September 2014

Student Perspectives of Misbehaviour

Katie A. Knowlton
The University of Western Ontario

Supervisor
Dr. Vicki Schwean
The University of Western Ontario

Graduate Program in Education

A thesis submitted in partial fulfillment of the requirements for the degree in Master of Education

© Katie A. Knowlton 2014

STUDENT PERSPECTIVES OF MISBEHAVIOUR

by

Katie <u>Knowlton</u>

Graduate Program in Education

Submitted in partial fulfillment

of the requirements for the degree of

Master of Education

The School of Graduate and Postdoctoral Studies

The University of Western Ontario

London, Ontario, Canada

Abstract

Recent research in classroom management and student misbehaviour has focused on teacher and administrator perspectives with little attention paid to student perspectives. This study examined the effects of student misbehaviour on their perspectives of well-being in the classrooms, as well as their ability to control and regulate their own behaviour (i.e. behavioural self-efficacy). A *Student Misbehaviour Questionnaire,* constructed by the author*,* was administered to students in grades three through twelve, and follow-up focus group discussions were conducted with randomly selected students from each grade. Questionnaire results showed that both elementary and secondary students, in the presence of misbehaviour, felt physically safe; however, they also felt negative emotions such as anger, annoyance, and sadness. Moreover, they perceived themselves as having a relatively high degree of behavioural self-efficacy. However, results from focus group discussions revealed conflicting responses to some questionnaire results, as well as some factors that affected student's motivation to behave in socially desirable ways. It is important that student perspectives be examined for educators to gain a more holistic understanding of student misbehaviour in the classroom. Implications for educators regarding the development of behavioural programs and techniques, as well as support for student-centered approaches to educational theory and practice, are discussed.

Keywords

Classroom management, behavioural management, disruptive behaviour, misbehaviour, problem behaviour, student perspectives, behavioural self-efficacy, student well-being

Table of Contents

List of Tables

List of Figures

Figure 3: Student Well-Being: Question 5 Responses.

Chapter 1 Introduction

With recent studies reporting that approximately one in five students exhibit disruptive behaviour and more than one in 20, aggressive behaviours, appropriate management and intervention strategies are necessary (Myers & Holland, 2000). Charles (1999) defines misbehavior as "behavior that is considered inappropriate for the setting or situation in which it occurs" (p.2). Increasingly, disruptive and aggressive behaviour has become a significant concern within schools, and the need for more effective management programs and techniques continues to be an issue facing teachers. Misbehaviour or disruptive behaviour can be as simple as talking in class, yawning loudly, or texting on a cell phone. In more serious cases, problem behaviour can involve aggression, immorality, or defiance of authority and can threaten the safety of both students and teachers. Behaviour management, the actions teachers take to decrease disruptive behaviours and increase desirable ones, is an essential component of effective classroom management. Recent research in classroom management and student behaviours has focused on teacher perspectives with little attention paid to that of students. To develop programs that effectively target student problem behaviour, there is a need for a greater understanding of students' perspectives of their own misbehaviour and that of others (Bradshaw, Mitchell & Leaf, 2010). This study will examine student perspectives of misbehaviour on student well-being, as well as students' ability to control and manage their own behaviour and act in socially desirable ways (i.e. behavioural self-efficacy).

Chapter 2 Literature Review

Student Well-Being:

Engels et al. (2004) defined student well-being as "a positive emotional state that is the result of harmony between the sum of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand" (p.128). According to Pittman (1992), the school experience can influence four aspects of development in children and youth that affect their well-being: a) confidence (i.e., self-esteem or acceptance), b) character (i.e., accountability, self-control, compassion), c) connection (i.e., integration and membership), and d) competence (i.e., growth, social contribution, and mastery). These developmental needs must be met for learning to take place. Various factors are known to contribute to the development of student well-being including the feelings related to the experience of being at school and satisfaction with the pursuit of various school activities, in addition to relevant fears and psychological factors involved with everyday school life (Eder, 1995). It has also been found that students' satisfaction with school is influenced by the classroom climate, specifically students' feelings of being safe in their classrooms (Samdal et al., 1999). It is the goals students make for themselves, their academic achievement, and their feelings of perceived competence that can greatly affect their perceptions of well being (Kaplan & Maehr, 1999). Kaplan and Maehr (1999) described student well being as a "product of students' general self-evaluations and patterns of behaviour, coping, and emotion" (p. 331).

Very few studies have examined the effect of students' misbehaviour on their feelings of well-being in the classroom directly; however, there is a large body of

literature outlining the negative effects of student misbehaviour on the overall classroom climate (MacAulay, 1990). The perception of the classroom climate is an important determinant of student success and well-being (Bandura, 1986). Literature on students' perceptions of classroom climate has focused specifically on students' relationships with their teachers. It has been found that student well-being is positively affected by teachers who create positive interpersonal relationships with their students, maintain a safe and structured classroom environment, and strive to meet the needs of their students in a positive, supporting, and caring way (De Fraine, 2003; Jennings & Greenberg, 2009; van Damme et al., 2002; Van Petegem, 2007). Furthermore, secure classroom environments are characterized by both teacher-student and student-student relationships that are supportive and respectful (Nelson, Lott & Glenn, 2000). Teachers must maintain a classroom environment that supports social belonging, self-regulation, and the social intelligence of students, which ultimately contributes to students' sense of well-being (Gilman, Huebner & Furlong, 2009). In a study by Van Petegem et al. (2008), student-teacher interrelationships, motivations for being at school, several student characteristics, and academic achievement of 594 secondary students were assessed in relation to overall well-being. Relevant findings of this study included strong evidence that ratings of students who perceived their teachers as being "dominant-cooperative" positively correlated with scores of well-being. A teacher who is "dominant-cooperative" is one who creates a structured and positive classroom climate with effective classroom management strategies that are perceived by students as effective yet fair. In addition, this type of teacher is able to meet the physical and emotional needs of their students and is a major source of motivation for productive student work and behaviour. Students who

perceive their teachers as having these qualities also exhibit higher ratings of well-being (Petegem et al. 2008).

Since the classroom environment and students and their behaviours are always interacting (Bandura, 1986), student behaviour is a significant determinant of a perceived positive or negative classroom climate (MacAulay, 1990). When students misbehave, the cohesive, cooperative, and productive classroom environment is disrupted, causing students to feel tension (MacAulay, 1990). Classrooms that involve students working co-operatively and which foster mutual concern among students can positively impact classroom climate perceptions (MacAulay, 1990). In addition, the perception of a positive classroom environment is associated with positive cognitive and affective learning outcomes, and efforts to improve classroom climates tend to improve student learning greatly (Fraser, 1989; Fraser & Fisher, 1982). A study by Rogers and Freiberg (1994) supports the power that teachers have over the classroom environment and students' psychological well-being. Rogers and Freiberg conducted interviews with students in which they were asked, "Why do you love school?" Four key findings were highlighted through this work. Students who "loved school" felt this way because:

1. they were trusted and respected: school personnel cared about them;

2. they were part of a family;

3. they felt their teachers were helpers, encouraging them to succeed and listening to their opinions and ideas; and,

4. they had opportunities to be responsible, with freedom and choices, but not license to do whatever they wished.

It is fair to assume that the students interviewed for this study did not demonstrate heightened degrees of misbehaviour within the classroom. Each student was able to attribute their "love of school" to one or more of these four experiences in the classroom. The concept of student well-being is important to this study since maintaining a positive classroom climate may be compromised by the occurrence of misbehaviour. The presence of disruptive behavior, paired with a teacher's inability to manage this behaviour effectively, can harm students' perceptions of the classroom environment, resulting in reduced student learning and an increase in disruptive behaviour (Kasen et al. 1990; MacAulay, 1990). This study will examine the relationship between student misbehaviour and students' perceptions of well-being in their classrooms. Specifically, students' emotional responses, feelings of physical safety, ability to accomplish classroom tasks, and positive feelings toward school in the presence of misbehaviour will be examined.

Student Behavioural Self-Efficacy:

To gain a full understanding of student misbehaviour, factors that affect the choices students make about how they behave in a classroom setting must be examined. Bandura (1991) explained that human behaviour is not simply a result of moment-by-moment reactions to external influences but involves a purposeful, voluntary, internal component that is referred to as "self-efficacy". The term self-efficacy refers to "a person's belief in their ability to learn or perform specific behaviours" (Evertson & Weinstein, 2006, p. 10). A person's sense of self-efficacy is the most influential factor affecting their ownership and awareness of their behaviour (Bandura, 1991). In this

study, the term "behavioural self-efficacy" will be used to describe how students manage their own behaviour and perceive their ability to control their own behaviour in their school and classrooms. No study was found that directly examined students' self-efficacy perceptions in terms of their behaviour in a classroom setting. However, there is extensive literature examining the concept of self-efficacy in relation to achievement behaviour (Schunk, 1984), cognitive development and functioning (Bandura, 1993), and performance and personal goal setting (Bandura, 1991). Bandura (1991) explained that "people's beliefs in their efficacy influence the choices they make, their aspirations, how much effort they mobilize in a given endeavor, how long they persevere in the face of difficulties and setbacks, whether their thought patterns are self-hindering or self-aiding, the amount of stress they experience in coping with taxing environmental demands, and their vulnerability to depression." This literature has reinforced the notion that greater behavioural self-efficacy facilitates enhanced self-control over behaviour.

A study by De Kemp et al. (2009) surveyed 1332 students aged 11-14 to assess their level of self-control over their impulses, thoughts, emotions, and behaviours, as well as the frequency of their participation in minor delinquent and aggressive behaviours. Frequencies of delinquent and aggressive behaviours were taken together as a measure of students' antisocial behaviour. Results of the study showed that ratings of higher levels of self-efficacy were associated with less frequent antisocial behaviour. In relation to the current study, lower student behavioural self-efficacy, which reflects decreased self-control, is hypothesized to cause higher incidences of misbehaviour in classrooms. Conversely, student's who exhibit a high degree of behavioural self-efficacy should

exhibit more desirable behaviours in the classroom and a greater control over their impulses to misbehave (Bandura, 1982).

Lastly, it has been shown that perceived behavioural control is directly linked to a person's motivation to perform certain behaviours (Ajzen & Madden, 1986). Students' perceptions of their behavioural self-efficacy, therefore, should affect students' choices about how they behave in response to all aspects of their daily classroom life. The current study will examine students' perceived behavioural self-efficacy and the contextual factors that affect their decisions about how they behave in their classrooms. Since lowered behavioural self-efficacy will ultimately undermine students' learning and development, it is important that a strong sense of behavioural self-efficacy be in place for all students, and teachers must utilize strategies to ensure that this development occurs. Results from this study may provide insight into best practices for helping students develop positive behavioural self-efficacy and teach them to act in socially desirable ways. Better self-control will allow students to focus their attention on learning and skill development and strive towards their academic potential.

Current Research of Students' Perspectives:

Studies examining student misbehavior within the school context are dominated in the literature by perspectives of both teachers and administrators. Where student perspectives have been examined, focus has been directed toward students' views of their interpersonal relationships with their teachers and their perceptions of their teacher's

classroom management (Allen, 1986; Bru et al., 2002; Patrick, Kaplan & Ryan, 2007; Supaporn, 2000; Van Petegem, 2007; Zeidner, 1988), the overall classroom climate (Eccles & Roeser, 1999; Rogers & Freiberg, 1994), reports of frequencies of misbehaviour (De Kemp et al., 2009; Mullis et al., 2003), the effect of misbehaviour on academic achievement (Marzano & Marzano, 2003), and students' perspectives of the success of behavioural program implementation (Bradshaw et al., 2010). Unfortunately, there is little-to-no information on student perspectives of how misbehaviour affects their physical and emotional well-being in classrooms directly. Moreover, there is also very little information on how students perceive their own behaviours and their ability to conduct themselves in socially desirable ways (i.e., behavioural self-efficacy). Research investigating these specific issues is essential to have a better perspective on how misbehaviour affects students in their classrooms.

Rationale and Implications for this study:

Misbehaviour is viewed as the most serious problem facing teachers and is a major contributor to teacher burnout and job dissatisfaction (Evertson & Weinstein, 2006). The classroom teacher plays a central role in controlling and maintaining a supportive classroom environment through the use of classroom management techniques. Sadly, it is also likely that problems with classroom management contribute significantly to student misbehaviour in the classroom, which ultimately undermines student learning (Lewis, Newcomer, Trussell & Richter, 2006). Therefore, it is important that effective interventions are implemented in classrooms. This also means that more effective classroom management techniques must be developed to provide the most effective

learning environment for students. Accomplishing this is highly dependent on better knowledge about the effects of misbehaviour from the student perspective, since teachers' perspectives are well documented. To develop programs that effectively target student problem behaviour, there is a need for a greater understanding of students' perspectives of misbehaviour (Bradshaw, Mitchell & Leaf, 2010). Specifically, understanding how misbehaviour affects students' physical and emotional well-being is needed for educators to have a more well-rounded understanding of the negative effects of misbehaviour in the classroom. In addition, detailed knowledge of student behavioural self-efficacy could provide insight into how to best help students manage themselves and educators develop more appropriate intervention strategies to address misbehaviour.

With all of the above in mind, this study examined students' perspectives of the effects of misbehaviour on student well-being and behavioural self-efficacy. Using student perspectives to learn about the effects of misbehaviour is consistent with student-centered approaches to educational theory and practice (i.e., approaches that focus on the direct needs, abilities, interests, and learning styles of students rather than those of teachers and administrators). This student-centered approach involves understanding students' perspectives and using this understanding to guide theory and practice of how best to facilitate a positive learning environment. The two main research questions investigated by this study were:

1. How does misbehaviour affect student well-being?

2. How do students perceive their ability to behave in socially desirable ways (i.e., their behavioural self-efficacy)?

For the purpose of this study, student well-being will be defined as "a positive emotional state that is the result of harmony between the sum of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand" (Engels et al., 2004, p.128). Specifically, this construct will be measured by students' emotional responses, feelings of physical safety, ability to accomplish classroom tasks, and positive feelings toward school in the presence of misbehaviour. In addition, student behavioural self-efficacy will be defined as how students manage their own behaviour and perceive their ability to control their own behaviour in their school and classrooms. This will be measured by student responses to several statements about behaviour control.

Answering these critical research questions will provide a more comprehensive picture of how misbehaviour affects students in the classroom and how best to encourage students to better manage their own behaviour.

Chapter 3 Method

Understanding how student misbehaviour affects student well-being in the classroom is necessary to develop more effective behaviour intervention programs. How students view their ability to control and maintain their own behaviour (i.e., their behavioural self-efficacy) could help educators to maximize student learning and create positive experiences for students in school. This study examined the effect of misbehaviour from students' perspectives by evaluating two research questions:

1. How does misbehaviour affect student well-being?

2. How do students perceive their ability to behave in socially desirable ways (i.e., their behavioural self-efficacy)?

As stated in previous sections, in this study student well-being will be defined as "a positive emotional state that is the result of harmony between the sum of specific context factors on the one hand and the personal needs and expectations towards the school on the other hand" (Engels et al., 2004, p.128). Specifically, this construct will be measured by students' emotional responses, feelings of physical safety, ability to accomplish classroom tasks, and positive feelings toward school in the presence of misbehaviour. In addition, student behavioural self-efficacy will be defined as how students manage their own behaviour and perceive their ability to control their own behaviour in their school and classrooms. This will be assessed based on student responses to several statements about behaviour control.

Subjects

Upon ethics approval obtained from the University of Western Ontario, the researcher presented the research plan to the target school board in Southwestern Ontario. The school board from which data was collected was one of the largest boards serving approximately 63,000 students in 120 schools. Initial approval of the study was obtained from the school board office. Principals from two elementary and one secondary school who were known to the principal researcher were then approached about participating in the study. All three schools volunteered to participate in the study. According to the current school board's website, all schools had highly transient student populations with

diverse cultural backgrounds. Teacher participation was coordinated by each school principal (all teachers were approached and given the option to participate) and 22 teachers agreed to volunteer their students for the study. Classes of students from grades three through twelve volunteered to participate. Students were selected from within this age and grade range because at these ages, the participants would be able to read, understand, and respond appropriately to the questionnaire administered in this study.

Each student in the selected classes was given a letter of information and a consent form to have signed by themselves and their parents/guardian. Consent forms provided the opportunity for consent to participate in completing the questionnaire only or both the questionnaire and focus group discussions. Appendix A and B contain a copy of the letter of information as well as the student consent form, respectively. Once consent forms were returned, the researcher was contacted and all participants who provided consent were administered a questionnaire. A total of 259 students completed the questionnaire out of 540 students who were given consent forms (response rate of 48.0%)

The following table summarizes the number of schools, classes, and students who participated in the study from both elementary and secondary streams.

Table 1. Summary of the Number of Schools, Classes and Participants in both Elementary and Secondary streams.

	Number of schools invited to participate	Number of classes invited to participate	Number of participants
Elementary	2	13	138
Secondary	1	11	121

*Sex and age were not factors considered in this study.

The following table shows the number of participants for each grade who completed the Student Misbehaviour Questionnaire.

Table 2. Number of Students in Each Grade Participating in the Study.

Grade	Number of Students Receiving a Consent Form	Number of Participants with Signed Consent	Response Rate (%)
3	44	16	36.3
4	23	16	70.0
5	35	30	86.0
6	98	31	32.0
7	38	25	66.0
8	35	20	57.1
9	57	28	49.1
10	81	26	32.1
11	60	33	55.0
12	69	34	49.3
Total	540	259	48.0

Materials

Research questions were evaluated using data from questionnaires, as well as focus group discussions. Students were administered the 14-item author prepared *Student Misbehaviour Questionnaire*. To undertake this study, it was necessary for the researcher to develop a questionnaire measuring students' perceptions of well-being and self-efficacy and their relationship to misbehavior. As noted earlier, to date, no other studies have examined these relationships and therefore, instrument construction is noticeably absent in the literature. The author-developed instrument is intended to provide preliminary insights. Further studies of the questionnaire that yield normative data and analyses of the psychometric properties of the instrument (e.g., validity, reliability,

standardization data) are encouraged. The questionnaire was developed based on a thorough review of the research and theoretical literature on student misbehavior. Constructs representing behavioural examples of well-being and self-efficacy were drawn out of the literature and formed the basis for the items constructed in the questionnaire. Further, consultations were undertaken with a university professor who had widely published and taught graduate university courses on student misbehaviour to ascertain the appropriateness and validity of the questionnaire items for measuring the constructs under study. Subsequently, a pilot test of the questionnaire was conducted and feedback from this test was used to modify questionnaire items. The initial *Student Misbehaviour Questionnaire* was pilot tested during the summer of 2011 by approximately 30 children, age 16 (20 females, 10 males), participating in a recreational summer camp in Northern Ontario. In addition, the very same questionnaire was pilot tested with a split class of 20 grade three and four students from a school in London, Ontario. Instructions for completing the questionnaire were given using a script that first defined the term "misbehaviour". The children were asked to fill out the questionnaire and report any topics related to misbehaviour they thought might have been missed. The students were also asked to report their level of understanding for the language used in the questionnaire items as well as the script. Words and concepts that needed clarification or further explanation for students were then revised in the final draft of the questionnaire and script. For example, the last question of the questionnaire asked "Does your teacher have a large influence on how you behave in class?" Students asked for clarification on the word "influence", and it was later revised to "effect". The pilot test administered with the grade three and four students was particularly important in terms of gaining an

understanding of language and question comprehension for the youngest of the potential participants. The pilot test also acted as a test of the questionnaire's face validity. Face validity is a measure of how well the items of a survey match the intent of the researcher to measure a certain construct (Nevo, 1985). This process allowed students to provide feedback on each questionnaire item and possibly add items that were useful in measuring psychological security and behavioural self-efficacy.

The initial pilot test of the questionnaire with school-aged children working at a recreational summer camp resulted in modification of the feeling choices used to assess psychological security. Response options for questions assessing student well-being were initially presented as *angry, scared, worried, sad, calm,* and *happy.* Student feedback from this initial pilot test led to incorporation of the response option *annoyed* and modification of the response option *worried* to *nervous*.

The pilot test with grade three and four students provided feedback in order for students in this age range to comprehend and respond effectively to the questionnaire. One word modification was made to the questionnaire after this process. Question 6 of the questions assessing behavioural self-efficacy asked students to respond to the statement "My classmates have a large influence on how I behave in class." Students had trouble understanding the word *influence*, and it was modified to *effect*. Based on the modifications made to the questionnaire questions, a modified script used for focus group discussions was also generated for grade three and four students that contained more simplistic language in order to ensure comprehension.

The final questionnaire consisted of seven items addressing student feelings of well-being in their school and classroom. Questions 1, 2, 6 and 7 were given the response

options *Yes* or *No*. For questions 3, 4, and 5, students were required to circle the most

applicable feeling (*angry*, *annoyed*, *calm*, *nervous*, *sad*, or *happy*) in a given scenario.

These terms describe a spectrum of common and logical emotional responses to the

statements presented in the questionnaire.

      The second half of the questionnaire consisted of seven items addressing student's

behavioural self-efficacy. Questions 1 through 7 offered the response options *never true*,

sometimes true, *mostly true*, *and always true*. This scale of measurement was considered

to be ordinal since the response options represented a ranking of a statement from true to

not true.

      Questionnaire questions are shown below.

Student Misbehaviour Questionnaire

Student Well-Being:

1. Does misbehaviour make you feel unsafe in your classroom?   **YES   NO**

2. Does misbehaviour make your feel unsafe in your school?   **YES   NO**

3. Circle the word that best describes how you feel when students misbehave.

Angry   Annoyed   Calm   Nervous   Sad   Happy

4. Circle the word that best describes how you feel when another student gets picked on.

Angry   Annoyed   Calm   Nervous   Sad   Happy

5. Circle the word that best describes how you feel when <u>you</u> get picked on.

Angry   Annoyed   Calm   Nervous   Sad   Happy

6. Do you think you would get more work done if there was less misbehaviour in your
classes? **YES   NO**

7. Do you think students would like school more if there was less misbehaviour in the school?
YES   NO

Behavioural Self-efficacy:

Circle the word that best describes the following statements:

1. I can behave well in school if I try hard enough.

Never True   **Sometimes True**   **Mostly True**   **Always True**

2. It is easy for me to behave well in school.

Never True   **Sometimes True**   **Mostly True**   **Always True**

3. I can control my behaviour even when I feel upset and want to misbehave.

Never True   **Sometimes True**   **Mostly True**   **Always True**

4. I misbehave in school on purpose.

Never True   **Sometimes True**   **Mostly True**   **Always True**

5. I would get more work done if I behaved better in school.

Never True   **Sometimes True**   **Mostly True**   **Always True**

6. My classmates have a large effect on how I behave in class.

Never True   **Sometimes True**   **Mostly True**   **Always True**

7. My teacher has a large effect on how I behave in class.

Never True   **Sometimes True**   **Mostly True**   **Always True**

Administration of Questionnaires

Starting in April 2012 of the winter semester, 259 volunteer participants who had given consent were administered the *Student Misbehaviour Questionnaire* during class time. The researcher was situated in the classrooms of the participating students and distributed copies of the questionnaire. The researcher began by defining the term "misbehaviour" verbally for the students. The following is an excerpt from the questionnaire script outlining the definition of misbehaviour.

Misbehaviour is also known as behaving badly. Misbehaviour includes behaviour that's not appropriate for the classroom. For example, talking in class while the teacher is talking or while you are supposed to be doing work is considered a misbehaviour. Other examples include distracting other students, yawning loudly, using a cell phone, not doing your work, and not listening to your teacher. These are just a few examples of the type of misbehaviour we are talking about in the questionnaire. We are NOT talking about more serious misbehaviours such as violence (fighting, throwing things) and saying abusive words. We only want you to focus on more common, and less serious, misbehaviours that happen in your classroom everyday, not the more dangerous ones.

This explanation of misbehaviour was drawn from literature definitions of misbehaviour and was modified to emphasize the topic of everyday disruptive behaviours in the classroom not bullying or more serious violent behaviours.

The researcher then read each item aloud and allowed sufficient time for students to respond accordingly. Students in participating classes who did not receive consent to participate in the study engaged in independent work outlined by their teacher while the questionnaire was being administered. In some cases, students who had gained consent to participate in the study were re-located to an alternate classroom location for administration of the questionnaire without disruption from students not having consent.

Focus Group Discussions

On the initial consent form, students were also given an option to participate in an additional focus group discussion. All willing participants were alphabetized by grade,

and four students per grade were randomly selected for focus group participation.

Random selection was conducted by inviting every fifth student in each grade, up to four

students, to participate in focus group discussions. Focus group discussions served as a

method of contextualizing the questionnaire data. Research has shown evidence for focus

group discussions providing a unique and dynamic environment where multiple opinions

can be shared at one time and experiences can be compared (Seal, Bogart & Ehrhardt,

1998). In addition, focus groups offer an interactive approach whereby participants are

more likely to divulge honest and genuine responses than with individual interviews,

since they are participating alongside like individuals who support and strengthen open

expression of one another's opinions (Lederman, 1990). Lederman (1990) supports the

use of focus groups over individual interviews since group discussions "…provide a safe

atmosphere, a context in which the synergy can generate more than the sum of individual

inputs" (p. 119). The interaction between interviewer and participants, as well as

participants with each other, offers qualitative data that is deeper and richer in context

than individual interviews (Lederman, 1990). Five focus groups were conducted. The

first had students from grades three and four, the second, students from grades five and

six, the third, students from grades seven and eight, the fourth students from grades nine

and ten, and the last, students from grades eleven and twelve. These pairings were

important because at these age ranges students are more likely to have been affected by

similar behavioural and classroom conditions. Research indicates that as students

develop, they differ greatly in how they think about and perceive their environment due

to increasing cognitive and intellectual development and processing and reasoning skills

(Perry et al., 1986; Travis, 1998; Wigfield et al., 1991). Students in this study, therefore,

were paired in groups close in age/grade range since it was anticipated that they had been exposed to similar developmental and environmental conditions, and as a result, these groupings would result in more meaningful and productive discussions. Each focus group was conducted separately after the questionnaire data had been collected. Focus groups took place during class time in an alternate location within the school, each determined by school administrators. In some cases, invited students were unable to participate in focus group discussions or for reasons unknown, did not attend the scheduled discussion group sessions. Each group contained representatives from the four randomly selected students from each grade. The number of actual students participating in focus group discussions is outlined in Table 3 below.

Table 3. The Number of Students who Participated in Each Focus Group Discussion.

Grade	Number of Students
3/4	5
5/6	7
7/8	8
9/10	6
11/12	6

Using a script, the researcher guided the focus group discussions by providing specific prompts and questions. A copy of the script can be found in appendix D. An alternative script for grades three and four students was used, which contained more

simplistic language and sentence structure to ensure effective comprehension and guiding

of questions. A copy of the alternative script can be found in appendix E. All

conversations were recorded using an audio recording device in order for the researcher

to participate fully in facilitating the discussion. It was made clear that consent to

participate in the focus group discussions would imply consent for the audio recording of

discussion responses. Audio-recorded data was stored on a password-protected device.

The names of all participants involved in both the questionnaire and focus group data

collection remained anonymous. All audio-recorded data was later transcribed using a

transcription program called ExpressScribe. Reduced speed and looped playback of

audio-recorded data allowed the researcher to more accurately transcribe data to a word

document. Every few sentences, audio data were repeated and transcribed data was

checked for accuracy. Once all focus group audio data were transcribed, the transcribed

data were read and reviewed to again check for accuracy. The transcription process was

consistent with the first step of Thematic Analysis as outlined by Braun and Clarke

(2006), in which written data are reviewed and searched for initial patterns and meanings.

Data Analysis- General

This study used a descriptive (qualitative) and quantitative approach to analyze

the data. Two types of data analyses took place to analyze and interpret both the

questionnaire and focus group data. Statistical analysis and frequencies were used to

describe questionnaire data across all grades, as well as between elementary (grades 3-8)

and secondary (grades 9-12) data. Focus group data were analyzed through thematic

analysis across grades and between grade levels (elementary and secondary) since each of

these divisions had both similar and different responses to questionnaire items. Research indicates that changes in school environment after transition from elementary to secondary school are characterized by changes in environmental perceptions such as classroom climate, student-teacher interactions, and overall class satisfaction (Ferguson & Fraser, 1998). Since elementary and secondary students are subjected to significantly different school environments and buildings, and differ in their age categories, it was reasonable to separate and compare these two groups of students during each part of the analysis in addition to examining their responses across all grades.

Data Analysis- Questionnaires

Upon collection of all questionnaire data, frequency charts were compiled documenting responses to each questionnaire item for each grade. Questionnaire responses were entered into SSPS and frequency of responses for each questionnaire item across all grade levels was tallied. Responses to questions 1, 2, 6 and 7 of the first seven questions addressing student well being were coded as follows: *Yes*-1, *No*-2. Responses to questions 3-5 were coded as follows: *Angry*-1, *Annoyed*-2, *Calm*-3, *Nervous*-4, *Sad*-5, *Happy*-6. Responses to the second seven questionnaire items addressing behavioural self-efficacy were rated on a scale out of 4 (1 representing low behavioural self-efficacy and 4 representing high behavioural self efficacy). For questions 1-4, responses were rated as follows: *Always true*-4, *Mostly true*-3, *Sometimes true*-2, *Never true*-1. For questions 5-7, the reverse order was required to gauge student's level of behavioural self-efficacy, and the responses were rated as follows: *Never true*-4, *Sometimes true*-3, *Mostly true*-2, *Always true*-1.

Responses for the first seven questionnaire items addressing student well-being were reported as frequencies as well as percentages. Specifically, responses to questions 3-5 were reported using pie charts as well as percentages. Since responses for the first seven questionnaire items addressing student well-being were categorical, a chi-square test of significance was completed to compare responses between elementary and secondary students.

Total behavioural self-efficacy scores for each subject were tallied by adding together each scored response to the second seven questionnaire items. Mean total behavioural self-efficacy scores and standard deviations were generated across all grades and for elementary and secondary students separately. Since mean total scores for elementary and secondary students involved continuous numerical data, a T-test of significance was run to compare these two groups.

Data Analysis- Focus Group Discussions

Focus group data was analyzed using a process called Thematic Analysis. Braun and Clarke (2006) described Thematic Analysis as a method of organizing verbal data, such as from interviews, in a way that is coherent and rich in detail. Thematic Analysis allows researchers to extract themes and patterns from a set of data. Researchers then go beyond describing their data through interpreting and analyzing overall meanings and implications in terms of a particular research topic. Thematic analysis for the current study involved the following six phases as outlined by Braun and Clarke (2006):

1. **Generating initial codes**: Codes were generated that described essential elements and features of the data. For example, elementary students discussed the idea that

misbehaviour can cause distraction from their schoolwork. This resulted in the creation of a code called "distraction from work". A code is "the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon" (Boyatzis, 1998). Data was coded in as many themes and/or patterns as possible, so as not ignore potential themes. This process resulted in a total of 21 codes produced for elementary data and 35 codes for secondary students.

2. **Searching for themes**: After all coding had taken place, overarching themes that may combine different codes were explored. This phase was directed at extracting relevant themes based on the pattern of codes. Sub-themes, relationships among codes, and general patterns also emerged during this process. Themes extracted in this stage were then reviewed. Some themes were negated due to lack of supporting data; for example, the code "positive reward" for elementary students was dropped in this phase due to lack of frequency for this code. Others were combined into a single theme, for example, the codes "impedes learning" and "distraction from work" dealt with similar ideas and were put under the theme of "disruption of learning and concentration." Codes were considered to have "staying power" when they were repeated multiple times within a question. In addition, initial theme ideas were re-worked to involve more relevant themes in the data. Decisions were made about which themes had enough supporting evidence to stand alone as overarching descriptors of the data, which themes needed to be modified, and which themes needed to be ignored. Data was then reviewed to ensure that the final themes were accurate representations of the data. This process resulted in 11 themes for elementary students and 18 themes for secondary students.

3. **Defining and naming themes**: Themes were defined and refined. This involved

describing the essence of each theme and its meaning and then describing which part of the data set this theme explained. It was important to describe and analyze each theme in detail and provide the story it was trying to capture and its relation to other themes. For example, the theme called "don't care" was reworded to "Indifferent/not affected" to more accurately capture this response.

The use of these methods to interpret both questionnaire and focus group data allowed the researcher to gain an understanding of how students' learning and psychological well-being was affected by misbehaviour, as well as how they viewed their own behavioural self-efficacy. In addition, the focus group information provided a greater understanding and background to the answers given on the questionnaire portion of the study. In this way, data was triangulated, by looking at the congruency between questionnaire data and focus group data. Miroslaw, P. (2014) defined methodological triangulation as "the act of combining several research methods (both qualitative and quantitative) in a single research study in order to obtain a clearer, more comprehensive and reliable picture of the phenomenon under investigation." This combined approach allows for a greater understanding of responses to questionnaire items and a more in-depth analysis of major research questions. Triangulation of data was accomplished in this study by looking at and comparing frequency chart data, descriptors, and thematic analysis results simultaneously.

Chapter 4 Results

Quantitative Results: Questionnaires

The data for each question were examined for students in both elementary

(n=138) and secondary (n=121) schools for a total sample size of 259 students.

Student Well-Being

The first seven questions of the Student Misbehaviour Questionnaire addressed

whether or not misbehaviour affected students' overall feelings of safety in and out of the

classroom. The following sections examine student responses to each questionnaire item.

Question #1: "Does misbehaviour make you feel unsafe in your classroom?"

Question #2: "Does misbehaviour make you feel unsafe in your school?"

Responses for questions 1 and 2 will be displayed together since both questions

addressed whether or not students felt unsafe when around misbehaviour at their school.

The responses of YES and NO from both elementary and school students are shown in

the table below.

Table 4. Student Well-Being: Question 1 Responses

	Yes	No	N

Question 1	60 (23.2 %)	199 (76.8%)	259
Question 2	81 (31.3%)	178 (68.7%)	259
Total	142 (27.4%)	377 (72.8%)	518

Data in table 4 show that a high percentage of students (72.8%) across all grades don't feel unsafe when misbehaviour is present in school.

Question # 3: "Circle the word that best describes how you feel when students misbehave."

Responses choices of ANGRY, ANNOYED, CALM, NERVOUS, SAD, or HAPPY for both elementary and secondary students are shown below.

Figure 1. Student Well-Being: Question 3
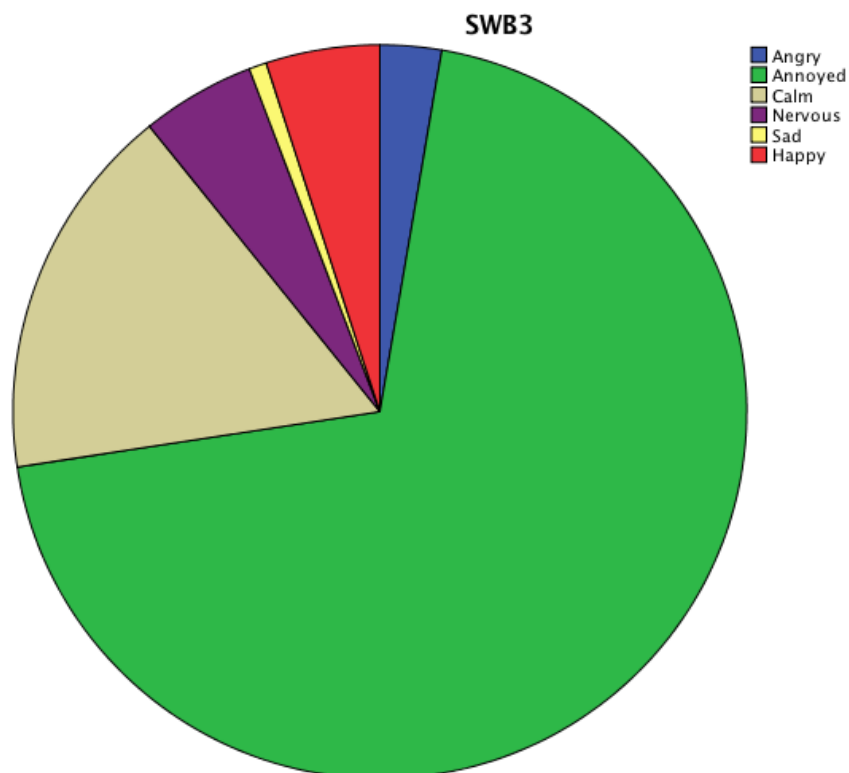
Responses.

The data in Figure 1 reveals that the majority of students (69.9%) felt annoyed when other students misbehave. Fewer students felt calm (16.6%), nervous (5.0%), happy (5.0%), angry (2.7%), or sad (0.8%) when other students misbehave.

Question # 4: "Circle the word that best describes how you feel when another student gets picked on."

Responses choices of ANGRY, ANNOYED, CALM, NERVOUS, SAD, or HAPPY for both elementary and secondary students are shown below.

Figure 2. Student Well-Being: Question 4 Responses.

SWB4
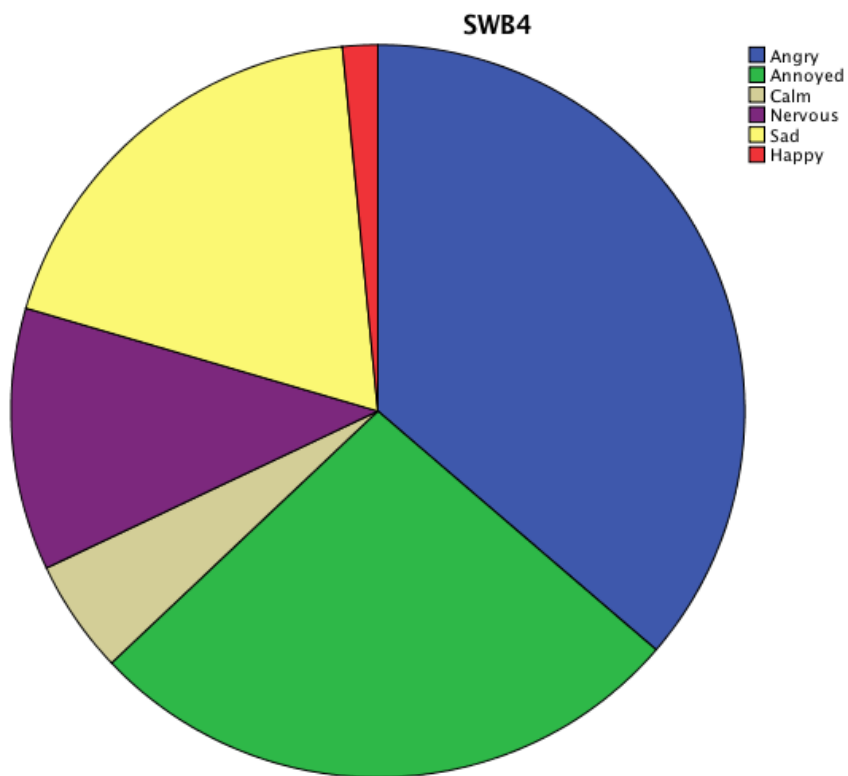
The data in Figure 2 reveals that the majority of students (36.3%) felt angry when another student gets picked on. Fewer students felt annoyed (26.6%), sad (18.9%), nervous (11.6%), calm (5.0%), or happy (1.5%).

Question # 5: "Circle the word that best describes how you feel when <u>you</u> get picked on."

Responses choices of ANGRY, ANNOYED, CALM, NERVOUS, SAD, or HAPPY for both elementary and secondary students are shown below.

Figure 3. Student Well-Being: Question 5
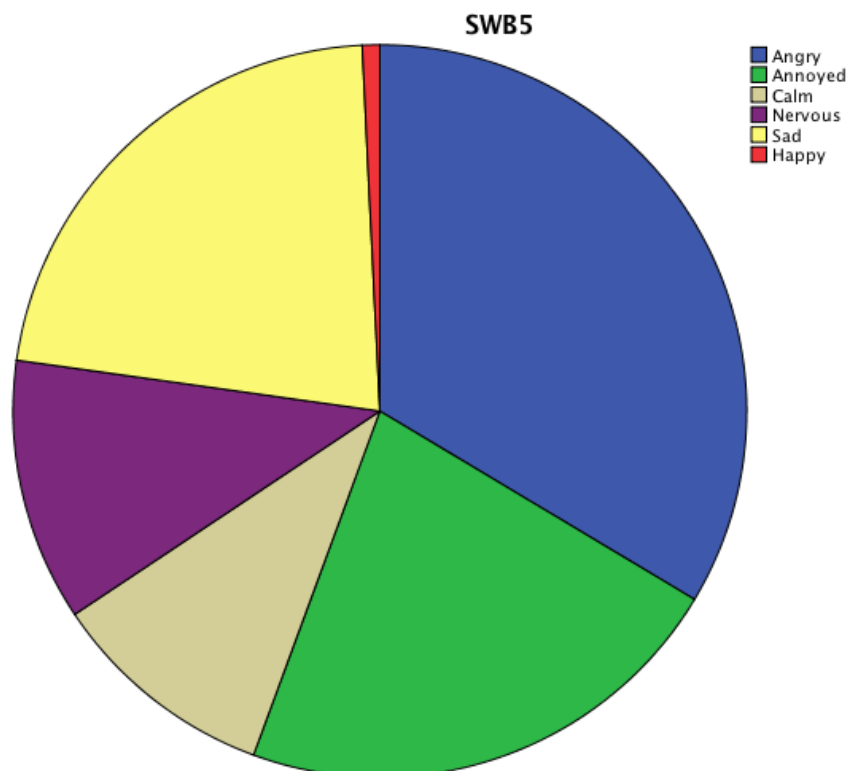
Responses.

The data in Figure 3 reveal that the majority of students (33.6%) felt angry when they get picked on. Fewer students felt annoyed (22.0%), sad (22.0%), nervous (11.6%), calm (10.0%), or happy (0.8%).

Question # 6: "Do you think you would get more work done if there was less misbehaviour in your classes?"

The responses of YES and NO from both elementary and secondary school students are shown in the table below.

Table 5. Student Well-Being: Question 6 Responses.

Yes	No	N

225 (86.9%)	34 (13.1%)	259

The data in table 5 shows that a high percentage of students (86.9%) believe that they would get more work done if there was less misbehaviour.

Question # 7: "Would you like school more if there was less misbehaviour in the school?"

The responses of YES and NO from both elementary and school students are shown in the table below.

Table 6. Student Well-Being: Question 7 Responses.

Yes	No	N
153 (59.1%)	106 (40.9%)	259

The data in table 6 shows that the majority of students (59.1%) would like school more if there was less misbehaviour.

Behavioural self-efficacy

The second seven questions addressed students' assessment of their behavioural self-efficacy. Mean behavioural self-efficacy scores and standard deviations are shown

below in table 6. for each question. Please refer to appendix C for a copy of the Student

Behaviour Questionnaire and questionnaire items.

Table 7. Mean Scores and Standard Deviations for Questions Addressing

Behavioural Self-Efficacy.

Question	Mean Score	Standard Deviation
1	3.5174	0.69514
2	3.3243	0.70644
3	3.0734	0.82970
4	1.3900	0.68657
5	2.0116	1.00187
6	2.4826	0.97383
7	2.2239	0.99808
Total	18.0232	2.71649
N	259	

The responses to each item addressing behavioural self-efficacy were given a

score out of a possible 4 points. A score of 4 indicated high behavioural self-efficacy

whereas a score of 1 represented low behavioural self-efficacy. Responses to the seven

behavioural self-efficacy questions were averaged to yield a mean total score out of a

possible 28. On average, student total scores were moderately high (18.0, SD= 2.72),

suggesting that participating students have the ability to control their behaviour most of

the time.

Elementary Versus Secondary: Student well-being

The first seven questions of the Student Misbehaviour Questionnaire addressing student well-being were analyzed using a Chi-Square Test of significance. This test was chosen since all of the questionnaire items involved categorical responses. Please refer to appendix C for a copy of questionnaire items. Frequencies and percentages for questions 1, 2, 6 and 7 will be reported together since each of these questions required a *yes* or *no* response. Frequencies and percentages for questions 3 through 5 will be reported together as they each required students to select one of the following response choices: *angry, annoyed, calm, nervous, sad or happy.*

Table 8. Frequencies and Percentages for Questions 1, 2, 6, and 7 Addressing Student Well-Being.

Question	Grade Level	Yes	No	N
1	Elementary	52 (37.7%)	86 (62.3%)	138
	Secondary	8 (6.6%)	113 (93.4%)	121
2	Elementary	56 (40.6%)	82 (59.4%)	138
	Secondary	25 (20.7%)	96 (79.3%)	121
6	Elementary	127 (92.0%)	11 (8.0%)	138
	Secondary	98 (81.0%)	22 (19.0%)	121
7	Elementary	102 (73.9%)	35 (26.1%)	138
	Secondary	51 (42.1%)	68 (57.9%)	121

Table 9. Frequencies and Percentages for Questions 3, 4 and 5 Addressing Student Well-Being.

Question	Grade Level	Angry	Annoyed	Calm	Nervous	Sad	Happy	N
3	Elementary	6 (4.3%)	97 (70.3%)	19 (13.8%)	12 (8.7%)	2 (1.4%)	2 (1.4%)	138
	Secondary	1 (0.8%)	84 (69.4%)	24 (19.8%)	1 (0.8%)	0 (0.0%)	11 (9.1%)	121
4	Elementary	42 (30.4%)	28 (20.3%)	3 (2.2%)	23 (16.7%)	41 (29.7%)	1 (0.7%)	138
	Secondary	52 (43.0%)	41 (33.9%)	10 (8.3%)	7 (5.8%)	8 (6.6%)	3 (2.5%)	121
5	Elementary	48 (34.8%)	29 (21.0%)	6 (4.3%)	15 (10.9%)	40 (29.0%)	0 (0.0%)	138
	Secondary	39 (32.2%)	28 (23.1%)	20 (16.5%)	15 (12.4%)	17 (14.0%)	2 (1.7%)	121

Table 10. Pearson Chi-Square Values, Degrees of Freedom and Phi Values for Questions Addressing Student Well-being.

Question	Pearson Chi-Square Value	df	Phi Value	P Value
1	34.965	1	0.367	0.000
2	11.901	1	0.214	0.001
3	21.602	5	0.289	0.001
4	38.088	5	0.383	0.000
5	18.733	5	0.269	0.002
6	7.320	2	0.168	0.026
7	27.576	3	0.326	0.000

As shown in Table 10, all chi-square values for each question were significant, meaning there was a significant difference between the responses of elementary students and that of secondary students. According to Muijs (2011), effect sizes of the chi-square test are weak if Phi values are less than 0.1, modest if between 0.1 and 0.3, moderate if between 0.3 and 0.5, strong if between 0.5 and 0.8, and very strong if above 0.8. Given this information, it is clear that questions 1, 4 and 7 show moderate effect sizes. All other questions (2, 3, 5 and 6) have modest effect sizes. meaning the relationship between grade level and responses to questions 1, 4 and 7 is stronger than for responses to questions 2, 3, 5 and 6.

Questions 1 and 2 asked students if misbehaviour makes them feel unsafe in their schools and classrooms, respectively. According to data in table 8 and a significant chi-square value, more secondary students reported that misbehaviour did not make them feel unsafe in either their school or classrooms than did elementary students.

Question 3 asked students to describe how they felt when students misbehave. According to data in table 9 and a significant chi-square value, more elementary students felt annoyed compared with secondary students; however, significantly more secondary students reported feeling calm and happy.

Question 4 asked students to describe how they felt when another student got picked on. According to data in table 9 and a significant chi-square value, more secondary students felt angry, annoyed, and calm in contrast to elementary students who felt more nervous and sad.

Question 5 asked students to describe how they felt when they themselves got picked on. According to data in table 9 and a significant chi-square value, more secondary students felt annoyed, calm, and nervous when compared to elementary students who felt more angry and sad.

Question 6 asked students if they would get more work done if there was less misbehaviour in school. According to data in table 8 and a significant chi-square value, elementary students were more likely to believe they would get more work done compared with secondary students.

Questions 6 asked students if they would like school more if there was less misbehaviour in school. According to data in table 8 and a significant chi-square value, elementary students were significantly more likely to feel school would be more enjoyable if there was less misbehaviour when compared with secondary students.

Elementary Versus Secondary: Behavioural Self-Efficacy

The second seven questions of the Student Misbehaviour Questionnaire addressed students behavioural self-efficacy. Total behavioural self-efficacy scores out of a possible 28 points were calculated for each student and the difference between mean total behavioural self-efficacy scores for elementary and secondary students were analyzed using a T-test of significance. According to Muijs (2011), this statistical test was appropriate since the dependent variable (mean total behavioural self-efficacy score) is a continuous variable. Table 11 shows the mean total behavioural self efficacy scores and standard deviations for elementary and secondary students. The T-test comparing these mean scores for elementary and secondary students was significant (t= -2.510, df=257,

p=0.013). This tells us that it is likely that the differences in total behavioural self-efficacy scores for elementary and secondary students did not happen due to random chance. In this case, secondary students score significantly higher on a measure of behavioural self-efficacy then elementary students.

Table 11. Total Mean Behavioural Self-Efficacy Scores and Standard Deviations for Elementary and Secondary Students.

Grade Level	Mean Total Behavioural Self-Efficacy Score	Standard Deviation
Elementary	17.6	2.80
Secondary	18.5	2.56

Qualitative Results: Focus Group Discussions

The following information was derived from thematic analysis of several focus group discussions with both elementary and secondary students.

Student Well-Being

The first set of seven questions addressed students overall well-being in the presence of misbehaviour. Thematic analysis for some questions was combined since these questions appeared to deal with similar issues, as discussed in previous sections. Coincidentally, the responses from focus group discussions also showed a relation between pairs of questions. For example, questions 1 and 2, 4 and 5, as well as 6 and 7, were combined, respectively. Questions 1 and 2 were combined since they both dealt

with feelings of safety at school and responses to these questions were very similar.

Questions 4 and 5 were combined since both addressed situations involving students

getting picked on, and responses were similar across grades. Questions 6 and 7 addressed

students' ability to get work done, as well as their "likeness" of school in the in the

presence of misbehaviour. Thematic analysis for these questions was combined since the

themes discussed were overwhelmingly strong and the same for both questions. The

following results include all the possible codes used to analyze the data.

Question #1: "Does misbehaviour make you feel unsafe in your classroom?" and

Question # 2: "Does misbehaviour make you feel unsafe in your school?"

The following themes were derived from focus group discussions with elementary

and secondary students.

Table 12. Themes derived for questions 1 and 2 Addressing Student Well-Being.

Themes	Elementary	Secondary	Total
Disruption of learning and concentration	4	6	10
Protectiveness toward self and others	5	0	5
Misbehaviour as entertainment	1	0	1
Type of behaviour	0	4	4

The results in table 12 show that while overall, students did not feel unsafe in

their classrooms or their school in the presence of misbehaviour (as stated previously

from questionnaire data); instead, their comments indicated that misbehaviour can cause

major disruptions to their learning and concentration. Some elementary students did feel

that misbehaviour threatened the safety of themselves and others in the classroom and they brought up a theme of feeling protective over their friends, as well as themselves in the presence of misbehaviour.

Question # 3: "Circle the word that best describes how you feel when students misbehave."

The following themes were derived from focus group discussions with elementary and secondary students.

Table 13. Themes Derived for Question 3 Addressing Student Well-Being.

Themes	Elementary	Secondary	Total
Disruption of learning and concentration	7	8	15
Protectiveness toward self and others	1	0	1
Misbehaviour as entertainment	1	0	1
Not affected/Indifferent	0	1	1

Table 13 shows that students feel strongly that misbehaviour brings about feelings of annoyance (as discussed in previous sections) due to the disruption of their learning and concentration in class.

Question # 4: "Circle the word that best describes how you feel when another student gets picked on."

Question # 5: ""Circle the word that best describes how you feel when <u>you</u> get picked on."

The following themes were derived from focus group discussions with elementary and secondary students.

Table 14. Themes Derived for Questions 4 and 5 Addressing Student Well-Being.

Themes	Elementary	Secondary	Total
Protectiveness toward self and others	11	0	11
Misbehaviour as entertainment	1	1	2
What is being said	0	5	5
Who the behaviour is directed to	0	9	9
Not affected/Indifferent	0	3	3

Data in table 14 show that elementary student feel protective of themselves and other when either themselves or their friends are being picked on. Secondary students however, direct their feelings based on the nature of who is being picked on and what is being said.

Question # 6: "Do you think you would get more work done if there was less misbehaviour in your classes?"

Question # 7: "Do you think students would like school more if there was less misbehaviour in the school?"

The following themes were derived from focus group discussions with elementary and secondary students.

Table 15. Themes Derived for Questions 6 and 7 Addressing Student Well-Being.

Themes	Elementary	Secondary	Total
Disruption of Learning and Concentration	20	6	26

Protectiveness towards self and others	1	0	1
Misbehaviour as Entertainment	1	5	6
Type of Behaviour	0	5	5
Social Incentive	0	4	4
Who the behaviour is directed to	0	4	4
Not affected/Indifferent	6	5	11

Table 15 shows that both elementary and secondary students felt they would get more work done if there was less misbehaviour (as discussed in previous sections) since misbehaviour causes a disruption to their learning and concentration in class. This disruption to their ability to be productive in class is also the reason why students would like school more if there was less misbehaviour. Some students also believed that their ability to get work done and their "likeness" of school was not affected by misbehaviour.

Behavioural Self-Efficacy

The second part of the *Student Misbehaviour Questionnaire* dealt with students' feelings of behavioural self-efficacy. Questions were designed to evaluate students' perceptions of their ability to control their own behaviour. Reporting of questions one and two of the second half of the questionnaire will be combined, as responses were similar. Remaining questions will be reported separately.

Question # 1: "I can behave well in school if I try hard enough."

Question # 2: "It is easy for me to behave well in school."

The following themes were derived from focus group discussions with elementary and secondary students.

Table 16. Themes Derived from Focus Group Discussions for Questions 1 and 2 Addressing Behavioural Self-Efficacy.

Themes	Elementary	Secondary	Total
Misbehaviour due to distraction	7	0	7
Authority Influence	2	0	2
Effort	4	0	4
Misbehaviour as Entertainment	8	0	8
Social Distraction	0	5	5
Difficulty of class	0	4	4
Teacher Rapport	0	2	2
Pursuit of knowledge	0	3	3
Rules not hard to follow	0	2	2
Authority influences behaviour	0	2	2

Table 16 shows that elementary students felt strongly that their ability to control their behaviour was affected by being distracted in class and their need to be entertained in class. They admitted that controlling their behaviour was a fairly effortful process. Secondary students, however, explained that the factors influencing their ability to control their behaviour included their need to socially distract themselves in class, their perception of class difficulty, and the relationship they have with their teachers.

Question # 3: "I can control my behaviour even when I feel upset and want to misbehave."

The following themes were derived from focus group discussions with elementary and secondary students.

Table 17. Themes Derived from Focus Group Discussions for Question 3 Addressing

Behavioural Self-Efficacy.

Themes	Elementary	Secondary	Total
Misbehaviour disrupting learning and concentration	6	2	8
Not affected/Indifferent	0	7	7

Table 17 shows that disruption to learning and concentration caused

misbehaviour is the largest contributing factor influencing elementary students' ability to

control their behaviour even when they felt upset and want to misbehave. In addition,

secondary students felt that the feeling of being upset did not affect their ability to control

their behaviour.

Question # 4: "I misbehave in school on purpose."

The following themes were derived from focus group discussions with elementary

and secondary students.

Table 18. Themes Derived from Focus Group Discussions for Question 4 Addressing

Behavioural Self-Efficacy.

Themes	Elementary	Secondary	Total
Level of Upset	8	0	8
Able to Ignore	5	0	5
Pursuit of Knowledge	0	1	1
Strategic Misbehaviour	0	1	1
Consequences Drive Behaviour	0	3	3

Table 18 shows that elementary students can exhibit lower behavioural self-efficacy if they are upset. Their ability to control their behaviour is directly related to how upset they are. Secondary students, however, are able assess the negative consequences of misbehaving and choose instead to behave, an indication of higher behavioural self-efficacy.

Question # 5: "I would get more work done if I behaved better in school."

The following themes were derived from focus group discussions with elementary and secondary students.

Table 19. Themes Derived from Focus Group Discussions for Question 5 Addressing Behavioural Self-Efficacy.

Themes	Elementary	Secondary	Total
Authority Influence	1	1	2
Misbehaviour as Entertainment	2	2	4
Level of Upset	3	0	3
Peer Pressure	3	0	3
Difficulty of Class	0	1	1
Teacher Rapport	0	4	4
Pursuit of Knowledge	0	2	2

Table 19 shows both elementary and secondary students believe that their ability to get their work done in class is negatively affected by misbehaviour in class since it is a form of entertainment that can distract them. Elementary students also explained if they are upset or there are social pressures in class promoting lower behavioural self-efficacy, they can be less productive on classroom activities. Secondary students explained that

their ability to get work done and exhibit high behavioural self-efficacy is influenced by the rapport they have with their teachers.

Question # 6: "My classmates have a large effect on how I behave in class."

The following themes were derived from focus group discussions with elementary and secondary students.

Table 20. Themes Derived from Focus Group Discussions for Question 6 Addressing Behavioural Self-Efficacy.

Themes	Elementary	Secondary	Total
Authority Influence	1	0	1
Misbehaviour as Entertainment	12	3	15
Pursuit of Knowledge	0	3	3
Able to Ignore	1	0	1

Table 20 shows that both elementary and secondary students beleive that their classmates have an influence on their ability to control their behaviour since interactions with classmates are a source of social entertainment in class.

Question # 7: "My teacher has a large effect on how I behave in class."

The following themes were derived from focus group discussions with elementary and secondary students.

Table 21. Themes Derived from Focus Group Discussions for Question 7 Addressing

Behavioural Self-Efficacy.

Themes	Elementary	Secondary	Total
Authority Influence	12	0	12
Teacher Rapport	0	10	10
Teacher's Behavioural Management	0	6	6

Table 21 shows that elementary students' perception of their teachers' authority

over students' behaviour influenced their ability to control their own behaviour.

Secondary students, however, felt specifically that it is teachers' rapport with their

students, as well as their overall ability to manage classroom behaviour, that influenced

control over their behaviour.

Table 22. Secondary Focus Group Discussion Revised Themes for Responses to the

Question "Would you like to add any information?".

Themes	Secondary
Teacher rapport	6
Misbehaviour as entertainment	4

Table 22 shows that secondary students felt strongly that educators should

recognize the influence that teachers have on how students manage and control their

behaviour, specifically teachers' rapport with their students. In addition, lower

behavioural self-efficacy and higher rates of misbehaviour occur most often as a form of

entertainment in class. It is, therefore, important to recognize this when considering classroom management strategies and techniques.

Summary of Findings

The two main research questions investigated by this study were:

1. How does misbehaviour affect student well-being?

2. How do students perceive their ability to behave in socially desirable ways (i.e., their behavioural self-efficacy)?

Student well-being was measured by students' emotional responses, feelings of physical safety, ability to accomplish classroom tasks, and positive feelings toward school in the presence of misbehaviour. Student behavioural self-efficacy was measured based on student responses to several statements about behaviour control.

Both questionnaire and focus group responses addressing student well-being revealed that although the presence of misbehaviour does not seem to pose a significant threat to students' safety, it does bring about negative feelings such as annoyance, anger, and sadness, mostly due to the disruption to learning and concentration misbehaviour can cause in the classroom. Although questionnaire data showed that the majority of all students agreed that they would get more done if there was less misbehaviour in school, focus group data showed that secondary students believed that they were capable of being productive in class and ignoring minor disruptive misbehaviours. In addition, students across all grades agreed that they would like school more if there was less misbehaviour.

In terms of student behavioural self-efficacy, questionnaire and focus group data revealed that students are capable of controlling their behaviour even when they are upset

and want to misbehave. Secondary students seem to perceive themselves as having higher beahvioural self-efficacy than elementary students. Students across all grades admit that their ability to control their behaviour is affected by their peers, as well as their teachers and their teachers management of classroom behaviour. A common theme for all students was the idea that misbehaviour often occurred as a form of entertainment in class.

When asked if students had any additional information to contribute to the study or any advice to give teachers to help manage misbehaviour, secondary students emphasized the importance of teacher's rapport with their students. They explained that it is important for teachers to guide and control behaviour consistently in their classes, follow through with consequences, and maintain a productive learning environment defined by positive interrelationships with their students.

Chapter 5 Discussion

Quantitative Discussion: Questionnaires

Student Well-Being

        The first seven questionnaire items in this study addressed the topic of student well-being in the classroom and the overall school environment. Student well-being was examined by evaluating students' feelings of physical safety and emotional responses to situations involving misbehaviour. It was also measured by assessing how misbehaviour affected student's ability to be productive in class and how misbehaviour influenced how much students liked school overall.

        The first two questions of the *Student Misbehaviour Questionnaire* addressed students' feelings of physical safety in the presence of misbehaviour in both their classrooms and their school. Data revealed that both elementary and secondary students (72.8%) felt strongly that misbehaviour did not make them feel unsafe within these contexts. These findings appear to be inconsistent with current research stating that disruptive behaviour is associated with negative perceptions of the classroom climate, a major determinant of student's psychosocial well-being (MacAulay, 1990). A positive classroom environment is associated with positive cognitive and affective learning outcomes, and the presence of misbehaviour should have negative consequences on students' overall perceptions of the classroom climate and overall safety (MacAulay, 1990; Fraser, 1989). This should lead to reduced student learning, an increase in disruptive behaviour (MacAulay, 1990; Crocker and Brooker's, 1986), and an overall negative effect on students' feelings of safety and well-being in their classrooms. The majority of both elementary and secondary students contradicted the current research in that they did not feel that misbehaviour had a negative effect on their safety in the classroom.

In question three of the *Student Misbehaviour Questionnaire*, students were asked how they felt when other students misbehave. The data shows that that the majority of students reported feeling annoyed (69.9%). Though no study was found that addressed students' specific feelings in the presence of misbehaviour, these results are consistent with research indicating that misbehaviour is disruptive to students' learning environments (Seidman, 2005). Since misbehaviour can disrupt student's concentration on academic tasks and cause disruption of peaceful working environments, it was anticipated that students would feel annoyed when other students misbehaved (Seidman, 2005).

Questions four and five addressing student well-being asked students how they felt when other students or themselves got picked on, respectively. In both cases, the majority of students felt angry (36.3% for question four, when other students get picked on and 33.6% for question five, when they themselves get picked on), annoyed (26.6 % for question four, when other students get picked on and 22.0% for question five, when they themselves get picked on), and sad (18.9% for question four, when other students get picked on and 22.0% for question five, when they themselves get picked on). These findings are consistent with research indicating that when students misbehave, the cohesive, cooperative, and productive classroom environment is disrupted, causing students to feel tension (MacAulay, 1990) and lose focus on classroom tasks (Seidman, 2005). This tension, coupled with a more personal and direct form of misbehaviour (being picked on) and the inability to focus on classroom activities, may explain these feelings of anger, annoyance, and sadness reported by the students.

Question six addressed whether misbehaviour affected student's ability to focus on academic tasks in the classroom. The data revealed that the majority of students (86.9%) felt that they would get more work done if there was less misbehaviour in their classes. These findings appear to be consistent with the research indicating that misbehaviour is highly disruptive to student's concentration on classroom academic tasks (Bru, 2009). These findings are also consistent with the widely known concept that student misbehaviour has negative effects on academic achievement (Bru, 2009; Siedman, 2005).

The last question of the *Student Misbehaviour Questionnaire* addressed whether misbehaviour affected how much students like school. The data indicated that students (59.1%) would like school more if there was less misbehaviour in the school.

In addition to frequency chart data, a chi-square statistical test was conducted to examine responses to each question by grade level (elementary versus secondary). Findings revealed a statistically significant association between grade level (elementary and secondary) and responses to each question addressing student well-being. Overall, more secondary students felt that misbehaviour did not threaten their safety in their classrooms or their school compared with elementary students. In addition, more secondary students felt calm and happy in the presence of misbehaviour compared with elementary students who felt annoyed. It seems that misbehaviour could have less of a negative effect on secondary students as it does on elementary students. Interestingly, elementary students reported that they would like school more if there was less misbehavior; however, secondary students did not. Secondary students believed themselves to be just as productive academically in the presence of misbehaviour. Later

sections will discuss responses of elementary and secondary students for each questionnaire item in greater depth, and this may reveal clues as to why these two grade levels differed in their perspectives.

The *Student Misbehaviour Questionnaire* was used to address the original research question "how does misbehaviour affect student well-being?" Specifically, how does misbehaviour affect students' feelings of physical safety, what emotions do students feel in situations involving misbehavior, and how does misbehaviour affect student productivity and how much they like school? According to the frequency data discussed in the previous sections, it is clear that misbehaviour does not make students feel unsafe at school. However, in the presence of misbehaviour, students reported negative feelings such as anger, annoyance, and sadness. These findings imply that student's emotional well-being in the classroom is negatively affected by the presence of misbehaviour. In addition, although students may report feeling physically safe in the presence of misbehaviour, it appears that misbehaviour negatively impacts their ability to focus on academic tasks in the classroom and thus, can have negative consequences on how much they like school, as well as on their academic performance. As such, it can be argued that misbehavior, in this study, had a greater influence on students' emotions, their focus on learning, and their overall impression of their school experience rather than threatening their physical safety in the classroom.

Behavioural Self-Efficacy

The second seven questions of the *Student Misbehaviour Questionnaire* addressed the topic of behavioural self-efficacy. Each question was scored out of a possible 4

points, and total behavioural self-efficacy scores were calculated. Results revealed a mean total behavioural self-efficacy score of 18.0 (SD= 2.72) out of a possible 28, across grade levels. Overall this mean total behavioural self-efficacy score suggests that students have modest to moderate control over their behaviour, since their average score is higher than 14, the half way point of the 28 point scale. As a result, it could be predicted that these students should also exhibit fewer incidences of misbehaviour. Though no previous studies were found that addressed student's behavioural self-efficacy and frequencies of misbehaviour directly, these findings can be considered inconsistent with the research indicating that misbehaviour is still viewed as the most serious problem facing teachers (Evertson & Weinstein, 2006). The continued presence of misbehaviour in the classroom does not seem to correlate with the current data showing that the majority of students say they exhibit control over their own behaviour and are able to behave in alignment with expectations if they try hard enough. It may be that while students have the ability to control their behaviour, there may be certain classroom situations and/or other situational variables that play a role in their choice to act in socially desirable ways. Some of these factors will be discussed in the next section examining responses from the focus group discussions.

In addition to the calculation of total behavioural self-efficacy scores, a T-test of significance was used to compare mean total scores for elementary (mean= 17.6, SD= 2.80) and secondary (mean= 18.5, SD= 2.56) students. The T-test comparing these mean scores for elementary and secondary students was significant (t= -2.510, df=257, p=0.013) indicating that responses from elementary and secondary students were significantly different. Later sections on focus group data will discuss elementary and

secondary student responses for each questionnaire item in greater depth, and this may reveal clues as to how these two grade levels differ in their perspectives.

Qualitative Discussion: Focus Group Discussions

<u>Student well-being</u>

The first seven questions of the *Student Misbehaviour Questionnaire* addressed the topic of student well-being in the classroom and in the overall school environment. A highly prominent theme that was repeated across almost all questions by both elementary and secondary students was that of misbehaviour as a disruption of concentration and learning in the classroom. Students explained that misbehaviour can result in the teacher having to redirect his/her attention to dealing with the misbehaving student, which disrupts the flow of learning. In addition, students also lose focus when misbehaviour occurs in the classroom, which negatively affects their productivity in class and their overall learning. While misbehaviour did not make them feel unsafe, students agreed that it was annoying and disruptive to their focus in class. The following quotes from students illustrates these concerns: "We can't learn when someone is always misbehaving and the teacher has to keep on dealing with them." "Well misbehaviour is just distracting; it doesn't make me feel unsafe."

Secondary students were particularly focused on misbehaviour impeding their learning. This was more directly and frequently expressed with the secondary students rather than the elementary students. A secondary students stated: "I can't concentrate or understand the topics properly and it influences my mark in the future." Another said: "It

prevents me from learning. If I get distracted, maybe I will miss something." When teachers' attention toward managing behaviour takes place, students become distracted from their academic tasks, resulting in further misbehaviour. This cyclical pattern can lead to the poor implementation of behavioural management techniques such as punishment and zero-tolerance policies. It is obvious that effective behaviour management and intervention strategies and are needed to prevent this cycle from continuing.

A less prominent theme expressed by elementary students was that of concern with misbehaviour in both the classroom and school setting escalating into more violent or bullying behaviour. This resulted in the overall impression that misbehaviour can bring about fear and anxiety for some elementary students. Though the researcher explicitly stated and re-stated that the topic of misbehaviour focused on more mild examples of disruptive behaviours (such as talking when the teacher is talking and using a cell phone), students continued to express a fear of more significant acts of misbehavior. Some examples include the following: "It isn't safe, because what if you are walking in the hall and someone punches you?"Another student said: "It would make me feel unsafe if the teacher is trying to talk to the person who is misbehaving and he might run and bump into me and I'll fall and hurt myself." Both of these themes are consistent with research indicating that misbehaviour can have negative effects on students' perceptions of the classroom climate. When students misbehave, the cohesive, cooperative, and productive classroom environment is disrupted, causing students to feel tension (MacAulay, 1990). It is not surprising then that this tension might bring about feelings of being unsafe in the presence of misbehaviour, particularly for elementary students, who seem to be more

sensitive to their own feelings and emotions than secondary students. Through examples and several statements, elementary students also gave the impression they were quite protective of their peers and themselves and did not want misbehaviour to negatively affect themselves or others. This may be in line with their fear that misbehaviour might escalate into more violent or bullying behaviour. In any case, a concern for others emotional and physical wellbeing was at the forefront. Some examples of these statements include: "When I get picked on, someone might punch me or swear at me, and then I will tell the teacher." "I feel upset and sad because I think about how I would feel if that happened to me."

In contrast, a less prominent theme expressed by secondary students was that their feelings about how misbehaviour affected them was dictated by the type and context of the misbehaviour. Their perspectives were more behaviour specific in that they were able to dissociate between minor disruptive misbehaviours (such as texting and talking during class) and more serious misbehaviours (like bullying). Secondary students felt that for the most part, they were able to ignore more minor disruptive misbehaviours but were more affected by misbehaviours perceived as serious or disruptive. A secondary student stated: "If it's something small, it doesn't affect me, but if it's big I will get off focus and lose what I was doing." Another student said: "If someone is texting, it doesn't bother me, but if there are people talking behind me in class, that bothers me and I can't focus on my work." It seems that secondary students view misbehaviour as having less of a negative effect on their well-being compared with elementary students.

Secondary students were also concerned about whom a misbehaviour is directed to and who is participating in the misbehaviour. Although some secondary students did

express concern for all students, they gave the impression that they were more affected if misbehaviour was directed at themselves or their friends. In addition, their perspectives of how misbehaviour affected them was determined by whether or not they were participating in the misbehaviour themselves. For example, if the person getting picked on was their friend, students reported feeling angry and protective. They expressed that being picked on, at their age, should not be happening anymore. One student stated: "I believe that there is less misbehaviour in senior grades than younger grades. People I know in the past that used to pick on others and myself, I've now met and they are much more mature. They prefer to avoid what they've done before and are nicer in general." If secondary students were the victims of being picked on, most reported feeling upset; however, they indicated that they were able to keep calm and ignore the misbehaviour. One student explained: "I'm not bothered by it at all anymore. I've learned how to calmly talk to people in a way that they just give up and walk away."

A less prevalent theme that emerged from discussions with secondary students referenced the content of what is said when someone gets picked on. If what is said was perceived as a joke, then students reported feeling indifferent and able to ignore the situation. It seems that secondary students felt that, for the most part, they were able to ignore when others or themselves were being picked on and remain calm. However, if they perceived that what was said was rude in nature, more personal, or a joke that was repeated too often, upset became a more salient feeling. One student responded: "It depends on what is said. I don't really take jokes badly. I'm pretty calm most of the time, but if it is really mean, then I would get angry." Another student said: "I just try and mind my own business most of the time so people don't usually pick on me."

Lastly, a contradictory and less prevalent theme that emerged from both elementary and secondary student focus group discussions included the idea of misbehaviour as a form of entertainment. From an alternate view, students expressed that misbehaviour can result in them liking school more since it can serve as a form of social entertainment which can both encourage or discourage productive work in class. An elementary student expressed: "When people misbehave, it's funny and you get a break." Another elementary student agreed and also said: "I would enjoy school more if there was more misbehaviour. Sometimes it's pretty funny." A secondary student felt similar and stated: "There were classes where I misbehaved more than in other classes because it was fun and I enjoyed that class more."

Secondary school students in particular brought up a specific theme of misbehaviour as a social activity. Secondary students expressed that misbehavior, such as talking and being disruptive, are more frequent in classes where friends and close peers are seated near each other. When students are sitting near their friends, they were more likely to engage in misbehaviour as a way of being social with those around them. Students explained: "It depends who is immediately around you, since you can't communicate well with a person who is on the other side of the room." Another student stated: "I didn't misbehave in my classes this past semester, I didn't have close friends in my classes. But last semester I had close friends and I did misbehave a bit more."

It seems that, overall, both elementary and secondary students had similar ideas about how misbehaviour affected them both in the classroom and the school in general.

However, the extent to which secondary students were affected depended more on the nature of the misbehaviour. They give the impression that they were able to ignore many situations involving minor disruptive misbehaviours and continue to be productive academically. In contrast, elementary students gave the impression that while they could ignore some misbehaviours, many situations required them to enlist the support of the teacher and, therefore, disrupt their work in class. Elementary students also expressed greater sensitivity to being negatively affected by misbehavior, which, in turn, elicits fear and anxiety. A large scale study by Brophy and Evertson (1978) examined four major environmental differences across grade levels and characterized secondary school classrooms as requiring less attention paid to classroom management in favour of more attention directed to instructional strategies and content related activities. This shift from younger grades, where behavioural management is more taxing (Brophy & Evertson, 1978), might be a result of secondary students increased focus on academic achievement and lower incidences of misbehaviour, ultimately resulting in greater feelings of well-being.

Behavioural Self-Efficacy

The second seven questions of the *Student Misbehaviour Questionnaire* addressed the topic of behavioural self-efficacy. The most prevalent theme for both elementary and secondary students, as seen previously, was that misbehaviour occurred most frequently as a form of entertainment in class. Elementary students in particular emphasized misbehaviour often occurring as a product of boredom and requiring a lot of energy on their part to resist misbehaving. They felt that misbehaviour occurred in response to being

distracted in class and as a means to be entertained. One student stated: "If you sit beside someone who wants to play games and you know you have to focus, but you don't like the subject, you will be tempted to do something else." Another said "I'm bad sometimes because I don't want to do my work. But I can behave if I try hard enough." A couple of students mentioned that they sometimes chose to misbehave in order to fit in with certain social groups. One student said: "Ya, I've done it before. I was trying to be funny and I was hanging with the cool people and trying to get them to accept me." It seemed that elementary students found it difficult to control their behaviour and behave in alignment with expectations when they were not engaged in class. One student demonstrated this by stating "When it's boring, it's not easy (to behave)." This theme re-emphasizes the importance for educators to recognize the need for more engaging classroom activities as a basis for more effective classroom management (Evertson & Harris, 1992).

Secondary students emphasized, once again, a theme of social distraction impeding their ability to control their behaviour. They admitted that their behaviour could be affected by whether or not their friends were sitting near them. One student said: "If I'm sitting near people I know, then I will misbehave more." Students across grades admitted that they sometimes chose to misbehave to purposefully distract themselves from their work and make their time in class more fun. A secondary student stated: "I will misbehave on purpose in class, usually to lighten up the room a bit. Sometimes, when they (students) look bored or stressed out, I'll say a joke in the class or some sort of line or remark that will make people laugh." Another explained: "It's happened since we started going to school until now; the teacher leaves the room, one group of people starts talking, the rest start talking and it works its way around the room. When stuff like that

happens, the lesson is stopped and you feel inclined to keep yourself occupied until something comes back." This theme is consistent with literature indicating that students need to be engaged in classrooms both academically as well as socially and expectations about student participation to be clearly communicated and supported through choices in classroom activities (Evertson & Harris, 1992).

Interestingly secondary students also reported that the presence of misbehaviour in their classes had no effect on their ability to get work done. This statement contradicted their responses indicating that misbehaviour could distract them from their work. This statement also contradicted questionnaire responses across all grades indicating that students would get more work done if there was less misbehaviour in school. This inherent contraction could indicate that secondary students perceived themselves as having more control over their behaviour than they actually had. In any case, secondary students believed themselves to be just as productive with or without the occurrence of misbehaviour. An example of this belief comes from one student who stated: "I don't feel that I could be any better, because I listen to the lessons and do my work when I'm told. I guess I do talk to people in class sometimes." Only one student admitted: "I think it (misbehaviour) doesn't really affect me that much but, but still, if it (misbehaviour) weren't there, I would get more work done." These responses may be partially explained by research indicating that secondary school classrooms characteristically involve activities that emphasize higher cognitive processes such as comprehension and application, whereas elementary (in this case, grade six through grade nine) emphasize lower level cognitive processes such as rote memorization (Walberg et

al., 1973). Secondary classrooms may require more cognitive effort on the part of the student, forcing students to become more engaged in academic tasks relative to elementary students.

Another prevalent theme brought up by secondary students was that they felt that their ability to control their behaviour was class specific and depended on how difficult they perceived the class to be. When classes were perceived as easier, they were more likely to allow themselves to misbehave in class. A secondary student stated, "If I've already done the work, or I already know the subject, I don't want to try." Students also felt that they were motivated to behave positively by wanting to "get through" high school and succeed academically. Students who perceived classes as more important for their mark and influential in their pursuit of post-secondary education and careers after high school were more likely to behave well in class. One secondary student said: "I just want to do well and I want to end up with a good career and if I don't learn now then I won't do that."Another stated: "In grades 11 and 12, it (controlling your behaviour) matters more, because that's when you think about getting into university or your career. So it's more important to control your behaviour in grade 11 and 12." Once again, these results are consistent with literature that shows that secondary students view their classes as more difficult and structured compared with elementary students who view their classes as more disorganized, fluctuating, and tense (Welch, 1979).

Students were asked if they felt they could control their behaviour even when they were upset and wanted to misbehave. A prevalent theme brought up by elementary students was that their level of upset contributed to how much control they had over their

behaviour. When students were very upset, or felt they were being picked on, they felt less control over their behaviour and were more likely to misbehave. One elementary student said: "I can control it (my behaviour) most of the time, but sometimes, I can't control it when someone picks on me." However, some elementary students did feel that they were able to ignore misbehaviour when it happened around them, continue focusing on behaving well, and complete their work in class. For example, one student said: "I don't really get affected by it (being upset). If I'm mad, then I just pretend that it never happened and ignore whatever that person said." The cumulative data seemed to indicate that there was a point at which elementary student's threshold for control over their behaviour was passed and as a result, they were more likely to misbehave.

A prevalent theme brought up by secondary students was the potential of negative consequences as major motivating factors in choosing to behave well in school. Unlike elementary students, secondary students felt they were able to look beyond their level of upset to the consequences that a misbehaviour might lead to. Understanding this relationship, they chose to engage in positive behaviors instead. One secondary student said: "I find it fairly easy (to control my behaviour). I think of the consequences that come when you misbehave and I can control my emotions."Another added: "If I'm upset, I can usually control it (my behaviour), because it's always been drilled in the back of my head that misbehaving is a bad thing, since I was a kid." Another student explained that when he felt the need to misbehave, he chose a time in class that was least disruptive and then was strategic about his misbehaviour. This student stated: "If I'm upset or something, or restless in general, I'll pick my moments. If I can't control my behaviour, I'll wait for a pause in the class. If I have an urge to say a smart remark, I'll make sure

it's not offensive and it relates to what we are talking about." Once again, secondary students demonstrated their increased ability to control their behaviour in a more socially desirable way.

Another prevalent theme with secondary students was that they felt that their behaviour was highly correlated with their relationships with their teacher and their teacher's relationship with the class as a whole. Elements such as the teacher's mood, level of strictness, interpersonal relationship with the students, and overall perception of the teacher's management of classroom behaviour factored into the students' decisions about controlling their own behaviour. One secondary student explained: "If a student keeps misbehaving and the teacher just keeps saying "next time I will move you," and they never do, then I think that that student should be sent to the office or actually moved. It disturbs the rest of the class when there is no follow through." Some students explained that when they had a good interpersonal relationship with their teacher, they were more likely to resist the temptation to misbehave in class. One student stated: "If the teacher talks to the class on a more personal level, it affects the way I act in class. The interpersonal relationship with them matters." Conversely, if their relationship with their teacher was at a level where they felt relatively comfortable, they might also choose to misbehave knowing they could take advantage of their more personal relationship and not be reprimanded. For example, one student said: "If the students have a good relationship with the teacher, they might see that they can misbehave a bit more and get away with it." These findings are consistent with literature indicating that managing student behaviour is believed to be one of the most important aspects of teaching (Langdon, 1996). Teachers must maintain positive classroom climates that support social belonging, self-

regulation, and the social intelligence of students (Gilman, Huebner & Furlong, 2009). Since student behaviour is a significant determinant of a perceived positive or negative classroom climate (MacAulay, 1990), it is important that teachers are able to manage classroom behaviour. Specifically, the literature emphasizes the importance for teachers to be pro-active in setting rules and expectations in their classrooms, communicate these expectations, monitor behaviour effectively, and follow through with procedures consequences (Evertson & Harris, 1992).

In contrast, elementary students felt very strongly that their behaviour was driven by their fear of not "getting in trouble" from their teachers and parents. They consistently expressed their awareness of authority figures and the bearing they have on their ability to resist misbehaving. For example, one elementary student expressed this concern and said: "We all have the same teacher. He is very strict, and he likes to joke around, but if you get to the point that you joke around too much, you don't know what will happen. He says a lot of things he might do, like (make us write) essays or more homework."

Controversially, a less prevalent theme discussed by secondary students was the idea that that misbehaviour could also be a useful tool to promote learning in the classroom. They explained that misbehaviour, such as talking with other students around you, could promote discussions about class content and help students collaborate in their learning. In addition, discussing class content with others could increase the likelihood that students would more confidently participate in class discussions. Secondary students, too, were able to find a positive effect of misbehaviour on their learning and explained: "I've heard somewhere that classes with a class clown can do better than classes without

a class clown. So, maybe someone is lightening the mood with the class and getting people to get talking and be less shy around each other, which could lead to asking more questions."

Once all questionnaire questions were discussed, students were then asked if they had anything to add to the discussion that was not already stated. Students were also asked if they had any advice to give teachers in terms of controlling misbehaviour in their classrooms. Elementary student responses were very limited. All but one student felt they could not add additional information to the discussion. This one student addressed the need for more positive reinforcement in the classroom and suggested: "If people stop misbehaving they should get a treat. Stickers are good!"

Secondary students had a much stronger response than elementary students. The most prevalent theme discussed was that of teachers' rapport with their students. Students believed that behaviour in the classroom was highly influenced by the interpersonal relationship between the teacher and students and how the students' perceived the teacher's ability to set rules, manage behavior, and follow through with consequences. One student explained: "If teachers are going to say they will do something, they should follow through and not worry about making the students not like them. Just solve the problem". Another responded: "When a teacher doesn't have control of a classroom, that annoys me. So, what I would say, have control of the class so people aren't talking out and disrespecting the teacher. At the same time, get to know the kids on a personal level so that they can interact more comfortable with the teacher. Once students like the teacher more, they might not want to disrespect them as much." It seems there is a

balance that must be reached between teacher's ability to form a personal and productive relationship with their students and maintain control over behaviour in the class. This finding is consistent with research indicating that a teacher who is "dominant-cooperative" and who creates a structured and positive classroom climate with effective classroom management strategies is able to meet the physical and emotional needs of their students and is a major source of motivation for productive student work and behaviour (Van Petegem et al., 2008). It has been documented that using more reactive and punitive methods to manage disruptive behaviour undermines the goal of teaching students self-regulation and contributes to increased incidents of misbehaviour in the classroom (Osher et al., 2007).

Some students even felt that if teachers took more time to understand what students find entertaining about misbehaving in their class, they might have greater insight into how best to engage students in their classes. They explained: "It's (misbehaviour) not going to stop, and when teachers try and stop it, they just get a bad reputation among students. What they should do is learn why the students are doing this and for what reason and if they can do that, they can encourage in a way." "If they show that same sense of humour, or same type of entertainment, or see where it's coming from, or why students get entertainment out of it, it would be much easier to relate to students and then you (the teacher) can actually communicate with them on their level." It seems that teacher's should direct their efforts toward taking the perspective of students in the class and trying to understand how they perceive what's going on around them. They should be making more of an effort to relate to their students and design their classes to meet the entertainment needs of their students. In other words, make their lessons more

engaging to their class. Teacher's who are able to manage behaviour in the classrooms effectively have a more positive effect on student learning and set higher expectations for their students' behaviour and academic achievement (Ashton, 1984). They also exhibit a greater sense of responsibility for student learning, more actively involve their students in goal setting, and have a greater sense of control in the classroom than teachers who have lower self-efficacy for classroom management (Ashton, 1984). Lastly, teachers with high self-efficacy for classroom management are more likely to address misbehaviour by employing strategies that deter students from future problem behaviour as opposed to using punishment (Evertson & Weinstein, 2006).

In summary, an overarching theme discussed by students as a major contributor to decreased behavioural self-efficacy was boredom in class. Students across all grades explained that when they were not engaged in class, they often turned to misbehaving as a means of entertainment, as well as a distraction from their work. Specifically, secondary students explained that they often exhibit lowered behavioural self-efficacy when they felt the need to socialize in class.

Other factors that affected secondary student's level of behavioural self-efficacy included the type of class and importance of that class for post-secondary pursuits. If a class was seen as difficult or of higher importance for their marks for post-secondary education, students claimed to exhibit a higher level of behavioural self-efficacy. Secondary students believed that even if they felt upset and wanted to misbehave, for the most part, they were able to control their behaviour and continue to be productive in class.

On the other hand, the level of behavioural self-efficacy seemed to fluctuate more with elementary students and was more affected by elementary students level of upset. When elementary students were upset, they gave the impression that controlling their behaviour and acting in a socially desirable way was quite effortful. Though elementary students were motivated to behave out of fear of "getting in trouble" from their teachers, they did admit to misbehaving when they felt upset. Secondary students, in contrast, explained that they often were able to consider the negative consequences of misbehaving and choose to behave instead. It seems that once again secondary students believed themselves to exhibit a higher degree of behavioural self-efficacy in comparison with elementary students. This may be a product of their older age, and therefore, greater cognitive development; however, further research would be needed to examine the root of these differences.

The last overarching topic brought up in discussion several times by both elementary and secondary students was, once again, the role of the teacher in how they choose to behave in class. While elementary students emphasized their control of their behaviour out of fear of "getting in trouble" from their teacher, secondary students emphasized their sense of their teacher's ability to manage behaviour in their classrooms in regulating their behavioural self-efficacy. Secondary students emphasized teachers' classroom management skills, interpersonal competencies, and ability to set rules and follow through with consequences as key factors affecting the regulation of their own behaviour. This was such a prominent theme that secondary students reinforced this information when asked if they had anything to add to the discussion or any advice they

could give teachers about managing misbehaving students. They made it clear that their teacher's rapport with their students had a major influence on the choices they made about how they behaved in school.

In examining both groups, it seems that secondary students, overall, demonstrate a higher level of behavioural self-efficacy than exhibited by elementary students. Elementary students seemed more vulnerable to their emotions in driving their behaviour and reported less control over their impulses to misbehave. When elementary students do exhibit a higher degree of behavioural self-efficacy, it is often motivated by their fear of consequences imposed by their teacher, not autonomously driven.

Limitations of this study

Questionnaires were administered at the beginning of the school year, which required students to reflect on their own current behaviour. The results of this study might have yielded different responses from those that might have been gathered if the questionnaire was administered later on in the year. In the beginning of the school year, the number of acts of misbehaviour might have been fewer since students were focusing their energy on adapting to the new physical and social environments, as well as to new routines. Collecting data in the second semester of the school year might have resulted in a more accurate measurement of students' perspectives of misbehaviour since acts of misbehaviour might have increased. However, this issue is theoretical and may not have had a significant influence on the data collected in the current study.

According to Grimm (2010), social desirability bias is "the tendency of research participants to give socially desirable responses instead of choosing responses that are

reflective of their true feelings." In the current study, students may have responded more positively about their own behaviour, and this may have affected how they responded to the questionnaire items. However, the use of a large sample makes it very unlikely that all participants in this study would have engaged in this type of biased response.

Since not all students participated in focus group discussions, conclusions drawn from the questionnaire data collected may have lacked detail and background information. In addition, the questionnaire responses might have limited the depth of response each student might otherwise have provided. It would have been ideal to conduct a focus group discussion with all participants completing the questionnaire in this study in order to fully grasp their views of misbehaviour. Such a process, however, was not realistic. Since the focus groups included only randomly selected students from each grade, the generalizability of the results may be limited. However, given the overall number of participants from all grades (n=259), this may not be too limiting.

While this study was effective in widening the breadth of knowledge about student perspectives of behaviour in the classroom, there were several elements which limited the generalizability of the results obtained. For example, gender of each subject participating in the study was not considered upon administration of the questionnaires or focus group discussions. It is plausible that there could be differences in perspectives of misbehaviour between males and females, and this would not have been captured by the results of this study. In addition, larger focus groups from each grade or the opportunity for each subject to provide more contextual information related to questionnaire items would have allowed for a greater sampling of information to give strength to the results of this study.

Several issues arose with the use of a researcher constructed questionnaire for this study. Though many attempts were made to design questions that accurately captured the research questions in mind, several improvements could have been made. This study examined everyday classroom misbehaviours and made a point in avoiding more serious disruptive behaviours such as violence and bullying. However, two questionnaire items asked students to report how they felt when they or others get picked on, which can be understood as bullying. In addition, the topic of violence and bullying was mentioned several times by elementary students. In order to avoid the topic of more serious misbehaviours, such as violence and bullying, it would have been more effective to focus on the emotional well-being of students and remove the topic of physical safety. In addition, response options for questions measuring feelings of students in situations involving misbehaviour may not have captured all possibilities. This limited the information measured by the results of these questions. Further studies of the questionnaire that yield normative data and analyses of the psychometric properties of the instrument (e.g., validity, reliability, standardization data) are encouraged. In addition, it may have been beneficial for questionnaire item construction to conduct focus groups initially and have the results from these discussions inform questionnaire items. In this way more direct and detailed questions could have been asked.

Implications for this study

This study aimed to better understand how misbehaviour affected student well-being in the classroom and how students made decisions about controlling their own behaviour (i.e. their behavioural self-efficacy). In order to change student behavior, we

must first understand students' beliefs and their perceptions of their own behaviour. Examining student's behavioural self-efficacy is consistent with the area of Positive Discipline concerned with promoting student self-control and self-discipline. The area of Positive Discipline also emphasizes the importance of a student-centered approach to discipline and recognizes students' needs, goals, values, and beliefs as major determinants of student behaviour. This study examined student perspectives in order to be consistent with a student-centered approach to educational theory and practice, which focuses on the direct needs, abilities, interests, and learning styles of students rather than those of teachers and administrators. Since teachers' perspectives of misbehaviour were well-documented in the literature, it was important to understand students' perspectives to allow for a more well-rounded and informative view of student misbehaviour as a whole. There also did not appear to be any evidence that researchers had collected information on students' perspectives of their own behaviour and/or behavioural self-efficacy or student well-being in the presence of misbehaviour. This study was the only one of its kind to examine both of these constructs from a student perspective.

This study examined aspects of student's well-being in the presence of misbehaviour. While students did not seem to feel physically unsafe when misbehaviour occurred, they did report feelings of anger, annoyance, and sadness. This could mean that in the presence of misbehaviour, the emotional or psychological safety of students might be threatened or compromised. It has been well documented that the perception of a positive psychosocial classroom environment is associated with positive cognitive and affective learning outcomes (Fraser, 1989). The perception of the classroom climate is an important determinant of student success and well-being. In a cyclical manner, presence

of misbehaviour could harm students' perceptions of the classroom environment and classroom climate, resulting in reduced student learning and an increase in misbehaviour (MacAulay, 1990). This study provides more support for the need to develop better intervention programs and behavioural techniques to help teachers understand the link between student perceptions and behaviour and implement appropriate interventions.

In this study, students were asked about their behaviour and what motivated them to misbehave. In this way, a more current and specific idea of the factors that promote misbehaviour was gained, and problem areas that were in need of more attention were identified. This knowledge is necessary to begin the process of guiding and changing student beliefs and perspectives of behaviour and promote greater behavioural self-efficacy with all students. Students across all grades agreed that misbehaviour often arose when students lacked engagement in classroom activities. This finding emphasizes the role the teacher plays in promoting this lack of control, since they guide classroom activities. This study provides support for current research indicating that to promote good behaviour, teachers must tailor their lessons to the learning, interest, and motivational needs of their students in order to engage them fully in classroom activities.

Students across all grades also emphasized the importance of the teachers' rapport with their students in their ability to behave in class. Student perspectives of how teachers interacted with their students, responded to misbehavior, and maintained a positive and productive classroom climate are all factors that played a role in students choices about their own behaviour. Once again, this study provides further support for research indicating that the teacher plays a principal role in regulating classroom behavior

(Langdon, 1996).

While this study found many conditions and contexts precipitated misbehaviour, it is important to recognize that under the right conditions, students expressed that they were able to exhibit higher levels of behavioural self-efficacy. Factors promoting greater control over their behaviour included more engaging lessons and a positive rapport with teachers, as discussed previously. In addition, students mentioned that misbehaviour can often arise due to the need for more social interaction in classrooms. This information implies that where possible, teachers should build in more social and productive activities into their lessons to satisfy these social needs.

When misbehaviour occurs in classrooms, the well-being of all students is threatened and classroom management techniques are employed. It is therefore the teacher who plays a central role in controlling and maintaining a supportive classroom environment through the use of classroom management techniques. Sadly, it is also likely that problems with classroom management contribute significantly to the problem of student misbehaviour in the classroom, which ultimately undermines student learning (Lewis, Newcomer, Trussell & Richter, 2006). Results of this study give educators insight into how best to guide theory and practice in the area of classroom management. Importantly, the findings also give force to the nature and type of positive interventions that will enhance student learning and behavior. This study also gives educators some clues about how students are affected by and make decisions about their own behaviour and what motivates them to misbehave. With this knowledge, more effective strategies and behavioural management programs can be developed that better target problem

behaviour.

References

Allen, J. D. (1986). Classroom management: Students' perspectives, goals, and strategies. *American Educational Research Journal*, *23*, 437-459.

Ashton, P. (1984). Teacher efficacy: A motivational paradigm for effective teacher education. *Journal of Teacher Education*, *35*, 28-32.

Ajzen, I., & Madden, T. J. (1986). Prediction of goal-directed behavior: Attitudes, intentions, and perceived behavioral control. *Journal of Experimental Social Psychology, 22*, 453–474.

Bandura, A. (1986). *Social foundations of thought and actions: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes*, *50*, 248-287.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, *28*, 117-148.

Bradshaw, C.P., Mitchell, M.M. & Leaf, P.J. (2010) Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes. *Journal of Positive Behavior Interventions*, *12*, 133-148.

Braun, V. & Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*, 77-101.

Brophy, J., & Evertson, C. M. (1978). Context variables in teaching 1. *Educational Psychologist*, *12*, 310-316.

Bru, E. (2009). Academic outcomes in school classes with markedly disruptive pupils. *Social Psychology Education*, *12*, 461-479.

Charles, C.M. (1999). *Building classroom discipline*. New York, NY: Addison Wesley Longman, Inc.

Crocker, R.K. & Brooker, G.M. (1986). Classroom control and student outcomes in grades 2 and 5. *American Educational Research*, *23*, 1-11.

De Fraine, B. (2003). *Cognitive and non-cognitive effects of achievement-oriented climate, community-oriented climate, and social composition in classes and schools: Explorations with multilevel models*. Leuven, Belgium: Catholic University Leuven.

de Kemp, R. A. T., Vermulst, A. A., Finkenauer, C., Scholte, R. H. J., Overbeek, G., Rommes, E. W. M. & Engels, R. C. M. E. (2009). Self-control and early

adolescent antisocial behavior: A longitudinal analysis. *Journal of Early Adolescenc*e*, 29*, 497-517.

Eccles. J.S. & Roeser, R.W. (1999). School and community influences on human development. In M.H. Boorstein & M.E. Lamb (Eds.), Developmental Psychology: An Advanced Textbook. Fourth Edition (pp. 503-554). Hillsdale, NJ: Erlbaum.

Eder, F. (1995). *Das befinden von Kindern und Jugendlichen in der Schule*. Innisbrook: StuedienVerlag.

Engels, N. A., Aelterman, A., Schepens & Van Petegem, K. (2004). Factors which influence the well-being of pupils in flemish secondary schools. *Educational Studies*, *30*, 127-143.

Evertson, C. M., & Harris, A. H. (1992). What we know about managing classrooms. *Educational leadership*, *49*(7), 74-78.

Evertson, C.M. & Weinstein, C.S. (2006). *Handbook of classroom management: Research, practice and contemporary issues.* Mahwah, NJ: Lawrence Erlbaum Associates.

Ferguson, P. D., & Fraser, B. J. (1998). Changes in learning environment during the transition from primary to secondary school. *Learning Environments Research*, *1*(3), 369-383.

Fraser, B.J. (1989). Twenty years of classroom climate work: Progress and prospect. *Journal of Curriculum Studies*, *21*, 307-327.

Fraser, B.J. & Fisher, D. L. (1982). Predicting studentsoutcomes from their perceptions of classroom psychosocial environment**.** *American Educational Research Journal*, *19*, 498–518.

Gilman, R., Furlong, M. & Huebner, E.S. (2009). *Handbook of positive psychology in schools.* New York, NY: Taylor & Francis.

Grimm, P. (2010) *Wiley international encyclopedia of marketing*. John Wiley & Sons, Ltd.

Jennings, P.A. & Greenberg, M.T. (2009) The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, *79*, 491-525.

Kaplan, A. & Maehr M. L. (1999). Achievement goals and student well-being. *Contemporary Educational Psychology*, *24*, 330–358.

Kasen, S., Johnson, J. & Cohen, P. (1990). The impact of school emotional climate on student psychopathology. *Journal of Abnormal Child Psychology*, *18*, 165-177.

Langdon, C.A. (1996). The third phi delta kappa poll of teachers' attitudes toward public schools. *Phi Delta Kappan*, *78*, 244-250.

Lederman, L. C. (1990). Assessing educational effectiveness: The focus group interview as a technique for data collection 1. *Communication Education*, *39*(2), 117-127.

Lewis, T.J., Newcomer, L.L. Trussell, R. & Richter, M. (2006). Schoolwide positive behavior support: Building systems to develop and maintain appropriate social behavior. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice and contemporary issues* (pp.833-854). Mahwah, NJ: Lawrence Erlbaum Associates.

MacAulay, D.J. (1990). Classroom environment: A literature review. *Educational Psychology*, *10*, 239-253.

Miroslaw, P., Bielak, J., Mystkowska-Wiertelak, A. (2014) Classroom-oriented research: achievements and challenges. Heidelberg, Switzerland : Springer International Publishing.

Muijs, D. (2011). *Doing quantitative research in education second edition*. London: Sage Publications Ltd.

Mullis, R. L., Rathge, R. & Mullis, A. K. (2003). Predictors of academic performance during early adolescence: A contextual view. *International Journal of Behavioral Development*, *26*, 541-548.

Myers, C.L. & Holland, K.L. (2000). Classroom behavioural interventions: Do teachers consider the function of behavior? *Psychology in the Schools*, *37*, 271-280.

Nelson, J.D., Lott, L. & Glenn, H.S. (2000) *Positive discipline in the classroom: Developing mutual respect, cooperation, and responsibility in your classroom (3rd edition)*. New York, NY: Three Rivers Press.

Nevo, B. (1985) Face validity revisited. *Journal of Educational Measurement*, *22*, 287-293.

Osher, D., Sprague, J., Weissberg, R. P., Axelrod, J., Keenan, S., Kendziora, K., et al. (2007). A comprehensive approach to promoting social, emotional, and academic growth in contemporary schools. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology* (Vol. 5, 5th ed., pp. 1263–1278). Bethesda, MD: National Association of School Psychologists.

Patrick, H., Kaplan, A. & Ryan, A. M. (2007). Early adolescents' perceptions of the classroom environment, motivational *beliefs*, and engagement. *Journal of Educational Psychology*, *99*, 83-98.

Perry, B., Donovan, M. P., Kelsey, L. J., Paterson, J., Statkiewicz, W., & Allen, R. D. (1986). Two schemes of intellectual development: A comparison of development as defined by William Perry and Jean Piaget. *Journal of Research in Science Teaching*, *23*, 73-83.

Pittman, K. (1992). Let's make youth work a field. *Youth Today*, *1*, 27.

Rogers, C. & Freiberg, H.J. (1994). *Freedom to learn, 3rd edition*. Columbus, OH: Merrill.

Samdal, O.,Wold B. & Bronis M. (1999). Relationship between students perceptions of school environment, their satisfaction with school and perceived academic achievement: An international study**.** *School Effectiveness and School Improvemen*t, *10*, 296–320.

Schunk, D. H. (1984). Self-efficacy perspective on achievement behavior. *Educational Psychologist*, *19*, 48-58.

Seal, D. W., Bogart, L. M., Ehrhardt, A. A. (1998). Small group dymanics: the utility of focus group discussions as a research method. *Group Dynamics: Theory, Research, and Practice*, *2*, 253-266.

Seidman, A. (2005). The learning killer: Disruptive student behavior in the classroom. *Reading Improvement*, *42*, 40.

Supaporn, S. (2000). High school students' perspectives about misbehavior. *Physical Educator*, *57*, 124–135.

Travis, F. (1998). Cortical and cognitive development in 4th, 8th and 12th grade students: The contribution of speed of processing and executive functioning to cognitive development. *Biological Psychology*, *48*, 37-56.

van Damme, J., de Fraine, B., van Landeghem, G., Opdenakker, M.C. & Onghena, P. (2002). A new study on educational effectiveness in secondary schools in flanders: An introduction. *School Effectiveness and School Improvement*, *13*, 383–397.

Van Petegem, K., Aelterman, A., Rosseel, Y. & Creemers, B. (2007). Student perception as moderator for student wellbeing. *Social Indicators Research*, *83*, 447-463.

Van Petegem, K., Aelterman, A., Van Keer, H. & Rosseel, Y. (2008). The influence on student characteristics and interpersonal teacher behaviour in the classroom on student's wellbeing. *Social Indicators Research*, *85*, 279-291.

Walberg, H. J., House, E. R., & Steele, J. M. (1973). Grade level, cognition, and affect: A cross-section of classroom perceptions. *Journal of educational psychology*, *64*, 142.

Welch, W. W. (1979). Curricular and longitudinal effects on learning environments. *Educational environments and effects: Evaluation, policy and productivity*, 167-179.

Wigfield, A., Eccles, J. S., Mac Iver, D., Reuman, D. A., & Midgley, C. (1991). Transitions during early adolescence: Changes in children's domain-specific self-perceptions and general self-esteem across the transition to junior high school. *Developmental Psychology*, *27*(4), 552.

Zeidner, M. (1988). The relative severity of common classroom management strategies:

The student's perspective. *British Journal of Educational Psychology*, *58*, 69–77.

Appendices

Appendix A: Letter of Information

Student Perspectives of Misbehaviour
LETTER OF INFORMATION
For Students & Parents

Dear Student & Parents,

My name is Katie Knowlton and I am a Master's student at the Faculty of Education at The University of Western Ontario. I will be doing some research in your school about students' perspectives of misbehaviour in their classroom. I am inviting everyone in your class to participate.

If you agree to participate in my research, you will be asked to fill out a questionnaire that will take a total of about 15 minutes. The questionnaire will be completed with the other students in your class. You may also be asked to participate in small group discussion with three other students in your grade that will take an additional 20-30 minutes. This focus group will take place during school hours and will provide an opportunity for you and the other students to discuss, in detail, the questions addressed in the questionnaire. I will be audio taping these discussions for analysis of the responses. If you agree to participate in the focus group discussion, your participation will be audio recorded and your contributions may be quoted in reports of the research but you will not be identified with the quotations. If you choose not participate in the focus group discussion, you can still participate in the research questionnaire.

Please do not put your name on the questionnaires . All the information you give me will be used for research purposes only. Neither your name nor any information, which could identify you, your school, or your teachers will be made public in any way. All information collected for the study will be kept confidential in a locked cabinet in my office.

There are no known risks to you if you participate in this project and your involvement is completely voluntary. You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time with no effect on your marks in school.

This letter is yours to keep for future reference.

Thank you,

Katie Knowlton
Master's Student

Appendix B: Consent Form

Student Perspectives of Misbehaviour

Katie Knowlton

CONSENT FORM FOR STUDENTS & PARENTS

I have read the Letter of Information and have had the nature of the study explained to me and I agree that my child may participate. All questions have been answered to my satisfaction.

_____Please initial if you agree that your child may take part in the focus group discussion.

Name of student (please print): _____

Signature of Student: _____

Name of Parent/Guardian (please print): _____

Signature: _____   Date: _____

Appendix C: Student Misbehaviour Questionnaire

Student Misbehaviour Questionnaire

Psychological Security:

1. Does misbehaviour make you feel unsafe in your classroom?   **YES   NO**

2. Does misbehaviour make your feel unsafe in your school?   **YES   NO**

3. Circle the word that best describes how you feel when students misbehave.

Angry   Annoyed   Calm   Nervous   Sad   Happy

4. Circle the word that best describes how you feel when another student gets picked on.

Angry   Annoyed   Calm   Nervous   Sad   Happy

5. Circle the word that best describes how you feel when you get picked on.

Angry   Annoyed   Calm   Nervous   Sad   Happy

6. Do you think you would get more work done if there was less misbehaviour in your classes?**YES   NO**

7. Do you think students would like school more if there was less misbehaviour in the school?
         YES   NO

Behavioural Self-efficacy:

Circle the word that best describes the following statements:

1. I can behave well in school if I try hard enough.

Never True   Sometimes True   Mostly True   Always True

2. It is easy for me to behave well in school.

Never True   Sometimes True   Mostly True   Always True

3. I can control my behaviour even when I feel upset and want to misbehave.

Never True   Sometimes True   Mostly True   Always True

4. I misbehave in school on purpose.

Never True   Sometimes True   Mostly True   Always True

5. I would get more work done if I behaved better in school.

Never True   Sometimes True   Mostly True   Always True

6. My classmates have a large effect on how I behave in class.

Never True   Sometimes True   Mostly True   Always True

7. My teacher has a large effect on how I behave in class.

Never True   Sometimes True   Mostly True   Always True

Appendix D: Focus group discussion script for students in grades 5-12.

<p align="center">**Student Perspectives of Misbehaviour**</p>

<p align="center">**Interview Guide**</p>

1. Welcome:

      a. Thank you for taking the time to join the discussion group on student's perspectives of misbehaviour. My name is Katie Knowlton.

2. Guidelines:

      a. Before we begin, let me suggest some ways in which the discussion will go smoothly. You will be audio-taped because we don't want to miss any of your comments. Be sure to speak loudly enough and only one at a time. We will use your first names here today, but in my report, your names will not be used so that no one will know who made the comments. So please speak your name before you add to the discussion.

      b. My role is to ask questions and listen. I won't be participating in the conversation, but I want you to feel free to speak with one another. I will be asking about 14 questions and I'll be moving the discussion from one question to the next. We will be done in about 30-40 minutes. It is important that I hear from everyone because each of you has had different experiences when misbehaviour has happened in your classroom.

So, if one of you is sharing a lot, I may ask if others have something to share as well. And if you aren't saying too much, I may ask you if you have something to add. Please be respectful to those sharing their thoughts and opinions by remaining quiet and take turns contributing to the discussion. I've placed name cards on the table in front of you to help us remember each other's names.

3. Getting to Know You: (Approx. 5 minutes)
Let's find out some more about each of you by going around the table. Please state your name, and your grade.

4. Overview of Topic:
a. I'd like to hear how misbehaviour affects you in your classrooms and how good you are at controlling your own behaviour.
b. Here is what we mean by misbehaviour: it is behaviors that are considered inappropriate for the setting or situation in which it occurs. Some examples are talking out in class, yawning loudly or texting on your cell phone.
c. Today we will be discussing how misbehaviour by other students affects your learning and well-being in the classroom. We will also discuss your ability to control your own behaviour in the classroom. Please feel free to say what you like, even if it is different from another person's point of view.

5. Key Questions:

A) Psychological Security:

1. Does misbehaviour make you feel unsafe in your classroom?
Probe: Why do you feel this way?

2. Does misbehaviour make your feel unsafe in your school?
Probe: Why do you feel this way?
Probe: Is there a difference about how misbehaviour makes you feel in your classroom versus your school?

3. Which word best describes how you feel when students misbehave.
Angry, Annoyed, Calm, Nervous, Sad or Happy?
Probe: Why do you feel this way?
Probe: Are their any other feelings you have other than the ones mentioned?

4. Which word that best describes how you feel when another student gets picked on.
Angry, Annoyed, Calm, Nervous, Sad or Happy?
Probe: Why do you feel this way?
Probe: Are their any other feelings you have other than the ones mentioned?

5. Circle the word that best describes how you feel when you get picked on.
Angry, Annoyed, Calm, Nervous, Sad or Happy?
Probe: Why do you feel this way?

Probe: Are their any other feelings you have other than the ones mentioned?

6. Do you think you would get more work done if there was less misbehaviour in your classes?
      Probe: Why do you feel this way?
      Probe: Can you get work done when others are misbehaving?

7. Do you think students would like school more if there was less misbehaviour in the school?
      Probe: Why or why not?
      Probe: Is your enjoyment of school affected by the behaviour of students around you?

B) Behavioural Self-efficacy:

1. Can you behave well in school if you try hard enough?
      Probe: Why do you feel that way?
      Probe: Why would you choose not to try hard enough?
      Probe: Why do you try to behave in school?
      ***Probe:** Is it easy to behave well in school?

3. Can you control your own behaviour even when you feel upset and want to act out or misbehave?
      Probe: Why do you feel this way?
      Probe: How do you do this?
      Probe: In which situations would you not be able to control your behaviour?
      Probe: In which situations can you easily control your behaviour?

4. Do you ever misbehave in school on purpose?
      Probe: Why or why not?

5. Do you think you would get more work done if you behaved better in school?
      Probe: Why or why not?

6. Do your classmates have a large effect on how you behave in class?

7. Does your teacher have a large effect on how you behave in class?

6. Summary:

1. Is there anything that I should have talked about and didn't?
        Probe: Did we miss anything?

Appendix E: Focus group discussion script for students in grades 3 and 4.

Student Perspectives of Misbehaviour

Interview Guide

1. Welcome:

      a. Thank you for taking the time to join the discussion group on student's perspectives of misbehaviour. My name is _____.

2. Guidelines:

      a. Before we begin, let me explain some points that will help with this discussion. You will be audio-taped because we don't want to miss any of your comments so make sure your speak loudly enough and only one at a time. We will use your first names here today, but in my report, your names will not be used so that no one will know who made the comments.

      b. My role is to ask questions and listen. I won't be talking in the conversation; you can talk with each other. I am going to ask about 6-8 questions and I will tell you when we are going to talk about a different question. We will be done in about 30 minutes. It is important that I hear from everyone because each of you has had different experiences when misbehaviour has happened in your classroom. So, if one of you is sharing a lot, I may ask if others have something to share as well. And if you aren't saying too much, I may ask you if you have something to talk about. Please be respectful to those sharing their thoughts and opinions by being quiet and take turns answering the questions. I've put name cards on the table in front of you to help us all remember each other's names.

3. Getting to Know You: (Approx. 5 minutes)

      Let's find out some more about each of you by going around the table. Please say your name, age, and your favourite thing to do outside of school, like a hobby (Each person needs to respond).

4. Overview of Topic:

a. I'd like to hear how misbehaviour affects you in your classrooms and how good you are at controlling your own behaviour.

b. Here is what I mean by misbehaviour: misbehaviour are behaviors that are considered inappropriate for the setting or situation in which it occurs. Some examples are talking out in class, yawning loudly or texting on your cell phone.

c. Today we will be discussing how misbehaviour by other students affects how you learn and how you feel in your classroom. We will also discuss how good you are at controlling your own behaviour in the classroom. Remember that it's ok for you to talk about your opinion even if it is different from someone else's.

5. Key Questions:
A) Psychological Security:

1. Does misbehaviour make you feel unsafe in your classroom?
   Probe: Why?

2. Does misbehaviour make your feel unsafe in your school?
   Probe: Why do you feel this way?
   Probe: Is there a difference about how misbehaviour makes you feel in your classroom versus your school?

3. Which word best describes how you feel when students misbehave. Annoyed, Angry, Scared, Worried, Sad, Calm, Happy
   Probe: Can you tell me why you chose that word?
   Probe: Are their any other words you would pick other than the ones I talked about?

4. Which word that best describes how you feel when another student gets picked on. Angry, Annoyed, Calm, Nervous, Sad or Happy?
   Probe: Can you tell me why you chose that word?
   Probe: Are their any other words you would pick other than the ones I talked about?

5. Circle the word that best describes how you feel when you get picked on.
Angry, Annoyed, Calm, Nervous, Sad or Happy?
   Probe: Can you tell me why you chose that word?
   Probe: Are their any other words you would pick other than the ones I talked about?

6. Do you think you would get more work done if there was less misbehaviour in your classes?
   Probe: Can you tell me why you chose that word?
   Probe: Are their any other words you would pick other than the ones I talked about?
   Probe: Can you get work done when others are misbehaving?

7. Do you think students would like school more if there was less misbehaviour in the school?

       Probe: Why or why not?

       Probe: Is your enjoyment of school affected by the behaviour of students around you?

B) Behavioural Self-efficacy:

1. Can you behave well in school if you try hard enough?

       Probe: Why do you feel that way?

       Probe: Why would you choose not to try hard enough?

       Probe: Why do you try to behave in school?

       ***Probe:** Is it easy to behave well in school?

3. Can you control your own behaviour even when you feel upset and want to misbehave?

       Probe: How do you do this?

       Probe: When is it the hardest to behave well? For example, it is hard to behave well when my classmates _____.

       Probe: When is it easy to behave well? For example, it is easy to behave well when _____.

4. Do you ever misbehave in school on purpose?

       Probe: Why or why not?

5. Do you think you would get more work done if you behaved better in school?

       Probe: Why or why not?

6. Do your classmates have a large effect on how you behave in class?

7. Does your teacher have a large effect on how you behave in class?

6. Summary:

1. Is there anything that I should have talked about and didn't?

           Probe: Did we miss anything?

           Probe: Would anyone like to share any other opinions or say anything else?

Curriculum Vitae

Name:	Katie Knowlton
Post-secondary Education and Degrees:	Wilfrid Laurier University Waterloo, Ontario, Canada 2005-2009 B.Sc. Biology and Psychology Ontario Institute for Studies in Education University of Toronto Toronto, Ontario, Canada 2009-2010 B.Ed. The University of Western Ontario London, Ontario, Canada 2010-2014 M.Ed.
Honours and Awards:	Member of the Dean's Honour Roll Wilfrid Laurier University 2009 Recipient of the Western Graduate Scholarship Western Univeristy 2010
Related Work Experience	Secondary school teacher for the Waterloo Region District School Board Cameron Heights Collegiate Institute Waterloo, Ontario, Canada 2010-present