

TEACHERS' COPING STRATEGIES FOR STUDENT MISBEHAVIOR IN BASIC EDUCATION HIGH SCHOOLS, MONYWA TOWNSHIP

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Abstract

Student Misbehaviors disrupt the teaching-learning process. This paper concerns a research about the teachers' coping strategies for student misbehaviors in the sample schools. The main purpose of this study is to find out the most exhibited student misbehaviors and the most common strategies in the sample schools.

The pilot test was conducted on the principals and the senior assistant teachers from the two selected high schools. Then, the instruments were modified again based on the data from the pilot study. A total of 5 principals and 144 senior assistant teachers from the sample schools participated in this study. In this study, the four dimensions for student misbehavior: least disruptive misbehavior, moderately serious misbehavior, illegal and very serious misconduct, but not life or health threatening, and illegal and very serious misconduct, life or health threatening were measured. For teachers' coping strategies, the four dimensions: strategies for educating and supporting teachers, strategies for educating and supporting students, strategies for changing in the school and classroom environment, and strategies for educating supporting parents were measured. The reliability coefficient (the Cronbach's alpha) for student misbehavior was 0.89 and 0.90 for teachers' coping strategies. Descriptive Statistics, One-way analysis of variance, and Post Hoc Multiple Comparison Tests were used to identify differences between the various independent variables. The findings, $F(4,144) = 2.872, p < .05$ and $F(4,144) = 4.569, p < .05$ showed that there were statistically differences among the schools in student misbehaviors and teachers' coping strategies. There was a statistically significant difference in the teachers grouped by teaching service on their coping strategies, $F(7, 141) = 2.551, p < 0.05$. There is no significance difference in teachers' coping strategies grouped by academic qualification and age. Information from the interviews with the principals and subject deans were complementary to the quantitative findings. Research propositions concerning student misbehavior and teachers' coping strategies are discussed.

Keywords: Student misbehavior, Teachers' coping strategies

Introduction

It is inevitable that misbehavior will be encountered by all teachers. Misbehavior in the class ruin the teaching process and prevent both students and teachers from achieving learning outcomes and lead to the problems in time management. Misbehavior in the class threatens both teachers and students. When students are disruptive and off-task, learning ceases. When students ignore rules and challenge their teacher's authority, learning again takes a backseat. All teachers have to deal with student misbehaviors on a daily basis.

Nowadays, corporal punishment is rarely administered and promoted against any of the misbehavior, mainly because of its harmful physical, educational, psychological, and social effects on students. Corporal punishment contributes to the cycle of child abuse and pro-violence attitudes of youth in that children learn that violence is an acceptable way of controlling the behavior of others (NASP, 2006).

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In fact, there is a shift from punitive to instructive or educative approach in the handling of student misbehavior. Being able to interact positively with others is essential in social situations at school, at home and at work – throughout one's life.

In short, discipline is important, and effective strategies are available to help students develop self-discipline. These strategies are instructional rather than punitive. School psychologists provide many direct services to improve discipline of individual children as well as services that improve classroom and school-wide discipline. Effective discipline includes prevention and intervention programs and strategies for changing student behavior, changing school or classroom environments, and educating and supporting teachers and parents.

Significance of the Study

Today, most teachers are faced with at least some misbehavior in their class. When misbehavior reaches a certain point, instruction fails to achieve the learning outcomes. Inappropriate behavior significantly disrupts individual learning, social acceptance and opportunities for inclusion into society at large. (Rose & Gallup, 2000, cited in Mekuria, 2012). Classroom misbehavior is any behavior that, through intent or thoughtlessness, interferes with teaching or learning; threatens or intimates others; or oversteps society's standards of moral, ethical, or legal behavior (Charles, 2005, cited in Serakwane, 2007).

In the school system, discipline is necessary for the effective management, if the goals of the schools are to be accomplished. According to Positive Classroom Discipline (PCD) Model, most classroom problems result from students' being off-task. Jones (1987) emphasized that prevention is the best way to deal with behavior problems. (cited in Moore, 2007) Positive behavior support is a strategy that attempts to reduce or eliminate inappropriate behavior. Order, constructive discipline and reinforcement of positive behavior communicate a serious of purpose to students (Craig, Kraft & Plessis, 1998, cited in Mekuria, 2012). Managing student behavior is an important component of teacher's duty (Pestello, 1989, cited in Mekuria, 2012).

Student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates. The key to preventing, or at least lessening, misbehavior is to have a number of strategies for dealing with problems. Therefore, studying coping strategies for student misbehavior is very important for the accomplishment of educational goals. There is a need to study to help teachers reduce misbehavior by using the coping strategies for improving teaching-learning process.

Purposes of the Study

The main purpose of this research is to study the teachers' strategies to cope with student misbehavior in the Basic Education High Schools, Monywa Township. The specific objectives of the study are:

- To study the types of misbehavior that the most commonly exhibited by secondary school students in the Basic Education High Schools, Monywa Township.
- To study the strategies that the teachers most commonly used to cope with the student misbehavior in the Basic Education High Schools, Monywa Township.
- To investigate the differences in student misbehavior and teachers' coping strategies among the schools

- To investigate the differences in coping strategies of teachers grouped by academic qualification, age and teaching services.

Research Questions

1. What are the types of misbehavior that the most commonly exhibited by the secondary school students in the Basic Education High Schools, Monywa Township?
2. What are the strategies that the teachers most commonly used to cope with the student misbehavior in the Basic Education High Schools, Monywa Township?
3. Are there any significant differences in student misbehavior and teachers' coping strategies among the schools
4. Are there any significant differences in coping strategies of teachers grouped by academic qualification, age and teaching services?

Theoretical Framework

This research is based on four dimensions for student misbehavior developed by Micheal Shader (2005) and the four dimensions of teachers' coping strategies developed by Mekuria (2012).

The four dimensions of student misbehavior are:

Type 1 misbehavior: includes failing to bring necessary materials to class, being off-task and carelessness, failing to do in-class assignments, teasing others, lateness to class, plagiarizing the work of others, always sleepy, violating the school dress code.

Type 2 misbehavior: includes talking without permission, displaying clownish and foolish behavior, failing to follow instruction, interference, displaying abnormally active behavior, truancy, cheating on tests and in-class assignments, skipping class, moving without the teacher's permission.

Type 3 misbehavior: includes inciting a riot or mob action, offensive gestures, chewing or smoking tobacco, destroying school property, committing minor theft, entering prohibited areas at school, consuming alcoholic beverage, bringing and using mp3, mp4 and mobile phone.

Type 4 misbehavior: composed of verbally confronting authorities, bullying, hitting or injuring others, gambling or gaming, bring weapons and dangerous instrument, exhibiting socially delinquent behavior, threatening the life of students and others.

The four dimensions of teachers' coping strategies are:

Strategy I: Strategies for educating and supporting teachers (as preventive measures)

Preventive disciplinary measures include: meeting with other teachers and giving each other support, modeling self-regulation strategies for students, asking professional for help, collaborating with other teachers for solution and support, explaining school discipline.

Strategy II: Strategies for educating and supporting students

This includes such alternatives as peer mediation, praising student for good behavior, communicating and enforcing the classroom rules, coaching positive social behavior, reprimand for misbehavior, time out for aggressive behavior, verbal redirection, practicing the students to solve social problems.

Strategy III: Strategies for change in the school and classroom environment

These include encouraging students for friendly relationship, developing and employing appropriate school and classroom discipline, using imaginary play or drama, stories and puppets, recognizing or rewarding, sending students to principal's office, using nonverbal signals to redirect child.

Strategy IV: Strategies for educating and supporting parents

This category of strategies encompasses: persistence coaching, home visit, educating parents to recognize and correct discipline problems at home, explaining consequences of misbehavior, using clear classroom discipline procedure, calling parents to report misbehavior, collaborate with the parents to improve the positive behavior of the students, reporting to the principal and collaborating with the school disciplinary committee.

Definitions of Key Terms

Student misbehavior is defined as any behavior that interferes with the effectiveness of the teachers' instructional plan or a student's ability to teach (Stebbins, 1971, cited in Mekuria, 2012).

Student misbehavior, which refers to a behavior that disrupts the teaching-learning process, creates psychologically and physically discomfort and harms property, is with far reaching implications towards the achievement of educational goal. (Charles, 2002, cited in Serakwane, 2007)

Teachers' coping strategies mean preventative strategies that the teachers use to maximize appropriate behaviors and minimize inappropriate behaviors and corrective strategies for those students who fail to respond reasonably to the classroom behavior agreement (Rogers, 2003, cited in Lyons, Ford & Arthur-Kelly, 2011).

Operational Definitions

In this study, student misbehavior were measured by four dimensions such as Type 1: least disruptive and/or harmful misbehavior, Type 2: moderately serious misbehavior that mostly disrupts the teaching-learning environment, Type 3: misbehavior that is still illegal and/or very serious misconduct, but not life or health threatening, and Type 4: misbehavior that is illegal and/or very serious misconduct of students that are life or health threatening.

Teachers' coping strategies were examined by four dimensions such as Strategy 1: strategies for educating and supporting teachers, Strategy 2: strategies for educating and supporting students, Strategy 3: strategies for changing school or classroom environment, and Strategy 4: strategies for educating and supporting parents.

Review of Related Literature

Student Misbehavior

Behavior refers to everything people do, good or bad, right or wrong, helpful or useless, productive or wasteful. Misbehavior is a kind of behavior. However, when a behavior is regarded as misbehavior, it is inappropriate for the setting or situation in which it occurs, and occurs on purpose, or else out of ignorance of what is expected.

Kyriacou (1997, cited in Yuan & Che, 2012) defined student misbehavior as any behavior that undermines the teacher's ability to establish and maintain effective learning experience in the classroom. Student misbehavior such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviors in the classroom are intolerable and stress-provoking, and they had to spend a great deal of time and energy to manage classroom. Obviously, student misbehaviors retard the smoothness and effectiveness of teaching and also impede the learning of the student and his/her classmates. Moreover, school misbehavior not only escalated with time but also lowered academic achievement and increased delinquent behavior. To lessen these immediate and gradual adverse effects of student misbehavior, it is of primary importance to identify what exactly are these behaviors inside classroom. (Sun and Shek, 2012)

Rosen (1997) (cited in Temitayo et al., 2013) distinguished the following ten types of disciplinary problems which may lead to a learner's suspension, namely; defiance of school authority; class disruption; truancy; fighting; the use of profanity; damaging school property; dress code violations; theft; and leaving campus without permission.

The other common types of disciplinary problems experienced in secondary schools as mentioned by Donnelly (2000) included fights, insubordination, little support for educators, a general climate of disrespect, and distrust of the administration.

McManus (1995, cited in Yuan&Che, 2012) listed several types of misbehaviors which make the work of educators difficult. These include; repeatedly asking to go to the toilet; missing lessons, absconding; smoking in the toilets; pushing past the educator; playing with matches in class; making rude remarks to the educator; talking when the learner is supposed to be writing; being abusive to the educator; fighting in class; chasing one another around the classroom; packing up early, as if to leave; taking the educator's property; wearing bizarre clothing and make-up; threatening the educator; leaving class early; and commenting on the work.

Teachers' Coping Strategies

Prevention and problem solving strategies proposed by Smallwood (2003) are;

- Implement a school-wide approach to build positive behavior skills for all students.
- Communicate to students, staff, and parents expectations for behavior and how specific social skills will help students achieve that behavior.
- Reinforce behavior values and desired skills throughout the building by using bulletin boards, wall charts, morning announcements, etc.
- Have teachers introduce expectations at the beginning of the year and regularly incorporate opportunities for learning coping skills into the school day.
- Congratulate children when the teachers see them make a good choice.
- Model the skills the teachers want the children to learn.
- Provide teachers and support staff, including playground aides, with training.
- Develop a problem solving, team approach with staff.
- Reach out to parents. Invite them to let teachers know if they are concerned about behavior problems at home. Offer to be a resource.
- Build trust with students by being accessible and encouraging.

Strategies for supporting positive behaviors (Ward, 2007) are:

1. Respond to individual needs. Behavioral problem solving requires that services and programs are responsive to the preferences, strengths, and needs of individuals with challenging behavior.
2. Alter environments. If something in the individual's environment influences the challenging behavior, it is important to organize the environment for success.
3. Teach new skills. Explicitly teach new skills to the students with challenging behaviors and members of their social network. Students frequently need to learn alternative, appropriate responses that serve the same purpose as their challenging behavior;
4. Genuinely appreciate positive behaviors. It is important to reinforce and acknowledge all positive behaviors consistently.

The effective classroom manager uses three types of control: preventive, supportive, and corrective (Charles, 1985; Stefanich & Bell, 1985, cited in Froyen, 1988). Preventive control is aimed at minimizing the onset of discipline problems, which the teacher tries to anticipate through planning. Making predictions about what is likely to happen, given certain classroom activities, is an important element in the design and selection of preventive measures. Supportive control is aimed at helping students before their behavior becomes a full-fledged problem. Teachers often stand in the vicinity of students who need to be aware of the teacher's presence to behave properly. Corrective control seeks to discipline students who have not been faithful to the standards of good conduct. Teachers use corrective controls after the student has chosen to resist their influence or defy the rules. Because the student's behavior is inappropriate and objectionable, the teacher applies punitive measures or, at a minimum, a warning to redirect the behavior.

Frederick Jones (1987, cited in Moore, 2007), the founder of positive classroom discipline, analyzed thousands of hours of classroom observations and found that most management problems result from massive time wasting by students. Jones found very little hostile defiance on the part of students. Jones contends that this wasted instructional time can be reclaimed when teachers correctly address four skill clusters that relate to: classroom structure, limit setting through the use of body language, incentive systems, and efficient help.

Jones emphasized that prevention is the best way to deal with behavior problems. In turn, the best way to prevent problems is by providing a classroom structure that focuses on room arrangement. In effect, one key to preventing students' goofing off is to minimize the physical distance between teacher and students, so the teacher can move to problem areas quickly. Second, specific and general classroom rules should be established. These rules should be few in number and should define the teacher's broad guidelines, standards, and expectations for work and behavior. Third, Jones suggests that classroom chores be assigned to students. This will help students develop a sense of responsibility and give them a sense of "buy in" for the class. Finally, Jones contends that each classroom should have a "bell activity" that students get started on and complete when they enter the room. This activity can be related to the day's lesson, journal writing, or a brain teaser.

Jones suggested that 90 percent of discipline problems, keeping students' on-task, and other problem behaviors can be accomplished through the skillful use of body language. The body language that tends to get students back to work includes physical proximity to students,

direct eye contact, body position (body orientation toward student), facial expressions, gestures, and tone of voice.

Jones contended that incentive systems can be established to keep students on-task and to get them to complete their work. An effective classroom incentive can be anything outside the student that prompts the student to act. Jones suggests that preferred activities, such as time on the computer, free time, use of educational games, a popcorn party, and free reading, can serve as incentives or rewards for desired behaviors. Furthermore, Jones adds, the use of peer pressure represents an effective motivator. Finally, Jones suggested that providing efficient help is related to time on-task.

The assertive discipline model is predicated on a teacher's developing and using four competencies, according to L. Canter (1978, cited in Froyen, 1988). Canter's competencies involve (1) establishing a conduct code, (2) enforcing the rules, (3) seeking the support of the principal and parents, and (4) encouraging student self-discipline with positive feedback.

According to Rogovin (2004, cited in Serakwane, 2007) family involvement can have a direct and positive impact on a learner's behavior and academic work in class. He points out that some schools take steps to involve parents of learners with behavior difficulties in their children's education. The parents are invited to review meetings, diaries are used to inform them of their children's progress and behavior, and packs for parents help them to support their child's learning. However, Rogovin (2004, cited in Serakwane, 2007) advises that the family should not be involved too quickly. He urged educators to give a learner the option first of resolving it without his family. If the problem continues, then the educator will involve the family.

Cooperative discipline is based on the ideas of Linda Albert (1996, cited in Moore, 2007), who suggests that teachers need a management strategy that enables them to work cooperatively with students and parents. She adds that once a true cooperative understanding has been reached, the classroom can be transformed into safe, orderly, inviting place for teaching and learning; and students will have a good chance of learning to behave responsively while achieving more academically.

Methodology

Both quantitative and qualitative methods were used to collect the required data in this study. By using purposive sampling method, the five Basic Education High Schools in Monywa Township were selected as the sample schools according to the principals, who had two years of service at the present schools. A total of 5 principals and 144 senior teachers were asked to answer the questionnaire to obtain necessary information about the study. The researcher conducted the interview with the principals and subject deans from the sample schools.

Instrumentation

The questionnaire was constructed with three parts: part 1 for demographic information, part 2 for student misbehaviors consists of 32 items; and part 3 for teachers' coping strategies consists of 28 items. Principals and teachers rated each item for all dimensions of the study using a five-point Likert scale: "always observed or used" (coded as 5), "often observed or used" (coded as 4), "sometimes observed or used" (coded as 3), "rarely observed or used" (coded as 2), and "never observed or used" (coded as 1).

Procedure

For the expert validity, advice and guidance were taken from eight expert educators who have special knowledge and experiences in the field of study. And then, questionnaire for principals and teachers were distributed to two principals and fifty-eight teachers from two Basic Education High Schools in Myitnge and Amarapura on 17th November 2014 as a pilot study. The reliability coefficient (the Cronbach's alpha) for student misbehavior was 0.89 and 0.90 for teachers' coping strategies. Then, the instruments were modified again based on the findings of the pilot study.

After the permission from the responsible persons, the researcher went to schools in order to take the permission from the headmasters of the sample schools on 26th November 2014. Major study was conducted on the second last week of November, 2014. The SPSS (version 16.0) was used for the statistical analysis.

Research Findings

Findings of Quantitative Study

The scoring direction for this study were described as 1.00 to 1.49 for never, 1.50 to 2.49 for rarely, 2.50 to 3.49 for sometimes, 3.50 to 4.49 for often and 4.50 to 5.00 for always.

Table 1 Means and Standard Deviations of the Types of Student Misbehaviors exhibited in the Sample Schools

No.	Student Misbehaviors	N	Mean	SD
1	Type 1 misbehaviors	149	2.72	.468
2	Type 2 misbehaviors	149	2.38	.551
3	Type 3 misbehaviors	149	1.69	.607
4	Type 4 misbehaviors	149	1.55	.478

All the types of student misbehavior were examined by using the descriptive procedure. As shown in Table 1, the results showed that Type 1 student misbehavior was the most common type of student misbehavior exhibited by the students in the sample schools, according to the mean values ($\bar{X}=2.72$).

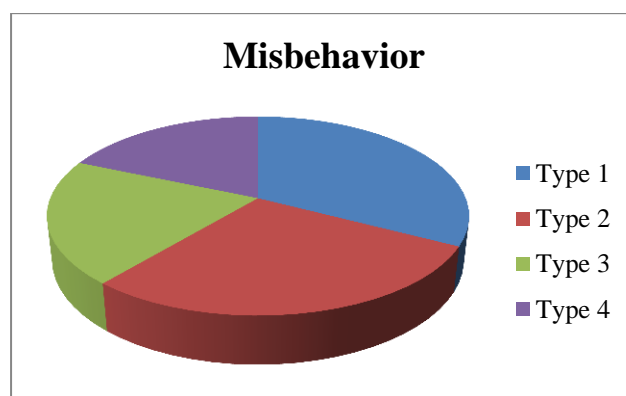


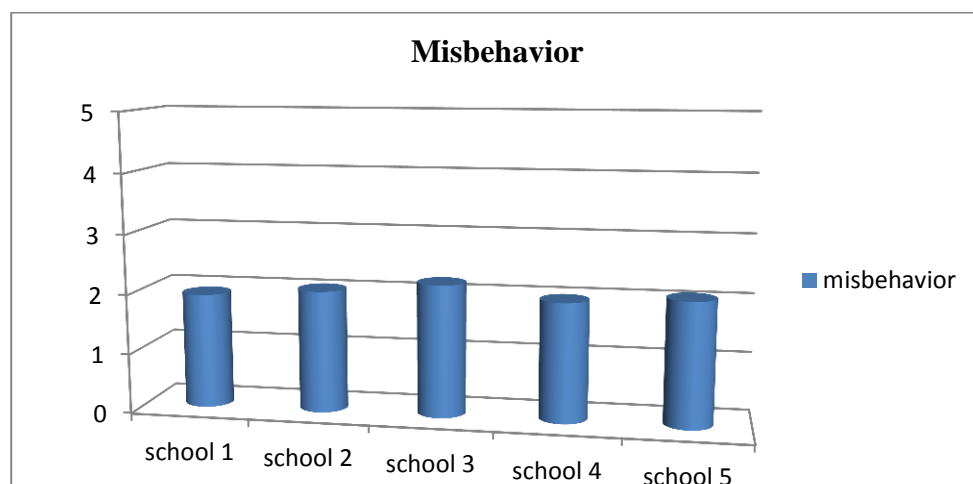
Figure 1 Types of Student Misbehavior

As clearly seen in Figure 1, Type 1 student misbehavior was commonly exhibited in the sample schools.

Table 2 Means and Standard Deviations for Student Misbehaviors exhibited in the Sample Schools

Schools	N	Mean	SD
School 1	26	1.93	.402
School 2	38	2.05	.461
School 3	39	2.22	.387
School 4	24	2.00	.318
School 5	22	2.20	.401
Total	149	2.09	.412

As in Table 2, school 3 and school 5 showed greater mean values than the other schools ($\bar{X}=2.2$). The student misbehavior was rarely observed in those schools. It can be clearly seen in Figure 2.

**Figure 2 Mean Values for Student Misbehavior in the Sample Schools****Table 3 ANOVA Table for Student Misbehavior exhibited in the Sample Schools**

Misbehaviors	Sum of Square	df	Mean Square	F	p
Between Groups	1.858	4	.465	2.872	.025
Within Groups	23.297	144	.162		
Total	25.156	148			

$p < 0.05$

There was a statistically significant difference in the student misbehavior among the sample schools, $F(4, 144) = 2.872$, $p < 0.05$, as seen in Table 3.

Table 4 The Result of Multiple Comparisons for Student Misbehavior exhibited in the Sample Schools

(I) Schools	(J) schools	Mean Difference (I-J)	Std. Error	p
School 3	School 1	.292*	.102	.038

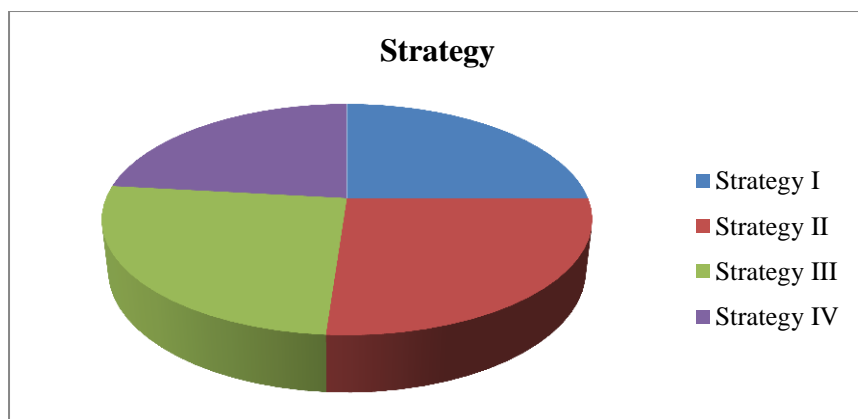
*. The mean difference is significant at the 0.05 level.

It was found that there was a statistically significant difference between School 3 and School 1 at the 0.05 level (As seen in Table 4).

Table 5 Means and Standard Deviations of Teachers' Coping Strategies in the Sample Schools

No.	Strategies	N	Mean	SD
1	Strategy I	149	4.19	.811
2	Strategy II	149	4.37	.467
3	Strategy III	149	4.29	.532
4	Strategy IV	149	3.89	.529

According to the mean values, Strategy II showed greater mean values. Teachers mostly used strategy II to cope with student misbehavior. (Table 5) It can be clearly seen in Figure 3.

**Figure 3 Teachers' Coping Strategies****Table 6 Means and Standard Deviations for Teachers' Coping Strategies in the Sample Schools**

Schools	N	Mean	SD
School 1	26	4.10	.481
School 2	38	4.07	.608
School 3	39	4.42	.346
School 4	24	4.26	.346
School 5	22	3.98	.460
Total	149	4.19	.488

According to Table 6, School 3 and School 4 had greater mean values. Teachers in those schools often used the teachers' coping strategies. It can be clearly seen in Figure 4.

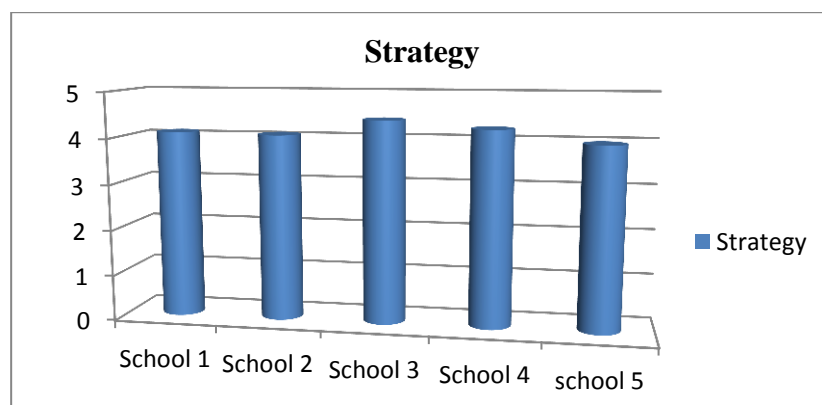
**Figure 4 Mean Values for Teachers' Coping Strategies in the Sample Schools**

Table 7 ANOVA Table of Teachers' Coping Strategies in the Sample Schools

Strategies	Sum of Square	df	Mean Square	F	p
Between Groups	3.964	4	.991	4.569	.002
Within Groups	31.231	144	.217		
Total	35.195	148			

$p < .05$

According to Table 7, ANOVA results showed that there was a statistically significant difference among the schools, $F(4,144) = 4.569$, $p < .05$.

Table 8 The Results of Multiple Comparisons for Teachers' Coping Strategies in the Sample Schools

(I) Schools	(J) schools	Mean Difference (I-J)	Std. Error	p
School 3	School 1	.329*	.118	.047
	School 2	.353*	.106	.010
	School 5	.440*	.124	.005

*. The mean difference is significant at the 0.05 level.

It was found that there were significant differences between School 3 and School 1, between School 3 and School 2, and between School 3 and School 5 at 0.05 levels (See Table 8)

And then, one way analysis of variance was conducted to find out the differences in teachers' coping strategies by teaching services. (See Table 9)

Table 9 ANOVA Table for Teachers' Coping Strategies by Services

Strategies	Sum of Square	df	Mean Square	F	p
Between Groups	3.957	7	.565	2.551	.017
Within Groups	31.238	141	.222		
Total	35.195	148			

$p < .05$

ANOVA results showed that there was a statistically significant difference in teaching services, $F(7,141) = 2.551$, $p < 0.05$.

To find which group of teaching services had the greatest differences, Post Hoc Multiple Comparison Test (Tukey HSD) was conducted. (See Table 10)

Table 10 The Results of Multiple Comparisons for Teachers' Coping Strategies in the Sample Schools

(I) Service	(J) Service	Mean Difference (I-J)	Std. Error	p
6-10	16-20	.622*	.201	.047
31-35		.812*	.216	.006

*. The mean difference is significant at the 0.05 level.

It was found that there were significant mean differences on teachers' coping strategies ($p < 0.05$) The results showed that teachers who were between 6 and 10 years, and 31 and 35 years of teaching service had better strategies than teachers who were between 16 and 20 years of teaching service.

Table 11 Mean Values for All Dimensions of the Study in the Sample Schools

Schools	Misbehavior				Strategy			
	Type 1	Type 2	Type 3	Type 4	Strategy I	Strategy II	Strategy III	Strategy IV
S ₁	2.63	2.28	1.39	1.40	4.17	4.24	4.15	3.82
S ₂	2.57	2.31	1.72	1.59	3.94	4.29	4.20	3.86
S ₃	2.85	2.45	1.93	1.65	4.51	4.56	4.58	4.05
S ₄	2.77	2.41	1.45	1.39	4.38	4.39	4.33	3.96
S ₅	2.85	2.49	1.82	1.64	3.90	4.28	4.06	3.69
Total	2.72	2.38	1.69	1.55	4.19	4.37	4.29	3.89

S₁ = School 1, S₂ = School 2, S₃ = School 3, S₄ = School 4, S₅ = School 5

As seen in Table 11, least disruptive misbehaviors were sometime exhibited by the students in all the sample schools. Moderately serious misbehavior were sometime exhibited by the students in school 3 and school 5, and rarely exhibited in school 1, school 2, and school 4. Illegal and very serious misconduct, but not life or health threatening were rarely observed in school 2, school 3, school 4 and school 5, and never observed in school 1. Illegal and very serious misconduct, but life or health threatening were rarely observed in school 2, school 3 and school 5, and never observed in school 1 and school 4.

To prevent and correct student misbehaviors, the teachers from all the sample schools used the strategies such as strategies for educating and supporting teachers, strategies for educating and supporting students, strategies for changing school or classroom environment, and strategies for educating and supporting parents.

The teachers mostly used strategies coping with the most exhibited student misbehavior in the sample schools were as seen in Figure 5.

	Type-2	Type-4
Type-1	Strategy I (Type 1, Type 2) S ₁ , S ₂ , S ₃ , S ₄ , S ₅	Strategy II (Type 1, Type 4) S ₂ , S ₃ , S ₅
Type-3	Strategy III (Type 3, Type 2) S ₂ , S ₃ , S ₄ , S ₅	Strategy IV (Type 3, Type 4) S ₂ , S ₃ , S ₅

Figure 5 Teachers used strategies coping with the student misbehavior exhibited in the sample schools

As seen in Figure 3, the teachers from all the sample schools used the strategies for educating and supporting teachers to cope with the least disruptive and moderately serious misbehaviors of the students. The teachers from all the sample schools used the strategies for educating and supporting students to cope with the least disruptive misbehavior and illegal and very serious misconduct, life or health threatening. Strategies for changing school or classroom environment were used by the teachers from all schools to cope with moderately serious

misbehavior, and illegal and very serious misconduct, but not life or health threatening. Strategies for educating and supporting parents were used by the teachers from all schools to cope with illegal and very serious misconduct, not life or health threatening; and illegal and very serious misconduct, life or health threatening.

Specifically, the most exhibited misbehavior by the students among the sample schools were always sleepy, truancy and skipping class. (See Table 12)

Table 12 Mean Values for Misbehaviors commonly exhibited by the students in the Sample Schools

Specific Student misbehavior	Mean Values					Total Mean
	S ₁	S ₂	S ₃	S ₄	S ₅	
Always sleepy	2.58	2.92	3.21	3.25	2.86	2.98
Truancy	3.08	3.00	2.74	3.38	3.68	3.11
Skipping class	2.62	2.26	2.67	2.42	3.18	2.59
Moving without the teacher's permission	1.65	1.63	2.38	1.58	1.82	1.85
Inciting a riot or mob action	1.5	1.37	2.18	1.58	2.23	1.78
Offensive gesture	1.38	1.42	1.69	1.21	1.55	1.47
Consuming alcoholic beverage	1.15	1.39	1.77	1.21	1.36	1.42
Bringing and using mp3, mp4 and mobile phone	1.58	2.03	2.56	1.75	2.14	2.06

S₁ = School 1, S₂ = School 2, S₃ = School 3, S₄ = School 4, S₅ = School 5

Similarly, the strategies that the teachers most commonly used are modeling self-regulation strategies for students, explaining school discipline, verbal redirection, recognizing and rewarding, and persistence coaching, as seen in Table 13.

Table 13 Mean Comparisons for Each Specific Teachers' Coping Strategies in the Sample Schools

Specific Strategies	Mean Values					Total Mean
	S ₁	S ₂	S ₃	S ₄	S ₅	
Modeling self-regulation strategies for students	4.00	3.76	4.67	4.5	3.86	4.17
Explaining school discipline	4.04	4.00	4.38	4.33	3.59	4.1
Verbal redirection	4.54	4.47	4.9	4.79	4.68	4.68
Recognizing and rewarding	4.42	4.32	4.9	4.46	4.27	4.50
Persistence coaching	4.58	4.63	4.95	4.71	4.64	4.72
Educating parents to recognize and correct discipline problems at home	3.46	3.29	3.85	3.83	3.27	3.55

S₁ = School 1, S₂ = School 2, S₃ = School 3, S₄ = School 4, S₅ = School 5

Findings of Qualitative Study

The finding of the qualitative study showed that most of the principals and subject deans never observed serious misbehavior. They sometimes observed truancy, skipping class, chewing, teasing others, and rarely observed fighting. They established the school discipline, explained the rules to students and encouraged them to obey the rules. They enforced the school discipline

according to the disciplinary procedure. They usually collaborate with the teachers and school disciplinary committee.

Conclusion, Discussion and Recommendation

According to this finding, statistically significant differences were found in the sample schools in student misbehavior $F(4, 144) = 2.872, p < 0.05$. The mean values of student misbehavior showed that least disruptive student misbehaviors were most commonly exhibited by the secondary students in the sample schools. The results showed that teachers from all the sample schools sometimes observed least disruptive and moderately serious misbehaviors. They rarely observed very serious misbehavior. There was a statistically significant difference in teachers' coping strategies in the sample schools $F(4, 144) = 4.569, p < 0.05$. The mean values for teachers' coping strategies showed that the most common strategies used by the teachers are strategies for educating and supporting students to prevent and correct student misbehavior. There was a statistically significant difference in the teachers grouped by teaching service on their coping strategies, $F(7, 141) = 2.551, p < 0.05$. There was no statistically significant difference in the teachers grouped by academic qualification and age on their coping strategies.

Albert (1996, cited in Moore, 2007) emphasized strategies to prevent misbehavior but also contended that teachers must be prepared to act the moment a student misbehaves. Albert suggested that three Cs; capability, connection, and contribution are essential to helping students feel a sense of belonging.

According to Albert (1996, cited in Moore, 2007), it is extremely important that all students initiate and maintain positive relationships with teachers and peers. Students also need to be helped in making contributions to the class. Students should be encouraged to make contributions to the class, school, and community and encouraged to protect the environment and help other students. Albert strongly advised teachers to establish a code of conduct for the classroom. Moreover, teachers should involve students and parents as partner in the formation of a management plan. This plan should include consequences that are related, reasonable, respectful, and reliably enforced. Students should be helped to learn to make better behavior choices.

The results of the study were consistent with Canter (1976, cited in Froyen, 1988). Canter and Canter (1976, cited in Moore, 2007) advocated the need for teachers to be assertive. The intent of the assertive discipline model is to help teachers take charge in the classroom and to teach them to be calm yet forceful with students. From the beginning of the year, assertive teachers refuse to tolerate improper behavior. The assertive teacher establishes rules for behavior along with consequences for proper and improper behavior. Students who follow the rules receive positive consequences, while students who break the rules receive negative consequences. These rules and consequences are clearly communicated to students and parents at the beginning of the year. Assertive teachers insist on decent, responsible behavior from their students.

The followings are some suggestions to prevent and correct student misbehavior;

- Teachers should identify expectations for student behavior and communicate those expectations to students periodically;
- Teachers should communicate and enforce the school rules;
- Compliance with the rules should be monitored constantly;

- Teachers should model the behavior and skill what they want students to learn.
- School-wide regulations should be explained carefully;
- Rules should be observable at all times, otherwise students will be confused about which behavior is appropriate at which time;
- Teachers should use concrete and graded language, keep directions short to the point and redirect the instruction when the students are confused to follow it;
- Teachers should recognize and praise the students for good behavior what they want.

Needs for Further Research

Based on the results of this study, some recommendations can be made for further research. According to the finding of this study, the following recommendations are made for further research:

1. There is a need to study the effect of student misbehavior on school achievement.
2. There is a need to study disciplinary climate in schools.
3. Although the study of teachers' coping strategies was studied for basic education high schools, it should be conducted in basic primary schools, and middle schools.

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