A STUDY ON CLASSROOM MISBEHAVIOR IN Y HIGH SCHOOL IN LUOHE CITY, HENAN PROVINCE, CHINA

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Abstract: This study aimed to explore the current situation of classroom misbehavior among high school students in Y High School, Luohe City, Henan Province, China, and to examine the influence of various demographic variables on such behavior. A classroom misbehavior scale was employed as the main research instrument, supplemented by interview records. Questionnaires and interviews were conducted among students at Y High School. The sample consisted of 291 valid responses, and data were collected from students of different genders, grades, household registration types, and only-child status. Descriptive statistics and variance analyses were conducted using SPSS to examine the patterns of misbehavior and determine significant differences among groups. Interview data were also organized and analyzed to provide qualitative support for the findings. The results revealed that gender, grade level, and whether a student was an only child had significant effects on classroom misbehavior, whereas household registration type showed no significant impact. These findings confirmed the reliability and validity of the data and provided valuable evidence to inform the development of targeted educational management and intervention strategies.

Keywords: High School Students, Classroom Misbehavior, Demographic Variables

Introduction

Classroom misbehavior had long posed challenges to secondary education systems, particularly in the context of China's academically intensive senior high schools. With rising educational expectations and increasingly complex student psychological profiles, classroom discipline problems had become more prominent. These behaviors—ranging from inattention and disengagement to verbal disruptions and peer conflicts—often interfered with instructional effectiveness and impaired the learning climate (Chen, 2002; Shi & Cui, 1999; Zoromski et al., 2021).

The classroom functioned as a dynamic social environment involving continuous interaction between teachers, students, and instructional goals. Teachers typically established behavioral

expectations based on their teaching style and subject matter (Susan, 2000). However, managing student behavior remained challenging due to a variety of contributing factors, including individual personality traits, family background, and school culture. Studies such as those by Conroy et al. (2009) and Caspi et al. (1995) demonstrated that student misbehavior frequently originated from deeper emotional or environmental factors, and not solely from school-related causes.

Although numerous researchers had explored classroom misbehavior at the elementary and junior high school levels, relatively few had examined the issue in senior high school settings in China. Existing studies primarily focused on special populations, such as vocational students (Wu, 2010) or left-behind children in rural schools (Chen, 2021), often overlooking mainstream high school environments. Moreover, most prior research emphasized administrative interventions rather than examining student-level variables that influenced misbehavior.

To address this gap, the present study focused on classroom misbehavior among students at Y High School, a private boarding school in Luohe City, Henan Province, China. By applying a mixed-methods approach, the study investigated two categories of misbehavior: self-directed (e.g., inattentiveness, emotional withdrawal) and other-directed (e.g., disobedience, classroom disruption). It further examined whether demographic variables—including gender, grade level, household registration, and only child status—had significant effects on student misbehavior.

This study contributed to the literature in two main ways. First, it provided empirical insights into how student characteristics were associated with behavioral problems in senior high school settings. Second, it offered practical implications for educators seeking to develop targeted classroom management strategies. In light of ongoing educational reforms in China that emphasized student-centered learning and psychological well-being, understanding the manifestations and causes of misbehavior remained essential to promoting effective instruction and positive school climate.

Research Objectives

(1) To examine the current situation of classroom misbehavior, including both self-directed and other-directed misbehavior, among students at Y High School in Luohe City, Henan Province, China.

(2) To analyze whether classroom misbehavior differs across students with varying demographic backgrounds.

Literature Review

Classifications of Classroom Misbehavior

Researchers had proposed various frameworks to classify classroom misbehavior in order to guide both theoretical understanding and practical intervention. Zuo (1998) provided an early typology that

included aggressive, negligent, repressive, and immoral behaviors, each of which disrupted the teaching and learning environment in different ways. Building upon these foundations, Song (2011) introduced a widely adopted categorization of misbehavior into self-directed and other-directed types. Self-directed misbehavior referred to behaviors such as inattentiveness, withdrawal, or lack of motivation that primarily affected the student themselves, while other-directed misbehavior included behaviors like shouting, interrupting, or physical conflicts that disturbed the teacher or peers.

Jiang (2001) emphasized the instructional dimension of student behavior by classifying it into positive, neutral, and negative categories based on its alignment with teaching objectives. Li et al. (2023) added another perspective by defining "unexpected classroom behavior" as any deviation from teacher expectations, regardless of intention. These classification systems highlighted not only the forms of misbehavior but also the interpretive frameworks through which teachers understood and responded to them. In this study, the classification by Song (2011) was adopted as it offered a clear and applicable structure for measuring student behavior in a high school setting.

Causes of Classroom Misbehavior

The causes of misbehavior had been widely studied across psychological, educational, and sociological domains. Chesebro et al. (2020) found that the way teachers reacted to student misbehavior shaped classroom climate and influenced whether disruptive behaviors were corrected or reinforced. When discipline strategies were inconsistent or passive, students were more likely to repeat inappropriate behaviors. Valente et al. (2020) similarly noted that ineffective teacher responses tended to escalate classroom disruptions, eventually leading to broader disciplinary challenges.

In addition to teacher factors, students' personal and familial contexts also played a critical role. Obadire et al. (2021) emphasized that parental discipline styles and early family interactions had long-term effects on student behavior. Amelia et al. (2023) found that students with less parental supervision or emotional support were more likely to exhibit rule-breaking or inattentive behaviors in school. From a developmental psychology perspective, Caspi et al. (1995) argued that extroverted or impulsive students were prone to externalizing behaviors like aggression, while introverted or anxious students tended to exhibit internalized behaviors such as withdrawal or avoidance.

In the Chinese educational context, Zhang (2010) noted that discipline problems could stem from poor alignment between instructional methods and student autonomy, especially under reforms that promoted student-centered learning. Gong (2006) argued that teachers often lacked adaptive strategies for managing behavior under new pedagogical models, leading to confusion in classroom authority. Liu and Chen (2007), as well as Pi (2009), added that adolescent students frequently experienced emotional instability, peer pressure, and motivational fluctuations that undermined their classroom engagement.

Strategies for Behavior Intervention

Scholars had developed a wide range of strategies to reduce classroom misbehavior. Kaluma (2023) demonstrated that effective instructional design—including content clarity, lesson pacing, and student

engagement—helped prevent misbehavior before it occurred. Rasooli et al. (2023) found that dynamic classroom management, particularly in mathematics education, not only reduced discipline issues but also improved academic motivation. In their view, rigorous but supportive learning environments allowed students to focus and develop a sense of accountability.

From the teacher's perspective, Guo (2013) proposed building harmonious teacher–student relationships as the foundation of classroom discipline. Li (2011) suggested that teachers needed to recognize and meet students' basic psychological needs, including autonomy, competence, and belonging, to reduce resistance and misbehavior. Subject-specific studies also offered tailored suggestions: Zhou (2010) for geography education, Chen (2008) for music, and Guo (2008) for art classes. These studies reflected a consensus that effective discipline required more than punishment—it necessitated emotional sensitivity, engagement strategies, and contextual adaptability.

Moreover, school-level interventions had gained attention. Deng et al. (2025) emphasized that a positive school culture—anchored in clear behavioral expectations and teacher consistency—was essential to long-term discipline. Hu (2011) advocated for classroom structures that encouraged emotional expression, while Zhou (2009) highlighted the need for participatory discipline models in shaping classroom norms.

Research Gap in the Senior High School Context

Despite the breadth of studies on classroom misbehavior, the majority focused on primary schools, junior high schools, or special groups such as vocational students or left-behind children in rural areas (Wu, 2010; Chen, 2021). Relatively few empirical studies had examined misbehavior patterns in general academic high schools, particularly in private institutions where student composition, family background, and academic expectations may differ from public schools.

Furthermore, most prior research emphasized general behavioral trends or policy interventions, but lacked detailed analysis of how individual background variables—such as gender, grade level, household registration, or only child status—influenced specific types of misbehavior. Given that adolescent students in senior high school often faced heightened academic stress and psychological transition, the absence of context-specific behavioral studies represented a notable gap in the literature.

Contribution of the Present Study

To address these limitations, the present study adopted the framework of self-directed and other-directed misbehavior to investigate classroom behavioral patterns among students at a senior high school in Luohe City, China. By integrating questionnaire and interview data, the study not only examined the prevalence of different forms of misbehavior but also tested whether demographic factors significantly influenced behavior. This dual-level analysis aimed to provide theoretical insights and practical strategies for educators to develop more differentiated, evidence-based approaches to behavior management in high school classrooms.

Methodology

In this study, students from Y High School in Luohe City, Henan Province, China, were selected as research participants. Y High School was a full-time private boarding institution with 28 teaching classes and more than 1,200 students enrolled at the time of investigation. The school was known for its academic rigor and diverse student population, making it a suitable context for investigating classroom misbehavior among senior high school students. According to Krejcie and Morgan's (1970) sample size determination table, a minimum sample size of 291 was required for this population. Using a convenience sampling method, a total of 320 questionnaires were distributed in January 2024 through the school's official WeChat workgroups and teacher coordination. After screening and data cleaning, 291 valid questionnaires were recovered and organized, yielding an effective response rate of 90.94%, which met the statistical requirements for data representativeness and reliability. The participants covered different gender groups, grade levels (Grades 1 to 3), household registration types (urban and rural), and only child status, providing a rich foundation for analyzing demographic differences.

The primary research tool was the Classroom Misbehavior Questionnaire, adapted from the validated scale developed by Song (2011) in the study "Analysis of Classroom Misbehavior among Junior High School Students and Educational Strategies." The original scale had demonstrated strong applicability in Chinese educational settings and had been cited in multiple behavior-related studies. In this research, the questionnaire was revised and optimized based on the learning environment and behavioral characteristics of senior high school students. The scale consisted of two major sections. The first section collected basic demographic information, including gender, grade level, household registration (urban/rural), and only child status. The second section assessed students' classroom misbehavior through two core dimensions: self-directed misbehavior and other-directed misbehavior.

The self-directed misbehavior dimension included 6 items, such as "I find it hard to concentrate during class" and "I often feel bored and distracted in class," which reflected internalized and passive behavior tendencies that affected students themselves. The other-directed misbehavior dimension consisted of 5 items, such as "I talk to classmates during lectures" or "I interrupt the teacher while they are speaking," focusing on disruptive behaviors directed at others. Each item was scored using a five-point Likert scale, with options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). A higher total score indicated a higher level of classroom misbehavior.

To enhance the depth of analysis, this study also adopted a qualitative interview method. A total of 12 participants were interviewed, including 8 students and 4 head teachers. Interviewees were selected to represent various combinations of demographic variables such as gender, grade level, and only child status. The interviews aimed to explore the underlying causes, emotional triggers, and coping strategies related to classroom misbehavior from both student and teacher perspectives. Questions included "Why do you sometimes not pay attention in class?" "How do your teachers typically respond to students who break the rules?" and "What rules do you think are unfair or hard to follow?"

The "Classroom Misbehavior Scale" used in this study was originally developed by Song (2011). In terms of reliability, the original scale reported a Cronbach's alpha of 0.95 for the total scale, with subscale coefficients ranging from 0.86 to 0.95, indicating high internal consistency. In this study, a reliability analysis was conducted based on 291 valid questionnaires. The Cronbach's alpha coefficients remained high, with values of 0.95 for the overall scale and 0.890 and 0.905 for the subscales, confirming that the instrument had strong internal reliability. For validity, the Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test of Sphericity were applied. The KMO value was 0.917, exceeding the minimum acceptable level of 0.70. Bartlett's Test produced an approximate chi-square value of 1876.241 with 121 degrees of freedom ($p < .001$). The results indicate that the scale is suitable for factor analysis. Through factor analysis, common factors with eigenvalues greater than 1 were extracted. The results show that the two common factors (self-directed and other-directed) cumulatively explain 65.32% of the total variance. Specifically, the first common factor (self-directed) explains 38.75% of the variance, while the second common factor (other-directed) explains 26.57%.

The cumulative variance explanation rate exceeding 60% demonstrates that the selected common factors effectively capture the primary information of the original scale. This further verifies that the scale possesses good structural validity and is suitable for measuring classroom misbehavior among students at Y High School in Luoyang City, Henan Province, China, in this study.

After data collection, all valid questionnaire responses were exported and processed using SPSS 22.0 software. Descriptive statistical analysis was conducted to examine the overall level of classroom misbehavior. Inferential statistics were applied to test group differences. Specifically, independent samples *t*-tests were used to analyze whether there were statistically significant differences in misbehavior based on gender, household registration, and only child status. Additionally, a one-way analysis of variance (ANOVA) was used to examine whether classroom misbehavior differed significantly across grade levels. All tests were conducted with a significance level of 0.05. Furthermore, interview transcripts were analyzed using thematic coding, which allowed researchers to extract recurring patterns, themes, and contrasting views from participants. This qualitative analysis served to triangulate and validate the findings obtained from the quantitative data.

In summary, this study utilized a mixed-methods approach combining validated survey tools and in-depth interviews to explore the manifestations and influencing factors of classroom misbehavior in senior high school students. The use of both quantitative and qualitative data improved the robustness of the research design and provided a more comprehensive understanding of the behavioral patterns under investigation.

Results

Demographic Analysis of Questionnaire Participants

In this study, students from Y High School in Luohe City were selected as participants, and a

total of 291 valid questionnaires were collected. The demographic variables included gender, grade level, household registration, and only child status. Among the respondents, 182 were male students (62.54%) and 109 were female students (37.46%). In terms of grade level, 33 were in Grade 1 (11.34%), 193 in Grade 2 (66.32%), and 65 in Grade 3 (22.34%). Regarding household registration, 240 students (82.47%) held urban hukou, while 51 students (17.53%) came from rural areas. For only child status, 69 students (23.71%) were the only child in their families, whereas 222 students (76.29%) had siblings.

Descriptive Statistics on the Level of Classroom Misbehavior

1) Using descriptive statistical analysis, the overall level of classroom misbehavior among students at Y High School was found to be moderate. As shown in Table 1, the mean value of self-directed misbehavior was M = 2.89, and the mean of other-directed misbehavior was M = 3.25. These results indicated that students demonstrated moderate levels of misbehavior in both dimensions.

Table 1: Descriptive Statistics of Classroom Misbehavior

Dimensions	N	M	SD	Level
Self-Directed Misbehavior	291	2.89	1.672	Moderate
Other-Directed Misbehavior	291	3.25	1.428	Moderate

2) Independent sample *t*-tests were conducted to analyze gender-based differences in classroom misbehavior. As presented in Table 2, female students had significantly higher scores in both self-directed misbehavior (M = 3.57) and other-directed misbehavior (M = 3.83) than male students (M = 2.48 and 2.91, respectively). The *t*-values for both dimensions were statistically significant ($p < 0.001$), indicating that gender had a notable influence on misbehavior patterns.

Table 2: Gender Differences in Classroom Misbehavior

Dimensions	Gender	*n*	*M*	*SD*	*t*	*p*
Self-Directed	Male	182	2.48	1.688	-5.637	<0.001
	Female	109	3.57	1.410		
Other-Directed	Male	182	2.91	1.384	-5.548	<0.001
	Female	109	3.83	1.318		
Overall Misbehavior	Male	182	2.70	1.485	-5.828	<0.001
	Female	109	3.70	1.293		

3) A one-way ANOVA was conducted to examine differences in misbehavior across grade levels. As shown in Table 3, significant differences were found in all three dimensions ($p < 0.05$). Post hoc analysis using LSD revealed that Grade 3 students had higher levels of both self-directed and other-directed misbehavior compared to students in Grades 1 and 2, possibly due to increased academic stress during the final school year.

Table 3: ANOVA of Classroom Misbehavior by Grade Level

Dimensions		*SS*	*df*	*MS*	*F*	*p*	*LSD*
Self-Directed	Self-Directed	24.844	2	12.422	4.554	0.011	3 > 1 3 > 2
	Other-Directed	785.637	288	2.728			
	Overall Misbehavior	810.481	290				
Other-Directed	Self-Directed	14.591	2	7.295	3.644	0.027	3 > 2
	Other-Directed	576.592	288	2.002			
	Overall Misbehavior	591.182	290				
Overall Misbehavior	Self-Directed	18.817	2	9.408	4.310	0.014	3 > 2
	Other-Directed	628.668	288	2.183			
	Overall Misbehavior	647.485	290				

Differences in Classroom Misbehavior by Household Registration

An independent sample *t*-test was used to examine differences based on students' household registration. As shown in Table 4, students from rural areas had significantly higher self-directed misbehavior scores (M = 3.37) than urban students (M = 2.79), with a significant *t*-value ($p = 0.023$). However, differences in other-directed misbehavior were not statistically significant ($p = 0.066$), indicating only partial support for this variable's influence.

Table 4: Differences in Misbehavior by Household

Dimensions	Household Registration	*n*	*M*	*SD*	*t*	*p*
Self-Directed	Rural	51	3.37	1.428	2.286	0.023
	Urban	240	2.79	1.704		
Other-Directed	Rural	51	3.59	1.374	1.847	0.066
	Urban	240	3.18	1.432		
Overall Misbehavior	Rural	51	3.480	1.327	2.162	0.031
	Urban	240	2.985	1.516		

Differences in Classroom Misbehavior by Only Child Status

As shown in Table 5, the *t*-test results indicated that students without siblings (non-only children) scored significantly higher in all dimensions of classroom misbehavior compared to only children. The differences were highly significant ($p < 0.001$), suggesting that family structure played a critical role in student discipline behavior.

Table 5: Differences in Misbehavior by Only Child Status

Dimensions	Only Child Status	*n*	*M*	*SD*	*t*	*p*
Self-Directed	Yes	69	1.48	1.009	-9.092	<0.001
	No	222	3.33	1.593		
Other-Directed	Yes	69	2.04	0.992	-9.141	<0.001
	No	222	3.63	1.331		
Overall Misbehavior	Yes	69	1.76	0.946	-9.558	<0.001
	No	222	3.48	1.397		

Discussion

General Overview of Classroom Misbehavior

This study found that senior high school students in Y High School, Luohe City, demonstrated a moderate level of classroom misbehavior, both self-directed and other-directed. These results were largely consistent with previous research (e.g., Song, 2011; Gong, 2006), which noted that misbehavior was a widespread phenomenon in Chinese high schools, particularly under the influence of high academic pressure and limited psychological support systems.

Self-directed misbehavior, such as inattentiveness, fatigue, and passive resistance, often indicated a form of disengagement rather than overt disobedience. Other-directed misbehavior, including making noise or disrupting peers, reflected a desire for attention or social stimulation in constrained classroom settings. These behaviors disrupted both teaching efficiency and peer learning outcomes and may suggest deeper psychological or motivational issues. In accordance with Liu and Chen's (2007) coping theory of classroom behavior, students' misbehavior was not merely a disciplinary issue but also a reflection of underlying stress and developmental challenges during adolescence.

Gender Differences in Misbehavior

The analysis revealed that female students exhibited significantly higher levels of both self-directed and other-directed misbehavior than male students. This finding diverged from traditional perspectives, which often associated boys with more frequent and serious classroom behavior problems (Zhang et al., 2024; Huang & Li, 2017). However, recent research has highlighted that girls tend to engage in more covert or relational forms of misbehavior, such as gossiping, use of mobile phones,

daydreaming, or emotional withdrawal—patterns that were particularly prominent in this study's interviews.

The higher scores among female students could be explained by internalized academic pressure and emotional stress caused by competitive learning environments. Female students may be more sensitive to relational conflicts or self-expectations and thus more prone to stress-related behaviors. As Pi (2009) pointed out, gendered responses to classroom stress can manifest in different behavior types—aggression for boys and passive resistance or relational disturbance for girls. This suggests the necessity of gender-differentiated classroom management strategies that address the emotional and cognitive needs of both genders.

Grade-Level Variations and Academic Stress

The findings also demonstrated that Grade 3 students had the highest levels of classroom misbehavior compared to those in Grades 1 and 2. This result corroborated with earlier observations by Gong (2006) and Liu (2022), who identified a strong correlation between academic year and behavioral pressure. Grade 3 students were preparing for the highly competitive National College Entrance Examination, which often led to heightened levels of anxiety, sleep deprivation, and emotional fatigue.

Unlike first-year students who were still adapting to high school norms, and second-year students who were in an academic buildup phase, third-year students experienced the peak of psychological stress, which translated into increased levels of inattention, frustration, and interpersonal conflict. The results suggested that academic transition periods may trigger changes in students' behavioral patterns, reinforcing the value of grade-sensitive interventions such as mental health support, exam preparation counseling, and positive behavioral reinforcement.

Influence of Household Registration

In terms of household registration (urban vs. rural), rural students reported slightly higher levels of classroom misbehavior, particularly in self-directed behaviors. Although the differences were statistically significant only for one dimension, this result reflected the challenges that rural students might face in urban-based private schools—such as cultural mismatch, adaptation difficulties, or feelings of inferiority due to socio-economic disparities. Prior studies (e.g., Chen, 2021; Lian & Luo, 2020) indicated that rural students often required more support to integrate into structured, academically demanding classroom settings.

However, it is worth noting that the magnitude of differences in this study was smaller than in previous studies, possibly due to the equalized learning conditions in private boarding schools where both rural and urban students shared similar facilities, teacher resources, and peer environments. This suggested that school context and institutional equality might buffer the effects of socio-economic background on behavior. Nevertheless, subtle disparities in psychological security and academic confidence may still influence how rural students engage or withdraw from classroom participation.

Role of Only Child Status

The study further found that non-only children displayed significantly higher levels of misbehavior across all dimensions. This finding was consistent with the view that children with siblings might develop stronger tendencies toward social competition, conflict, and attention-seeking in group settings (Amelia et al., 2023). Interviews conducted during the study revealed that non-only children often had to compete for attention at home, which translated into behavior such as disrupting class to attract peer or teacher attention.

In contrast, only children typically benefited from more intensive parental guidance, higher self-discipline, and emotional stability, due to being the sole focus of household resources and expectations. Studies by Zhang and Yang (2022) have shown that only children often perform better in structured environments that require rule-following and self-regulation. This supports the view that family structure plays a crucial role in shaping adolescents' classroom behavior and their capacity to adapt to social and academic norms.

Theoretical Contributions

This study made several theoretical contributions. First, it deepened the understanding of how demographic factors intersect with behavioral outcomes in high school settings, particularly under China's examination-oriented education system. Second, it reinforced the classification of classroom misbehavior into self-directed and other-directed dimensions, which provided a clearer structure for behavioral analysis. Third, it introduced the combined use of quantitative data and qualitative interview validation, strengthening the reliability and interpretability of the results.

Educational and Practical Implications

The findings had important implications for educators, school counselors, and policymakers. Firstly, gender-specific behavioral interventions should be implemented. For instance, boys may benefit from task-oriented discipline and movement-based classroom activities, while girls may require counseling support, stress management workshops, and emotional communication training.

Secondly, schools should adopt grade-sensitive discipline strategies, recognizing the unique behavioral challenges at each academic stage. Grade 3 students, in particular, should receive psychological support and stress-buffering programs, such as mindfulness exercises, exam anxiety coping training, and peer support systems.

Thirdly, schools should develop support programs tailored to household and family structure. Rural students might need academic integration activities and confidence-building interventions, while non-only children may benefit from personalized mentorship, cooperative learning environments, and attention regulation strategies.

Finally, it was recommended that early-warning behavior monitoring systems be developed, combining student demographic profiles, classroom observations, and periodic behavioral assessments. This would allow educators to identify at-risk students and implement timely interventions, thereby improving overall classroom climate and academic performance.

Conclusions

This study investigated the current state of classroom misbehavior among senior high school students in Y High School, Luohe City, China, and examined how such misbehavior varied by gender, grade level, household registration, and only child status. Through the use of a validated questionnaire and supporting interviews, the research revealed several important findings.

First, the overall level of classroom misbehavior was found to be moderate, indicating that while most students followed classroom norms, a substantial proportion engaged in disruptive behaviors that could hinder teaching and learning. The distinction between self-directed misbehavior (such as inattention and emotional withdrawal) and other-directed misbehavior (such as verbal interruptions and peer disturbance) allowed for a more nuanced understanding of students' behavioral tendencies.

Second, the study identified significant gender differences, with female students demonstrating higher levels of both types of misbehavior. This result challenged traditional assumptions and suggested that female students might manifest stress and disengagement in more subtle yet impactful ways.

Third, the findings showed that Grade 3 students exhibited the highest levels of misbehavior, particularly in self-directed dimensions. This confirmed that academic pressure, especially in exam preparation stages, had a notable effect on students' emotional states and classroom conduct.

Fourth, while household registration showed limited impact overall, students from rural backgrounds displayed slightly higher levels of self-directed misbehavior, suggesting ongoing adaptation difficulties in urbanized school settings.

Finally, the study found that non-only children were more likely to display both types of misbehavior compared to only children. This supported the notion that family structure and early home experiences played a significant role in shaping students' behavioral norms in educational contexts.

In summary, this study provided new evidence supporting the importance of demographic context in understanding classroom behavior among Chinese high school students. By combining quantitative analysis with interview insights, it enriched the empirical literature on adolescent behavior in structured academic settings.

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