DISCIPLINARY PROBLEMS AMONG HIGH ACHIEVER STUDENTS: THE TYPES AND THE CAUSES

Hairul Nizam Ismail
Prihadi Kususanto

University of Science, Malaysia

ABSTRACT

This qualitative study has been done to 24 teachers and 72 students from various secondary schools in Penang, Malaysia, in order to investigate the effect of between class ability grouping (BCAG) on high achiever secondary school students. Studies reported that BCAG triggered correspondence bias among teachers, which eventually affect them to show different perception and expectations towards high achiever classes (HAC) and low achiever classes (LAC) students. Symbolic interaction theories explained that individuals tend to be affected by others' expectation, and therefore behave in a way they were expected to. Therefore, according to the previous studies on BCAG, it was assumed that HAC students would achieve better and would not be significantly involved in disciplinary problems. After semi-structured interview had been conducted in order to collect the data, and two-cycled analyses method, namely In-Vivo and Thematic Analyses had been operated in order to analyze the massive amount of qualitative data, the it was discovered that HAC students were involved with disciplinary problems, such as being disrespectful to teachers, paying less attention in the classroom, neglecting assignments and doing external work during classes. Other findings of this study showed that the disciplinary problems among HAC are related to their self-esteem types due to locus of control difference, as well as bigger issues apart from the competition among themselves. School management system, BCAG itself, reciprocal envy between HAC and LAC students, as well as their inclination towards tuition centers contributed to disciplinary problems among HAC students.

Keywords: *Students' grouping, tuition centers, high achiever students, disciplinary problems*

INTRODUCTION

Most of public secondary schools in Malaysia practices between class ability grouping (BCAG), where they group students based on the previous academic records (Saleh, Lazonder, & DeJong, 2005). While such method might provide teachers with easier situation due to students homogeneity (Slavin, 2006), studies in Malaysia had indicated some negative impact on students (for example: Prihadi, Chin, & Lim, 2011; Prihadi, Hairul, & Hazri, 2010). In general, students with high academic achievement perceived that their teachers expect them to show high academic performance, and not to be involved in disciplinary problems; oppositely, the low achievers perceived that their teachers expect them to be involved in disciplinary problems, and score averagely low (Hazri, Prihadi, & Hairul, 2010; Ismail & Majeed, 2011; Prihadi,

Chin, & Lim, 2011). This difference led the high achievers to possess more adequate self-esteem than the lower achievers (Prihadi & Chua, 2012; Prihadi, Hairul, & Hazri, 2010). In other words, both high achievers and low achievers are aware of their teachers' expectancy related to their academic performance and disciplinary issues. However, although the teachers perceived high achievers to be academically good and not problematic, they are still reported to be involved in disciplinary problem (Prihadi, 2013).

In most public secondary schools in Malaysia, students with high achievers are assigned to high achievers classes (HAC) and the low achievers to low achievers classes (LAC). The report that HAC students are involved in significant numbers of disciplinary problems does not support the theory of symbolic interaction (Blumer, 1962), which stated that

behavior of individuals tends to follow their perception of others' expectancy; in the context of this study, HAC students are not expected to be problematic. Previous studies explained this anomaly by stating that there is another variable in the equation that affects the causal relationship between others' expectancy and individuals' behavior, that is internal locus of control (iLoC), the tendency to credit or blame oneself for one's success or failures (Prihadi & Hairul, 2011; Prihadi, Hairul, & Hazri, 2012).

It was reported that the discrepancy between perceived teachers' expectancy (of less disciplinary problems) and the HAC students' problematic behavior is mediated by iLoC (Prihadi, Hairul, & Hazri, 2012). In other words, when students tend to credit or blame themselves for their events, they would not likely to be affected by their perception of others' expectancy; they will not be affected by their perception of what others might expect from them. Because HAC students tend to develop higher iLoC than their LAC counterparts, their perception of what teachers expect them to be does not affect the way they see themselves (Prihadi, 2013).

This qualitative study aims to explore the problematic behavior done by students with high academic achievers whom are exclusively assigned to HAC. Types of behavior, cause perceived by the students, and cause perceived by the teachers are discussed thoroughly and conclusion will be addressed at the end of this paper. In order to achieve its overarching aims, the following questions are to be answered:

1. What kind of disciplinary problems the HAC students are involved in?
2. From the teachers' perspective, what is the cause of the HAC students' problematic behavior?
3. From the students' perspective, what is the cause of the HAC students' problematic behavior?

Findings of this study are significant for educational stakeholders to consider the next step they should take in order to reduce problematic behavior among students, especially those who are assigned in HAC. Another significance of this study is to help the stakeholders in altering or modifying any variable that reported to be the cause of this phenomenon.

Literatures

Symbolic interaction and correspondence bias in students grouping

The most common student-grouping practice in Malaysian public secondary schools is to group students in separate classrooms for most subjects, according to their level of ability, which refer to their general academic achievements in the past (Saleh, Lazonder, & DeJong, 2005). Often, the reason behind such practice is because it is more challenging for teachers to teach in a classroom where students with high and low academic abilities are mixed (Ireson & Hallam, 2001; Slavin, 2006).

In turn, this practice drove teachers to fall into fundamental attribution errors, the tendency to underestimate situational influences and overestimate dispositional influences upon others' behavior. In the context of this current study, teachers' correspondence bias was gotten from previous experience (both direct and vicarious), that led them to believe and expect that HAC students would likely to show high academic performance and low involvement in disciplinary problems (Helm, 2007). This expectancy affects the teachers' classroom behavior, which then is observed by the students to develop their own perceptions (Hazri, Prihadi, & Hairul, 2010). In turn, the students utilize their perception to develop the way they see themselves (Ismail & Majeed, 2011; Prihadi & Chua, 2012).

This phenomenon can be explained by the theory of correspondence bias (Malle, 2007; Ross, 1977), self-fulfilling prophecy (Jussim & Harber, 2005) and the theory of symbolic interactions (Blumer, 1962; Stryker, 2002; Stryker & Vryan, 2003). The theory of correspondence bias explains how teachers learned that HAC students usually achieve high and less problematic. The self-fulfilling prophecy theory explained why the teachers tend to behave in a certain way in order to have their expectancy (that HAC students will score high and not involved in disciplinary problems) fulfilled. The theory of symbolic interactions explains how students observe the teachers' classroom behavior and develop perceptions of

teachers' expectancy. The latter also explains how students develop their self-esteem based on their perception of their teachers' expectancy.

How students see themselves (Self-esteem)

Two-Dimensional Model of Self-Esteem (Mruk, 2006) explained that self-esteem is an integrated sum of self-competence and self-worth, and that individuals might fall into one of the four categories: (1) high self-worth and high self-competence, (2) high self-worth and low self-competence, (3) low self-worth and high self-competence, and (4) low self-worth and low self-competence. In each quadrant, individuals might fall into some levels where they can be considered clinical, where some clinical treatments should be addressed towards them. However, most of the individuals can also be in one of the four quadrants without being clinical, where their self-esteem can be considered acceptable by the society in general. Figure 1 illustrates the quadrant of self-esteem according to Mruk's two-dimensional model of self-esteem (2DMSE).
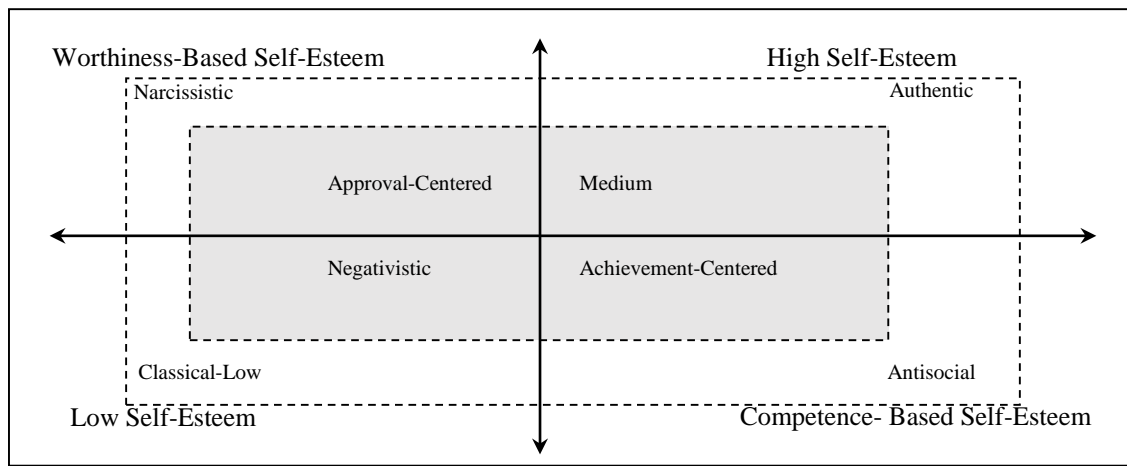
Figure 1 Quadrant of Self-Esteem based on Mruk's 2DMSE (Mruk, 2006)

Figure 1 illustrated how competence and worthiness interact with each other to create self-esteem. In general, Mruk divided the characters of every individual into 4 types of self-esteem. Those who are generally high in self-competence and generally low in self-worth are categorized as having a *Competence-Based Self-Esteem*; those who are generally high in self-worth and generally low in self-competence are categorized as having a *Worthiness-Based Self-Esteem*. When both of an individual's self-worth and self-competence are generally high, he/she is categorized as having a *High Self-Esteem*; while if both elements are generally low, the individual is categorized as having a *Low Self-Esteem*.

Furthermore, Mruk explained more details of the self-esteem characteristic in 2DMSE. The grey rectangle in the center of the quadrant illustrates the acceptable area of individuals' self-esteem characteristics, which means that the self-worth and self-competence of such individuals fell into moderate levels (Approval-Centered; Medium; Negativistic; Achievement-Centered). When one or both of the two elements went over the grey rectangle, the individual would fell into the category of *clinical* (Narcissistic; Classical-Low; Authentic; Antisocial). Characteristics of individuals who fell into each quadrant are explained in Table 1.

Table 1 Characteristic of individuals in every part of 2DMSE quadrant

Worthiness-Based Self-Esteem	High Self-Esteem
General Type: Unstable or fragile self-esteem characterized by a low sense of competence compensated for by focusing on worthiness.	*General Type:* Relatively stable self-esteem characterized by varying degrees of openness to experience, optimism, and lack of defensiveness.
Levels a. Approval seeking: Contingent on approval from others, sensitive to criticism and rejection. b. Narcissistic: Exaggerated sense of worthiness regardless of competence level and reactive to criticism. Vulnerable to defensive acting out.	*Levels* a. Medium: Stable sense of adequacy in terms of competence and worthiness. b. Authentic: General sense of realistic competence and solid worthiness. Actively concerned with living out positive, intrinsic values.
Low Self-Esteem	**Competence-Based Self-Esteem**
General Type: Reduced level of self-esteem characterized by a concern to avoid further loss of competence or worthiness.	*General Type:* Unstable or fragile self-esteem characterized by low sense of worthiness compensated for by focusing on competence.
Levels a. Negativistic: Generally cautious style of self-regulation, focuses on protecting current level of self-esteem rather than losing it. b. Classical: Impaired functioning due to low sense of ability and worth.	*Levels* a. Success seeking: Contingent on garnering successes or achievements and anxious about and sensitive to failure. b. Antisocial: Exaggerated need for success or power. Vulnerable to aggressive acting out.

Vulnerable to depression, giving up.

It can be seen in Table 1 that 2DMSE can explain how an individual might behave in the future based on their self-esteem characteristic. In the context of this study, qualitative responses of student participants are categorized based on this table.

The mediation effect of internal locus of control

Another variable called locus of control mediates the influence of one's perception of others' expectancy on one's self-esteem (Millar & Shevlin, 2007; Prihadi, Hairul, & Hazri, 2012); the more internal the locus of control, the more insignificant the influence of perception of others' expectancy on one's self-esteem. In other words, the higher the iLoC, the more the individuals see themselves based on what they think other people expect them to be.

In this study, the role of iLoC in altering the influence of perceived expectancy on self-esteem is called 'mediation' (instead of moderation), because iLoC is also affected by the perceived expectancy (Prihadi & Hairul, 2011; Prihadi, Hairul, & Hazri, 2012). It is supported by a frequently cited study, which explained that if the third variable is affected by the independent variable, it is called a mediator variable; otherwise, it is called moderator variable (Baron & Kenny, 1986).

The fact that iLoC of HAC students is affected by their perceived teachers' expectancy is supported by a previous report that under a segregated population, individuals in the higher level of segregations will likely to have higher iLoC than those in the lower ones (Perry, Liu, & Griffin, 2010). In school-specific context, iLoC can be very important in explaining a student's school performance (Slavin, 2006). For instance, it has been reported that students who are high in internal LoC have better grades and test scores than do students of the same intelligence, who are low in internal LoC(Capell & Weinstein, 2001). In other words, students tend to have higher iLoC since the moment they were assigned to the HAC.

It can be concluded that, because HAC students possess high iLoC, they might not develop their self-esteem based on what they think about their teachers' expectancy. Thus, their behavior might be different from what their teachers have been expected; for instance, they might be significantly involved in disciplinary problems.

METHODS

Participants

72 Student participants and 24 teacher participants were recruited from 10 Public Sendoncary Schools in Penang, while some others were having their graduate studies in School of Educational Studies, Universiti Sains Malaysia. Participants of this qualitative studies consisted of teachers who have been teaching in HAG and LAG, as well as ten LAG students and ten HAG students. All the students were coded as S1, S2…S72, while the teachers were coded as T1, T2...T24.

Data collection procedures

Semi-structured conversational type of face-to-face interview was conducted to the participating students and teachers. For those whose Bahasa Malaysia or Mandarin is the mother tongue, an assistant-interpreter was invited in order to provide comfort for the participants and obtain higher level of understanding. Whenever it is needed, the assistant-interpreter played a role as the main interviewer while the author played a role as an assistant, in order to maintain the comfort of the participants. Additionally, face-to-face interview is employed so that the participant will not hesitate to speak and deliver their ideas comfortably (Millar & Shevlin, 2007).

Interview questions were prepared based on the literature review in order to obtain the qualitative data related to the teachers' expectancy, iLoC, and ideal-self. Table 2 illustrated the interview protocols for the students. Other questions that arise from the situation were also asked.

Table 2 Interview protocols for the students

Themes	Interview Questions
Perception on teachers' expectancy	How do you think your teachers expect you to be? (Probe) Do you think that your teachers expect you to improve your academic achievement? (Probe) Do you think that your teachers might suspect you to be involved in disciplinary matters? (Probe) Why do you think your teachers behave in such a way he/she behaves in the classroom? (Probe)
Ideal-self and self-discrepancy	Ideally, as a person, how do you think you should be? (Probe) Referring to the previous question, what do you think you should do to be ideal? (Probe)
Influence of teachers' expectancy on ideal-self	How do you evaluate yourself as a person currently? (Probe) Based on your previous answer, do you think your teachers have the same opinion about you? (Probe)
Internal Locus of Control (iLoC)	Do you think that you are fully in control of your own success? (Probe) Have you ever thought that success for the students was based on their luck? (Probe)
Influence of teachers' expectancy on iLoC	What is the more dominant factors that put you where you are now, your own efforts

	in the past, school regulations, or teachers capability? (Probe)
	Related to our previous discussion, do you think your teachers have similar idea about that? (Probe)

Table 2 shows the frame of the questions for the students. Sequence-wise, the interviews were done flexibly, as long as all the themes were covered. In order to identify teachers' expectancy towards students from HAC, as well as their disciplinary problem involvements, the participating teachers were interviewed by using the interview protocols illustrated in Table 3.

Table 3 Interview protocols for the teachers

Themes	Interview Questions
Demographic Factors.	How long have you been teaching in your current school? How long have you been teaching in total? Have you graduated from secondary school that practice academic grouping?
Experiences in teaching in LAG and HAG.	Based on your experience, did you find LAG students were different from HAG students? *Probe* What kind of difference (or similarity) they have in terms of their behavior? *Probe* What kind of difference (or similarity) they have in terms of their tendency to improve their academic achievement? *Probe*
Expectancy towards the students	Do you know about academic grouping-practice in your school? Why do you think a school should practice academic grouping? *Probe*

Involvement of HAC students in disciplinary problems	As a teacher, which kind of classroom would you prefer to teach, ability-grouped or mixed? *Probe* How would you expect the next batch of LAG and HAG students would be? *Probe*
	Please describe about disciplinary problems HAC students are involved

Table 3 shows the frame of the questions for the students. Sequence-wise, the interviews were done flexibly, as long as all the themes were covered.

Data Analyses

Two cycles of analyses were utilized in this study. In Vivo coding Strategy was utilized as the first cycle, because it contains the actual voices of the participants. Thematic analysis is employed afterwards, in order to categorize the 'actual voices' collected from the previous cycle. Because the actual voices of every participant were stated in different manners, thematic coding is employed in order to organize the data into categories that will be analyzed in order to support the quantitative findings and to answer the qualitative research question of this study.

In Vivo Coding requires thorough readings of every sentence and distinguish phrases or words within the responses that may help to 'crystallize and condense meanings' (Charmaz, 2006). Therefore, codes must appear next to every line of data; however, depending on the research objective, In Vivo Codes can be applied with less frequency, such as one word or phrase for every three to five sentences (Saldaña, The Coding Manual for Qualitative Researchers, 2009). Most importantly, In vivo Codes could be used as the sole coding method for small-scale studies (Charmaz, 2006; Saldaña, The Coding Manual for Qualitative Researchers, 2009).

Thematic analysis, or search for themes in the data, is conducted after the In Vivo Coding done to the data. A theme might be identified at the manifest level (observable in the response) or at the latent level (underlying the

phenomenon) (Boyatzis, 1998). At manifest level, a theme plays its role as a common denominator to group and organize a set of data (Auerbach & Silverstein, 2003). At a latent level, themes are interpretive and insigthful discoveries of the nature or meaning of the daily life (van Manen, 1990). Overall, themes capture the phenomenon being investigated, and help the researchers to get deeper understanding. Schema, such as illustrated in Table 4, was used to code, arrange, and organize the data from the participants' responses.

Table 4 Example of Schema

S/T	Demographic Factors	Responses (Actual Voice)	In Vivo Codes	Theme	Analyses
S3	15y.o; HAG; Govt School	I'm not sure. But I think they don't expect students from the weakest class to perform well[7]. They put all of the responsibility to us[8].	[7]they don't expect students from the weakest class to perform well [8]They put all of the responsibility to us.	[7,8]High Academic Expectancy	HAG students perceived that their teachers expect them to perform well.

As depicted in Table 4, sample of the excerpt includes the actual responses from the student. The student's actual response was coded by using In Vivo Coding method (the superscript numbers), where the actual voice of the participant is noted. Sequentially, from the in vivo codes, the theme was given in order to be analyzed. The analyses reported in the subsequent column.

Findings

Types of disciplinary problems among HAC students and teachers' perspectives on its cause

In Vivo and thematic analyses have been done to the entire interview excerpt. In this paper, the broken English grammar and the accent of the participants are remain unchanged in order to understand the way the voiced their minds out. Table 5 depicts the schema used to code, arrange, and organize the data related to the types of disciplinary behavior and its cause.

Table 5 Types of Disciplinary problems among HAC according to teachers (sampled)

S/T	Demographic Factors	Responses (Actual Sample)	In Vivo Codes	Theme Mentioned	Analyses
T2	20 Years of teaching in general; 8 years in current school; Grad from Boarding School (Non-BCAG)	In the best class, usually they have the willingness to be the best[2], that's why they are there. But then, it goes with the expense that they will ignore the teachers[3]. Because they rely more on tuition centers[4]. They pay and go to tuition, and they don't pay for the teachers at school, therefore they think we (teachers) do not do our actual responsibility[5], because they don't pay us. Many times, in best class, we come to the classroom, and they do something else[4]... like maybe homework for another teacher or from tuition centers[7]. So in the best class, you really have to show who's the boss[8].	[2]They (HAC) have the willingness to be the best [3]...it goes with the expense that they (HAC) will ignore the teachers [4]...they (HAC) rely more on tuition centers [5]They (HAC) think we don't do our actual responsibility [4]...we come to the classroom, and they (HAC) do something else... [7]...like maybe homework for another teacher or from tuition centers. [8]...in HAC you really have to show who's the boss	2 Expectancy of high academic achievement 3 HAC students tend to ignore the teachers 4 HAC students' reliance on tuition centers 5 HAC students perceived that teachers are irresponsible 7 HAC students do tuition center homework during the school hours. 8 HAC students do not respect their teachers	Students tend to see that tuition centers play more important roles in their academic success; therefore, they pay less attention to school teachers and prioritize homework from tuition centers more than the ones they get from school.

Table 5 shows the teachers' response towards the question of teachers' expectancy and disciplinary problems among HAC students, which is represented by teacher T2, a quite senior teacher with 20 years of experience. Apart from describing the types of the problematic behavior among HAC students, she also mentioned that it is caused by their inclination towards tuition centers; thereby they do not think that their school teachers play important roles in their academic lives. Other participating teachers supported the response of T2. The followings are some parts of the interview excerpts from the other teachers' response with the same themes.

- *"Many times, in best class* (HAC)*, we come to the classroom, and they do something else... like maybe homework for another teacher or from tuition centers. So in the best class, you really have to show who's the boss* (Controlling students' behavior to avoid disciplinary problems)"
- "(The HAC students are) *arrogant, because they feel they don't need teachers anymore. They feel smart because they study outside the school… I used to be strict to this kind of students…"*
- "*…sometimes I feel I don't need to teach them* (HAC students) *at school, because the tuition teachers do everything for us…"*
- "*I feel better when I enter the weakest class. They might not be the smartest kids in the world, but they respect me. The worst disciplinary case have nothing to do with teachers… on the other hand, students from the strongest class tend to underestimate school teachers…"*

Still addressing the latter subtheme in tuition centers issue, T8 voiced out, "*Most of them (HAC students) go to tuition center, sometimes pay private tuition teachers. Like that. They don't trust school teachers like us can teach them…"* However, she added, "*Nowadays, students who go to tuition will have good marks…"* Her statement indicated that some teachers started to believe that students who go to tuition centers will achieve higher than those who do not attend the tuition centers.

Thus, it can be concluded that the disciplinary behavior among HAC students are as are as follows:

1. Ignoring the school teachers
2. Doing external work (Homework from tuition centers) during school hours
3. Showing their beliefs that school teachers do their jobs irresponsibly
4. Disrespecting school teachers.

Furthermore, participating teachers also voiced out that HAC students' problematic behavior is generally caused by their inclination towards tuition centers, which results in their perceived detachment from the school and school teachers. There is also a tendency that they had expected such behavior before they started their class.

Students' perspective on the cause of the HAC students' problematic behavior

In Vivo and thematic analyses have been done to the entire interview excerpt of the students. Although the interview questions were related to their perception of teachers' expectancy, the probing had let them give away their perspective that led them into disrespectful attitude towards school teachers, school policies, and school in general. Table 6 depicts the schema used to code, arrange, and organize the data.

Table 6 HAC Students' perceptions of teachers' expectancy (sampled)

S/T	Demographic Factors	Responses (Actual Sample)	In Vivo Codes	Theme Mentioned	Emerging Theme	Analyses
S1	15y.o; HAC; Govt School	I'm not sure. But I think they don't expect students from the weakest class to perform well[7]. They put all of the responsibility to us[8].	[7]they don't expect students from the weakest class to perform well [8]They put all of the responsibility to us.	[7,8] Existence of PTEa		HAC students perceived that their teachers expect them to perform well (PTEa).
S2	15y.o; HAC; Mandarin-based Govt. School	Because the teachers want us to score very high[4]. Whenever our score got lower, they scold us[5]. In second class, they don't get scolded if their score low[6].	[4]the teachers want us to score very high [5]Whenever our score got lower, they scold us [6]In second class, they don't get scolded if their score low	[4] Existence of PTEa	[5]PTEa produce stress among HAC [6]Perception that LAC students were not expected to score high.	PTEa is existed among HAC. However, it is perceived as pressurizing because they perceived that LAC students are not pressurized by the academic goal.

Table 6 shows the two samples of students' interview excerpts and the analyses. It is shown that they do believe that their teachers expect them to perform academically well. Their responses are supported by other students responses as well, such as "…*of course everyone is expected to pass the exam, but we are expected to score high, like straight A*." (Stated by S32); and "*My teachers expect me to score straight A in the exam, just because I sit in this classroom*." (Stated by S41). HAC students did not indicate any PTEd along the interview process. The only punishment in the form of scolding was mentioned by S28 ("…*the teachers want us to score very high. Whenever our score got lower, they scold us*") did not indicate any relationship with disciplinary problem because it was related to academic achievement.

However, their responses also indicated some jealousy towards their counterparts from LAC, because they felt that the school is pressurizing them to achieve high. The following responses indicate the same theme: "*I think they (teachers) don't expect students from the weakest class to perform well. They put all of the responsibility to us…*" (Stated by S29); "…"*… it's heavier (to sit in HAC). It's better to sit in the second class. They have less pressure, and they don't have to live under pressure (to score high)*" (Stated by S36); and "…*we are expected to score high, like straight A... And the other class... When they got not all A, as long as they pass... the teachers are happy already…*" (Stated by S54).

Thus, it can be concluded that while HAC students are aware that they are expected to score high, they tend to see it as a pressure from the teachers and the school managements. This

perception is escalated by their envy towards LAC students because LAC students are 'not pressurized' to achieve certain academic score as expected by the school.

Furthermore, statements from HAC Students indicated that their self-esteem (the way they see themselves) falls into the category of competence-based self-esteem. It can be seen from their response that they are aware that they are competent enough to be expected to score high, yet felt less worthy because they were taken as tools to achieve the schools' general goals. According to 2DMSE theory, their self-esteem type led them to be contingent on garnering achievements and anxious about and sensitive to failure (Mruk, 2006). This is in line with the teachers' statements that the HAC students' disciplinary problems can be translated as a form of securing their academic score by neglecting other factors that not perceived to have significant role in it (overestimating tuition centers' roles, underestimating school teachers' roles).

Thus, based on the findings from the interviews with students, it can be summarized that the variables that triggered their problematic behaviors are:

1. Perceived pressure from the teachers and school management to achieve high.
2. Jealousy towards LAC students because they do not have to achieve high.
3. Overestimating the contributions of tuition centers on their academic scores.
4. Underestimating the contributions of school teachers on their academic scores.

DISCUSSIONS

It is discovered that HAC students' problematic behavior are most likely shown in the form of disrespecting school teachers and deliberately showing that they prioritize tuition centers more than any element of the school. It ranges from ignoring teachers in the classroom, challenging them, doing tuition centers' homework during school hours, and deliberately stating that their school teachers are irresponsible.

Interestingly, many reports are not in line with the aforementioned findings. For example, Ismail & Majeed (2011) reported that HAC students in Pakistan are not significantly involved in disciplinary problems, and it is significantly predicted by the students' perception of teachers' expectancy. In the context of western country, Caroll Helm (2007) reported similar findings. Even earlier studies in Malaysian context also reported that HAC students achieved and behaved exactly like how they perceived their teachers' expected them to (Prihadi, Chin, & Lim, 2011; Prihadi, Hairul, & Hazri, 2010).

Difference between the finding of this current study and the findings of the aforementioned study can be explained by the difference of the methods of data collection and analyses. In quantitative data collection instruments (questionnaire sets), the items were developed based on the previous studies and theories about certain factors of disciplinary problems that had happened in other settings before. In this current study, the factors of disciplinary problems as well as their types are contextually unique to Malaysian public secondary schools (the BCAG practices, the existence of tuition centers, the governmental rewards for school with higher number of students achieving certain achievements, etc). Therefore, neither factors nor types of disciplinary problems of HAC students in this current study were included in the previous studies, even the ones in Malaysian contexts. Moreover, the novelty of the phenomenon (problematic behavior of HAC students) is against the nature of the quantitative methods that disallows the emergence of unpredicted variables. It can be concluded that the difference of the findings was triggered by difference of the research methods.

Nevertheless, the aforementioned finding of this current study is in line to what had been reported by Prihadi and Hairul (2011, 2013) that the self-esteem and behavior of the HAC students is not positively affected by their perception that teachers expected them to be more discipline. Despite this current study did not intent to investigate the iLoC, the finding is in line with the mentioned studies. This in line situation occurred due to the nature of qualitative methods that allows unpredicted variable to emerge. In other words, the verbatim

data and the In Vivo analysis method supported the insignificance of the PTE influence on HAC students' behavior without looking at their iLoC levels.

From the teachers' perspective, HAC students tend to fall to such behavior due to their inclination towards tuition centers, which is undeniably helping them in achieving higher academic scores. In other words, teachers felt that HAC students showed higher respects to tuition centers than schools, and that leads to some problematic behavior. However, students felt that pressure from the schools and teachers are unbearable, yet they do not play significant roles in elevating their academic scores (tuition centers are more dominant).

The similarity of the findings of this current study and the studies by Prihadi and Hairul (2011, 2013) can also be explained by the two dimensional theory of self-esteem (Mruk, 2006). While the HAC students' iLoC is positively affected by their perception that their teachers' expect them to achieve high, it lowers the positive effect of that aforementioned perception to form positive self-esteem; they only see themselves as academically reliable, but not well-respected. It is the reason why they tend to be sensitive of failure, and will do anything to maintain their academic success, including by showing some undesired behavior and attitude at school.

Suggestions

Sample of this qualitative study were only taken from Penang, Malaysia. Therefore, it is recommended to replicate the study with larger number of samples from more various backgrounds. Some variables such as parenting style, intelligence, social economic status, and gender were not taken as variable in this current study, while it might play significant role. Thereby, involving more variables in the study is as well suggested. Further study to find the 'cure' to decrease disciplinary problems among HAC is definitely suggested in order to give more meaning to this current study.

More importantly, knowing that difference between findings of this current study and other studies in the same context might be triggered by difference of methods (quantitative and qualitative), it is suggested that the next study can integrate both quantitative and qualitative methods in order to create deeper understanding from the triangulated findings.

REFERENCES

REFERENCES

Auerbach, C., & Silverstein, L. (2003). *Qualitative data: An introduction to coding and analysis.* New York: New York University Press.

Baron, R. M., & Kenny, D. A. (1986). The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations. *Journal of Personality and Social Psychology, 51*(6), 1173-1182.

Blumer, H. (1962). Society as Symbolic Interaction. In A. M. Rose, *Human Behavior and Social Process: An Interactionist Approach.* Boston: Houghton-Mifflin.

Boyatzis, R. (1998). *Transforming qualitative information: Thematic analysis and code development.* Thousand Oaks: Sage.

Capell, E., & Weinstein, R. (2001). Turning around reading achievement: Predictors of high school students' academic resilience. *Journal of Educational Psychology, 93*(4), 758-771.

Charmaz, K. (2006). *Qualitative interviewing and grounded theory analysis.* Thousand Oaks, CA: Sage.

Hazri, J., Prihadi, K., & Hairul, N. I. (2010). Students' Perception of Teachers' Behavior in the Classrooms: Effect of between-class ability grouping practice in Malaysia. *Journal of Applied Research in Education, 14*, 87-94.

Helm, C. (2007). *Teacher dispositions affecting self-esteem and students' performance.* University of the Cumberlands in Williamsburg, Undergraduate Education. Kentucky: Heldref Publication.

Ireson, J., & Hallam, S. (2001). *Ability Grouping in Education.* London: Sage.

Ismail, Z., & Majeed, A. (2011). Student Self Esteem and Their Perception of Teacher Behavior: A Study of Class Grouping System in Pakistan. *International*

Journal of Business and Social Science, 2(16), 103-113.

Jussim, L., & Harber, K. (2005). Teacher expectations and self-fulfilling prophecies: Knowns and unknowns, resolved and unresolved controversies. *Personality and Spcial Psychology Review, 9*, 131-155.

Malle, B. (2007). The Actor - Observer Assymmetry in Attribution: A (surprising) meta analysis. *Psychological Bulletin*.

Millar, R., & Shevlin, M. (2007). The development and factor structure of a Career Locus of Control Scale for use with school pupils. *Journal of Career Development, 33*, 224-249.

Millar, R., & Shevlin, M. (2007). The development and factor structure of a Career Locus of Control Scale for use with school pupils. *Journal of Career Development, 33*, 224-249.

Mruk, C. (2006). *Self-Esteem Research, Theory, & Practice, 3rd edition.* New York: Springer Publishing Company.

Perry, J. C., Liu, X., & Griffin, G. C. (2010). The Career Locus of Control Scale: Further Evidence of Validity in the United States. *Journal of Career Development, 00*(00), 1-19.

Prihadi, K. (2013). Mediating Effect Of Locus Of Control On The Causal Relationship Between Students' Perceived Teachers' Expectancy and Self-Esteem. *PhD Thesis*. Universiti Sains Malaysia.

Prihadi, K., & Chua, M. (2012). Students' Self-Esteem at School: the Challenge and the Cure. *Didaktika Journal of Education, 6*(2).

Prihadi, K., & Hairul, N. (2011). Denying Symbolic Interaction Theory: How Internal Locus of Control Mediates the Effect of Perceived Teachers' Expectancy on Students' General Self-Esteem. *2nd Symposium of USM Fellowship.* Penang: Institute of Postrgraduate Studies, Universiti Sains Malaysia.

Prihadi, K., Chin, S. F., & Lim, H. L. (2011). Teachers' expectancy and Students' Attitude towards Science. *Journal of Educational, Health and Community Psychology, 1*(2), In Press.

Prihadi, K., Hairul, N. I., & Hazri, J. (2010). Students' Self-Esteem and their Perception of Teacher Behavior: A Study of Between-Class Ability Grouping. *Electronic Journal of Research in Educational Psychology, 8*(2), Editorial Pending.

Prihadi, K., Hairul, N. I., & Hazri, J. (2012). Mediation Effect of Locus of Control on the Causal Relationship between Students' Perceived Teachers' Expectancy and Self-Esteem. *Electronic Journal of Research in Educational Psychology, 10*(27), 713-736.

Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (p. 102). New York, NY: Academic Press.

Saldaña, J. (2009). *The Coding Manual for Qualitative Researchers.* Thousand Oaks, CA: Sage.

Saleh, M., Lazonder, A. W., & DeJong, T. (2005). Effects of within-class ability grouping on social interaction, achievement, and motivation. *Instructional Science, 33*(2), 105-119.

Slavin, R. E. (2006). *Educational Psychology; Theory & Practice 8th edition.* Boston: Allyn & Bacon.

Stryker, S. (2002). *Symbolic Interactionism: A Social Structural Version.* Caldwell, NJ: Blackburn Press.

Stryker, S., & Vryan, K. (2003). The symbolic interactionist frame. In J. Delamater, *Handbook of Social Psychology.* New York: Springer.

van Manen, J. (1990). *Researching lived experience: Human science for an action sensitive pedagogy.* Albany, NY: SUNY Press.