existence of misbehaviour. It is very important to build a positive relationship with children in order to avoid their negative behavior in the classroom.²

Sharaz (2006) and Jenkins (1995) who found that educated parents were likely to stress the importance of higher education in front of their children and encourage them to be more productive at school. This is supported by Al-Zoubi (2004) who observed that Jordanian undergraduate students of the Hashemite University with less educated parents displayed a significantly higher tendency towards aggressive behavior. Mahasneh (2006) added that students with more educated mothers were generally more committed to school and more readily submitted to school rules and regulations.

¹ www.ccsenet.org/ass Asian Social Science Vol. 8, No. 6; May 2012 122 ISSN 1911-2017 E-ISSN 1911-2025

² www.ccsenet.org/jedp Journal of Educational and Developmental Psychology Vol. 2, No. 1; May 2012 144 ISSN 1927-0526 E-ISSN 1927-0534

In this respect, Saleh (1997) and Mendler & Curwin (1983) highlighted another aspect relevant to the above mentioned findings in line with the present study. Both concluded that a student's home environment strongly influenced his or her behavior at school, and that students of uneducated and unsupportive parents were more likely to misbehave.

STATEMENT OF THE PROBLEM

"A Study on the reasons for student's misbehavior in class and academic remedial measures to curb student's misbehaviors in class at higher educational institutions."

PURPOSE OF THE STUDY

The purpose of this study was to determine the reasons for the misbehavior of students enrolled in the Higher education programs.

LIMITATION OF THE STUDY

- Only undergraduate students were considered from Kolar Gold Fields, Karnataka
- The teachers who are teaching in higher educational Institutions at Kolar Gold Fields.
- Academic Administrators of these higher educational Institutions were part of this research study.

MATERIAL AND METHOD

RESEARCH DESIGN

- This study is quantitative in nature and employs an exploratory research design.

METHOD

- This is a survey method; under this questionnaire methodology is adopted as tool to meet the objective of the study. Using self structured relevant questionnaires.
- Random sampling technique is used for data collection.

SAMPLE SIZE

- The population taken from higher educational institution. We had divided the entire population into 300 sample size, including the lecturers and administrator.
- Among this 200 students from higher educational institution were taken randomly for this research study. The total sample is nearly 300 in sizes included 85 lecturers and 03 Principals of colleges.

DATA COLLECTION

Primary data: Questionnaire by using close ended questions with multiple choice objectives with a range of frequencies of behavior.

Secondary data: Referred the journal articles, thesis on related topic, visited some informative concern web site to gather more information for this study.

1. WHAT IS STUDENT MISBEHAVIOUR IN THE CLASSROOM?

Kyriacou defines student misbehaviour as "any behavior that undermines the teacher's ability to establish and maintain effective learning experience in the classroom" (1997:121). Kyriacou (1997) ranges student misbehaviour from simple non-compliance (e.g., not paying attention) to overt disruptive behavior (e.g., throwing a missile across the room). He also points out that serious misbehaviour, including direct disobedience, physical aggression or damage, is much less frequent.

2. WHY MIS BEHAVIOR IS A PROBLEM?

Hollin (1993) states several reasons why student misbehaviour is problematic:

- 1) It provokes and offends members of the teaching profession;
- 2) It is detrimental to the educational progress of the "bad child";
- 3) It may have untoward effects later in the child's life;
- 4) It may hinder and disrupt the educational and social progress of "good student" who share a Class room with "bad student".

3. WHAT MAY BE THE CAUSES OF STUDENT MISBEHAVIOUR IN THE CLASSROOM?

In order to solve the student behavioral problems in the classroom, it is essential to discuss the causes first—just where does it come from? Some social scientists argue that student misbehaviour has less to do with the characteristics of students and more to do with the behavior of teachers (Stephens and Crawley, 1994). It is true that students' behavior can be provoked by teachers' actions, but it is not the whole reason. Most of the causes of student misbehaviour in the classroom can be traced back to three main sources: **the students, the teachers and society.**

Teachers who are ineffective classroom managers spend much of their time frantically Putting out small "fires." They need to learn a lesson from professional firefighters—the best way to deal with a fire is to prevent it from happening in the first place. Proactive classroom managers create "fireproof" classroom environments by addressing causes of misbehavior that might fuel emotional explosions. Some misbehavior are sparked by conditions that are not readily obvious. According to Maslow, once their physiological needs are met, students are motivated by the need to be physically and emotionally safe, loved and accepted, admired and respected, and personally fulfilled. A careful examination of students' classroom behaviors, desirable as well as undesirable, can reveal that they are influenced by forces and pressures inside and outside the classroom. Identifying and addressing these issues will proactively prevent future behavioral conflagrations (Belvel, 2010).³

4. WHY DO SOME STUDENTS MISBEHAVE?⁴

Part of the process of assisting a child in developing necessary skills is getting to the root of why they behave as they do. So, this all begs the question, why do some students misbehave?

Below is a partial listing of possible reasons a student would misbehave (Kottler, 2008):

- They are probing boundaries
- They are mimicking the actions of others
- They have a strong curiosity or interest in something
- They desire attention
- They desire power
- They are bored or frustrated
- They have an emotional reaction to something that has happened outside of the classroom
- They feel their dignity is threatened
- They have difficulty handling disagreements
- They have an egocentric personality
- They lack self-control (they are impulsive)

³ www.sagepub.com//upm-data/39273_3.pdf managing the class room environment , chapter 3 ,Page57

⁴ www.bryan-harris.com

- There are unclear directions or expectations
- They lack basic academic or cognitive skills
- They have a low tolerance for frustration
- There exists peer pressure or the need for group belonging
- Home or peer pressure reinforce the behavior
- There is an underlying emotional, physical, psychological, or learning disorder.

FOR TEACHERS

An essential aspect of effective teaching is the need for a teacher to ⁵establish and maintain authority over the organization and management of students' learning" (Kyriacou, 1997: 101). In order to control discipline of the classroom, a teacher must try to make his authority be accepted by the students. A positive friendship must be built upon the respect of the students. At the beginning, when introducing oneself to students, friendliness can be seen as a sign of weakness, and a teacher can easily lose the respect of his/her students. In this situation, misbehaviour in the classroom seems unavoidable. The right way is trying to build a positive relationship after a teacher's authority has been accepted by his students.

Fontana (1994) gives six issues which influence the degree to which a teacher is able to exercise the necessary class control.

These are:

- physical appearance
- voice
- 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

In addition to these factors, a teacher's authority and the ability to exercise the necessary classroom control, a teacher's personality characteristics also play an important role in the classroom control that definitely influence the student behavior in the classroom. A teacher who is kind, warm and judges the students' behavior fairly can easily earn the respect from the students, and build a positive relationship with the children. Otherwise, a teacher's unfair or inappropriate action can provoke student misbehaviour because as Kyriacou (1997) points out, student misbehaviour is in large measure an attempt to maintain their sense of self-dignity in the circumstance that confront them. Many studies have shown that students are sensitive to how teachers behave to them, and it is easy to see how some students may see their own misbehaviour simply as a fair and legitimate reaction to the teacher's teaching (Kyriacou, 1997:124).

Kyriacou (1997) suggests that "all teachers need to be aware of how their behavior can serve to hinder rather than facilitate good discipline in the classroom".

Teacher Behaviour Continuum

Regarding the misbehavior at the individual level, teachers should find out the reasons of the improper behavior first and then the response should move along a continuum. Silently looking on can be used simply for observation and soaking in the information in the classroom without any attempt at changing the behavior, or it may make the student who attempts to draw his/her attention from the learning know that the teacher is noticing what is happening. Ignoring is the least response which teachers make to misbehaviour, which Rogers (1997) names as tactical ignoring, and can be an appropriate teacher response to some misbehaviour, because at the very least it avoids "over-servicing" attention-seeking. If the student misbehaviour becomes a little bit more serious than non-verbal misbehaviour, for example, fiddling or doodling and not paying attention, then the verbal intervention through non-directive statements, Questions and directive statements will reflect progression along the continuum (Cooper et al, 1994). These three steps are defined by Rogers (2002) as distraction/diversion, direct question and command. Examples given by Wolfgang and Glickman (cited in Cooper et al, 1994) range from the non-directive statement, "I saw you throw the book", through questioning, "Why are you doing that?" to the directive statement "don't do that again!" Students are often not consciously aware of why they do things and just repeat actions which have been effective in the past (Long, 2000). Asking children to explain the reason for their behavior can lead them to be aware of their mistake and avoid children repeating the misbehaviour. Wolfgang and Glickman suggest that teachers should be ready to give academic support to students who behave inappropriately because of the academic Difficulty, rather than confront them over the misbehaviour itself.

As McManus (1995) suggests "enlightenment is a valuable aid to seeing problems not as opaque and oppressive but interesting puzzle to be solved—even if we conclude that on some levels no direct actions is possible." Being the teachers, the controller of the classroom, we must have the confidence to solve the problem.

Reducing Problem Behaviors through Good Academic Management: 10 Strategies⁶

1. Be sure that assigned work is not too easy and not too difficult.
2. Offer frequent opportunities for choice.
3. Select high-interest or functional learning activities.
4. Instruct students at a brisk pace.
5. Structure lessons to require active student involvement.
6. Incorporate cooperative-learning opportunities into instruction.
7. Give frequent teacher feedback and encouragement.
8. Provide correct models during independent work.
9. Be consistent in managing the academic setting.
10. Target interventions to coincide closely with 'point of performance'.

⁵ www.ccsenet.org/jedp Journal of Educational and Developmental Psychology Vol. 2, No. 1; May 2012, 146 ISSN 1927-0526 E-ISSN 1927-0534

⁶ http://www.interventioncentral.org/academic-interventions

TABLE 1: SHOWS DATA FINDINGS AND INTERPRETATION

Sl. No	Reasons and measure for misbehaviour	Students	Lecturers	Administrators
1	Students interested in the course	92.92% interested in the course	19.10% students not interested in course	N/A
2.	Mis behaviour means	48.7% Talking to a friend during lecture class, using mobile phone at class hour , out of seat behaviour, breaking college rules, not obeying to lecturers, talking out of turn , physical aggression	32.95% misbehaviour only with particular teacher. 31.81% found only in class room	40% accepts unnecessary noise, verbal abuse, disturbing by using mobile phone are misbehaviour act of students.
3.	Responsible for misbehaviour	44.2% rate that 75% Lecturer is responsible	53.93% rated student himself	75% rated for 75% lecturers are responsible
4.	Reason for misbehaviour	40.7% Boring lecture, No interesting subject, need interaction	30.85% says private coaching class students lack interest in class room	27% accepts ineffective teaching leads misbehaviour.
5.	Class room situation	61.5% rate interesting lecture classes	36% of students are found disruptive behaviour for teaching and learning process	N/A
6.	Control measures on misbehaviour	36.7% students rate effective teaching , positively friendliness, give respect to students, encourage academically, no verbal abuse / insult in class, seeking attention from lecturer	44.76% counseling for problem behaviour of students	75% Administrator says parents were called for their wards behaviour. 66.6% rarely students are been suspended for misbehaviour

CONCLUSION

An attempt was made to know the reasons for students misbehaviour in class and academically the measures used by various higher educational institutions was highlighted in this study.

As Per the data collected and analyzed for students misbehaviour in class room reveals that students 92% are interested in course of study, but only 48.7% of students misbehave in class room as well 32.95% and 31.81% rated by lecturers found the misbehaviour is with particular lecturer and only in class room situation not elsewhere. 40% administrator found misbehaviour act as unnecessary noise, disturbance by using mobile phone during lecture classes. It is also found by data that students and administrator says 75% lecturers are responsible for student behaviour and rest of 25% might be various other reasons such as 50.7% students says boring lecture, need interaction, no interesting subject and 30.85% lecturers say due to private coaching classes students are not interested in classes as well 27% of administrator accepts ineffective teaching leads to misbehaviour.

The class room situation was found to be only 61.5% interesting lectures and 49% disturbance/ noisy classes, as well 36% rating on student's misbehaviour was found by lecturers for disturbance of teaching and learning. 58.82% of lectures have selected this teaching profession by choice and rest of 42% lectures rated by chance/ serves society.

The academically control measures on students misbehaviour taken by

1. Administrator was 75% parents were called for their wards behaviour problem and 66.6% accepts rarely they suspend students for misbehaviour.
2. 44.76% of lecturer suggest counseling can control students misbehaviour
3. 36.7% of student's rate effective teaching, positively friendliness, giving respect to students, encouraging academically, no verbal abuse/ insult in class, attention towards students will have a good control on student's misbehaviour.

FINDINGS

1. Ineffective teaching as well failure in class control makes student misbehave.
2. Rewards and appreciation as motivational tools for students to change their behaviour.
3. 80% of the students parents are educated which reveals in this study.

SUGGESTIVE REMEDIAL MEASURES

- Good subject knowledge for lecturer which increases curiosity in learner to involve in class activity.
- Create a positive friendly atmosphere to students and encourage students' hidden talent.
- Lecturers should also be a good counselor to understand student erratic behaviour
- Students expect Attention from lecturer which brings seriousness in learner.
- Effective teaching will make students aware of subjects as well create interest and respect on lecturer.
- Ignoring is the least response which lecturer make student to misbehaviour.
- Lecturer should make student academically comfort though they misbehave, never carry the anger of misbehaviour which make student more aggressive.
- Rewards and appreciation only attract student in lecture and involves at class room assignment.
- Insulting a student in a group affects their ego and never you can have control on them
- Student lack self control, don't go for argument they are just a learner, they repeat the same to you.
- Lecturer's personality characteristics also play an important role in the classroom control that definitely influences the student behavior in the classroom.
- Introducing oneself to students, friendliness can be seen as a sign of weakness, and a teacher can easily lose the respect of his/her students.
- The students' academic performance and ability affected their attitudes toward institution and Lecturers.

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