

# Primary Schools students' misbehaviors: Types, Causes, and Intervention strategies in Injibara Town

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## **Abstract**

*This study examined the types, causes, and intervention strategies of students' misbehaviors in primary schools in Injibara Town. A convergent parallel mixed-method design was employed. Participants included 8 principals, 40 teachers, and 319 Grade 7–8 students selected through purposive and stratified sampling techniques, respectively. Data were collected through questionnaires, interviews, observations, and document analysis, and analyzed using descriptive statistics and thematic analysis. The findings indicate that common misbehaviors include lateness, absenteeism, failure to complete assignments, cheating, disrespect toward teachers, and classroom disruption. The causes are multifaceted, with key factors including limited parental support, peer influence, low student motivation, and poor school conditions. While teachers emphasized parent-related factors, students highlighted school-related influences. Intervention strategies focused on preventive and relationship-based approaches, particularly student ownership, improved teacher–student relationships, and proactive measures. The study concludes that student misbehavior is shaped by interconnected socio-ecological factors and recommends collaborative, preventive, and student-centered interventions. Further research involving parents is suggested.*

**Key words:** misbehaviors, types, causes, intervention strategies, primary schools, students

## **Introduction**

### **Background of the study**

Students in primary schools are characterized by rapid changes in physical, mental and psychosocial aspects. Education equips adolescents with essential skills to adapt to the changes (Belle, 2017). In the process of education, children are taught to acquire desirable behaviors while avoiding socially undesirable behaviors (Kazak and koyuncu, 2021). Despite school efforts to promote socially desirable behaviors, student misbehavior remains a common problem in schools worldwide (Menikdiwela, 2020; Dalgic, 2014; Ghazi, et al, 2013, Benaissi, 2021, Wangdi and Namgyel, 2022).

The term “student misbehavior” comprises a set of behaviors displayed by students, conducts that go against implicit or explicit classroom rules, as well as against what adults expect of their behavior (Orejudo, et al, 2020). Common misbehaviors include talking out of turn, non-attentiveness, disobedience, rudeness, verbal aggression, task avoidance, physical hostility,

hindering others, playing with personal items in private, bullying, and lack of independent initiative (Dalgic and Bayhan, 2014; Yusuf Ozurk, 2017; Obadire and Sinthumule, 2021; Belle, 2017).

Students' misbehaviors can stem from multiple sources, including family background, the students themselves, the teacher, and the nature of learning activities (Marciniak, 2015). A global debate about the causes of student misbehavior suggest that students may misbehave to gain attention, desire for respect and popularity, power, mask academic incompetence, affiliate with a particular peer group, self-gratification, self-expression, or responding to injustice (Negese, et al . , 2020).

External factors such as schools, peer pressure, family, community, and media contribute to student misbehavior (Belle, 2017). Primary causal factors include parents, students, schools, teachers, and insufficient support from the education system and society (Kazak and Koyuncu, 2021). Similarly, Wati et al. (2019) identified six spheres of causes: the individual, family, classroom, school, community, and society.

Students may also misbehave to associate themselves with a group, seek acceptance and belongingness, or due to negative attitudes towards teachers or the subjects taught (Kholis, 2016/2017; Puspitaloka and Syafitri, 2019). For example students may misbehave due to poor instructional delivery, or irrelevant concepts (Negese et al., 2020; Mshamnadd and AnzariA, 2019; Wati et al., 2019; Benaissi, 2021; Halimah et al., 2019). Creating a positive environment in the classroom promotes interaction between teachers and students. Conversely, a negative psychological environment hinders communication and may lead to confrontation and tension (Yang, 2020). Classroom management is a significant challenge for both novice and experienced teachers (Yusuf Ozurk, 2017).

Poor quality teaching, teachers' negative attitudes, frequent changes in subject teachers, lack of teacher motivation, inadequate classroom conditions are some of classroom management related causes of student misbehaviors (Ali Turi, 2019).

In addition, ineffective lesson planning, weak implementation, and poor time management by teachers contribute to student misbehavior by reducing students' interest and engagement in learning (Getachew A, et al., 2020).

Teachers can use strategies such as making lessons interesting, using verbal warnings, establishing class rules, and communication to manage student misbehavior (Kazak and Koyuncu, 2021; Benaissi, 2021; Yusuf Ozurk, 2017). According to Negesse, et al (2020) corporal punishment, in-school suspension, use of tolerance, allowing students to help resolve conflicts among their peer, orienting and discussing with student and the staff were the strategies that teachers were using in order to correct students' misbehavior. They, however, recommended teachers to use positive re-enforcers rather than using punishments so as to correct students' misbehavior.

Identifying the types, causes, and intervention strategies implemented by primary schools in specific educational setting is crucial to design and or improve suitable intervention strategies for students' misbehaviors. Preliminary observations have revealed that students repeatedly misbehave both in classrooms and within the school premises. In the study setting, students were observed frequently leaving the classroom and school without permission, attempting unauthorized entry, quarreling with school guards, fighting among themselves, and engaging in side conversations during class. Besides, loss of interest and motivation were observed among the students. When students misbehaved, they were sometimes required to bring their families to discuss their behavior with teachers and school administrators, after which advice was given and minutes or follow-up checklists were signed. Discussions with school principals and the community at large also highlighted concerns about student misbehavior in classrooms and schools within the town.

Although schools have attempted to address these issues through various mechanisms such as stakeholder orientation, changes in examination styles, and displaying students' rights and obligations on notice sheets in visible places, students continue to misbehave during preliminary observations. Furthermore, pervasive lack of motivation among the students to learn and increased incidence of academic cheating motivated the researchers to conduct the research. The study contributes to the ongoing dialogue on effective teaching practices. It emphasizes the significance of addressing student misbehavior as a critical component of quality education. It also emphasizes the importance of involving principals as primary sources of data. Their insights and perspectives on student misbehavior can provide valuable information for understanding the causes and developing effective intervention strategies. It is worth noting that no previous research has been conducted on this specific issue in Injibara Town.

Furthermore, the study aimed to determine the most common disruptive behaviors and examine the intervention strategies employed to address and modify these behaviors in these schools. Therefore, the aim of this study was to identify the types, causes, and intervention strategies developed by primary schools in Injibara Town to address student misbehavior. Furthermore, the study aimed to determine the most common disruptive behaviors and examine the intervention strategies employed to address and modify these behaviors in these schools. Accordingly, the study aims to answer the following questions: 1. what are the types of misbehavior among students in primary schools? 2. What factors contribute to student misbehavior in primary school or classroom? 3 What are the specific intervention strategies used by teachers and school administrators' to address these misbehaviors?

## Methods

### Study population

The study was conducted in Injibara town primary schools. In study population included principals, teachers, and grade 7 and 8 students from selected primary schools in the town in 2009 and 2015 E.C. as well as school documents used to record student misbehavior. Four primary schools were selected as the sample population based on accessibility and the number of students and teachers. The total population of the study was four principals and vice principals, 77 teachers, and 1567 students.

**Table 1: Demographic Characteristics and Data Collection Instruments**

Category	Description	Sample Size (n)	Sampling Technique	Data Collection Instrument(s)
Principals	School leaders (including vice principals)	8	Purposive sampling	Semi-structured interviews, document analysis
Teachers	Grade 7–8 subject teachers	40	Stratified sampling	Likert-scale questionnaire, observation checklist
Students	Grade 7–8 students	319	Stratified random sampling	Likert-scale questionnaire, observation checklist
School Documents	Minutes, follow-up checklists, behavioral records	—	Purposive selection	Document analysis checklist
School Environment	Classroom and school-level behavioral conditions	—	Direct observation	Observation checklist (rubric-based)

Both qualitative (interviews, observations, documents) and quantitative (questionnaire) were used. Multiple stakeholder groups were included to ensure data triangulation. The integration of tools enhanced the validity and reliability of findings.

### **Research Design**

This study utilized a convergent parallel mixed method design, combining both qualitative and quantitative data collection and analysis methods to explore misbehavior in primary schools in Injibara Town (Creswell 2014inAsenahabi2019). Creswell (2009) cited in Levant Vural & Bacioglu (2020) defines mixed method studies as a research design where both quantitative and qualitative data collection and analysis methods are combined together in a single study for the same purpose.

### **Samples and Sampling Techniques**

Purposive sampling was used to select four primary schools, while stratified sampling (proportionally) was used to select teachers and students from schools and sections. Data was collected through interviews with school principals, questionnaires completed by teachers and students, and school observations. The data was then coded and analyzed using constant comparison and tabulation. The data was collected between February and May 2015 E.C.

The study included four school principals and four vice principals selected purposively, along with 319 Grade 7 and 8 students selected using Yamane's (1967) formula (as cited in Ajay S. and Micah B., 2014), and 40 Grade 7 and 8 teachers. All principals were interviewed, while 295 students and 37 teachers completed the questionnaire. Grade 7 and 8 schools were chosen because they serve as a transition point to secondary education.

### **Data Collection Instruments**

Data was collected using several instruments, including a self-constructed semi-structured interview guide containing three open-ended questions, an adapted five-point Likert scale questionnaire with three themes (types, causes, and intervention strategies of student misbehaviors), document analysis of minutes or follow-up checklists detailing preventive and corrective measures taken by schools to address student misconduct, and observation supported by rubrics to record the occurrence and frequency of misbehaviors.

These instruments were developed through extensive literature review and pilot testing. The pilot involved ten individuals which included college language educators, professional science teachers, primary school supervisors, and primary school teachers. It helped reduce the number of questions, refine wording and remove unnecessary items as well as evaluate the face and content validity of the instruments.

The instruments were first developed in Amharic and then translated into English after responses were collected from teachers and students. Individual interviews with school principals were conducted orally in their respective schools, and the responses were recorded in notebooks. Documents available in each school were thoroughly assessed using the prepared checklist. While some schools had minutes or follow-up checklists with signatures, no letters were written to parents or others. Instead, communication with parents was handled by phone, and issues were addressed directly with students. The researcher also observed and recorded students' misbehavior and other relevant issues using a checklist. Key observations were documented, and selected evidence was captured using a mobile device to include in the appendix of the report.

### **Data Analysis**

The quantitative data were analyzed using descriptive statistics, including mean, percentage, and frequency, along with manual techniques. Thematic (content) analyses were utilized to analyze qualitative results obtained from interviews, observations, and document analysis. Tables, means, and percentages were also used to clarify the results of this study for the readers.

### **Data quality**

The researcher took several measures to ensure the accuracy and consistency of the data. In order to ensure the validity and reliability, the data were coded using constant comparison and checked as needed throughout the process. Direct quotations were used to present the interviewees' ideas and observations accurately. In addition, tabulation was also employed for better organization and analysis of the data.

Preliminary observations and discussions were held with school principals to enhance the reliability of the research. Furthermore, consent was obtained at the school level in order to investigate the issue effectively.

## Results

### *Types of Misbehaviors Exhibited by Students in the School or Classrooms*

Both teachers and students consistently identified lateness, absenteeism, and academic disengagement as the most common forms of misbehaviors. Observational data further confirmed behaviors such as:

*“Students were observed leaving classrooms without permission and climbing fences to enter school.”*

Teachers further emphasized classroom disruption and lack of learning materials, while students pointed to cheating and inattentiveness. Teachers’ responses clearly indicated a range of misbehaviors displayed by students in primary schools. These were ranked from 1 to 40. The mean agreement score of respondents was 8.725, while the mean disagreement score was 7.85.

*Table 2: Integrated Mean Ratings of Major Types of Misbehaviors (Teachers vs. Students)*

Misbehavior Type	Teachers Mean	Students Mean	Combined Mean	Rank
Lateness	4.32	4.45	4.39	1
Absenteeism	4.28	4.41	4.35	2
Failure to complete assignments	4.25	4.30	4.28	3
Talking without permission	4.10	4.22	4.16	4
Cheating	4.05	4.18	4.12	5
Disrespect to teachers	4.00	4.15	4.08	6
Fighting/violence	3.95	4.05	4.00	7
Stealing	3.85	3.98	3.92	8

Among the misbehaviors in primary schools, the most prominent ones included arriving late to school or class, failing to complete homework on time, and being absent from school without permission. Other student misbehaviors identified in this study included low motivation and limited interest in their studies, being easily distracted during lessons, and speaking out of turn. Students were also reported to disobey school rules, talk to classmates without permission, and cheat on exams. More serious behaviors included harassing or attacking teachers, interfering with classmates’ freedom, forming disruptive peer groups, intentionally disturbing the class, and banging on tables.

In middle-level schools, commonly identified misbehaviors included frequent complaining, not taking notes while learning, constantly talking to classmates, damaging school property, ignoring teachers' questions, failing to complete classwork, and disturbing others during class. The least exhibited misbehaviors in primary schools included drinking alcohol, singing in class, and making noise by tapping pencils or rubbers while teaching. Teachers also reported additional student misbehaviors such as not bringing necessary materials, showing little interest in education, and giving wrong information to families, which sometimes created conflict between parents and teachers. Some students expected respect without meeting their responsibilities and others prioritized watching TV over their studying.

On the other hand, student responses showed that out of the respondents, 70 (calculated manually) agreed that these were misbehaviors displayed by students in schools, while 51.4375 (calculated manually) disagreed.

The frequently observed misbehaviors included arriving late to school or the classroom, being absent without permission, not completing classwork, changing seats without permission, lacking interest in learning and studying, talking without permission, deliberately causing disturbances, cheating on exams and tests, disrespecting teachers and students, leaving school without permission, not paying attention to education, and not completing homework on time. In response to open-ended questionnaires given to sample students, various types of misbehavior were reported. These included cheating on exams, failing to attend class regularly, not bringing necessary materials, disrupting the teaching-learning process, and banging on tables.

Other misbehaviors included late coming, absenteeism for more than five days, failure to complete classwork, homework, and group assignments. Students were also reported to come to school without wearing school uniform, leaving school escaping through windows or school fences, not paying attention to education, side-talking, not maintain proper grouping, such as not having their hair cut, talking without permission, not informing families about school matters, withdrawing from class without permission, being unpunctual to school or classroom, going to unnecessary areas during class time, not respecting teachers, disturbing female students, and not taking notes during lessons.

Conversely, constantly talking with classmates, chewing gum in class, complaining, consistently defying teachers, disobeying the school principal, and consuming alcohol were the least observed misbehaviors in primary schools.

During routine school observations, students were seen arriving late, leaving without permission, and climbing fences to enter the school. They were also observed quarreling with one another and staying outside the classroom when the teacher was absent.

During individual interviews, principals identified a range of misbehaviors exhibited by their students. These included not coming to school during festivities, entering the school through fences, maintain inappropriate hair styles, lack of attention to learning, cheating on exams, disrupting the teaching-learning process, misusing school facilities, stealing school property, harassing female students, not attending tutorial classes, and not bringing necessary materials.

Additionally, late coming, not following learning attentively, not completing class, home, and group assignments, and not wearing school uniforms were common misbehaviors reported by all sample schools. After examining documents such as Minutes and follow-up checklists from four primary schools, it was discovered that students displayed various forms of misbehavior, which were categorized into four groups based on the number of schools where they were observed.

The first group, which was present in all four schools, included misbehaviors such as sneaking out through the fence, failing to complete classwork, homework, and group work on time, prolonged absenteeism, stealing school property, harassing female students, fighting with guards or other students, lacking punctuality, leaving class without permission, failing to bring textbooks and exercise books, and attending class under the influence of alcohol.

The second group, observed in three schools, included behaviors such as not wearing school uniforms (except in Kosober), cheating during exams (except in Kosober), disturbing classmates, not following teachers' instructions (except in Bahunk), leaving class without permission (except in Kosober), bringing mobile phones to class (except in Anqish), and loitering in un authorized places during class time (except in Anqish).

The third group, observed in two schools, included behaviors such as fighting with other students in class (Bahunk and Anqish), disrespecting school rules and bylaws (Bahunk and Andinet), disrespecting teachers or class leaders (Andinet and Bahunk), stealing pens and

exercise books (Kosober and Andinet), and destroying school property (Andinet and Bahunk).

The fourth group, observed in only one school, included behaviors such as exchanging notes, leaving exercise books behind, and expressing a lack of interest in learning (Anqish). Other behaviors included putting alcoholic drink *tela* symbol in front of classrooms within the school premises (Andinet), kicking classroom furniture, shouting during exams, working on other subjects during class time, and staying outside class during lesson time (Anqish).

Overall, these misbehaviors were documented in minutes or follow-up checklists and were categorized based on the number of schools in which they were observed.

### **Causes of Misbehaviors**

Teachers strongly emphasized family factors, whereas students emphasized school conditions. Key causes included: Lack of parental support, Peer pressure, Student demotivation and Poor infrastructure:

*“Students have no desire to learn and lack attention to their education.”*

*“The imbalance between the number of students and classrooms (more than 65 students) is a major cause.”*

The shift in the medium of instruction from Amharic to English also posed difficulties for teachers in understanding and effectively teaching the subjects. According to teachers' responses, various factors were identified as sources of student misbehaviors in primary schools. These factors were ranked from 1-25 based on their level of influence, which varied among them. Major causes of student misbehavior included lack of parental support, parental separation, parental conditions such as insufficient love and attention or lack of participation in school meetings, poverty (low economic status of parents), lack of parental protection, and overprotection by parents. Additional factors included teacher demotivation, association with misbehaving friends, lack of interest and negative attitudes towards education in students. Other factors included disobedience towards rules and regulations, weakness classroom leadership by teachers, teachers' failure to implement appropriate lesson plans, knowledge-heavy curriculum without inclusion of skills, imbalanced class-student ratio, inconsistency between students' rights and obligation, an unfavorable school and classroom environment.

Medium causes of student misbehaviors in primary schools included teachers displaying negative attitudes towards students, teachers not fostering a fraternal relationship with students, teachers not using teaching methods compatible with students' interests and capacities, and teachers lacking effective communication with students.

On the other hand, factors such as frequent teacher changes, repeated assignment of the same teacher to a class, and lack of support from the school administration, and teachers' implementation of improper lesson plans had a minimal impact as sources of student misbehavior. In terms of agreement, the mean of agreed responses was 10.56, while the mean of disagreed responses was 5.94 (manually calculated).

Table 3: Ranked Causes of Student Misbehaviors (Integrated Results)

Category	Teachers Mean	Students Mean	Combined Rank
Parent-related	13.42	62.83	1
Student-related	12.88	64.00	2
School-related	9.50	66.60	3
Teacher-related	7.40	55.30	4

When examining the positive responses in rank order, they were arranged as follows: 1) parent-related causes (13.4165), 2) student-related causes (12.875), 3) school-related causes (9.5), and 4) teacher-related causes (7.4). Sample teachers also reported various causes for students' misbehavior. They noted that a majority of students lack interest in learning and show little attention to their education. Teachers further observed that students are more interested in watching films, and their families do not guide them in proper time management. In addition teachers noted that students prioritize their rights over their duties and that schools do not immediately address and correct student misconduct.

On the other hand, students' responses indicate that all factors listed (1–25) were reported as causes of student misbehavior in primary schools, with varying degrees of significance. Lack of parental support, parental conditions, lack of parental supervision, imbalance between students' rights and responsibilities, students' disobedience of rules and regulations, imbalanced class-to-student ratios, poor teacher–student relationships, and teacher demotivation were identified as major sources of student misbehavior in primary schools.

Conversely, repeated teacher changes, knowledge-laden curriculum (excluding skills), and an unfavorable school environment and classrooms were reported as the least contributing factors to students' misbehavior in primary schools.

Respondents who identified these as major causes of student misbehavior had an average score of 60.76, while those who did not consider them as causes had an average score of 52.56. Furthermore, when arranging these factors by rank, we could categorize them as follows: 1. school-related (66.6), 2. Student-related (64), 3. Parent-related (62.8333) and 4. Teacher-related (55.3). According to student responses in a questionnaire, misbehaviors in primary schools can be attributed to various factors. Some students pointed to teacher-related issues, such as coming to classes unprepared without books, displaying unprofessional behavior, being uncommitted, using ineffective teaching methods, being unpunctual, leaving classes without providing proper notes, setting exam questions from materials not taught, failing to control the class, showing favoritism, assigning unjustified makeup work, and not addressing disruptive students. Other factors mentioned by students include issues related to school environment and peers, such as unclean blackboards, peer pressure from inappropriate friendships, unethical behavior learned at home, developmental changes during puberty, lack of resources like textbooks and functional IT equipment, unfinished school buildings, inappropriate conduct by school guards, and the absence of functional co-curricular clubs.

In all of the schools observed, the school fences were in poor condition, and there were no facilities such as libraries or laboratories. In addition, there were no extracurricular activities tailored to the students' interests, and in some classes, teachers were not actively engaged in teaching during the researcher's observations. These factors may contribute to unethical behavior among primary school students.

During individual interview with sample school principals, several factors were identified as sources of student misbehavior. For instance, one the school principals reported an imbalance between the number of students and available classrooms (with more than 65 students per class), a lack of textbooks, poor classroom management, weak school-parent relationships and weak parental follow-up, teachers missing classes (periods), and the absence of school facilities, such as libraries and laboratories as immediate causes of student misbehavior in his school.

Another school principal reported that family separation, poor socioeconomic backgrounds, poor teacher capacity, students' discouragement with their education contribute to student misbehavior. He also noted that seeing an unemployed graduate wandering in their surroundings reduces students' motivation and that some students engage in cheating on exams due to a lack of confidence.

The third school principal also stated that peer pressure and students viewing schooling as merely a way of passing time are key reasons for the occurrence of student misbehavior. The fourth school principal identified several causes of student misbehavior, including a lack of interest in learning, shortage of educational materials and books (which limits students' ability to complete homework, classwork, and group work), and a lack of understanding of the importance of education among both parents and students. He also mentioned poor parental support, such as not providing breakfast, lack of student accountability (for example, students climbing school fences), and the influence of peer pressure. In addition, he noted that students are discouraged by seeing unemployed graduates wandering in their surroundings and tend to view education as merely a way of passing time.

Similarly, the fifth school principal reported that students' focus on immediate daily needs and their discouragement with education, caused by observing unemployed graduates in their community, are key factors contributing to student misbehavior.

Principals also highlighted several broader issues, including the imbalance between the number of students and classrooms, lack of textbooks and school facilities, weak school–parent relationships, poor control of teacher behavior, limited teacher capacity, family separation and socioeconomic differences, peer pressure, lack of interest in learning, and negative parental perceptions of education.

The document analysis revealed that grade 7 students in Anqish School reported several causes of student misbehavior. These included unclear writing on the board by the social science teacher, inadequate definitions provided by the Awgni teacher, lack of control in classrooms by female teachers, and the English teacher's failure to respond to students' questions.

Students also reported that some teachers did not put their mobile phones on silent during class and that the school guard was not performing his duties properly. Additionally, they noted that co-curricular clubs were not functioning effectively.

## Intervention Strategies Implemented in Primary Schools to Curb Students' Misbehaviors.

Teachers' responses identified several strategies for coping with student misbehavior in primary schools. A manual analysis of the responses (mean value 11.046875: positive and 4.6875: negative) showed that all strategies except for corporal punishment were effective coping mechanisms. Strengthening school-community relationships, giving clear orientation to students, and seeking professional support were major intervention strategies recommended by respondents in Table 4.2.8.

*Table 4: Intervention Strategies Ranked by Teachers and Students*

Strategy	Teachers %	Students %	Combined Rank
Student ownership	77.18	86.22	1
Prevention	74.28	79.13	2
Strengthening relationships	76.55	74.94	3
Education/orientation	72.19	65.91	4
Corrective measures	65.98	59.25	5

Table 4.2.8 showed that the intervention strategies for curbing student misbehavior in primary schools were promoting student ownership of tasks (77.18%), strengthening relationships (76.55%), prevention (74.275%), educating (72.188%), and taking corrective measures (65.9833%). These strategies were identified by teacher respondents. One teacher, for example, emphasized that schools should apply appropriate corrective measures to address the observed student misbehaviors.

On the other hand, students' responses showed differing levels of agreement. A mean score of 85.23 indicated that many students supported the use of corrective measures, while a mean score of 33.98 suggested lower acceptance of some intervention strategies.

Except for corporal punishment, leaving class, ignoring the problem, suspension from class, and expulsion from school, the remaining intervention strategies were considered appropriate for addressing student misbehavior in primary schools.

To prioritize the intervention strategies used to address students' misbehaviors, student respondents ranked the following: promoting student ownership of tasks (86.22%), prevention (79.125%), 3), strengthening relationships (74.9375%), 4) educating students (65.911%), and 5), and lastly, taking corrective measures (59.25%). In addition, intervention

strategies to address misbehaviors in primary schools were reported by different stakeholders. Student respondents recommended helping peers or seeking advice from experts, involving parents, understanding the reasons for late coming and absenteeism, implementing co-curricular clubs, assigning monitors to help manage misbehavior, using corporal punishment properly, and opening a library. Some students also suggested recognizing and supporting effective teachers, encouraging punctuality, providing adequate books, and using positive reinforcement.

During routine observation, the researcher noted that students' rights and duties were posted on notices in visible areas. Late-arriving students were either assigned manual tasks or denied entry to the classroom. Misbehaving students were required to kneel near the classroom or were disciplined by unit leaders. In addition, two of the sample schools displayed proverbs on their walls emphasizing the importance of good behavior. Both groups rejected punitive approaches such as corporal punishment prioritizing on culturally embedded behavioral reinforcement strategies:

*“Students are advised with families and required to sign follow-up checklists.”*

*“Schools should take appropriate and corrective measures.”*

The proverbs were posted in two sample schools and were displayed in visible areas. At Bahunk School, a notice read: “ማርፈድ የስገፍና ምልክት ነው,” meaning lateness is often seen as a sign of laziness. At Kosober School, another proverb read: “ፈተና የሚያስከርጅ ገዳይ የሚከርጅ ሚቸ ነው,” meaning one who cheats on exams is as good as dead, and the one who allows cheating is the killer.

Families were involved in addressing student misbehavior, and the Parent-Teacher Association (PTA) had the authority to take action in accordance with the school's bylaws and rules. These observations suggest that schools are actively working to prevent misbehavior and promote positive student behavior.

During individual interviews, school principals explained the steps they take to address student misbehavior. First, they identify students who violate school rules and provide guidance at the class level. If the problem continues, the case is addressed at the school level, involving the student, teachers, unit leaders, club chairpersons, school principals, and the student's family.

Following discussion, all involved parties record their agreements by signing meeting minutes or follow-up checklists. If the issue remains unresolved, final action is taken by the Parent-Teacher Association (PTA) in accordance with school regulations.

At the school level, some schools introduce the rights and duties of students during flag ceremonies to create awareness. In other schools, students are encouraged to share their views misbehavior issues through discussions, which are recorded in meeting minutes.

To record, follow up, give advice, and make a final decision on student misbehavior, each school has developed its own meeting minutes or follow-up checklists. Document review further showed that students who violate school bylaws or rules are counseled in the presence of their families and other concerned stakeholders, and the outcomes are formally recorded.

Students are also given first or final warnings and are required to sign meeting minutes or follow-up checklists. Each student's misbehavior is recorded, and decisions taken are confirmed through the signatures of attendees in the school's minutes or follow-up records, which are maintained annually.

Intervention strategies for addressing these misbehaviors include promoting positive behavior, strengthening relationships among stakeholders, applying disciplinary measures appropriately, addressing the underlying causes of misbehavior, and providing necessary resources and facilities. Overall, the study emphasizes the importance of collaboration among all stakeholders in addressing student misbehavior and creating a positive school environment.

The corrective measures taken to discipline students' misbehavior are documented in meeting minutes or follow-up checklists in each school. The year of implementation varies across schools and is indicated in the available documents. For example, Andinet School began in 2009 E.C., Anqish in 2011 E.C., Bahunk in 2013 E.C., and Kosober in 2014 E.C.

School principals also emphasized the importance of identifying students who violate school rules and providing them with guidance at the class level. If the problem persists, all concerned parties, including teachers, unit leaders, club chairpersons, school principals, and families, are involved in counseling at the school level.

The notified rights and duties of students in the notice sheet (samples are attached in the appendices of the report) are drawn from MOE (1994) and Amhara Education bureau (1996).

These documents outline educational leadership, organization, public participation and financial guidance, as reported by Kosober School principal.

Regarding document review, the study found that when assessing documents such as Minutes or follow-up checklists, students who violate school bylaws or rules are given advice in front of their family and other concerned bodies.

Students who misbehave are given either a first or final warning and are required to sign the minutes or follow-up checklists. The specific misbehaviors committed by each student are recorded, and the decisions taken are confirmed by those present in the school's minutes or annual follow-up records.

Intervention strategies used to address these misbehaviors include promoting positive behavior, strengthening relationships among stakeholders, applying disciplinary measures appropriately, addressing the root causes of misbehavior, and providing the necessary resources and facilities.

## **Discussion**

Overall, the study emphasizes the need for collaboration among all stakeholders to address student misbehaviors and create a positive school environment. The research employed a convergent parallel mixed method design, combining qualitative and quantitative data collection techniques. Schools, principals, teachers, and students were selected using simple purposive and stratified sampling methods. Data were collected using open-ended and closed-ended questionnaires, interviews, document analysis, and observation. Descriptive statistics and direct quotation method were used to analyze the data. A total of 340 participants took part in the study.

Based on the data analysis, the findings revealed that common types of student misbehaviors in primary schools include absenteeism, failure to complete assignments and classwork, stealing, and disrespecting teachers. These findings align with prior studies (Belle, 2017; Benaissi, 2021; Negese et al., 2020). Other behaviors observed were sneaking through the school fence, arriving late, failing to bring necessary learning materials, damaging school property, fighting among students and with school guards, coming to school under the influence of alcohol, harassing female students, and leaving class without permission.

**Table 5: Unique and Context-Specific Findings on Students' Misbehaviors**

Theme	Description	Evidence Type	Illustrative Statement (Refined)
Alcohol-related behavior	Students attending school under alcohol influence and symbolic representation of local drinks	Observation, interview	"Instances of alcohol-related behavior were observed within the school environment."
Boundary violations	Unauthorized entry/exit through fences and windows	Observation	"Students were observed accessing school compounds through non-designated routes."
Authority conflict	Disputes between students and school guards	Interview	"Conflicts between students and non-teaching staff were reported."
Gender-related misconduct	Disturbance or inappropriate behavior toward female students	Questionnaire	"Concerns were raised regarding inappropriate interactions among students."
Socio-economic influence	Student demotivation linked to unemployment in the community	Interview	"Students' motivation appears influenced by local employment realities."
Weak school infrastructure	Lack of libraries, laboratories, and adequate facilities	Observation	"Limited educational facilities were identified across schools."
Overcrowded classrooms	High student-class ratio (above 65 students per class)	Interview	"Classroom overcrowding was identified as a major challenge."
Behavioral documentation system	Use of formal records such as signed agreements and follow-up checklists	Document analysis	"Behavioral issues are systematically recorded and monitored."
Cultural reinforcement	Use of proverbs and moral messages displayed in schools	Observation	"Cultural messages are used to reinforce expected student behavior."

This result was in congruence with the study result of Kazak and Koyuncu (2021), Menikdiwela (2020), Dalgic and Bayhan(2014), Cabaroglu and Altnel (2010), Sun and Shek (2012), Ghazi, etal (2013), Abera etal (2020), Negesse etal (2020), Turi (2019), Vurala and Bacioglu (2020), and Ngwokabuenui (2015).

The findings of this study revealed several unique behaviors that were not commonly reported in previous researches. These include students coming to school and classrooms after consuming alcohol, marking alcoholic drink (tela) symbol in front of classrooms within the school ground, bringing different types of alcohol onto school premises. Other observed

behaviors were inappropriate hairstyles, lack of attention to learning, low motivation to study, fighting with school guards, and disturbing female students.

The findings revealed that misbehaviors were mainly attributed to factors such as lack of parental involvement, poverty, peer pressure, lack of discipline at home, parental influence, and personal issues of students. Other contributing factors were ineffective teaching strategies, such as insufficient training on the new curriculum, use of inappropriate teaching methods, poor communication, and poor time management, as well as shortcomings in the school environment.

This result was in congruence with the previous study results of Belle (2017), Benaissi (2021), Cabaroglu and Altnel (2010), Ghazi,etal (2013), Erdem & Kocyigit (2019), Menikdiwela, (2020), Mshamnadh and AnzariA (2019), Negese,etal (2020), Puspitaloka and Syafitri (2019), Wati,etal (2019), Abera,etal (2020), Turi (2019), Ngwokabuenui (2015), and Marciniak (2015).

The study recommended that schools should develop comprehensive strategies involving parents, teachers, and students to address student misbehavior. Additionally, schools should establish clear guidelines and consequences for student misbehavior, provide counseling services for students who repeatedly misbehave, and encourage parents to take an active role in their children's education and support school efforts in addressing misconduct. These rules and measures should also be consistently enforced.

Teachers and school administrators employed various intervention strategies, including counseling, parent-teacher conferences (PAT), detention, suspension, and expulsion, to address these misbehaviors. However, the effectiveness of these strategies varied depending on the severity of the misbehavior. Proposed intervention strategies to address these misbehaviors included promoting positive behavior among students, implementing preventive measures, strengthening relationships among schools, students and parents, providing education and awareness to all stakeholders, and utilizing disciplinary measures when necessary.

Further, it is important to note that there were differences in how teachers and students ranked intervention strategies. Teachers emphasized the importance of building strong relationships with students, while students prioritized preventive measures. This finding is consistent with previous studies conducted by Belle (2017), Benaissi (2021), Cabaroglu and

Altnel (2010), Ghazi et al. (2013), Erdem and Kocyigit (2019), Menikdiwela (2020), Mshamnadh and Anzari (2019), Negese et al. (2020), Puspitaloka and Syafitri (2019), Wati et al. (2019), Abera et al. (2020), Turi (2019), Ngwokabuenui (2015), Kholis (2016/2017), Marciniak (2015), and Vijayan et al. (2016).

However, it contradicts the findings of Gozler (2018), who stated that verbal warning, punishment, warning in anger, and warning with body language were the priority intervention solutions for addressing student misbehavior intervention. Similarly, Baysal and Ocak (2021) reported that family support was a key intervention strategy, while increasing student motivation was viewed as less effective.

In conclusion, this study identified the types of student misbehavior in primary schools, the causes of these misbehaviors, and the interventions used to address them. It highlighted the importance of proactive measures, strong relationships, and effective teaching strategies in addressing student misbehavior. The findings also emphasized the need for collaboration among schools, parents, and students to create a positive learning environment.

## **Conclusions**

After analyzing the types, causes, and intervention strategies related to student misbehavior in primary schools, several conclusions were drawn. After analyzing the types, causes, and intervention strategies related to student misbehavior in primary schools, several conclusions were drawn. The study found that common types of misbehavior included arriving late, frequently missing school without permission, failing to complete classwork and homework, stealing or damaging school property, having inappropriate hairstyles, not paying attention to learning, and lacking motivation to study. Other behaviors observed were fighting with school guards, disturbing female students, sneaking through the school fence, and disrupting classroom instruction.

To address these behaviors, it is recommended that schools promote positive student behavior, take proactive measures to prevent misbehavior, strengthen relationships between schools and parents, and educate all stakeholders on the importance of good behavior, as well as provide training for teachers on the new curriculum. In some cases, coercive measures may also be necessary.

Overall, although various interventions are being implemented to address student misbehavior in primary schools in Injibara Town, the findings show that incidents of misbehavior still persist. This suggests that schools need to take greater responsibility for promoting positive student behavior and applying effective strategies to prevent and manage misconduct. Therefore, continued research and the implementation of more effective measures are essential to address this issue.

In conclusion, primary school students in Injibara Town exhibit various types of misbehavior, which are caused by multiple factors. Preventive and corrective interventions are being practiced to address these misbehaviors, but more focus should be given to proactive measures such as orienting all stakeholders on appropriate behavior and strengthening relationships between schools, parents, and students. Further research incorporating parents and focus group discussions with students is recommended to explore student misbehavior in greater depth. The researcher expresses gratitude to all participants and acknowledges the college and its research unit for providing the opportunity to conduct and present this research report.

## **Recommendations**

Based on the findings the study makes the following recommendations:

1. Schools should involve students in their learning, provide opportunities for extracurricular activities and encourage good behavior through rewards, reinforcement, and positive school climate.
2. Schools should maintain regular, timely communication with parents, involve them in developing behavior policies, and keep them informed about their children's behavior and progress.
3. Teachers should be equipped with the necessary skills to effectively communicate with students and implement the new curriculum.
4. Schools should ensure sufficient learning materials, libraries, laboratories, and ICT facilities, as well as maintain their infrastructure to support effective teaching and learning.
5. Schools should uphold student rights and responsibilities by setting clear rules and consequences for misconduct, and proactive strategies.

6. Counseling and guidance support should be used to address student behavioral issues and improve the quality of education.

8. In some cases, coercive measures may be necessary to address misbehavior, but these should be used sparingly and in conjunction with positive reinforcement strategies.

9. Schools should apply culturally appropriate interventions, work collaboratively with all stakeholders, and regularly evaluate and adjust behavior management strategies.

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### **Conflict of Interest**

The author declares that there is no competing conflict of interest.

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