

Student Misbehaviour in Classrooms at Secondary Schools and the Relationship with Teacher Job Well-Being

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Abstract--- *A healthy and enjoyable classroom environment affects the students' positive development of learning as well as enhances the teacher's enthusiasm for teaching. But this decade, the challenge of discipline and student misbehavior in the classroom has affected the well-being of teachers which led to disruptive emotions and influenced the effectiveness and enjoyableness of learning experience among students. The study was conducted to identify the level of student misbehavior, the level of job well-being and to identify the relationship between student misbehavior and the well-being of teachers. The study sample consisted of 460 secondary school teachers in the Klang Valley Malaysia using a proportional stratified random sampling. The research used quantitative survey method by distributing questionnaire to teachers from 30 schools involved in this study. This study used descriptive and Pearson correlation inferential analysis. The findings showed that the stress from student misbehavior in the classroom and the well-being of teachers are at a moderately low level. Correlation analysis found that student misbehavior was significantly associated with teacher job well-being, which was positively related to job satisfaction but was not associated with emotional exhaustion.*

Keywords--- *Job Well-Being, Teacher Job Satisfaction, Teacher Emotional Exhaustion, Student Misbehavior.*

I. INTRODUCTION

Today's education in the 21st century challenges teachers because of its increasingly complex role. Teachers today no longer play a special role in teaching just as they did 20 years ago. Today's educational challenges and transformations have affected the work, emotional and physical balance of teachers (Jones, 2010; Achor, 2010; Fisher, 2010; Lanner, 2010). This situation led some teachers to suffer from emotional stress, chronic health problems and thus decide to quit their job earlier or before the stated time (Clark, 2010; Zuhaili & Ramlee, 2017) or find another job (Clark, 2010).

According to a study conducted in the United Kingdom, the problems of stress experienced by teachers in the teaching careers are listed among the top five types of work that causes stress (Survey Force, 2012). In Malaysia, teaching ranks the fourth after police, prison officers, and firefighters. A study conducted by the National University of Malaysia Medical Center (PPUKM, 2011), the teaching profession has also been listed as a stressful career. This has shown that the stress experienced by the teachers in the day-to-day work is not different from the stress of the police

and others. This finding illustrates that teachers' health and emotional situations not only affects teachers' emotional and physical well-being but can also lead to lower job satisfaction (Zuhaili & Ramlee, 2017).

Today's challenges faced by the teachers are influenced by the transformations that occur in education as well as the local and global changes in the daily lives. In the educational world, the disciplines of students today pose a great challenge for teachers to build positive relationships with students and maintain a positive emotional balance in the classroom. Student behavior and discipline influence the emotional stability and behavior of teachers in the classroom. Teachers often face student discipline problems in the classroom. The teachers constantly confronted with students' attitudes and misbehaviors in the classroom have affected their emotional and psychological well-being.

Therefore, these pressures and challenges can lead to deterioration in the life of teachers and a decrease in the well-being of teachers at school in terms of job satisfaction and increasing emotional exhaustion. In turn, it will impact on the quality of teaching, the decline in teacher health and the risk of teachers leaving the job (Collie et al., 2015). Well-being is therefore very important as it affects the classroom environment, which is harmonious, healthy and produces a comfortable learning for students (Jennings, 2014). A healthy classroom environment contributes to the enjoyment of learning among students and even attracts students to school (Wei & Chen, 2010; Pakarinen et al., 2010). Similarly, better classroom control and student management can be seen because the teachers have positive and motivating attitudes (Collie et al., 2015; Hong & Aziah, 2015).

The findings suggest that stress from student misbehavior can lead to a decline in teachers' health. Stress faced by teachers can have a number of negative effects that can interfere with teacher performance and job satisfaction. Teachers who are often under pressure and not trying to cope with the stress can cause emotional and mental health disruption and this will negatively affect the well-being of teachers at school. This will negatively impact teachers' physical health as well as declining their career performances. In addition, students are also affected by the emotional decline of teachers because they are often scolded, use negative communication and can act unexpectedly. On the contrary, teachers who are always mentally, emotionally and physically healthy can help and motivate students towards efficient and quality learning (Minhat et al., 2012).

Student misbehavior is a violation of classroom rules and impedes teacher teaching and learning in the classroom (Dalgic & Bayhan, 2014). Student misbehavior has been categorized as a minor offense according to the previous studies (Yoncalik, 2010; Aloe et al., 2014; Dicke et al., 2014; Koutrouba, 2013; Dalgic & Bayhan, 2014). Student misbehavior is a form of interference, not paying attention, non-compliance to the rules, cheating, treating the classmates roughly, disrespectful to the teacher, and more. The problem of student misbehavior is widespread and encountered by secondary school teachers (Yoncalik, 2010). Interference from student misbehavior that cannot be handled and managed by the teacher creates stress that can lead to unstable emotions among teachers such as anger, frustration, depressed feelings, hopelessness, as well as emotional and physical exhaustion. In addition, teachers do not have the satisfaction of delivering the teaching to the students. Low job satisfaction and high emotional exhaustion in the career contribute to low teacher job well-being. On the contrary, a positive emotional work experience gives the teacher great pleasure and motivation (Bekele, 2014) at work.

Transformations in education have led to many changes towards a better-quality education. However, these changes not only bring positive impacts on the education and teachers' career development, but also have negative impacts on teachers' emotional and physical health. For teachers, these changes have put pressure as work becomes more complex and stressful, less job satisfaction and brings emotional stress (Sharifah et al., 2014).

The stresses teachers face throughout their day at school can lead to emotional disturbance and a decrease in job well-being. Stress from student misbehavior is one of the challenges that teachers have to face because their job priority is teaching and learning in the classroom. Their day-to-day work is with the students in the classroom on an ongoing basis. It is a fun but emotionally exhaustive experience. This emotional exhaustion is a very serious problem for teachers as the days in the classroom are filled with repeated instruction, warning, managing mistakes and conflicts among students (Koutrouba, 2013). Therefore, teachers spend a lot of time and energy in managing the classroom (Aloe et al., 2014). This has provoked resentment, frustration, feeling underappreciated by students, inadequate classroom management, lack of stimulation for students' good learning and feeling inadequate as a professional in this teaching career (Aldrup et al., 2018). In fact, recent studies (Aloe et al., 2014; Kyriacou, 2011; Leung & Ho, 2001) show that factors related to student misbehavior have consistently led to teacher discomfort and this has been linked to declining teachers' work quality and well-being.

A balanced and healthy teacher's self-esteem leads to job well-being in the workplace. Job well-being among teachers enhances job satisfaction, motivation and optimal in the classroom. The long-term goal of the organization is achieved because the quality of teachers improves the quality of education (Zaki Suit, 2016). In addition, teachers with great job well-being have a high degree of confidence in the profession, build positive relationships with students, have high motivation in the school engagement and build positive relationships with colleagues and school administrators (Saman Zaki, 2016). Thus, teachers with healthy emotions showed their job well-being by displaying their ability to overcome interference and challenges in the work environment (Lovewell, 2013).

In conclusion, the work well-being of the teachers enormously contributes to the quality of national education. Emotional stability and job satisfaction are fundamental to the well-being of teachers. The work well-being of teachers can enhance students' enjoyment of attending school and even directly impact the creation of a quality learning environment. Likewise, the work well-being gives the teachers satisfaction of working and stimulates motivation to contribute towards the achievement of national education goals. Previous studies have also found that stresses of student misbehavior such as being aggressive with peers, disrespectful, and late submission of work also contribute to teachers' stress (Aloe et al., 2014; Dicke et al., 2014). This misbehavior is associated with feelings of anger, anxiety, and emotional exhaustion. In addition, these behaviors also affect the enjoyment, job satisfaction and engagement in work (Aloe et al., 2014; Boyle et al., 1995; Dicke et al., 2014; Frenzel et al., 2009; Hagenauer et al., 2015; Klusmann et al., 2008a; Skaalvik & Skaalvik, 2010). Consistently, recent research shows that teachers with high classroom demands but low classroom resources report less job satisfaction (McCarthy et al., 2015). Students who often misbehave in the classroom interfere with other classmates' peace and enjoyment of learning. These students also act aggressively toward their peers, show no respect for teachers, disregard teacher instruction, do not submit or late submitting exercise books,

and talking to other peers (Aloe et al., 2014; Dicke et al., 2014). The misbehavior of these students reflected the increasing anger, emotional exhaustion, and stress of teachers with their day-to-day work experience.

II. METHODOLOGY

This study intends to:

I. Identify the level of misbehavior, and job well being among the teachers.

H1: What are the levels of student misbehavior and job well-being among the teachers.

II. identify the relationship of student misbehavior and teachers' work well-being.

H2: there is positive correlation between student misbehavior and teachers' work well being.

1) *Sample*

The study population was high school teachers in the Klang Valley. This study utilized a survey by presenting the questionnaire to the selected teachers through the list of names given by the school. The names of the teachers were selected based on the proportional random sampling. The sampling technique used was a proportional stratified random sampling technique and a total of 460 questionnaires were successfully analyzed as the data of this study. The researcher first obtained approval from the State Education Department (JPN) and the schools prior to distributing the questionnaire to the teachers.

2) *TOOL*

Questionnaire items were adapted from stable instruments that had been used by previous researchers. The well-being of teachers was measured by the dimensions of emotional exhaustion and job satisfaction. Emotional exhaustion was measured using the Maslach Inventory-Educator Survey (MBI-ES) instrument developed by Maslach and Jackson (1986). Meanwhile, to measure the job satisfaction of the teachers, the researcher used the Development and Factor Analysis of the Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1987). The student misbehavior instrument was adapted from the Development and Validation of the Three Factor Student Misbehavior Scale developed by Sun (2014). The Cronbach alpha (α) reliability coefficient for emotional exhaustion was 0.83, job satisfaction was 0.83 and student misbehavior was 0.89. The validity and reliability of the teacher job well-being instrument was 0.86. For data analysis researchers used descriptive analysis methods to find out the mean and standard deviation. In order to determine the relationship between student misbehavior and teachers' job well-being, Pearson's correlation analysis method was used.

III. RESULTS AND ANALYSIS

The mean scores interpretation referred in this study is based on Nunnally and Berntein (1994). Based on the results of the study, the mean score of students' misbehavior was at a moderate level ($M = 2.671$, $n = 460$, $sd = 0.805$). The misbehavior item "talk to one another" had the highest mean score value (mean = 3.22, $sd = 1.114$) and followed by the item "procrastinate in performing teacher instruction" (mean = 2.80, $sd = 1.158$). Both of this misbehavior was the most frequent and most often committed by students in the classroom. Whereas the "sleep" and "hit / beat friends"

misbehavior were the lowest with the mean scores (mean = 2.59, sd = 1.106) and (mean = 2.05, sd = 1.231) respectively. Overall interpretations of students' mean scores for misbehavior were at a moderately low level (mean = 2.671, sd = 0.805). This means that students still respect the teachers while in the classroom for the teaching and learning. The students who often talk to their peers thus disrupt other students' focus on the lessons that the teacher has given. Likewise, the attitudes of students who like to "procrastinate in carrying out the teacher's instruction" causes disturbance in teachers' emotions and have bad influence on teachers' attitudes and behaviors which caused them to act beyond their control. Teachers would be easily offended, nag, getting angry and punished students who do not follow their instructions and rules in the classroom.

For the teacher well-being construct, it was also at a moderately low level (M = 2.18, n = 460, sd = 0.704). The sub-construct of teacher well-being that was emotional exhaustion, the item "I feel tired every morning on workdays" had the highest mean value (mean = 2.19 sd = 1.451). While the item "I feel tired of my work" had the lowest mean value (mean = 1.57, sd = 1419). The overall score for the emotional exhaustion sub-construct were at a moderately low level. Whereas for the job satisfaction subscale, the item "teacher has enough space to be more productive" was at the highest mean that was (mean = 2.73, sd = 1.113). The job satisfaction items with the lowest mean scores were "work environment at school improved" and "teacher had time to talk with colleagues" with the mean score of 2.54, sd = 1.119 which were interpreted as a moderately low level. The findings showed that most teachers were dissatisfied with the work environment at school as well as the school management which caused the well-being of teachers at work to be disturbed. These findings indicated that teachers' job well-being was at a low level due to teacher dissatisfaction with the work environment, and the pressure faced by teachers in schools had caused the decline in teacher job well-being in terms of job satisfaction and emotional exhaustion.

Table 1. Mean values and standard deviations for students' misbehavior and teachers' job well-being

No.	Construct	Mean (M)	Standard Deviation (sd)	Mean Interpretation
1	Student misbehavior	3.19	0.563	Moderately high
2	Teachers' job well-being	2.18	0.704	Moderately low

The researchers also conducted a Pearson correlation test to determine the relationship between student misbehavior and teachers' job well-being.

Table 2. Correlation coefficient value of students' misbehavior with teachers' job well-being

Variables	1	2	3	4	5	6	7	8
1.Students' misbehavior	1							
2.Emotional exhaustion	.056	.077	.159**	.010	1			
3.Job satisfaction	.131**	.131**	.343**	.256**	.275**	.322**	.308**	1

The findings showed that there was a relationship between student misbehavior and the teachers' well-being construct. The results of the Pearson correlation coefficient test in Table 1 showed that there was a significant positive relationship between student misbehavior and job satisfaction that was (r = .131, p <0.05). However, there was no significant relationship between student misbehavior and emotional exhaustion (r = .056, p > 0.05). The conclusion

indicated that student misbehavior had an effect on teacher jobs satisfaction, but student misbehavior did not affect teachers' emotional exhaustion.

IV. DISCUSSION

The results of this study showed that there was a significant positive relationship between student misbehavior and teacher job well-being especially in job satisfaction. Job satisfaction is a subset in teacher job well-being dimensions which measure the enjoyment and affective responses to teachers' role in work (Skaalvik & Skaavik, 2010) and to express their feelings towards work. Student misbehavior in the classroom is an experience teacher need to face in their daily work at school. Student misbehavior and other disruptions affects work environment by reducing work morale and ultimately impacted the job satisfaction and job well-being. This finding is supported by the findings of previous studies (Skaalvik & Skaalvik, 2015; Zuhaili & Ramlee, 2017; Azlina & Noryati, 2012; Aloe et al., 2014) that the stresses from student misbehavior during the day in the classroom has affected teachers' satisfaction but does not affect the emotional exhaustion of teachers. Thus, the stressful experiences of student misbehavior that often occur in the classroom affect the well-being of teachers.

However, the stress of student misbehavior has no significant relationship with the well-being of teachers and does not affect teachers' emotional exhaustion. This finding differed from the studies of Dicke et al. (2014), Dalgic and Bayhan, (2014); Joseph Ozturk (2017), Sun and Shek (2012), Lee et al. (2011) and Crawshaw (2015). These studies have found that student misbehavior has placed greater pressure on teachers in the school compared to other pressures. These differences may be due to the culture, environment and education that the students go through. Based on the theory of behavioral problems, the individual's personality is influenced by beliefs, culture, personal control, and aspects of the environment such as parents and peers as models (Huizinga & Jakob-Chien, 1998; Finn et al., 2008; Duke, 1984; Tsouloupas et al., 2014). The basis for behavior patterns that are in conflict with the norms of life that often occur in adolescents is influenced by the experience of living in the environment (Dalgic & Bayhan, 2014).

V. CONCLUSION

The results of this study indicate that student behavior, and teacher well-being are related each other. The ability to manage classrooms accordingly and to satisfied job can thus be regarded as important factors of teacher wellbeing in the job. In turn, to induce teachers' emotion and to increase teacher satisfactions in job, one can assume that teachers' positive. On the contrary, to encourage positive teachers' emotions and to increase teacher satisfaction in the work may be attributed to positive teacher personal in work. Positive teacher emotions may not only be essential for the wellbeing of teachers, but they may also affect students' wellbeing and, in turn learning in class.

To reduce student disruptive behavior, management of learning subject matter and instructional materials are preferred over cognitive-behavior modification strategies (e.g., punishment, abusive word). Teachers are encouraged to provide consistent, support to maintain the positive effects in the classroom. These results lead to the conclusion that teachers' ability to connect well with students can be regarded as an important skill to target in professional development. Therefore, further studies need to be conducted to identify cultural differences and parenting influences

on student behavior. Similarly, cultural differences in the educational environment have an impact on student behavior and emotional retention in the classroom.

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