

**Misbehavior and associated corrective mechanism perceived by Teachers in  
Adolescence in the case of Abafranso secondary and preparatory school.**

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## Table contents

CHAPTER ONE .....	1
INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY .....	1
1.2 STATEMENTS OF THE PROBLEM .....	4
1.2.1 WHAT THIS STUDY SEES TO UNDERSTAND THE ISSUE AS A GAP.....	6
1.2 OBJECTIVES OF THE STUDY.....	7
1.3.1 GENERAL OBJECTIVES .....	8
1.3.2. SPECIFIC OBJECTIVES.....	8
1.3 SIGNIFICANCE OF THE STUDY .....	8
1.4 DELIMITATION OF THE STUDY.....	9
1.5 LIMITATION OF THE STUDY .....	9
1.6 SCOPE OF THE STUDY .....	9
CHAPTER TWO .....	10
REVIEW OF RELATED LITRATURE .....	10
2.1 ARTICULATING THE MEANING OF STUDENT MISBEHAVIOR .....	10
2.2 TYPES OF STUDENT MISBEHAVIOR.....	10
2.2.1 TYPE-1 MISBEHAVIOR .....	11
2.2.2 TYPE-2 MISBEHAVIOR .....	11
2.2.3 TYPE -3 MISBEHAVIOR .....	12
2.2.4 TYPE-4 MISBEHAVIOR .....	12
2.3 CAUSES OF MISBEHAVIORS .....	13
2.4 PREVALENCE OF STUDENT’S MISBEHAVIOR IN SCHOOLS .....	15
2.5 THE MECHANISM FOR MINIMIZING OF MISBEHAVIORS.....	15
2.5.1 PREVENTIVE STRATEGIES .....	15
2.5.2 PROTECTIVE STRATEGIES .....	17
2.6 CONCEPTUAL FRAMEWORK OF THE STUDY .....	17
CHAPTER THREE .....	18

MATERIAL AND METHODS .....	18
3.1 STUDY AREA .....	18
3.2 RESEARCH DESIGN .....	18
3.3 PARTICIPANTS OF THE STUDY .....	18
3.4 SAMPLE AND SAMPLING TECHNIQUES .....	18
3.5 DATA COLLECTION INSTRUMENTS .....	20
3.6 DATA COLLECTION PROCEDURE .....	21
3.7 DATA ANALYSIS .....	21
3.8 ETHICAL CONSIDERATION .....	21
CHAPTER 4.....	22
4.1. Back ground information of the respondents .....	22
4.2. Prevalence of misbehavior based on age and gender .....	23
4.3. The manifestation of misbehavior based on gender .....	24
4.4. The relationship between student misbehavior and parenting style.....	25
4.5. Sample description of teacher’s respondents .....	29
4.6. Major findings on student’s misbehavior with in class.....	30
4.7. Associated corrective mechanism against student misbehavior perceived by teachers. ....	36
Discussion.....	39
CHAPTER SIX.....	41
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	41
6.1. Summary .....	41
6.2 Conclusion .....	42
6.3 Recommendations.....	43
REFERENCES .....	44
APPENDEX 1 .....	47
APPENDEX 1 .....	51
APPENDEX 2 .....	56
APPENDEX 2 .....	59

# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

Student misbehavior, which refers to a behavior that disrupts the learning-teaching process creates psychological and physical discomfort and harms property (Craig Kraft, 2004). Accordingly, to Craig, Managed schools and classrooms are found to contribute to educational quality. Students, teachers and administrators should agree upon school and classroom rules and policies, and these should be clear and Understandable. Order, constructive discipline and reinforcement of positive behavior communicate a seriousness of purpose to students (Craig, Kraft et al., 2004). Moreover, mismanaged students misbehavior results in juvenile delinquency (Michael, 2005). Meanwhile, lack of discipline among student is a serious problem Facing schools today (Rose & Gallup, 2000).

In effect, stricter disciplinary measures are increasingly recognize as the essential factor in improving schools (Langdon & Vesper, 2000). The public perceives that managing student behavior is an important Component of the teacher's duty (Pestello, 2001). Students recognize that teachers a Major role in curtailing inappropriate behavior through the Employment of effective Instructional activities (Supaporn, 2000).

Restructuring of Educational program and Education of teacher are probably needed if the current Educational program and Teachers are contributing factor for misbehavior (Sandra, 2003). Man while lack of discipline among students is serious problem facing schools today (Rose & Gallup, 2000).

In a recent survey in the United Kingdom, it was established that 50% of secondary school teachers spend extraordinary amounts of time controlling learners (Fields, 2000). Misbehavior makes it more challenging for educators to accomplish their goal. Student's misbehavior is a prevailing problem affecting schools across the many nations around the world (Azizi, 2009). According to Slavin (2003) depicted that student's misconduct in the classroom interferes with teaching and learning and is thought to be procures or to later school dropout and similar negative social

outcomes. Students' behavioral problems are also thought to be a leading contributor to teachers' stress and attrition, teachers subjected to abuse or intimidation report experiencing fears for their safety, lack of sense of dignity at work, intense feelings of anger, humiliation or shame, isolation and depression.

Education in Ethiopia especially secondary education has a long and rich history of Educational traditions. The present formal programmed is divided in to kindergarten, General, technical vocational and tertiary education programmers. Secondary education has been implemented in Ethiopia for many years providing for post primary education in the first cycle (MoE, 2005 ) (MoE, 2010/2011).

Misbehavior among students has the most problematic and negative effect on society, as researchers agrees (Kaplan et al., 2002). The level of student misbehavior observed and reported in all parts of the world has increased dramatically over the past few years (Charles, 2008). Misbehavior of student is not only a serious problem for the schools but, it permeates in to the rest of society and has adversely affected the level of productivity of collectivist countries (Gonzalez et al., 2008).

Family impact also seems to contribute to a student's misbehavior. Indeed, many participants acknowledged the role of parents in shaping a misbehaving student with participant responses such as "awful parenting" or "poor upbringing." Similarly, students are believed to misbehave because of a more specific failure on the part of the parents to teach and model appropriate behavior, such as when one participant claimed that student misbehavior arises from "poor role modeling from parents on civil behavior." Others described parents as a contributing factor in misbehavior due to what these participants deemed was an inappropriately active role in a student's education (e.g., "parents trying to buy grades").

While these ideas may allude to some sort of academic skill deficiency (i.e., the inability to earn satisfactory grades) or faulty expectation (i.e., the assumption that grades can be bought or given, rather than earned), this theme was determined to be more distinct than other themes that emerged within the dataset by virtue of their specific reference to the external factors of family, home life, or parents as an antecedent for the misbehavior.

In the past two decades children's behavioral problems, including externalizing and internalizing have received considerable attention from researchers (Cartwright, Hatton, 2005). Since 1991, Achenbach and his students have conducted many studies using the Children's Behavioral Check

List (CBCL) as the instrument to identify children's behavioral problems. The problems related to depression, anxiety, withdrawal and physical complaints are recognized as internalization problems, whereas problems like violence, rebelliousness, disobedience and drug use are categorized as externalization ones (Phares, 2003).

The family is a socio-cultural-economic arrangement that exerts significant influence on children's behavior and the development of their characters (Baumrind, 1991). Any ignorance on the part of parents may lead to unwanted damaging effects on children's growth and thereafter may create misbehavior problems in children. Parenting is a composite activity that is the sum of many particular behaviors working together or individually, to finally have an effect on the child's behavior (Baumrind 1978). Specific parenting behaviors, such as physical punishments, may affect children's development and consequently cause behavioral disorders in them. The pattern of parenting style is utilized to get normal variations in parents' endeavor in order to control and socialize their children (Baumrind, 1991).

Parenting, according to Baumrind (1967) categorized parents based on two dimensions, responsiveness and demanding. The responsiveness and demanding create three different kinds of parenting styles: Authoritative style has a high responsiveness and high demanding. Authoritarian style has low responsiveness and high demanding, and finally, Permissive style, which is labeled by high responsiveness and low demanding. In Authoritative style high responsiveness and high demanding in parenting behavior has been shown to be directly related to less children's misbehavior and symptoms. (Baumrind, 1991). According to the Baumrind parenting style model theory, it is assumed that different kinds of parenting style lead to children's misbehavior.

Student misbehavior is not an isolated problem of school administrators, but also teachers and parents have to deal with. Adolescents who have acquired the habit of ignored rules, challenging authority and giving in to physical aggression are likely to carry these traits in to adulthood. Student misbehavior starts in school but its effects extend in to the community at large. As more and more student exhibit disruptive behavior, 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 misbehavior interferes with their ability to teach and contributes to their heightened stress level (Beaman et al,2007) and prompts many of them to quite their teaching profession (Gonzalez, Brown and State, 2008).

Educators look at the problem of student misbehavior 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 developing out of school (Gutierrez & Shoemaker, 2008).

## **1.2 STATEMENTS OF THE PROBLEM**

Few attempts, if any, have sought to inductively examine the reasons that underlie the existence and occurrence of student misbehaviors in the classroom. Such research is needed to understand and ideally prevent misbehaviors from occurring.

Previous researchers have utilized a variety of classification structures to better understand the existence of these behaviors in the classroom. For example, Croom and Moore (2003) argued that misbehaviors could be placed on a continuum based on how serious teachers perceive the action. Alternatively, Plax and colleagues utilized an active-passive conceptualization of student misbehaviors to categorize the relationship of these behaviors to learning (e.g., Kearney, Plax, Sorenson, & Smith, 1988; Plax et al., 1986).

Most recently, Johnson et al. (2017) offered a classification structure that stands in contrast to previous research, as they argued that approaches like the active-passive conceptualization unduly remove the agency from students who misbehave. In other words, Johnson et al. argued that agency is an important factor in the consideration of student misbehavior with respect to both how and why misbehaviors occur. Goodboy (2011) found that students dissent for a variety of reasons, including perceptions of fairness, teaching style, and other students' actions. Students likely have multiple reasons for misbehaving in class (Feldmann, 2001).

Students may engage in distracting behaviors as a way of responding to or resisting instructional efforts (Burroughs, 2007) or as the result of relational problems either inside or outside of the classroom (e.g., with peers or family; Kulinna, 2007). Further, Myers et al. (2016) suggested that students engage in anti-citizenship within the classroom as a result of their own traits and beliefs, as well as the actions and behaviors of teachers.

Williams et al. (2009) claimed that high authoritative parenting was associated with fewer tendencies in internalizing symptoms of children. On the other hand, Wu (2009) demonstrated that mother's permissive parenting style is associated with anti-social behavior among their children. Moreover, Sommer (2007) reported that permissive parenting style is positively associated with a child's externalizing behavioral problems. Also, Brar (2003) documented that authoritarian parenting style has a significant correlation with externalizing behavioral problems. Furthermore, Odubote (2008) reported that authoritarian parenting style is highly correlated with delinquency behavior, adding that the authoritative parenting style has been associated with positive outcomes.

In contrast permissive and authoritarian parenting style has been associated with delinquency. Also Palmer (2009) found that authoritative parenting was positively correlated with children's adjustment, and authoritarian parenting was negatively correlated with children's adjustment. In addition, it was reported that parental self-control skills were positively correlated with authoritative parenting. In another research carried out by Darling, McCartney, & Taylor (2006), a significant relationship was found between parenting styles and depression. This study indicated that children of Authoritarian parents have more depression compared to children of the uninvolved ones. Pellerin (2005) in a study applied Baumrind's authoritative, authoritarian, and permissive parenting to high schools as socializing negotiators. The findings of this study showed that school styles produced the same results as parenting styles. Consequently,

The authoritative schools demonstrated the best outcomes and indifferent schools showed the worst results for disentanglement, whereas authoritarian schools have the worst outcomes for dropout

Several scales have been developed to measure teachers' perceptions of classroom problem behaviors. For instance, in the United Kingdom, Wheldall and Merrett used ten items, including eating, nonverbal noise, disobedience, talking out of turn, idleness/slowness, unpunctuality, hindering others, physical aggression, untidiness, and out of seat, to measure behavior problems among primary school students.

Houghton et al. also used these behaviors to measure secondary school students' behavior problems, with a replacement of eating with verbal abuse because they found that teachers did not perceive eating as a problem behavior among secondary school students whereas verbal abuse was a more relevant behavior problem.

### 1.2.1 WHAT THIS STUDY SEES TO UNDERSTAND THE ISSUE AS A GAP

- Although teachers cannot understand exact reasons for student behavior, understanding the perceptions of teachers regarding this topic is useful in generating a complete understanding of student misbehavior. Kulinna (2007) posits that understanding teacher's perceptions about the underlying causes of student misbehaviors allow researchers to "make sense" of instructional responses to misbehavior. Most notably, these perceptions are important because researchers can begin to understand how instructors rationalize, process, and ultimately respond to student misbehaviors in the classroom.

The "teachers' ideas about the causes of student behavior in turn affect the attitudes they adopt toward students, their dispositions, and their eventual decisions to help them overcome their difficulties. Relatedly, Brophy and Rohrkemper (1981) found that elementary school teachers do indeed respond differently to problematic students when they believe the behavioral problems are the result of their own doing (i.e., the teacher) as opposed to that of a student. These scholars found the perceived causes of problematic behavior ultimately dictated the goals set and strategies utilized by elementary school teachers.

- Particularly when we realize that adolescent behavior has changed tremendously with the advance in technology through the Internet, it does not take long to popularize certain misbehavior in young people.
- Family impact also seems to contribute to a student's misbehavior. Indeed, the role of parents in shaping a misbehaving student is like "awful parenting" or "poor upbringing." Similarly, students are believed to misbehave because of a more specific failure on the part of the parents to teach and model appropriate behavior, student misbehavior arises from "poor role modeling from parents on civil behavior

According to the above, parenting style has a relationship with children's behavioral problems. Although much work has been done about this variable, there are not enough studies carried out

to date linking children's behavioral problems with parenting style. Thus, more studies are needed to understand the relationship between parenting practice and children's misbehavior.

- The present findings underscore the importance to view student misbehavior through the lens of students. Practically, they shed lights on managing student behavior and enhancing student learning and development via identifying students' needs and matching up with the classroom context.

It is equally important for future research to further explore the reasons behind student misbehaviors and the effective means of managing student behaviors from both students' and teachers' perspectives. As mentioned above, there are few studies looking at both the perspectives of the teachers and students.

In this research was filled the gap identify student misbehavior and associated with corrective mechanism perceived by the teacher by answering the following questions.

1. What is prevalence of misbehavior in the classroom and the corrective mechanisms used to address it?
2. Is there difference in the manifestation of misbehavior based on gender?
3. What are the relationship between student misbehavior and parenting style?
4. What are the corrective mechanism perceived by teachers?

## **1.2 OBJECTIVES OF THE STUDY**

### **1.3.1 GENERAL OBJECTIVES**

This study's overarching goal is to examine how teachers at Abafranso secondary and preparatory school view student misbehavior and associated correction mechanisms in adolescents.

### **1.3.2. SPECIFIC OBJECTIVES**

The specific objective of this study was:

- I. To identify the prevalence student misbehavior with in class in Abafranso secondary and preparatory school.
- II. Identify the manifestation students' misbehavior out of class among Abafranso secondary and preparatory school.
- III. To investigate the relationship between student misbehavior and parenting style.
- IV. To investigate the corrective mechanisms perceived by teachers in adolescent.

### **1.3 SIGNIFICANCE OF THE STUDY**

The importance of this study is timely and relevant for the following reasons.

- The major finding of the study was believed to contribute towards feeling the knowledge gap of the topic under investigation.
- The study was stimulate other research undertakings there by augmenting the limited knowledge on student misbehavior at local school, regional and country level.
- To investigate how such misbehavior will influence the learning teaching program and the interruption between students and teachers.
- By way of communicating the context specific findings on the misbehavior and corrective mechanism is going to get a solution.

The study also serves as guidelines or references for concerns actors/stakeholders of abafranso secondary and preparatory school.

#### **1.4 DELIMITATION OF THE STUDY**

This study is assess to misbehavior and corrective mechanism perceived by teacher in early adolescents. The scope of study was delaminated to abafranso secondary and preparatory

School in grade 10<sup>th</sup> students' 2015 E.C.

#### **1.5 LIMITATION OF THE STUDY**

The major challenge for this study was financial problem, lack of time, lake of appropriate and enough reference book and internet access in library. Finally the other limitation is lack of experience.

One serious limitation of the research on student misbehavior is that most of the existing studies on school misbehavior were primarily based on teachers' perceptions and ratings.

#### **1.6 SCOPE OF THE STUDY**

This study was covers from gathering or collecting data of the students who have misbehavior at abafranso secondary and preparatory school grade 10<sup>th</sup> up to correcting their behaviors successfully by using different techniques.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITRATURE**

#### **2.1 ARTICULATING THE MEANING OF STUDENT MISBEHAVIOR**

Student misbehavior is be defined as any behavior that interferes with the effectiveness of the teacher instructional plan or a student ability to teach (Supaporn, 2000). Misbehavior can be seen as a crisis is in pedagogic relationship which is in itself complex and dynamic one, made of agreements and disagreements routines and novelties order and contradiction. The larger or smaller ecological valance in as class room results from the more or less achieved interaction of instruction management and students socialization system (Griffin, 2003).

Students recognize that teachers play a major role in curtailing inappropriate behavior through the employment of effective instructional activities (Supapron, 2000). When misbehavior reaches a certain point, instruction fails to have its desired effect on the students. Recognizing the seriousness of behavior in the classroom is an essential part of teaching. Teacher-preparation programs should understand the problems confronting teachers in the classroom with regard to student misbehavior if instruction is to work and students are to learn. Providing teachers with valuable tools to manage student behavior effectively could slow the teacher attrition rate in education (Moore and Camp, 2005). Found that teachers rarely communicate among themselves to any depth about the subject of student misbehavior even though the stress generated by misbehavior was of greater concern than other working conditions (Abel and Sewell, 1999). Misbehavior is an issue not only disrupts the class but also can rely frustrates teachers and throw of entire day. It is so tough to deal with behavior because each student is so different (Rosen Playa, 2009).

#### **2.2 TYPES OF STUDENT MISBEHAVIOR**

There is no universally accepted uniform classification of student misbehavior. Review of available literature, however, uncovered that typology depends on the level of seriousness of the behavior exhibited.

Student misbehavior ranges from those most salient acts and behavior (type-1) to the least serious (level-4). These are briefly discussed as follows along with the specific misbehavior types and corresponding corrective actions (Nasibi, 2003).

### **2.2.1 TYPE-1 MISBEHAVIOR**

Type-1 misbehavior denotes that illegal and/or very serious misconduct of students that are life or health threatening. These include Possession or Use of Weapons, Facsimile of weapon or Dangerous Instruments; Sale, Use, Possession of Drugs or Alcohol; Assault/Battery; Rape/Forced Sexual Acts; and Deliberate Defacing or Damaging School Property. With regards to the penalties, a student charged with behavior which is classified herein as Type 1 shall be: (a) removed from the school immediately; (b) present at a hearing; (c) recommended for expulsion from the School System (Beaman and Kemp, 2007).

### **2.2.2 TYPE-2 MISBEHAVIOR**

Type-2 misbehavior refers to a misbehavior that is still illegal and/ or very serious misconduct, but not life or health threatening. This includes Possession of transmitting or any portable electronic communications device; minor Sexual Misconduct, Indecent Exposure, Theft, False Alarm, Extortion/coercion, Gambling, Trespassing, Vandalism, Disruption and Use of Tobacco.

The disciplinary action against such misbehavior involves: First offense-Short-term Suspension (4-10 days) Second Offense- Long-term Suspension (11-90 days) Third Offense Recommendation for expulsion (Suspapron, 2000).

### **2.2.3 TYPE -3 MISBEHAVIOR**

Type-3 misbehavior represents a moderately serious misbehavior that mostly disrupts the teaching-learning environment. These are among others Disrespect, disorder, fighting, forgery, failure to identify self, profanity, truancy etc.

Disciplinary actions short of suspension to correct such misbehavior include but are not limited to: Verbal reprimand; Special assignments (constructive); Schedule changes; Notifying parent by phone or letter of student's misbehavior; Conference with parents; Transfer to another class; Temporary separation from peers; In-house suspension and Loss of class or school privileges (Marongwa,2010).

### **2.2.4 TYPE-4 MISBEHAVIOR**

Type-4 misbehavior includes the least disruptive and/or harmful misbehavior that includes nonconformity to dressing styles, Bus or Van related offences etc. Penalty against these misbehavior are mostly suspension of bus and related privileges (Kaplan and Ghee, 2002).

According to (Gordon, 1989), student misbehavior with in class includes:

1. **Lying:** falsifying to avoid accepting responsibility or admitting wrongdoing or to get others in trouble.
2. **Stealing:** taking things that belong to others.
3. **Cheating:** making false representations or wrongly taking advantage of others for personal benefit.

4. **Sexual harassment:** making others uncomfortable through touching, sex related language, or sexual innuendo.
5. **Aggression and fighting:** showing hostility toward others, threatening them, shoving, pinching, wrestling, hitting, bullying.
6. **Defiance of authority:** talking back to the teacher, hostilely refusing to do as the teacher requests

### 2.3 CAUSES OF MISBEHAVIORS

**Student-related causes:** antipathy to school or disinterest in learning in general; lack of interest in a particular subject, dislike to a teacher or hostility towards a teacher; Attention seeking; Ignorance of the classroom rules; Unsettled or disruptive home environment, Unpleasant peer relations; Emotional upset Bad physical condition (Beaman,Wheldall and Kemp,2007).

**Teacher-related causes:** Poor teaching, lack of planning and preparation; ineffective style of presentation; failure to use appropriate teaching aids (suitable audio-visuals), failure to involve students in the instructional activities and failure to apply the major principles of teaching; failure to structure ones lessons and present them in steps; failure to set the right task; failure to enforce the rules set, lack of skill/ experience on management of student misbehavior, lack of interest (burnout), ignorance, disrespect to students, frustration/pessimist expectation; lack of motivation to do action research etc. (Chares,2008).

**Teaching Learning Process:** refers to the formal interaction among students themselves and students and teachers.

**Academic achievement:** Refers to average of all subject given in the school and ranking class.

**Antisocial Behavior:** Early antisocial behavior may be the best predictor of later delinquency. Antisocial behaviors generally include various forms of oppositional rule violation and aggression, such as theft, physical fighting, and vandalism (Lochan, 2010).

Misbehavior among young people were observed and, as they negotiate the transition from childhood to adulthood in an increasingly complex and confusing. By and large, misbehavior is attributing to the student, teacher, and pare

According to (Lochan, 2010),the causes of misbehavior can be classified as Family factors, Peer factors, School factors, Community factors and Student/Individual related factors.

**Family factors:** relate to Parenting, Maltreatment, Family violence Divorce, Parental psychopathology, Familial antisocial behaviors, Teenage parenthood, Family structure, and large family size (Moore and camp, 2005).

**Peer-factors:** are the associations with deviant peers and Peer rejection.

**As to the School:** Failure to bond to school, Poor academic performance, and Low academic aspirations (Sandra, 2003).

**Community factors:** living in a poor family, neighborhood disadvantage, disorganized neighborhoods, Concentration of delinquent peer groups, and Access to weapons (OJJDP, 2003).

**Student/Individual related factors:** include children's behavior is the result of genetic, social, and environmental factors. These are individual's genetic, emotional, cognitive, physical, and social characteristics.

Research has found dealing with student misbehavior as the most prominent source associated with teachers negative behavioral outcomes at work. Parent's spousal relationships may also influence children's peer relations. Divorce and marital conflict are associated with a lack of competence in children's relationships with peers. (Costas, Nicou and Tsouloupas, 2011).

## **2.4 PREVALENCE OF STUDENT’S MISBEHAVIOR IN SCHOOLS**

According to Utley (2002) depicted that, the statistics of misbehavior problems in schools are increasing from time to time and that school discipline is critical to the prevention of students’ misbehavior problems. Misbehaviors are occurring more frequently in educational facilities.

Student’s misbehavior interrupts classroom instruction which in turn has a significance negative impact on all students.

Researchers from the United States, the United Kingdom, Canada and Chile substantiate the international concern that misbehavior is an ongoing challenge for teaches (Gulchak and Lopes, 2007).

Schools are facing increasing challenges with regards to the rise in misbehaviors amongst students. Secondary schools have been noted as involving more disrupts and more likely to use authoritarian approaches than primary schools (Nickerson, 2007). Misbehavior is clearly the most common behavior problems encountered in the classroom (Charlton and David, 2000).

## **2.5 THE MECHANISM FOR MINIMIZING OF MISBEHAVIORS**

The strategies for minimizing misbehavior need to be elaborated into two sections. In the literature, there are proactive approaches those that aim to prevent bad behavior and reactive approaches those that deal with bad behavior after it has happened to discipline. However, the evidence suggests that combining aspects of both approaches is particularly effective. For example, the use of both proactive clear and consistent rules and (reactive) disciplinary polices are required to ensure that pupils know what behavior is expected of them and what the consequences are of not meeting these expectations (Scott, 2012).

### **2.5.1 PREVENTIVE STRATEGIES**

Leaders of educational organizations are attempting to solve the problems through research and then implementing various solutions. Students with behavioral problems may strain even the most competent classroom teacher (Marzano, 2003). Defined classroom management as the following: Classroom management is the confluence of teacher actions in four distinct areas: (1) establishing and enforcing rules and procedures, (2) carrying out disciplinary actions, (3) maintaining effective teacher and student relationships, and (4) maintaining an appropriate mental set for management.

The stance was taken that an effective managed classroom and an environment which allowed for students to become motivated to learn by becoming actively involved in particular learning tasks enhanced student development and promoted positive behavior.

The teacher must not only diagnose the problem, but take steps to adjust instruction and interaction with students to deplete the inappropriate behavior (Sandra Prasad, 2003). Students recognize that teachers play. A number of US studies have shown that there is a positive relationship between school climate and behavior (LeBlanc et al, 2007). Major role in curtailing inappropriate behavior through the employment of effective instructional activities (Sup apron, 2000),

(Nasibi, 2003), outlines the ways in which teachers can contribute to positive discipline of students. They are Teachers commitment to fairness and justice a discussion of the rights and wrongs on both sides provides a useful opportunity to reinforce the importance of social justice and fairness, and the students right to be treated justly, as well as his/her responsibility to be just and fair in his/her treatment of others; Creating an atmosphere of trust and teamwork; respecting students as individuals with rights and a sense of expression; if teachers treat the students with respect, then they treat the teacher and themselves with respect; Willingness to accept dissenting opinions from students without being abusive; Being accessible to students; Recognizing whatever accomplishment a student makes because children as humans bloom when they are praised; Cultivating friendship and partnership with students; Being human to students and their representatives; Participating in the formulation of rules and the enforcement of the agreed code of conduct; and They should act as role models to the students by being disciplined and upholding high moral standards. Cases where teachers have love affairs with students should be condemned and disciplinary action taken against such teachers.

## **2.5.2 PROTECTIVE STRATEGIES**

In dealing with misbehavior students, our actions should be motivated by the need to protect and to teach, not by a desire to punish. Parents and teachers should show a student that they accept his or her feelings, while suggesting other ways to express the feelings. An adult might say, for example, "Let me tell you what some children would do in a situation like this . . ." It is not enough to tell children what behaviors we find unacceptable. We must teach them acceptable ways of coping. Also, ways must be found to communicate what we expect of them. Contrary to popular opinion, punishment is not the most effective way to communicate to children what we expect of them (Head, 2005).

## **2.6 CONCEPTUAL FRAMEWORK OF THE STUDY**

A multitude of factors act and interact to cause and aggravate student misbehavior or disciplinary problem in secondary school.

These factors are categorized as internal and external to the student or school community. On the one hand, internal factors such as student's personality, teachers and school related factors are among the most important causes. On the other, external factors include peers, parents, and government and socio cultural and technological factors. As depicted students misbehavior as caused by the aforementioned factors has to be properly managed through appropriate corrective mechanisms. Moreover, mismanaged students misbehavior is likely to result in students learning consequences (Shoemaker, 2008).

## **CHAPTER THREE**

### **MATERIAL AND METHODS**

#### **3.1 STUDY AREA**

This study was conducted in SNNP region in Guraghe zone around Wolkite city Gubre town. Wolkite town is far away from capital city of Ethiopia (Addis Ababa) about 170 km. The researcher was fully focusing on Abafranso secondary and preparatory school in grade 10 students as research sample.

#### **3.2 RESEARCH DESIGN**

This study was used a descriptive survey research design, because the descriptive survey research design serves to clearly explain and provide a meaningful understanding of the study, so this study was used quantitative research method.

#### **3.3 PARTICIPANTS OF THE STUDY**

The target population of this study was from grade 10 students and teachers of Abafranso secondary and preparatory school around Wolkite city Gubre town.

Then the total numbers of grade 10 students are 493, from these students 273 are male and 220 are female and the total number of teachers is 67, from these teachers 51 are male and 16 are female.

#### **3.4 SAMPLE AND SAMPLING TECHNIQUES**

To take samples from the target population for teachers, available sampling techniques and the researcher used probabilistic sampling techniques, whereas stratified sampling techniques for students because stratified random sampling is used when populations are not homogeneous and when the population consists of several sections that have different characteristics or behaviors on a given research problem. So, this technique was used to select a heterogeneous group sample from different subgroups, selecting a sufficient number of sample students in percentage.

According to the taro yemane method for sample size calculation was formulated by statistician taro yemane in 1967 to determine the sample size from a given population below the mathematical illustration for the taro yemane method.

$$n = \frac{N}{1 + N(e)^2}$$

**n** signifies the sample size

**N** signifies population under study

**e** signifies the margin error (it could be 0.10, 0.05 or 0.01)

$$n = \frac{493}{1 + 493(0.05)^2}$$

$$= \frac{493}{2.2325}$$

$$= 220.8 = 220$$

From sample determination for each department select participant in sex by using this formula. Then after select by simple random sampling techniques because this technique free from bias and equal chance of being select for each respondent.

#### **n/N\* stratified class**

**n** signifies the sample size

**N** signifies population under study

Table 1 Sample size distribution across gender and section.

Section	Population			Sample		
	M	F	T	M	F	T
A	35	26	61	16	12	28
B	36	27	63	15	12	27
C	37	30	67	17	13	30
D	30	26	56	13	12	25
E	34	31	65	15	14	29
F	34	27	61	15	12	27
G	30	26	56	13	12	25
H	37	27	64	17	12	29
Total	273	220	493	121	99	220

### 3.5 DATA COLLECTION INSTRUMENTS

The existing information on the causes, consequences, and correction mechanisms of misbehavior in early adolescence was gathered by a questionnaire method in this study. To make the questionnaire clear and simple for the participants, it was written in both English and Amharic.. In the present study, the instrument was composed of from teachers use part three from student part two part one with teachers and students focused on general information of the respondents to question, part two within teachers has student misbehavior in class and out of class, and part three to measure corrective mechanism. This study modified and used a self-report questioner that was structured on closed from 1 up to 5 administer to selected. Section two of the children' answers must describe their behavior at school. Early in adolescence, teachers saw this chance for disobedience and the accompanying disciplinary mechanism. The instrument for the 19 items in parts two and three was first modified from an instrument created by (Abel and Sewell 1999).

### **3.6 DATA COLLECTION PROCEDURE**

First questionnaire was prepared and official permission later from the department psychology. Then go to the abafanso secondary school receive permission later for school director then conduct class teacher and class representative facilitative free class then the researcher was ask voluntaryof the participant and clearly explain the purpose and the objective of the study as was as confidentiality of information gather from the participant. Then distribute questionnaire and collect data just be for and end the class.

### **3.7 DATA ANALYSIS**

After the collecting data based on specific objective and basic research question the collected data was analysis in the form of frequency and percentages. Then the method of data analysisin this study is using, table, frequency questioner for quantitative.

### **3.8 ETHICAL CONSIDERATION**

This study was giving more attention to ethical guidelines in both before and after conducting the time of data collection. And also this study was not influence the participants more informed before gathering the information on the concerned body.

## CHAPTER 4

### Result and Discussion

This chapter deals about the analysis and presentation of the relevant data collected from the participants through the questionnaires. The results were presented in frequency and percentage. The finding was based on response to questionnaires filled out by students and teachers.

#### 4.1. Back ground information of the respondents

Table 1:- Distribution of back ground information of Student Participants

		Gender		Total
		female	male	
Age	13-16	33	54	87
	17-20	41	75	116
	21-24	4	13	17
Total		78	142	220

As shown in the above 1, table clearly indicates that demographic characteristics of respondent sex. Showed that 142 male and 78 female. This implies that the majority of respondents were male, 142 of respondents, therefore from this finding male were more engaged in misbehavior than female because of they were mostly aggressive in class and out of class. They were more easily influenced by peer than females. The age demography of respondents were from the age level of 13-16, 17-20, 21-24 age respectively. This implies that the majority of respondents were 17-20 age levels because of more occupied with misperception towards their future and education itself.

#### 4.2. Prevalence of misbehavior based on age and gender

Age	Mean	N	Std. Error of Mean	% of Total Sum
13-16	1.18	87	.042	39.2%
17-20	1.19	116	.037	52.5%
21-24	1.29	17	.114	8.4%
Total	1.20	220	.027	100.0%

From the sample of 220 students, 87(39.2%) of students have between 13-16 age group. And the 116(52.5%) of students have between 17-20 age group, 17(8.4%) of respondent students have between 21-24 age group. From the above result the majority respondent students having 17-20 age group by comparing with the remaining age groups and based on the above standard error of mean of respondent students there is the minimum value of students in 17-20 age groups that means the value of standard error of mean of respondent students in 17-20 age group is 0.037.

gender	Mean	N	Std. Error of Mean	% of Total Sum
female	1.18	78	.044	35.0%
Male	1.20	142	.034	65.0%
Total	1.20	220	.027	100.0%

		yes	no	Total
gender	female	64	14	78
	male	113	29	142
Total		177	43	220

From the sample of 220 students, 78(35%) of students are females. And the 142(65%) of students are males. From the above result the majority respondent students are males by comparing with the remaining are females and based on the above standard error of mean of respondent students there is the minimum value of male students that means the value of standard error of mean of respondent student is 0.034.

### 4.3. The manifestation of misbehavior based on gender

	Value	df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.196 <sup>a</sup>	1	.658		
Continuity Correction	.070	1	.791		
Likelihood Ratio	.198	1	.656		
Fisher's Exact Test				.724	.400
Linear-by-Linear Association	.195	1	.659		
N of Valid Cases	220				

From the above chi-square result, there is no statistical significance difference between misbehavior and gender on the basis of information obtained from Pearson chi-square value since to be statistically significant the value of Pearson chi-square is less than 0.05 otherwise there is no statistically significant between them, so the above Pearson chi-square value is 0.658, which value is greater than 0.05. I.e. there is no statistical significance difference between misbehavior and gender.

#### 4.4. The relationship between student misbehavior and parenting style

		Are there any unwanted or misbehavior that the student exhibits?		Total
		yes	no	
Authoritarian Parenting	Always	4	1	5
	Always	3	2	5
	often	1	2	3
	often	2	1	3
	often	1	3	4
	often	3	0	3
	sometimes	1	2	3
	sometimes	1	0	1
	sometimes	2	0	2
	sometimes	21	7	28
	rarely	11	4	15
	rarely	14	2	16
	rarely	48	7	55
	rarely	36	3	39
	never	11	1	12
	never	11	4	15
	never	7	4	11
<b>Total</b>		<b>177</b>	<b>43</b>	<b>220</b>

### Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	29.496 <sup>a</sup>	16	.021
Likelihood Ratio	26.957	16	.042
Linear-by-Linear Association	5.711	1	.017
N of Valid Cases	220		

From the above chi-square result, there is statistical significance difference between misbehavior and parenting style on the basis of information obtained from Pearson chi-square value since to be statistically significant the value of Pearson chi-square is less than 0.05 otherwise there is no statistically significant between them, so the above Pearson chi-square value is 0.021, which value is less than 0.05. I.e. there is statistical significance difference between misbehavior and authoritarian parenting style.

		Are there any unwanted or misbehavior that the student exhibits?		Total
		yes	no	
Authoritative Parenting	always	8	7	15
	often	6	2	8
	sometimes	5	2	7
	rarely	62	16	78
	never	96	16	112
Total		177	43	220

## Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	9.547 <sup>a</sup>	4	.049
Likelihood Ratio	8.250	4	.083
Linear-by-Linear Association	8.773	1	.003
N of Valid Cases	220		

From the above chi-square result, there is statistical significance difference between misbehavior and parenting style on the basis of information obtained from Pearson chi-square value since to be statistically significant the value of Pearson chi-square is less than 0.05 otherwise there is no statistically significant between them, so the above Pearson chi-square value is 0.049, which value is less than 0.05. I.e. there is statistical significance difference between misbehavior and authoritative parenting style.

		Are there any unwanted or misbehavior that the student exhibits?		Total
		yes	no	
Permissive Parenting	always	8	7	15
	often	6	2	8
	sometimes	5	2	7
	rarely	62	16	78
	never	96	16	112
Total		177	43	220

### Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	9.547 <sup>a</sup>	4	.049
Likelihood Ratio	8.250	4	.083
Linear-by-Linear Association	8.773	1	.003
N of Valid Cases	220		

From the above chi-square result, there is statistical significance difference between misbehavior and parenting style on the basis of information obtained from Pearson chi-square value since to be statistically significant the value of Pearson chi-square is less than 0.05 otherwise there is no statistically significant between them, so the above Pearson chi-square value is 0.049, which value is less than 0.05. I.e. there is statistical significance difference between misbehavior and permissive parenting style.

#### 4.5. Sample description of teacher’s respondents

Table 5, Distribution of back ground information of teachers Participant

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>gender</b>	female	4	20.0	20.0	20.0
	male	16	80.0	80.0	100.0
	Total	20	100.0	100.0	
<hr/>					
<b>age</b>	26	4	20.0	20.0	20.0
	27	2	10.0	10.0	30.0
	28	3	15.0	15.0	45.0
	35	2	10.0	10.0	55.0
	45	3	15.0	15.0	70.0
	47	2	10.0	10.0	80.0
	53	4	20.0	20.0	100.0
	Total	20	100.0	100.0	
<hr/>					
<b>educational level</b>	degree	18	90.0	90.0	90.0
	masters	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

As shown the above table 5, clearly indicated that the demographic characteristics of respondent sex. Showed that 16(80%), males and 4 (20%), female. The age demography of respondent of where from the age level of 26 (20%), 27 (10%), 28 (15%), 35 (10%), 45 (15%), 47 (10%) and above 53 (20%) age respectively. The demographic of respondent of where from the educational status of 18 (90%) of the resonant are degree or the abafranso secondary school teachers and 2 (10%) are masters.

**4.6. Major findings on student’s misbehavior with in class**

Table, 6. Student misbehavior with in class.

		<b>Absents /truancy</b>			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Sometimes observed	10	50.0	50.0	50.0
	Often observed	6	30.0	30.0	80.0
	Always observe	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

As shown in the above table 6, Indicates that in item one 10 (50%) of respondents were also sometimes observed to the idea of absenteeism/ truancy. While 6 (30%) of the respondents were also often observed to the idea, 4 (20 %) of the respondents always observed in the idea.

		<b>Being lateness to class</b>			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Sometimes observed	9	45.0	45.0	45.0
	Often observed	7	35.0	35.0	80.0
	Always observe	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Regarding to item 2, show that 9 (45%) of the respondents were also sometimes observed in the idea of being latencies to class. While 7 (35%) of the respondents were also often observed in the idea, 4 (20%) of the respondents were also often observed in the idea.

### Inattentiveness during class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes observed	8	40.0	40.0	40.0
	Often observed	7	35.0	35.0	75.0
	Always observed	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

Regarding to item 3, show that 8 (40%) of the respondents were also sometimes observed to the idea of inattentiveness during class. While 7 (35%) of the respondents were also often observed in the idea, 5 (25%) of the respondents were also always observed in the idea.

### Failing to submit homework at time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes observed	13	65.0	65.0	65.0
	Often observed	5	25.0	25.0	90.0
	Always observed	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Regarding to item four show that 13(65%) of the respondents were also sometimes observed in the idea of failing to submit homework at time. While, 5 (25%) of the respondents were also often observed in the idea, 2 (10%) of the respondents were also always observed in the idea.

### Talking without permission

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never observed	2	10.0	10.0	10.0
	Sometimes observed	11	55.0	55.0	65.0
	Often observed	5	25.0	25.0	90.0
	Always observed	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Regarding to item five show that 2 (10%) of the respondents were also never observed in the idea of taking without permission. While, 11 (55%) of the respondents were also sometimes observed in the idea, 5 (25%) of the respondents were also often observed in the idea, 2 (10%) of the respondents were also always observed in the idea.

### Leaving the class without permission

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never observed	7	35.0	35.0	35.0
	Sometimes observed	8	40.0	40.0	75.0
	Often observed	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

Regarding to item six show that 7 (35%) of the respondents were also never observed in idea of leaving the class without permission. While, 8 (40%) of the respondents were also sometimes observed in the idea, 5 (25%) of the respondents were also often observed to the idea.

### Making inappropriate comment to others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never observed	4	20.0	20.0	20.0
	Sometimes observed	7	35.0	35.0	55.0
	Often observed	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Regarding to item seven show that 4 (20%) of the respondents were also never observed in the idea of making in appropriate comments to other. While, 7 (35%) of the respondents were also sometimes observed in the idea, 9 (45%) of the respondents were also often observed in the idea.

### Cheating on tests

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes observed	3	15.0	15.0	15.0
	Often observed	11	55.0	55.0	70.0
	Always observed	5	25.0	25.0	95.0
	Never observed	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

Regarding to item eight show that 3 (15%) of the respondents were also sometimes observed in the idea of cheating on test and assignment. While 11 (55%) of the respondents were also often observed in the idea, 5 (25%) of the respondents were also always observed in the idea, 1 (5%) of the respondent always observed to the idea

### Disrupting the teaching learning process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never observed	2	10.0	10.0	10.0
	Sometimes observed	6	30.0	30.0	40.0
	Often observed	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

Regarding to item nine show that 2 (10%) of the respondents were also never observed in the idea of disrupting the teaching learning process. While 6 (30%) of the respondents were also sometimes observed in the idea, 12 (60%) of the respondents were also often observed in the idea.

### Hitting/ fighting with teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never observed	9	45.0	45.0	45.0
	Sometimes observed	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

Regarding to item ten show that 9 (45%) of the respondents were also never observed in the idea of hitting/fighting with teacher. While 11 (55%) of the respondents were also sometimes observed in the idea.

### Using mobile or cell phone in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never observed	4	20.0	20.0	20.0
	Sometimes observed	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

Regarding to item eleven show that 4(20%) of the respondents were also never observed in the idea of using mobile or cellphone in class. While 16 (80%) of the respondents were also sometimes observed in the idea.

**Being dishonest toward teachers and others**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never observed	11	55.0	55.0	55.0
	Sometimes observed	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Regarding to item 12show that 11 (55%) of the respondents were also never observed in the idea of being dishonest towards teacher and others. While 9 (45%) of the respondents were also sometimes observed in the idea,

**Missing the class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes observed	9	45.0	45.0	45.0
	Often observed	7	35.0	35.0	80.0
	Always observed	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Regarding to item 12show that 9 (45%) of the respondents were also sometimes observed in the idea of missing the class. While 7 (35%) of the respondents were also often observed in the idea, 4(20%) of the respondents were also always observed in the idea,

**4.7. Associated corrective mechanism against student misbehavior perceived by teachers.**

The study further assessed the existing corrective mechanism in the school focusing on the availability, relevance level of enforcement as well as effectiveness in terms of properly handling the student misbehavior perceived by teachers

Table 8, Corrective mechanism common taken by the school teachers

**Do you take warning sign?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	20	100.0	100.0	100.0

As shown the above table 8, indicated that 20 (100%) of respondent are take warning sign of students misbehavior. The majority respondent of the response is yes, the reason of the respondent are tell for students parent about communicate students risk behavior with control for parents.

**Do you measure/check or assess the perception of parents in their children and their school?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	18	90.0	90.0	90.0
	no	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

In item 2, show that 18(90%) of respondents are measure, check and assess the perception of parent in their students and their school environment. Ana the 2 (10%) of respondents are don not measure, check and asses the perception of parents in their students and their schools. The majority respondents of the respondents is no, but the minority response of the respondents is yes the reason of discuss with parents about the students strength and weakness of students misbehavior for corrective mechanism to discuss for meeting.

**Do you take reinforcement/reward, if the student behavior is ethical (betterment)?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	45.0	45.0	45.0
	no	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

In item 3, show that 9 (45%) of respondents are taken reinforcement or reward. The students behavior is ethical or betterment. However, 11 (55%) of respondents are do not take reinforcement of students behavior is ethical the majority response of the respondents is yes the reason of respondent are rewarding a good behavior of students by using dictionary, pen and exercise book.

**Family dissection and counseling should be available for student's misbehavior?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	20	100.0	100.0	100.0

In item 4, show that 20 (100%) of respondent are family discussion and counseling should be available for students misbehavior. Hence, from the above table it is possible to understand that family discussion and counseling should be available for student misbehavior.

**Do you take a withdrawal for students for one or two years from their school work setting?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	70.0	70.0	70.0
	no	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

As show in above table 3, item 5, 14 (70%) of respondents are taken with drawl for students one of two years from their school work setting. However 6 (30%) of respondents are do not take withdrawal for students for one or two years from their school work setting .Hence, from above table in is impossible take with drawl for students one or two years from their work school work setting.

**Do you take physical punishment?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	20	100.0	100.0	100.0

In item 6, show that 20(100%) of respondents are take misbehavior, physical punishment for students misbehavior. ,Hence from above table the majority response respondents is impossible don't take physical punishment.

There for, the researcher concluded that majority of respondents uses take warning sign is as coping mechanism of student's misbehavior

## **CHAPTER FIVE**

### **Discussion**

This section attempts to discuss details the results of the study and it tries to relate the finding with the other research work done previously. The main objective of this study was to investigate misbehavior and associated corrective mechanism perceived by teachers in early adolescents the case of Wolkite Abafranso secondary and preparatory school.

#### **5.1 The behavior of student**

According to the finding most of the students had no interest to learn and some students do not care responsibility on doing different types of individual as well as group activities and being late to come class given less attention in the class during teaching and learning process, violent, regulation cheat the test and being careless are identified student misbehavior. This idea was supported (Richardson, Deborah, 2009), indicated that student perform to misbehavior in order to cover up on academic in adequacy such as not completing an assignment or lack of skill or understanding.

As it was observed in the finding students misconduct in the class room interferes with teaching and learning and thought to be procures or to later school dropout and similar negative social outcomes (Slavin, 2003).

#### **5.2 To minimizing student misbehavior**

According to the finding strategies for minimizing misbehavior need to be elaborated into two sections. In the literature, there are proactive approaches those that aim to prevent bad behavior and reactive approaches those that deal with bad behavior after it has happened to discipline. However, the evidence suggests that combining aspects of both approaches is particularly effective. For example, the use of both proactive clear and consistent rules and (reactive)

Disciplinary policies are required to ensure that pupils know what behavior is expected of them and what the consequences are of not meeting these expectations (Scott, 2012).

According to the researcher, the major findings of frequently observed students' misbehavior include: talking without permission, cheating on test or exam, bringing/using mobile (cell) phone, being late to class, inattentiveness during class, missing the class, hitting/fighting with the teachers and disrupting teaching learning process.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This part presents summary of the key findings, conclusion and recommendations based on the analysis of data as well as in light of the objectives and scope of the study.

#### **6.1. Summary**

The study aimed at assessing the types of student misbehavior along with the corrective mechanisms in Wolkite Abafranso secondary and preparatory school.

This study was conducted using quantitative and qualitative methods of the study. The reason for using this method is close ended and open ended questionnaire would be employed. The researcher was used systematic sampling techniques. Whereas, the simple random sampling techniques was followed in determining the size and selection procedure of respondents.

The study findings on the student's misbehavior revealed that most of the frequently observed misbehavior are those that disrupt the learning teaching process. Accordingly, the top ranked frequently observed misbehavior within class and out of class included: talking without permission, using mobile or cell phone in class, cheating on tests or exams, copying assignments and homework, hitting or fighting with teachers, disrupting teaching learning process,

## **6.2 Conclusion**

The main objective of this study was to investigate misbehavior and associated corrective mechanism perceived by teachers in early adolescent.

### **Major findings on students' misbehavior and corrective mechanism**

The researcher was also asked to identify the type of student misbehavior observed .The results are presented in table 6, different types of misbehavior were identified by teachers.

The top 10 commonly/frequently observed misbehaviors

Perceived by teachers included:

Talking without permission, cheating on homework/in class assignments, cheating on test or exams, bringing/using mobile (cell) phone, disrupting teaching learning process, being lateness to class, inattentiveness during class and hitting/fighting with teachers.

Missing the class and being dishonest towards teachers and others, consuming alcoholic beverage, committing minor theft, stealing or sharp testing materials.

### **6.3 Recommendations**

In the end, the study forwards the following recommendations geared towards combating the problem of student misbehavior in millennium secondary school.

- ❖ The researcher was like to recommend the following:-
- ✓ For teachers developing and employing appropriate philosophy of school/classroom discipline -
- ✓ Recommended students respect school rules and regulation
- ✓ For school administration manage teachers and students behavior for school compound
- ✓ Improving ability of teachers to effectively communicate with some students
- ✓ Creating an atmosphere of trust and teamwork
- ✓ Improving staff- student relationship
- ✓ Cultivating friendship and partnership with students
- ✓ Respecting students as individuals with rights and a sense of expression

Creating professional learning communities dedicated to high academic and behavioral expectations within a safe learning and working environment

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# **.APPENDEX 1**

## **WOLKITE UNIVERSITY**

### **FACULTY OF EDUCATIONAL AND BEHAVIORAL SCIENCE**

#### **DEPARTMENT OF PSYCHOLOGY**

**Dear respondent:**-The purposes of this study are to investigating the student's misbehavior and describe the corrective mechanism employed by the Abafranso secondary school. To this end this question requires your opinion about issue elated to misbehavior and corrective much in your school. Read each item carefully and consider the overall climate in your school as you choose your responses.

Thanks for your corporation

**N.B** You need not to write your name and your response on the question will not be disclosed for others.

**The questionnaire is prepared to be filled by students**

**Part one:** Personal Information

**Instruction:** - Please use the symbol (√) make in box below.

1. Sex: males  Females

2. Age: \_\_\_\_\_

**Part two:-To integrate the behavior of student**

1. Are there any unwanted or misbehavior that the student exhibits?

Yes  No

- . Absents /truah
- Cheating on tes
- Disrupting the teaching learning proce
- Hitting/ fighting with teache
- Leaving the class without permissid
- Being lateness to c
- Inattentiveness during cl
- Failing to submit homework at time
- Talking without permission
- Making inappropriate comment to oth
- Using mobile or cell phone in class
- Being dishonest toward teachers and others
- Missing the class

2. What it looks like the misbehavior that women and men display?

Intimate  Moderate  differ  Non relationship

3. Is your family responsive to your feelings and needs?

Always  often  sometimes  rarely  never

4. Does your family explain the reasons behind your expectations?

Always  often  sometimes  rarely  never

5. Does your family encourage you to talk about your feelings and problems?

Always  often  sometimes  rarely  never

7. Does your family respect your opinion and encourage you to express it?

8. Always  often  sometimes  rarely  never

7. Does your family beat you when they don't like what you say or do?

Always  often  sometimes  rarely  never

9. Has your family struggled to change the way you think or feel about things?

Always  often  sometimes  rarely  never

10. Does your family use threats as punishment for little or no reason?

Always  often  sometimes  rarely  never

11. Do you remember your family as your parents?

Always  often  sometimes  rarely  never

12. Does your family have a hard time disciplining you?

Always  often  sometimes  rarely  never

13. Does your family spoil you?

Always  often  sometimes  rarely  ever

14. Does your family give you when you make a fuss about something?

Always  often  sometimes  rarely  never

15. Does your family ignore your bad behavior?

Always  often  sometimes  rarely  never

16. When she/he makes conflict with your colleges are there you participate in counseling service?

Yes  No

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Thanks for your corporation

**N.B** You need not to write your name and your response on the question will not be disclosed for others.

The questionnaire is prepared to be filled by teacher

**Part one:** Personal Information

**Instruction:** - Please use the symbol (√) make in box below

1. Sex: males  Females

2. Age: \_\_\_\_\_

3. Educational states: - A) diploma  B) Degree  C) Master

**Part Two:** Direction please read each statement carefully. Based on to the extent to which an item explains your behavior or beliefs choose one the following options.

1. Never observed

2. Sometimes observed

3. Often observed

4. Always observed

This item related to student misbehavior

NO	Items	1	2	3	4	
1	Absents /truancy					
2	Being lateness to class					
3	Inattentiveness during class					
4	Failing to submit homework at time					
5	Talking without permission					
6	Leaving the class without permission					
7	Making inappropriate comment to others					
8	Cheating on tests					
9	Disrupting the teaching learning process					
10	Hitting/ fighting with teachers					
11	Using mobile or cell phone in class					
12	Being dishonest toward teachers and others					

13	Missing the class					

**Part three: To measure Corrective mechanism**

1. What is your method of corrective mechanism and list them?

- ✓
- ✓
- ✓
- ✓

2. Do you take warning sign?

Yes  No

3. Do you measure/check or assess the perception of parents in their children and their school?

Yes  No

4. Do you take reinforcement/reward, if the student behavior is ethical (betterment)?

Yes  No

5. Family dissection and counseling should be available for student's misbehavior?

Yes  No

6. Do you take a withdrawal for students for one or two years from their school work setting?

Yes  No

7. Do you take physical punishment?

Yes  No

## APENDEX 2

### ወልቂጤ ዩኒቨርሲቲ

#### የትምህርት እና ስነ-ባህር ሳይንስ ፋካሊቲ

#### የሳይኮሎጅ ትምህርት ክፍል

አላማ:- ውድ የዚህ መጠየቅ መላሽ የዚህ ጥናት ዋና አላማው በወልቂጤ ከተማ በአባፍራንሶ የሁለተኛ ደረጃ ት/ቤት ውስጥ የተማሪዎች ስነ ምግባር ችግር እና ማስተካከያ/ማሻሻያ ዘዴዎች/መፍትሄዎችን ለማጥናት ታስቦ የተዘጋጀ መጠየቅ ነው። ስለዚህ እባክዎ ለጥያቄዎች ትክክለኛውን ምላሽ በመስጠት ለዚህ ጥናት ውጤታማነት የራስዎን ክፍተኛ ድርሻ ይወጡ። እርስዎ የምሰጡት ምላሽ ምስጢራዊነት የተጠበቀ የሚውለውም ለዚህ ጥናት ብቻ ነው።

ስለሚደረግልኝ ትብብር ሁሉ በቅድምያ አመሰግናለሁ።

ማሳሰቢያ:-ይህን ጥያቄ ሲሞሉ ስም መጻፍ አያስፈልግም

በተማሪዎች የሚሞላ መጠይቅ

ክፍል አንድ: ግላዊ መረጃ

እባክዎ ከዚህ በታች ለተጠቀሱት አማራጮች (✓) ምልክትን በመጠቀም ምልሽ/ስ

1. ፆታ: ወንድ  ሴ

2. እድሜ: \_\_\_\_\_

ክፍል ሁለት ; ተማሪዎች የሚያሳዩት አላስፈላጊ ባህሪዎች ምን ይመሳሉ?

1. ተማሪዎች የሚያሳዩት አላስፈላጊ ባህሪዎች አሉ?

አዎ

የለም

- ከክፍል መቅረት
- በፈተና ወቅት ኩረጃ
- የአስተማሪውን ደንብ አለማክበር
- ከመምህሩ ጋር መጣለት
- ሳያስፈቅዱ ከክፍል መውጣት
- ሞባይል ስልክ መጠቀም ወይም ማስጮህ
- ድብድብ እና ሁከት
- መፎረፍ
- ትኩረትን ሰብስቦ አለመከታተል
- የክፍል ና የቤት ስራ ሰርቶ አለመገኘት
- መረበሽ ወይም የጎንዮሽ ወሬ
- የተማሪዎች ሌሎችን ትኩረት መሳብ ተማሪዎችን እንዳይከታተሉ ማድረግ
- አርፍዶ መምጣት

2. ሴቶች እና ወንዶች የሚያሳዩት አላስፈላጊ ባህሪዎች ምን ይመስላል ?

ሀ የተቀራረበ  ለ መካከለኛ  ሐ ይለያ  መ ምንም ግንኙነት የለ

3. በአስተዳደግ ዘይቤ እና በተማሪዎች አላስፈላጊ ባህሪዬ መካከል በ ስታቲስቲካዊ ጊልህ ልዩነቶች አሉ?

አዎ  የለም

4. ቤተሰብዎ ስለሚሰማቹ ስሜት እና ስለ ችግሮቻችሁ እንድትናገሩ ያበረታታችኋል?

አዎ  የለም

5. ቤተሰብዎ የአንተ/ኛን አስተያየት ያከብራሉ እና እንዲገልጹ/ዲ ያበረታታሉ?

አዎ  የለም

6. ቤተሰብዎ ማስፈራሪያን በትንሽ ወይም ያለ ምንም ምክንያት እንደ ቅጣት ይጠቀማሉ?

አዎ  የለም

7. ቤተሰብዎ የአንተ/ቺን ባህሪን እንድታሻሻል ለማድረግ ትችት ይጠቀማሉ?

አዎ  የለም

8. ቤተሰብዎ አንተ/ቺን ሙጥፎ ባህሪ ችላ ይላሉ?

አዎ  የለም

9. ቤተሰብዎ አንተ/ቺን ሙቅጣት ይቸገራሉ?

አዎ  የለም

10. አንተ/ቺ ከመምህራንና ከሌሎች ትምህርት ቤት ሰራተኞች ጋር ግጭት ስትፈጥሩ የምክር አገልግሎት ተሰታችሁ ያውቃል?

አዎ የለም

## APPENDEX 2

### ወልቂጤ ዩኒቨርሲቲ

የትምህርት እና ስነ-ባህር ሳይንስ ፋካሊቲ

የሳይኮሎጂ ትምህርት ክፍል

አላማ:- ውድ የዚህ መጠየቅ መላሾች የዚህ ጥናት ዋና አላማው በወልቂጤ ከተማ በአባፍራንሶ የሁለተኛ ደረጃ ት/ቤት ውስጥ የተማሪዎች ስነ ምግባር ችግር እና ማስተካከያ/ማሻሻያ ዘዴዎች/መፍትሄዎችን ለማጥናት ታስቦ የተዘጋጀ መጠየቅ ነው። ስለዚህ እባክዎ ለጥያቄዎች ትክክለኛውን ምላሽ በመስጠት ለዚህ ጥናት ውጤታማነት የራስዎን ከፍተኛ ድርሻ ይወጡ። እርስዎ የምሰጡት ምላሽ ምስጢራዊነት የተጠበቀ የሚውለውም ለዚህ ጥናት ብቻ ነው።

ስለሚደረግልኝ ትብብር ሁሉ በቅድምያ አመሰግናለሁ።

ማሳሰቢያ:-ይህን ጥያቄ ሲሞሉ ስም መጻፍ አያስፈልግም

በመምህራን የሚሞላ መጠይቅ

ክፍል አንድ: ግላዊ መረጃ

እባክዎ ከዚህ በታች ለተጠቀሱት አማራጮች ( ✓ ) ምልክትን በመጠቀም ምልሽ/ስ

1. ምታ:      ወንድ                            ሴት

2. እድሜ: \_\_\_\_\_

3. የትምህርት ሁኔታ ሀ) ድፕሎማ  ለ) ድግሪ  ሐ) ማስተርስ

ክፍል ሁለት: የሚከተሉት የስነምግባር ችግሮች በት/ት ቤታችሁ በተደጋጋሚ የሚከሰቱትን በሚከተለው ሰንጠረዥ ላይ (✓) ምልክትን በማስገባት መልሹ/ስ

1) ፈጽሞ አይከሰትም

2) አንዳንድ ቀን ይከሰታል

3) አብዛኛውን ቀን ይከሰታል

4) ሁል ቀን ይከሰታል

የተማሪዎች የሚያሳዩት የስነ-ምግባር ችግሮች ምን ይመስላል?

ተራ	ያልተገቡ ባህሪያት ዝርዝር ከዚህ በታች የተዘረዘሩት	1	2	3	4
ቁጥር	ያልተገቡ ባህሪያት በምን መጠን ይከሰታሉ				
1	ከክፍል መቅረት				
2	አርፍዶ መምጣት				
3	ትኩረትን ሰብስቦ አለመከታተል				
4	የክፍል እና የቤት ስራ ሰርቶ አለመገኘት				
5	መረባሽ ወይም የጎንዮሽ ወሬ				
6	ሳያስፈቅዱ ከክፍል መውጣት				
7	የተማሪዎች ሌሎችን ትኩረት መሰብሰብ ተማሪዎችን እንዳይከታተሉ ማድረግ				
8	በፈተና ወቅት ኩረጃ				
9	የአስተማሪውን ደንብ አለማክበር				
10	ከመምህሩ ጋር መጣለት				
11	ሞባይል ስልክ መጠቀም ወይም ማስጮህ				

12	ድብድብ እና ሁከት				
13	መፍረፍ				

ማስተካከያ ዘዴዎች

1. የእርሶዎ የማስተካከያ ዘዴዎች ምንድናቸው እና ይዘርዝሯቸው?

- ✓
- ✓
- ✓
- ✓
- ✓
- ✓

2. ተማሪዎች ሲረብሹ የተለያዩ ማስጠንቀቂያዎችን ተጠቅማችሁ ታዉቃላችሁ

አዎ

3. ወላጆች ለ ልጆቻቸውና ለትምህርትቤቱ ያላቸውን ግንዛቤ ገምግማችሁ ታዉቃላችሁ

አዎ    
የለም

4. በስነ-ምግባራቸው የተመሰገኑ ተማሪዎችን የማበረታቻ ሽልማቶችን ተጠቅማችሁ ታዉቃላችሁ

አዎ

5. ተማሪዎች በሚፈጥሩት ብልሹ ተግባራት ወላጆችን ጠርተው አወደደተው ያዉቃሉ

አዎ    
የለም

6. ለአንድ ወይም ለሁለት አመት ከትምህርት ገበታቸው እንዲታገዱ አድርገዋል

አዎ	<input type="checkbox"/>	የለም	<input type="checkbox"/>
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7. ለሚርብሹ ተማሪዎች አካላዊ ቅጣት ትቀጣላችሁ

አዎ	<input type="checkbox"/>	የለም	<input type="checkbox"/>
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