CAUSES OF CHILDREN’S MISBEHAVIOR AND PREVENTIVE MEASURES THAT MAY HELP

by: Lolita P. Manuntag
Teacher II
Morong National High School

“Teach a child in the way he should go and when he is old, he will not turn from it.”
Proverb 22:6 perfectly tells about child discipline. As part of good classroom management, discipline constitutes the next important concern for teachers. Many educators believe that no matter how well- managed a learning environment is, there will be a time that children will misbehave.


1. **Children misbehave to gain attention.** When children misbehave in the way, they are trying to feel significant and to gain a sense of belonging by drawing attention to themselves.
2. **Children misbehave to achieve power.** Here children are trying to feel important and connected to others by asserting themselves in a strong way.
3. **Children misbehave to seek revenge.** Children want confrontation for the hurt obtained by the feeling of being deprived of importance or a sense of belonging.
4. **Children misbehave to assume an attitude of inadequacy.** They react to a perceived loss of importance and belonging by simply giving up.

Child psychologists claimed that a misbehaving child is a discouraged child. But how can teachers address this behavior problem? Corpuz and Salandanan (2007) emphasized causes of disciplinary problems and preventive measures that may help in posting some remedies in ensuring good discipline.

**Unfavorable learning conditions.** Some of the most common causes of classroom problems point prominently to unfavorable learning conditions that hinder learners’ needs and interests. Overcrowded room results in immobility or discomfort in moving around especially when there is a need to operate instructional materials. Rooms with poor lighting facilities, inadequate ventilation, furniture which are not properly arranged, inappropriate seating arrangement will not sustain attention and interest and discipline will be difficult to sustain.

Another factor is the teacher’s poor management skills. When a teacher lacks adequate knowledge and skills in handling occurrences of behavior likewise contribute to children’s behavior.

**Students varied background** contributes a lot to misbehavior. They bring to the classroom varied individual attitudes, interests, and abilities. Said differences can be teased back from family background, physical and mental capacities and emotional hurts among others. Misbehavior is a great problem of many teachers while it is a fact that seasoned teachers have learned how to prevent discipline problems. They have accepted the fact that no matter how hard they try somehow misbehavior may occur.

Teachers must always be aware of his/her classroom management, his/her teaching styles that will affect the learning styles of the children. The methods, techniques or approach and strategies must jive to the lesson objectives. Not to be forgotten are the teachers’ personal attributes, such as: 1. Patience 2. Compassion 3. Concern and caring attitude, a teacher must scout for the characteristics of his/her children and see to it that he/she will love more the unlovable, reach more, the unreachable.

A true and deep concern for children will case the misbehavior problem, after all, as Edward puts it, “to teach another thoroughly is the best way to learn for yourself.”