

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English



**MANAGING STUDENTS' BEHAVIOUR TO PREVENT
CLASSROOM DISCIPLINE PROBLEMS**

**The Case of first year pupils' at Hammimi Saadi High School in
Bouchagroun at Biskra**

Dissertation Submitted to the Department of Foreign Languages as a partial fulfillment of the requirements for the degree of **Master in Sciences of Languages**

PRESENTED BY:

HADJI Leila

SUPERVISED BY:

Mr. LAALA Yousef

BOARD OF EXAMINERS:

Mrs. BENCHAREF Sakina

(Chairman)

(University of Biskra)

Mr. LAALA Youcef

(Supervisor)

(University of Biskra)

Mrs. MESSAIBI Samira

(Examiner)

(University of Biskra)

Academic Year: 2016/2017

Dedication

Before all, my sincere praise to Allah the almighty for giving me sufficient capacity and patience to accomplish this dissertation.

I dedicate this work to my dear parents who support me a lot in both sides physically and morally.

To my lovely sisters: Yasmine, Sabrina, Manal, Fatima, and especially to my twin Wided.

To all my wonderful friends: Sara, Aziza, chafia, Salwa, Aicha, Sabrina, Salima, Zahra, Zoulikha, Meriam, Khawla, Nassima and to all I know without exceptions.

To all my teachers without exceptions

To all my extended family HADJI

Finally, I offer my regards and blessings to all those who supported me to to accomplish this work.

Acknowledgements

The first and the last thing is for **Allah** who providing me the sufficient capacity to finish this dissertation. In addition, there are some individuals:

I would like to express my gratitude to my supervisor **Mr. Laala Youcef** for his help to accomplish this work.

I would not forget to thank the members of the jury, **Mrs. Messaibi Samira** and **Mrs. Sakina Bencharef** who have kindly accepted to read and examine my work.

In addition, I would not forget to address thanks to all first year students and teachers of Hamimi Saidi High School in Bouchagroun for their collaboration in answering all the questions.

Thanks given to **Mrs. Messaibi** in the choice of my topic, because from her lectures in didactics I inspired my topic. She motivated me to search and know more about this topic.

I would not forget to thank **Mr. Douida Brahim** for providing me with all the possible sources and the support, help and suggestion.

I am indefinitely thankful for those teachers who were sincerely caring, giving, and understanding throughout my whole educational life.

Special thanks to all those who supported me to complete this work.

Abstract

In general, the learning process demands suitable condition for better achievement. Accordingly, the existed literature discussed the issue of managing students' behaviour. The current study tends to investigate the impact of managing students' behaviour to reduce discipline problems. It is aimed to determine strategies and procedures for teachers to facilitate the learning process and to prevent discipline problems in the classroom. Thus, we hypothesized that if EFL teachers know how to manage the students' behaviour, discipline problems' will decrease. To confirm this hypothesis, a qualitative approach and a case study strategy were adopted to closely examine the relationship between the two variables. The latter are classroom management and classroom discipline problems. In relevance to the approach and strategy, the researchers designed two data collection methods since they serve as powerful and reliable tools. These tools include a questionnaire and classroom observation; the questionnaire was designed for both teachers of English language and pupils of Hamimi Saadi Secondary School in Bouchagroun. The obtained data were analyzed through descriptive analysis, which is significant for analyzing such kind of data. The present project is composed of three chapters; the first and the second are theoretical, they represent an overview of classroom management and discipline problems. Whereas, the third part is particularly devoted to the analysis of data. The result obtained which prove the hypothesis. It revealed that the prevention of classroom discipline problems could be achieved by the management of students' behvaiour

Key Words: Behaviour, classroom discipline problems, classroom management

List of Appendices

Appendix A : Teacher's Questionnaire

Appendix B : Pupils' Questionnaire

Appendix C: The observation worksheet

List of Tables

Table 1.1. kounins' philosophy regarding classroom management.....	21
Table 2.2. Pupils' perception of the cause of different behaviour in schools	31
Table 3.3. Teacher gender.....	44
Table 3.4. Teacher age.....	45
Table 3.5. Teachers experience in teaching.....	45
Table3. 6. Teachers' perception toward teaching in high school	46
Table3. 7. Teachers' perception toward teaching	47
Table3. 8. Teachers' view about the importance of classroom management.....	48
Table3. 9. The importance of classroom management.....	49
Table3. 10. Teachers' use of strategies.....	50
Table 3.11. Students' responsibility toward managing the classroom.....	51
Table 3.12. Teachers' presenting the rules	52
Table 3.13. Teacher and student relationship	54
Table 3.14. The impact of the physical environment on students' learning	55
Table3. 15. Teachers' timing activites	56
Table 3.16. Type of students' misbehavior	57
Table 3.17. Teachers' reaction toward students' misbehavior	58
Table 3.18. Causes of classroom discipline problems.....	58
Table 3.19. Teachers' use of strategies to reduce problems.....	59
Table 3.20. Pupils' gender	63
Table 3.21. Pupils' age	64
Table 3.22. Pupils' perception toward English subject	64
Table 3.23. Pupils' level in English	65
Table 3.24. Years of study in English	66
Table 3.25. Pupils' views about the atmosphere in the classroom	67
Table 3.26. Pupils' views about the relationship with their teacher	68
Table 3.27. Pupils' views about teacher presenting the rules at the beginning of the year.....	68
Table 3.28. Pupils' participation with teacher in putting rules.....	79

Table 3.29. Frequency of respecting the teachers' rules.....	70
Table 3.30. Pupils' view about teachers' arrangement of the sitting	71
Table 3.31. Pupils' perception toward the classroom environment.....	72
Table 3.32. Pupils' understanding the teachers' explanation	73
Table 3.33. Pupils' reaction when they misunderstood the teacher	74
Table 3.34. Noisy students	75
Table 3.35. Causes of student's' misbehavior	76
Table 3.36. Pupils' views toward noisy classroom	76
Table 3.37. Problems with teachers	77
Table 3.38. Causes of problem with the teacher	78
Table 3.39. Teachers' dealing with the students' misbehavior	79

List of Graphs

Graph3.1. Teachers' gender.....	44
Graph3.2. Teachers' age	45
Graph3.3 Teachers' experience in teaching.....	46
Graph3.4. Teachers' perception toward teaching in high school	46
Graph3.5. Teachers' perception toward teaching.....	48
Graph3.6. Teachers' view about the importance of classroom management	49
Graph3.7. The importance of classroom management.....	49
Graph3.8. Teachers' use of strategies.....	50
Graph3.9. Students' responsibility toward managing the classroom	51
Graph3.10. Teachers' presenting the rules	52
Graph3.11. Teacher and student relationship.....	54
Graph3.12. The impact of the physical environment on students' learning	55
Graph3.13. Teachers' timing activites	56
Graph3.14. Type of students' misbehavior	57
Graph3.15. Teachers' reaction toward students' misbehavior	58
Graph3.16. Causes of classroom discipline problems.....	59
Graph3.17. Teachers' use of strategies to reduce problems.....	59
Graph3.18. Pupils' gender	63
Graph3.19. Pupils' age.....	64
Graph3.20. Pupils' perception toward English subject	65
Graph3.21. Pupils' level in English	66
Graph3.22. Years of study in English	66

Graph3.23. Pupils' views about the atmosphere in the classroom	67
Graph3.24. Pupils' views about the relationship with their teacher	68
Graph3.25. Pupils' views about teacher presenting the rules at the beginning of the year	69
Graph3.26. Pupils' participation with teacher in putting rules.....	70
Graph3.27. Frequency of respecting the teachers' rules	71
Graph3.28. Pupils' view about teachers' arrangement of the sitting	72
Graph3.29. Pupils' perception toward the classroom environment	73
Graph3.30. Pupils' understanding the teachers' explanation	74
Graph3.31. Pupils' reaction when they misunderstood the teacher	74
Graph3.32. Noisy students	75
Graph3.33. Causes of student's' misbehavior	76
Graph3.34. Pupils' views toward noisy classroom	77
Graph3.35. Problems with teachers	77
Graph3.36. Causes of problem with the teacher.	78
Graph3.37. Teachers' dealing with the students' misbehavior	79

CONTENTS

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of appendices.....	IV
List of Tables.....	V
List of Graphs.....	VI
Contents.....	VII
General Introduction.....	1
1. Statement of the Problem	1
2. Significance of the Study.....	2
3. Aims of the Study.....	2
4. Research Questions.....	3
5. Research Hypothesis	3
6. Research Methodology	3
7. The Structure of the Research	4
CHAPTER ONE: MANAGING STUDENTS' BEHAVIOUR	
Introduction.....	7
1.1 An Overview of Classroom Management.....	7
1.1.1 Definition of classroom management.....	7
1.1.2 The importance of classroom management.....	8
1.1.3 Types of classroom management styles.....	9
1.2 Classroom Management Skills and techniques.....	10

1.2.1 Creating a positive classroom environment.....	10
1.2.1.1 Managing the physical environment	10
1.2.1.2 Managing the setting	11
1.2.2 Managing and conducting learning activities	12
1.2.2.1. Timing.....	13
1.3. Classroom Rules and Procedures for Effective Classroom Management	13
1.3.1 Classroom rules (norms)	14
1.3.2 Classroom procedures (routines)	15
1.3.3 Rules and procedures.....	16
1.4 Establishing Positive Teacher- Students Relationship.....	17
1.5 Skills that teachers need to create a successful learning environment	17
1.5.1 with-it-ness.....	17
1.5.2 Overlapping	18
1.5.3 Momentum.....	19
1.5.4 Smoothness.....	19
1.5.5 Group alerting	20
1.5.6 Leadership	22
1.6 Classroom Management and Classroom Discipline	23
1.6.1 Teacher Role as Manager	23
Conclusion	24

CHAPTER TWO: CLASSROOM DISCIPLINE PROBLEM

Introduction	27
2.1 Classroom Discipline.....	27

2.2 Classroom Discipline Problems	28
2.3 Types of Students' Misbehavior	28
2.4 Reasons for Discipline Problems	29
2.4.1 Student	30
2.4.2 The teacher	31
2.4.3 The society	32
2.5 Teachers' Role in Maintain Discipline	33
2.5.1 Ways of preventing problems before they occur	33
2.6 Dealing with the Raising Problem	34
2.7 Common Discipline Mistakes that Teachers Make	36
2.8 Collaborating with Parents	36
2.9 Strategies to Prevent Discipline Problems	38
2.9.1 Behaviourist Strategy	39
2.9.2 Cognitive strategy	39
2.9.3 Sociocognitive strategy	40
Conclusion	40

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction	42
3.1 Teachers' Questionnaire	42
3.1.1 The aim of the questionnaire	42
3.1.2 Description of teachers' questionnaire	42
3.1.3. Analysis of teachers' questionnaire	44
3.1.4 Discussion of the analysis	59

3.2 Pupils' Questionnaire	61
3.2.1 The aim of the questionnaire	61
3.2.2 Description of pupils' questionnaire	61
3.2.3 Analysis of pupils' questionnaire	62
3.2.4 Discussion of the analysis	79
3.3 Classroom Observation	80
3.3.1. The aim of classroom observation	80
3.3.2 Description of classroom observation	80
3.3.3 Analysis of classroom observation	81
3.3.3.1 Group 01	81
3.3.3.2 Group 02	83
3.3.4 Discussion of the analysis	85
Conclusion	86
General conclusion	87
Recommendations	88
References	90

Appendices

الملخص

General Introduction

At the present time, classroom management and discipline problems became significantly one of the most difficult issues encountering the teaching process. Accordingly, maintaining discipline in the classroom and preventing problems has a great concern for many researchers. We have noticed that the process of teaching and learning face many obstacles and difficulties in secondary school, especially, in teaching English language as a foreign language. Moreover, teachers always complain about student's behavioural problem in the classroom. Classroom management helps the teachers to control the class, thus they will be able to make students achieve better results. According to all what we found about classroom management, we can define it as the strategies and methods that the teachers use to maintain discipline in the classroom. Moreover, it refers to all techniques that the teachers apply to organise the classroom. Consequently, the learning process may take place successfully.

In fact, managing disciplinary issues may be one of the most challenging aspects of the teaching process, which is the responsibility of the teacher to create a suitable environment for the learning process. Students' misbehaviour is one of those disciplinary issues that lead to classroom discipline problems. The latter may influence the process of teaching and learning negatively. That is why teachers should struggle to implement different strategies and methods to prevent discipline problems, as well as to maintain discipline in the classroom.

1. Statement of the Problem

In spite all of the improvement and advances in Algerians educational system today, school discipline and classroom management still be a problem that faces teachers from primary to high school.

In the case of Hammimi Saidi High school, we have noticed that the majority of English classes suffer from a dire lack of classroom management. That is why most of teachers are always complaining about students' misbehaviour. Besides, they attempt to look for a suitable ways to

prevent or even to reduce these discipline issues. In addition, they offer all their efforts for the sake of the betterment carry on of the course. Consequently, these discipline issues have a direct influence on the teaching-learning process, which interrupt the success of the lesson. Thus, lead to the low achievement of students' in English.

Accordingly, we should ask a question to what extent the management of students' behaviour can prevent discipline problems in the classroom.

2. Significance of the Study

This research study aims to inform teachers about the importance of classroom management. They also need to understand their important role in managing classroom by managing the students' behaviour and how it relates to the teaching-learning process. Also, it is a way for teachers to identify some strategies and solutions and use them in the classroom in order to create an effective classroom environment for students to learn the foreign language.

3. Aims of the Study

The purpose of this study is to determine how teachers can manage the behaviour of students in the classroom and reduce discipline problems. In addition, this study aims to investigate the best strategies that teachers need in managing students' behaviour in order to prevent discipline problems and create an effective classroom atmosphere. These general aims can be subdivided into specific aims:

- To explain the importance of managing the classroom.
- To explain the importance of managing students' behaviour.
- To sensitise teachers to use an effective strategies to prevent students' misbehaviour.
- To suggest some techniques and strategies to manage students' misbehaviour.
- To investigate the relationship between managing students' misbehaviour and discipline problems.

4. Research Questions

Standing on what the problematic based on, this study aims at answering the following questions:

- What are the classroom rules and procedures for an effective classroom management?
- What does classroom management refer to?
- Why is classroom management important?
- What are the strategies and techniques used by teachers to create a successful learning environment?
- How can teacher – student relationship affects the teaching – learning process?
- What are the best strategies used to prevent discipline problems?

5. Research Hypothesis

After having raised the above questions on managing students' behaviour to prevent classroom discipline problems, and to answer the preceding questions we hypothesise that: If EFL teachers know how to manage their students' behaviour by applying effective classroom management strategies, student discipline problem will decrease.

6. Research Methodology

As we have previously stated, the aim of this study is to investigate the importance of managing students' behaviour in preventing discipline problems. Thus, the method employed in this study is the descriptive method because it seems as the most appropriate for our research and for the context where it takes part, yet the choice of this method can be justified by the fact that it can provide us with consistent and comprehensive information as well as with valid results. Our sample of our study is the first year students at Hammimi Saidi High school in Bouchagroun. In addition to students' sample, we were interested with teachers of English at the same study area.

In order to validate our research hypothesis, two data collection methods were used. First, two separate questionnaires; one submitted to students' and the second one administrated to

teachers. Second, we intended to use classroom observation because it is more practical in helping the betterment understanding the learners' behaviour. In addition, to observe students' discipline problems, as well as the teachers' role in preventing discipline problems.

7 .The Structure of the Research

This study consists of two main parts. These are: the theoretical part and the field work. Initially, the theoretical part contains two chapters. Chapter One: is about Students' behaviour; we are going to talk about the theoretical background about students' behaviour. Moreover, in chapter two, the researchers discuss discipline problems issues like; how to prevent discipline problems before they occur, reasons for discipline problems, teachers' role in managing discipline problems, and some strategies to address problem behaviour. Furthermore, the field work is devoted to analyse and discussed the data collected using two data collection method, two questionnaires; one submitted to students and the other one administered to teachers .Also classroom observation will be conducted . Finally, these data collection will achieve our objective to investigate, to what extent managing students' behaviour can prevent discipline problems.

CHAPTER ONE:
MANAGING STUDENTS' BEHAVIOUR

CHAPTER ONE: MANAGING STUDENTS' BEHAVIOUR

Introduction.....	7
1.1 An Overview of Classroom Management.....	7
1.1.1 Definition of classroom management.....	7
1.1.2 The importance of classroom management.....	8
1.1.3 Types of classroom management styles.....	9
1.2 Classroom Management Skills and techniques.....	10
1.2.1 Creating a positive classroom environment.....	10
1.2.1.1 Managing the physical environment	10
1.2.1.2 Managing the setting	11
1.2.2 Managing and conducting learning activities	12
1.2.2.1. Timing.....	13
1.3. Classroom Rules and Procedures for Effective Classroom Management	13
1.3.1 Classroom rules (norms)	14
1.3.2 Classroom procedures (routines)	15
1.3.3 Rules and procedures.....	16
1.4 Establishing Positive Teacher- Students Relationship.....	17
1.5 Skills that teachers need to create a successful learning environment	17
1.5.1 with-it-ness.....	17
1.5.2 Overlapping	18
1.5.3 Momentum.....	19
1.5.4 Smoothness.....	19
1.5.5 Group alerting	20

1.5.6 Leadership	22
1.6 Classroom Management and Classroom Discipline	23
1.6.1 Teacher Role as Manager	23
Conclusion	24

Introduction

Classroom management is an academic term and the key component in any educational setting which refer to the method and strategies teachers use to maintain a classroom environment, that is conducive to students' success and learning. Moreover, classroom management is the way teachers arrange the classroom in term of space, environment, time and even students' behaviour, also establishing the rules and procedures. All these arrangement help in the prevention of classroom discipline problems support and facilitate the educational process.

1.1 An Overview of Classroom Management

1.1.1 Definition of classroom management

Classroom management is a term, which refers to how actions are generally carried out in the classroom, and how teachers behave to overcome and try to manage the classroom. Classroom management is the teachers' responsibility. This concept "classroom management" have defined by many researchers among them Wong and Wong (1998) in which he says that classroom management is the organization of students, space, time and material all these enable the teacher in better achievement. In other word, classroom management equals the organization of students' behaviour, the physical setting that includes the arrangement of tables and desk. Also the organization of activities in term of timing activities, it includes also the organization of material. All these help in the progress of teaching and learning process.

Adeyemo (2012) define classroom management as a term used by teachers and instructors to describe the act of managing their classroom and students, to ensure that stressful and non-educational situations are avoided and students learn topics and subjects effectively. In brief; classroom management refers to the way a teacher manages the classroom in order to increase students' achievement and reduce the students' discipline problem.

Classroom management is a process consisting of five key areas: organizing the physical design of the classroom, establishing rules and routines, developing good relationships and applying effective instructions and addressing discipline issues. All these may help the teachers

to create and maintain an appropriate learning environment. (cited in Garrett, 2014, p. 3). In other words, classroom management deals with how things done and how the rules applied. It has to do with rules and procedures, establishing a relationship with students, develop strategies to prevent student misbehaviour to create a conducive learning environment.

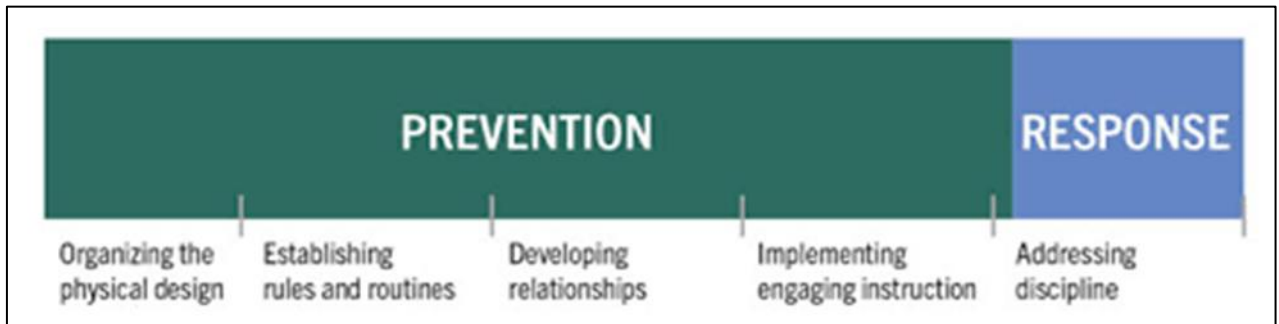


Figure1.1. The process of classroom management

This figure illustrates four of the five components of classroom management (physical design, rules and routines, relationships, and engaging instruction) are aimed at preventing misbehaviour rather than responding it. The fifth component includes both actions designed to prevent misbehaviour and actions that respond it. The aim of the teacher here is to prevent behaviour problems. In summation, it is important to mention that each factor is a significant constituent of the whole operation of classroom management.

1.1.2 The importance of classroom management

Classroom problems often come from the absence of classroom management and a disorganized classroom without rules makes it difficult for the teacher to do the job. Jones and Jones (2012) allege that beginners teachers and even those who are more experienced often struggle with creating and keeping up a well-managed classroom where pupils can ascertain. (cited in Garrett, Ibid). Furthermore, a well-managed classroom provides an environment in which teaching and learning can flourish, also a good classroom management help teachers increase their competence and teaching self-efficacy. In addition, students learn more and they

will be more motivated to learn in well-managed classroom, the aim of classroom management is to maintain a positive, productive learning environment.

According, Evertson and Weinstein (2006) the goal of classroom management is to develop an environment conducive to academic and social-emotional learning. Academic learning refers to learning content specified in state content standards (learning to read and write, learning to reason, and so on), social-emotional learning promotes growth in social skills and the ability to express emotions maturely, classroom are well-managed only if the teacher has created an environment that promotes both of these kinds of learning (cited in Garrett, 2014).

Furthermore, Eggen and Kauchack (1997) mention two major goals of classroom management are: creating a learning environment which is conducive to learning, and developing in the students a sense of responsibility, self-regulation in maintaining the classroom management. In other words, classroom management aims at establishing successful learning environment where learning can take place, also to make the learners responsible of their behaviour and aware of the existing rules and its importance and what will happen if they break those rules (cited in Tak and Shing, 2008).

1.1.3 Types of classroom management styles

Understanding your profile increases your ability to address inappropriate behaviour before it escalates into something more serious. According to Dunbar (2004, p.9) there are four types of classroom management styles:

- The authoritarian teacher: places firm limits and controls on the students. This type of teacher is disciplinary, restrictive and impose rules on learners. In which the students obey to the teacher it without asking why.
- The authoritative teacher: teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind

the rules and decisions. This type of teacher encourages independence but under the teachers' monitoring.

- The indifferent teacher: this teacher is not involved with his students in the classroom, also classroom discipline is lacking. In addition, this teacher may lack the skills, confidence, students have a lot of freedom.
- The laissez-faire teacher: places few demand or controls on the students “do your own things”, this kind of teachers do not make rules in the classroom and do not control learners' behaviour.

1.2 Classroom Management Skills and Techniques

1.2.1 Creating a positive classroom environment

1.2.1.1 Managing the physical environment

Managing the classroom setting in which the teaching and learning process take place is the first thing that teachers have to take into account because a good progression and effective interaction cannot take place without appropriate atmosphere and well -managed classroom, the organization of the classroom is of great importance.

Teaching is an important process and it cannot take place unless with the existence of the main element which is: teacher, students and classroom. Discipline problem happens to disturb the teaching and learning process, the way a teacher arranges a student's desk, instructional materials and equipment will likely affect students' behaviour distraction and facilitate the interaction that is needed to learn. In addition, a positive classroom atmosphere is important and helpful for teachers to present the discipline problems to increasing learning process and helps students' interaction and communicate easily in the classroom.

In order to create an active classroom management, teachers have to be in charge of their students, space around them, the time allotted for the activities, and the material used thus the learners engaged in the learning process. As Marzano, Marzano and Pickering (2003) stated that,

there is a link between the well-managed classroom and students' achievement. By managing the physical environment, the teachers are establishing positive and suitable learning environment and enhancing the students' contribution (cited in Jim and Frei, 2007)

Osman (nd, p.13) argues that the arrangement of the physical environment of the classroom is one of the most important ways to improve the learning process and to prevent behaviour problems before they occur. Research on the classroom environment shows that the physical arrangement of the classroom affects both the behaviour of teachers and students. In addition, Brophy (2006) and Evertson & Weinstein (2006) claim that effective managers organize their classroom so that they avoid most behaviour problems and therefore do not have to worry about discipline. (Cited in Garrett, 2017).

1.2.1.2 Managing the setting

The classroom environment is the place where students can feel that they can belong in the classroom, and it is important for teachers to look for ways and techniques to create a positive and effective classroom environment and it should be based on mutual respect.

The first component of the process of classroom management is the physical design of the classroom (figure 1). According to Doyle (2006), the physical arrangement of the classroom is one of the main factors governing how much time teacher spends organizing and directing students and dealing with disruptive behaviours. In order to provide students with the necessary space to learn, teachers need to make careful and positive decisions about how to arrange the students' setting.

Corresponding to Jone and Jones (2000) the foundation of that climate is the relationships that are established between the teacher and students and among students, because they will have a good academic achievement when relationships are positive. (Cited in Fisher, 2003)

A well-designed setting help learners engage in the learning process and help teachers achieve their objectives. Relaying on Robert and Tauber, (2007, p. 326) idea which says that it is easy to

understand that students are less likely to misbehave when a teacher is standing close to them. Creative use of classroom space in the form of rearranging students' desk, to reduce the distance between a teacher and students or create paths that are more accessible or aisles can all contribute to the more effective classroom management.

Besides, Savage (2010) argues that different arrangement influence behaviour in different ways, and there is no better way to arrange desks. Instead, consider the teaching approach you use, the type of interaction you desire, the student characteristics, and your ability to maintain classroom control. In summary seating arrangement has an impact on student behaviour, classroom participation, and students' attitude.

1.2. Managing and conducting learning activities

To keep learners engaged in learning, teachers need to manage the learning activities in the classroom. Teachers can manage the learning activities through many ways: (teachers talking about learning).

- ❖ **Planning:** create a weakly plan scheduling classroom activities. Indicate whether students will be working independently in groups, or as a whole class.
- ❖ **Preparing:** prepare for each classroom activity by reviewing your teaching manual or outlining a lesson plan.
- ❖ **Gathering resources:** collect or create the resources that are needed for the activity.
- ❖ **Connecting learners to activities:** whether the learning activity is whole-class discussion or project pursued by groups, you can introduce it by addressing the class in direct instruction. Try to make the information or skills to be learned meaningful to learners.
- ❖ **Connecting learners to each other:** take advantage of the way children can help each other learn in pairs and groups.

- ❖ **Guiding and observing:** when students are working independently on activity and projects move throughout the classroom, making yourself available for questions and guiding learners.

1.2.1 Timing

Another important issue in classroom management is time management. Time must be managed effectively, it is very important for teachers to manage the time of the lesson and know how to manage transitions between activities, as Drunk (1954) mentions that “until we can manage time, we can manage nothing else” (cited in McLeod, 2003. p. 20). Moreover, Wong and Wong (1998) described different types of school -daytime:

- Allocated time: the total time for teacher instruction and student learning.
- Instructional time: the time teachers are actively teaching.
- Engaged time: the time students are involved in the task.
- Academic time: the time teachers can prove that students learned the content or mastered the skill (cited in McLeod, *ibid*).

Effective time management is necessary for the success of the classroom management. As McLeod (2003) states that, the best teachers are those who effectively manage time and give their learners opportunities to learn and develop personal habits that lead to wise use of time. Moreover, Jim and Frei (2007) explain that transition time is the time it takes to switch from one activity to another. In other words, Transition time is a common time for behaviour problems.

1.3 Classroom Rules and Procedures for Effective Classroom Management

By defining the rules, teachers can produce an atmosphere that can aid them to maintain classroom discipline and decrease disruption. Principles and processes should be presented in the same manner as any academic concepts are presented. For any classroom to be effective, teachers need to begin teaching and reinforcing the rules and procedures on the first days of school, as Benjamin Franklin said “an ounce of prevention is worth a pound of cure”, which means that it

is better to try to keep bad thing from happening than to deal with it after it has happened. This is particularly true of a teachers' action during the first week of school (Martha, 2011). According to Evertson and Weinstein, (2006) "Establishing norms and procedures is a characteristic of effective classroom management" (cited in Vicky (2015, p. 107).

1.3.1 Classroom rules (norms)

Having a clear set of classroom rules is an essential component of your classroom management plan. According to J. Roth (2015,) "Rules for students are those simple things that make the classroom manageable" (p. 62). But, the rules for Anita (2013,) "they are the does and does not of the classroom life" (p. 402). In other words, classroom rules can express to students what they should do and what they should not. Studies show that effective classroom rules take time on the first day of school to help students understand expectations and their purpose. Classroom rules should be easy and simple for all students to follow, as Martha (2012) says that classroom rules should be specific and clearly stated. In the other hand, Rogers (2003) claimed that the rules needed to be few in number, positive in expectation and focused on the desired behaviour. Moreover, students should participate in the rule development process to increase their commitment to the management system, making students' part of this process, facilitate their understanding and possession of the rules and promote their sense of self-determination and self-esteem. According to Emmer and Everston (2009) suggest six rules for secondary students:

- Bring all needed material to class.
- Be in your seat and ready to work with when the bell rings.
- Respect and be polite to everyone.
- Listen and stay steady while someone else is speaking.
- Obey all school rules (cited in Anita and Margette, 2013.p. 404).

Being consistent consequences of breaking the rules is especially important, as it will ensure that all students respect the rules system. In addition, avoid being strict one day and lenient the other day because it may result in a lack of respect for the classroom rules. (Marzano, 2003).

Davies (2007) clarify that students have to know what is or what is not acceptable. Setting correct rules helps to create a predictable atmosphere that maintains classroom discipline, decrease disruption and encourages children to use self-control. According to Robert (2007), almost all research on classroom management recommends that rules be established. Further, it is unreasonable to expect students to follow the rules if they do not know the rules. Normally, presenting the classroom rules should occur at the beginning of the school year (cited in Zouzou, 2015. p. 29).

1.3.2 Classroom procedures (routines)

Procedures (often called routines) describe how activities are accomplished in the classroom; they are simply the ways of getting things done in class. (Anita and Margette, 2013, p. 402). According to Martha (2011) procedures refers to how teachers and students are going to accomplish things in the classroom. These procedures facilitate the teaching –learning process. It is the routines for accomplishing recurring classroom tasks such as; how students will turn in homework, go to the restroom, or transition from one activity to another.

Weinstein, 2007; Weinstein, Romano and Migano, 2001 argue that Effective classroom manager use procedures to eliminate disruption and maximize instructional time. Teachers should develop procedures for the following activities:

- Student movement: such as entering or leaving the classroom.
- Administrative routines: such as collecting and returning homework.
- Routines for accomplishing lesson: such as movement in the classroom and beyond, seating arrangement.
- Housekeeping: such as storing personal items.

- Student-teacher interaction: help seeking.
- Student-student interaction: group work.(cited in Anita and Margette , ibid)

On the other hand, Fisher (2003) says that standards should be few in number: the fewer, the better. Three to five standards are about right.

1.3.3 Rules and procedures

Rules are those simple things that make the classroom manageable. However, procedures are simply the ways of getting things done in the classroom. The following are the common points that we have summarized:

- Effective classroom management needs good rules and procedures.
- Rules and procedures vary from one teacher to another and from one classroom to another.
- The most effective classroom management involves the design and implementation of classroom rules and procedures.
- Rules and procedures should not simply be imposed on students. However, it should be explained because the explanation is important for students to see the need for rules therefore to accept it.
- The most effective classroom managers do not simply impose rules and procedures on students rather they engage students in the design of rules and procedures (Marzano, p. 15)
- Rules and procedures that are negotiated with students are affecting not only the behaviour of students but also their academic achievement.
- Teachers use certain rules and procedures to control the classroom and to manage the misbehaviour in order to make students interact and cooperate in the classroom

1.4 Establishing Positive Teacher-Students Relationship

Teacher and student relationship is one of the most powerful elements within the learning environment. It is important for teachers to build a relationship with their students in order to have an effective classroom management. Also, it is important because students with good a relationship with the teacher are going to accept easily the rules and procedures. As Wubbels and his colleagues (1999) note that teachers should be friendly, helpful should be able to empathize with students, understand them and listen to them. (cited in Marzano and Pickering, 2003, p.44).

The teacher has an important role and effect on students, as Fredson (2015) Says, “Students’ success and failure can be directly linked to a teachers’ effectiveness, and how he/she communicate and motivate students to learn. When students have a supportive relationship with their teacher, they feel more motivated and engaged in the learning” (p. 9). In simple words; this relation is very important for students and teachers have a big influence on their students’ achievement and this later rely on the shared relation between teacher and students. In addition, the more teachers interact or communicate with students, the more they will be able to help them to learn and achieve better. According to Marzano (2003, p. 12) teacher-student relationship provides an essential foundation for effective classroom management, and classroom management is a key to high student achievement. That is why there is a great deal of research emphasize that teachers should build up a strong relationship with their students, which can support students’ learning.

1.5 Skills that teachers need to create a successful learning environment

According to Kounin (1977), the key to classroom reside in the teachers’ ability to prevent problems from occurring rather than his intervention after the occurrence.

1.5.1 With-it-ness

Kounin (1977) defines with-it-ness as the teachers’ demonstrating that he/she knows what is going on in the classroom. Robert (2007) says that With-it teachers seem to have eyes in the back of their head. In simple words, teachers who show withitness are those who are aware of

everything that happens in their classroom, constantly scan the classroom for potential disruption and see a disruption almost before it starts. Teachers who have this skill prevent management problems immediately before they become discipline problems, it can be a means to respond to student misbehaviour. Savage and Co (2010) claims that, the with-it teacher was one who knew what was going on in every corner of the classroom and who was on task and who was not. This high sense of awareness helped teachers to respond quickly and prevent problems from rising into something more serious. Teachers who are with it are those that students describe as having eyes in the back of their heads.

According to Tuckman and Monetti (2010, p. 460) in order to demonstrate with-it-ness effectively, teachers should:

- Circulate around the classroom.
- Try to be in an area of the room that permit viewing or hearing all of the members of the class.
- Routinely interact with students during independent work time and cooperate learning time.

1.5.2 Overlapping

Effective teachers can do more than one thing at a time, without disrupting the flow of the lesson. This skill called overlapping this later has developed by Robert (2007) as, “the ability to handle two or more situations at the same time” (p. 243). A teacher skilled at overlapping is able to present lesson content to a student, respond to a question, react to an off-task student, and handle unpredictable instructions.

Relating to Tuckman and Monetti (2010) there are two occasions when overlapping skills are particularly relevant; first, during group learning, the teacher will have to effectively overlap and help meet the needs of several groups of individuals. Second, during whole group instruction, when the teacher is presenting or demonstrating to the entire class. Overlapping is used to respond

to misbehaviour without losing the focus of the activity and the attention of the students. In other words, it is the ability to monitor the whole class at all times.

1.5.3 Momentum

One of the basic challenges of managing a whole class is to keep the lesson momentum. Lesson momentum involves keeping the lesson moving forward, so students do not become bored because effective teachers maintain the flow of the lesson and do not engage in the behaviours that slow down the pace of the lesson. Kounin (1977) identified two teachers behaviour that typically breaks lesson momentum: lesson fragmentation and over dwelling.

- ❖ Fragmentation: identified by kounin (ibid) as the major problem in maintaining lesson momentum. It occurs when breaking a lesson into several unnecessary steps when the task could be accomplished in one or two steps.
- ❖ Over dwelling: another enemy of lesson momentum occurs when too much time spent in needless repetition or elaboration of the content of the lesson or giving instructions. Another form of over dwelling occurs when an inordinate amount of time is spent on a minor or a significant part of a task rather than on the focus. (cited in Savage, T and Co 2010, p. 97-98).

1.5.4 Smoothness

Effective teachers maintain a smooth flow of activities. It is maintaining direction in the lesson and not being diverted by irrelevant accidents. This management practice refers to the teachers' ability to manage smooth transitions between learning activities. The time spent in instructing students' is often known as time on task and can be measured. Smoothness then refers to the teachers' ability to preserve instructional time by eliminating many of the common barriers to a smooth class transition (E Learn Portal).

1.5.5 Group alerting

Savage 2010 explains that maintaining a group is another area identified by Kounin (1977) decisions have to be made between keeping the group moving forward and assisting specific individuals who may be having difficulty. When teaching the whole group, it is important that the teacher focuses on the group and keep the entire group focused on a task.

Group alerting is engaging the attention of the whole class while individuals are responding. In addition, it is a technique to keep the entire class involved in the learning process so that students are potentially, active participants at all times. Moreover, good teachers use a range of cues and signals to keep the group alert and focused, such as waiting a few seconds for quiet, calling on the group for responses, and asking students to show they can answer a question.

The table below will summarize the kounin's terms (1977), which are the five skills that teachers use to create a successful classroom environment, followed by their definition, and examples of classroom application. (E Learn Portal).

Kounin s' term	Term defined	Examples of classroom application
Withitness	This term is the ability of a teacher to be aware of what is going on throughout the class.	A teacher with “withitness” is one students think has eyes on the back of his/her head. The teacher can be working with one or more students and, at the same time, correct student behaviors or get students back on track without appearing to stop individual instruction to a group.
Overlapping	Overlapping is a process by which a classroom teacher can attend to more than one activity at one time.	“ <i>Gregg, you need to remember the rules in algebra before you can solve an equation.</i> ” “ <i>Jason, it is your turn to work at the computer now.</i> ” “ <i>Gregg, remember that you must first multiply and divide before we can add or subtract</i> ”
Momentum	Momentum is being able to keep a brisk pace in the classroom	The daily lesson plan is perhaps the best tool to ensure that momentum is maintained. When a teacher has done a thorough job of planning the lesson, the class can move along at a brisk pace.
Smoothness	The ability of a teacher to continue with a lesson without being distracted.	During a lesson, someone at the door may interrupt a teacher or the public address system. Here, smoothness means that the teacher can immediately continue with the lesson after the interruption.
Group Alerting	Making sure the entire class is “on task.” This can be done either through verbal communication or through non-verbal cues.	A teacher might say, “ <i>This is a fact that you will need to know for this week’s test.</i> ” Another example could be the following: “ <i>Class, today and for most of tomorrow’s class we will be using a variety of chemicals. Some of them can bleach your clothing, and so I am asking each of you to be very careful!</i> ”

Table1.1:Kounin’s Philosophy Regarding Classroom Management

The table above demonstrates kounin’s theories (1977) about classroom management, which is based on the teachers’ abilities to manage the classroom and have a good lesson movement. This later achieved through with-it-ness, overlapping, smoothness and group alerting. Kounin (ibid) describes with-it-ness as the teachers’ ability to know what was going

on at all the times in the classroom. Whereas, overlapping refers to the ability of the teacher to do multi-tasks at the same time. In addition, momentum is the flow of a lesson. Moreover, smoothness is the ability to continue a lesson without any disruptions. Group alerting is the ability of teacher to engage the whole class in the task.

1.5.6 Leadership

Leadership is an essential component of any successful group. Teachers should be responsible for the classroom, because teachers with this skill has a power and authority over the class. According to Savage (2010), effective leaders use their power and authority in substantially different ways than ineffective leaders. Lead managers do not use power to control; they use it to promote success. They know how to share power so that members of the group have a sense of shared ownership and commitment to success (Kouzes and Posner, 1987).

Kouzes and Posner (1987) conducted a study of characteristics of successful leadership in business and their finding can be effectively applied to education. Characteristics they found was that:

- ❖ Respect others: leaders had a deep respect for others because if individuals believe that a leader is helping them achieve their goals, they will follow that leader. Teachers should meet the needs of the students and help them achieve their goals and not just showing his authority.
- ❖ Credibility: people must believe in their leader and what signifies this characteristic is the consistency between words and actions, because if not. Respect and credibility will be lost.
- ❖ Trust: leaders are people who are trusted (cited in Savage, 2010. p. 22).

1.6 Classroom Management and Classroom Discipline

The term classroom management and classroom discipline are often used interchangeably, and in fact, they are different topics. In this sense, classroom management refers to how things

are generally carried out in the classroom; it is the teachers' responsibility; whereas, classroom discipline is the specific management of student behaviour. As Marvin (Marshall, 2003. p. 7) stated,

“Classroom management deals with how things are done, discipline deals with how people behave. Classroom management has to do with procedures, routines, and structure; discipline is about impulse management and self-control. Classroom management is the teachers' responsibility; discipline is the students' responsibility” (As cited in Jim and Frey .2007, p. 13).

In short, classroom management deals with what happen in the classroom and how teachers can deal with it and manage how things are done in the classroom, it is the teachers' responsibility. However, classroom discipline deals with students' behaviour in the classroom and it is the students' responsibility. Classroom management includes the organization of students, space, time and materials so that the teacher can then allow the students to learn the intended content (Wong and Wong 1998).

1.6.1 Teacher role as manager

Marzano, Marzano and Pickering (2003) argue that

Teacher role involves more than simply standing in front of a classroom and presenting the lesson. In fact, teachers play various roles in the classroom, but surely, one of the most important is that classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom because a well-managed classroom provide an environment in which teaching and learning can flourish. (p.1)

What can be noticed from the above citation is that in order to have a conducive learning environment, a teacher should plays a role of the manager in the classroom. According to Harmer (2001), a teacher as manager has to know that the success of many activities depends on the organization and on students what they are doing. To be a good manager, the teacher has to know

several management strategies such as: time, space, and the use of rules and procedures and how to deal with students' behavior.(As cited in Boulala , 2013,p.27)

At the end, we can say that .There is a strong relationship between students' behaviour management and the prevention of classroom discipline problems in which this later cannot happen only if the first condition is happen. The best way to handle misbehaviour is to prevent it, and the best way to prevent it is to manage the student's behaviour.

Students' management can be done through many ways: managing the physical environment and the seating. Moreover, managing and conducting the learning activities also establishing a good relationship with students. Besides, presenting rules and procedures at the beginning of the year. In addition, the use of some strategies to create a successful learning environment for instance; with-it-ness, overlapping, smoothness,momentum. As a result, teachers will prevent or at least reduce classroom discipline problems.

Conclusion

Throughout this chapter, we conclude that classroom management is really a challenge for teachers who want to work and give the best for their learners thus, the effectiveness of teaching is based on the management of the classroom. This latter can determine the extent of learners' achievement, whether it is high or low; it will be high in a well-organized classroom and will be in low achievement when the classroom is in an unorganized way.

Teachers an important element in the educational process should take into account classroom management and its' important in order to have a productive learning environment without disruptive behaviours. This can be done by applying rules and procedures, organizing the environment and monitoring pupils.

CHAPTER TWO:
CLASSROOM DISCIPLINE PROBLEM

CHAPTER TWO: CLASSROOM DISCIPLINE PROBLEM

Introduction	27
2.1 Classroom Discipline.....	27
2.2 Classroom Discipline Problems	28
2.3 Types of Students' Misbehavior	28
2.4 Reasons for Discipline Problems	29
2.4.1 Student	30
2.4.2 The teacher	31
2.4.3 The society	32
2.5 Teachers' Role in Maintain Discipline	33
2.5.1 Ways of preventing problems before they occur	33
2.6 Dealing with the Raising Problem	34
2.7 Common Discipline Mistakes that Teachers Make	36
2.8 Collaborating with Parents	36
2.9 Strategies to Prevent Discipline Problems	38
2.9.1 Behaviourist Strategy	39
2.9.2 Cognitive strategy	39
2.9.3 Sociocognitive strategy	40
Conclusion	40

Introduction

The question of how to achieve effective classroom management and maintain discipline in the classroom has been the concern of many teachers because students' misbehaviour in the classroom may affect the teaching and learning process. These lead many teachers to provide strategies and solutions in order to reduce discipline problems. We should put in mind that effective classroom management is not just about dealing with the organization of the classroom, but also avoiding problems to create a conducive learning environment to increase students' achievement.

Teachers are always struggling with those students in dealing with behaviour problems because it may affect the process of teaching and learning. For this reason, teachers should find strategies to prevent classroom discipline problems and maintain discipline in their classes.

Our focus in this chapter is on classroom discipline in general and classroom discipline problem in particular (definition, causes, teachers' role in preventing problems before occurring, how to deal with the rising problem and finally strategies to prevent discipline problems).

2.1 Classroom Discipline

Discipline is defined by Kyriacou (1979) as, the order that is necessary in the classroom for pupil learning to occur effectively. The phrase classroom discipline is hard to define in words. According to Ur P. (1996), Discipline means that:

- ❖ Learning is taking place: more learning is likely to take place in a disciplined classroom because; more time will be spent on the task than an organization and dealing with disruptive behaviour. In addition, the teacher can monitor better what is going on and can help when needed to prevent problems in learning. In other words, in a disciplined classroom, the teacher can give more and the students can understand better thus learning can take place in this disciplined atmosphere.
- ❖ The teacher is in control: the teacher dominates the class and he is the controller.

- ❖ Teacher and students are cooperating smoothly: in a disciplined class, the teacher and students can cooperate and interact with each other.
- ❖ The lesson is proceeding according to the plan: a lesson that is going according to the plan is more likely to be disciplined, because the teacher knows where he is going, activities are well prepared and organised.
- ❖ Teacher and students are aiming for the same objectives: both teacher and students aim for the same objectives, which is the shared knowledge. Teacher wants this knowledge to be well transmitted and explained to students and students want to grasp and understand this knowledge, all this can happen only in a disciplined classroom) (cited in J. Sarsody and Co 2006, p. 42).

According to Ur (2012) “classroom discipline exists when teachers and students accept consistently absence a set of rules relating to classroom behaviour in order to facilitate smooth and efficient teaching and learning” (p.244). This definition shows that the teacher - student relationship can help teachers to improve a good classroom discipline.

Related to Phelan and Schonour (2004, p. 4) There are some points that can help teachers to create an effective classroom discipline:

- Controlling undesirable behaviour.
- Encouraging good behaviour.
- Maintaining a healthy relationship with your students.

From these points, we understood that for maintain an effective classroom discipline. Teachers should manage the disruptive behaviour and reward good behaviours. Also, establish a good relationship with students.

2.2 Classroom Discipline Problems

Students’ misbehaviour presents a problem for all educators because it makes it impossible to achieve optimal learning condition. As McManus (1955, p. 5) Claims that, disruptive behaviour

usually impedes the progress of other pupils and create difficulties in learning for those children and for the teacher. Moreover, teachers are always complaining about this big problem and their attempt to find solutions to reduce classroom problems. Aggressive behaviour is used by students to get what they want from others, to escape from aversive situations and to obtain peer attention. From another perspective, Kyriacou (1997, p. 121) defines student misbehaviour as “any behaviour that undermines the teachers’ ability to establish and maintain effective learning experience in the classroom.” In short, students’ misbehaviour refers to any kind of disruption in the classroom that disrupts the students’ attention and negatively impact the learning environment as a result this will affect the teachers’ performance in the classroom.

2.3 Types of Students’ Misbehaviour

Thompson (2011, p. 16) suggests some misbehaviour: violence, disrespect for authority, failure to complete work, bullying, dishonesty, tardiness, and truancy. Then Cangelosi (2014, p. 357) mentions some disruptive behaviours: disruptive talking, interrupting, clowning, being discourteous, bullying, fighting, attacks on teachers and vandalizing. Kyriacou (1979, p. 79) gives other types of misbehaviour:

- Excessive talk or talking out turn.
- Being noisy.
- Not paying attention to the teacher.
- Not getting on with the work required.
- Being out of their seat.
- Hindering other pupils.
- Arriving late.

In other words, kyriacou mentioned some common type of disruptive behaviour in the classroom: talking out of turn and talking during teachers’ explanation, making noise, not concentrating with

the teachers' explanation, not doing their home works, moving from their places without permission, coming late and disturbing other students.

2.4 Reasons for Discipline Problems

In order to solve the students' behavioural problems in the classroom, it is important to discuss the causes first. Some scientist believe that student misbehaviour has less to do with the characteristic of students and more to do with the behaviour of teachers. In fact, that students' behaviour can be caused by a teachers' reaction, but it is not the only reason. It can be returned to three main reasons: student, teacher, society.

2.4.1 Student

Students are the main source of problems in the classroom. This may due to several reasons:

- Desire to be noticed: adolescence have the desire to be noticed that's why teachers should challenge those students by giving them activities to work in and do not let them free without doing anything.
- Inability to do the work: pupil may be unable to do the work because either it is too difficult or the instructions are unclear (Kyriacou, 1997. p.80).
- Learning difficulties: Kyriacou (1997) argues that "the most common trigger for student misbehaviour seem to be encountering learning difficulties which threaten the students' self-esteem"(p. 124). Moreover, it is seen that students with disruptive behaviour often have a low level of achievement. Accordingly, Miller (2003, p. 147) proposed some factors that may relate to students' disruptive problems in the class.

Factor 1	Factor 2	Factor 3
<ul style="list-style-type: none"> - Teachers shouted all times. - Teachers did not listen to students. - Teachers had favourite. - Pupils were unfairly blamed. - Teachers were too soft. - Pupils did not like the teacher. 	<ul style="list-style-type: none"> -The pupil wanted to be in a gang. -Pupils like misbehaving. -Other pupil wanted to copy work. -Pupils needed more help in class. 	<ul style="list-style-type: none"> -Too much classwork was given. -Too much homework. -Teachers were too strict

Table2.2: pupils’ perception of the causes of different behaviour in schools (Miller.2003, 147).

This table demonstrates the factors related to students misbehaviour in the classroom. From this table we observe that there are three factors, which causes disruptive behaviour in the classroom. From factor1, we notice that all the causes are related to the teachers’ behaviour. Whereas, in factor2, causes are related to the student. Moreover, in factor3, the causes are related to the activities.

2.4.2 The teacher

Teachers’ action can provoke the students’ misbehaviour in other word; students’ misbehaviour is a reaction to the teachers’ behaviour toward them. Accordingly, Kyriacou (1997, p.197) highlighted three reasons that lead to students’ misbehaviour in the classroom. These are; teachers’ authority, teachers’ ability and teachers’ personality.

Primarily, teachers’ authority which is according to Kyriacou (1997, p.101) defined as, “An essential aspect of effective teaching is the need for a teacher to establish and maintain authority over the organization and management of students’ learning.” In simple words; teachers must

show their authority in the classroom and try to make it accepted by the students in order to have discipline in the classroom.

On the other hand, teachers' ability according to Fontana (1994) can be seen through:

- The way in which the teacher presents the lesson.
- Lesson preparing and organization.
- The way in which a teacher talk to students.
- The voice.
- The physical appearance. (cited in Ling 2012,p.146)

At the end, teachers' personality: according to Ling (2012,p.146) characteristic of a teacher play an important role in the control of classroom consequently influences the students' behaviour a teacher who is kind, warm and fair can gain students' respect and can have a positive relation with students.

2.4.3 The society

According to Ling (ibid) students' problem behaviour in the classroom cannot be isolated from the factors that originate from this society can be explained as social learning theory which proposes that many behaviours develop as a result of our observing what other people do. Another point is family influence because the family plays an important role, difficult home situation can affect classroom behaviour, and Parents usually serve as models to their children if these parents influence are negative toward school or learning, students might develop the same negative ideal and feeling.

Referring to J. Sarosdy and Co. (2006, p. 43) Reasons for discipline problems are:

- Family: difficult home situation can affect negatively the learning process. Kenneth (p82) argues that the family affects because some discipline can traits back to a difficult home situation. Parents usually serve as models to their children if these parents influence are

negative toward school or learning, students might develop the same negative ideal and feeling.

- Self-esteem: self-esteem or a desire to be noticed because of the lack from the teacher or peers, students feel frustrated and upset and they will choose the way of making disruptive behaviour as an attractive option.
- Boredom: students show their lack of interest by behaving badly in the classroom when they did not understand the topic or activity. In simple words, boredom comes from not being engaged in the class and when learning activities are too passive or teachers fail to sustain the interest and attention of students.
- Overcrowded class: is a big problem that face teachers and it leads to the frustration, stress felt by the teacher and the lack of concentration of students, which lead to low scores.
- A desire to be noticed: adolescence has the desire to be noticed that is why teachers should challenge those students by giving them activities to work in and do not let them free without doing anything.

2.5 Teachers' Role in Maintain Discipline

The teacher plays a crucial role in maintaining discipline and controlling students' behaviour. The aim of this role is to facilitate students' progress and success. Moreover, to maintain in the classroom and to prevent problems before they occur.

2.5.1 Ways of preventing problems before they occur

Preventing discipline problems from occurring in the first place is the best way for students and teachers to handle classroom discipline. As stated by J. Sarosdy and Co. (2008, p. 44-45).

Teachers can prevent disruptive behaviour through:

- Careful planning of the lesson: when the lesson is clearly planned and organised, students' attention will be kept at the task and the teachers have to appear to be well –

prepared and knowledgeable about the subject. In other words, to prevent disruptive behaviour teachers have to prepare his lesson well and be knowledgeable about the topic as a result do not let the space for students to misbehave.

- Creating rules: establishing clear rules with your students at the beginning of lesson help in having an agreement with your learners. By this, you will reduce discipline problems
- Consistency: do not be lenient one day and stick another day, you should be consistent when you are dealing with your students.
- Fairness: as teachers you should deal with your students with the same manner, in other word; being fair is important for effective learning to take place the teacher should not show the preference or prejudice in the classroom, all your students are equal.

2.6 Dealing with the Raising Problem

According to J. Sarosdy and Co (ibid) teachers should deal with the rising problems with

- Be firm.
- Immediate action: according to Harmer (2007) when the problem behaviour occurs, we need to act immediately and stop it from occurring.
- Deal with it quietly: try to deal with any behaviour immediately. Take a deep breath and try to handle the situation as calmly as possible, if you attempt to stop the misbehaviour in an angry way your decision-making will suffer. In the same vein, Harmer (2007) says that when students behave badly, we need to react dispassionately rather than taking instant decision in the moment. In other word, we need to keep calm, and respond as objectively as we can.
- Do not take things personally: try to relate to the problem, not the student as the object to be attacked and dealt with
- Do not use threats
- Resetting: an effective way of controlling students who are behaving badly is to make the students sit in a different place. As Harmer (2007) says, reseating students rather than

discussing exactly who did, what and when because disruptive students should be separated.

- Change the activity: if you see your class seems to be getting out of control change the activity for example group work to pair work or pair work to individual work
- Talk after the class: Harmer (2007) argues, “We need to deal with students who are causing difficulties by talking to them away from the whole class, such as face to face discussion has a much greater chance of success than a public confrontation in front of all other students.”(p.181)

Accordingly, Johnson (2002, p. 128) proposed some strategies for dealing with the raising problems, some of these are as follows:

- Look at the offending student directly with prolonged eye contact while you continue your lesson.
- Stop talking for a few seconds.
- Shake your hand to stress your message to the students.
- Use proximity: continue your lesson as you move about the room.

In addition, Kyriacou (1979, p. 87) added other strategies to prevent problems:

- Notice misbehaviour: if a pupil is misbehaving, it is important to indicate to the pupil that you have noticed him. Eye contact may be sufficient, a stern facial expression or a pause in your lesson.
- Notice disrespect: when interacting with pupils you should expect them to behave with appropriate respect. If they show disrespect, you deal with it by looking surprised or stern to indicate that you are not happy and you can comment explicitly.

2.7 Common Discipline Mistakes that Teachers Make

Thompson (2011, p. 19) gives some common mistakes that teachers make and as teachers, we should avoid them:

- ❖ Neglecting to monitor students' behaviour throughout the class: regulate your students' behaviour from the beginning until the end of the class.
- ❖ Forgetting that you are a role model can lead to loss respect: children always like to imitate the adults' behaviour. As teacher be a model for them to imitate.
- ❖ Not being enthusiastic about your students and your class: enthusiasm is a tool to motivate your students.
- ❖ Ignoring your students 'learning styles: you should know your students' learning style because it can help you in designing the activities so your students will be engaged.
- ❖ Not contacting parents or guardians: try to contact parents or guardians from time to time to talk with them about their children's behaviours.

2.8 Collaborating with Parents

Teachers attempt to establish relationship with parents to support students learning, and to build a sense of community between home and school. Teachers must keep in mind that they are serving the child and focus on what is best for the child. Moreover, good relationship between teacher and parent is essential to give a child what is best.

Research has shown that parental involvement is the most important factor in a student's success in school. That involvement is limited to attendance at parent-teacher conference. Deborah (2011) in (teach Preschool) says that teachers can help build the parent-teacher relationship by:

- ❖ Offering parents opportunities to get involved in the classroom.
- ❖ View parents as an important part of the process in educating their child.
- ❖ Have a conversation with parents rather than just give reports to parents about their child.
- ❖ Do not think you have all the best answers, parents have much to contribute about their children's lives to what may help you understand how best to teach their child.

The parent should:

- ❖ Understand that children have greater student achievement when parents work as partners in their child's education.
- ❖ Know what things that you can do at home to promote academic development.
- ❖ Get connected with teachers.
- ❖ Be supportive and get involved in your child's learning in whatever way you can.

Furthermore, Sandra (2008) claims that connecting parents has confirmed to them that the teacher and the school and have listened to their concerns. Contact can begin even before the first day of school it sets the stage for communication. Teachers must arrange ways that parents can feel free to contact them without disrupting classroom routines. For example, encourage parents to phone or email at specific times of a day as for responding. Most teachers find that face-to-face conference work best, especially when sensitive matters are concerned also teachers and parents do best when they meet each other face- to- face.

When you meet parents, first let them know that you know and appreciate their child, finally, discuss any concerns and no matter how strong your concern, do not flag them as problematic. Use the word "concern" or say, "I have noticed such and such" this way parents will not panic.

2.9 Strategies to Prevent Discipline Problems

Walker and Newman (1991) point out that teachers' ability to manage a group of pupils is not a natural gift with which teachers are born. It is something teachers have to work at; to be learned, practiced and improved. Moreover, Mongon (1989, p.32) says that misbehaviour creates stress for teachers thus it would be better to look for strategies and techniques which resolve the problem. Teachers can encourage students to behave well by using many different ways.

Tubar (2007,p. 126) states that " preventing discipline problems from occurring in the first place is the first way for students and teachers alike to handle classroom discipline. Discipline

prevention starts with effective, engaging and enthusiastic teaching.” Which means that the best way to deal with misbehaviour is to prevent it by well –prepared and organized lesson and engaging students in the lesson with an attractive way.

Kyriacou (1996, p.103-104) presents the main strategies that should be used by teachers in preventing students’ misbehaviour:

- ❖ Observing all learners in the classroom.
- ❖ Using eye contact.
- ❖ Aiming questions.
- ❖ Walking around the classroom.
- ❖ Using proximity.
- ❖ Helping learners with their work.
- ❖ Changing speed of activity or activity itself.
- ❖ Noticing undesirable behaviour.
- ❖ Noticing disrespect.
- ❖ Resetting learners.

According to Tom Marnejon (2015) there are behavioural, cognitive and sociocognitive strategies that teachers use to address behavioural problems. (Study Blue)

2.9.1 Behaviourist Strategy

Behaviourist techniques have employed in education to promote environment that is desirable in the classroom. Among the methods derived from behaviourist theory for practical classroom application are the following:

- Differential reinforcement: reinforcing behaviours that are more appropriate than the undesired behaviour
- Ignoring behaviour

- Cueing: verbal or non-verbal. Verbal cues should focus on positive rather than negative behaviour.
- Contingency contracting: can be used in isolation or with other behavioural interventions.
- Group contingency and independent contingency contracts: group vs. Individual. Group oriented show largest effect on reducing inappropriate behaviour.
- Negative consequences: expression of disappointment, loss of privileges, and exclusion from group. Contact parents should be administrated consistently.

2.9.2 Cognitive Strategy

Make students reflect on the consequences of their actions. I-messages which promote understanding of the casual relationship between students' behaviour and the teacher learning objectives. It can be described in four steps:

- Describe your feelings.
- Describe the event.
- Describe how event effect you.
- Describe what you want.

However, logical consequences: should give students a warning if the problem does not cease, and then issue the logical consequence. In addition, problem-solving conference includes the following steps:

- Conflict resolution.
- Peer mediation.
- Students' self –regulation.

2.9.3 Sociocognitive Strategy

- Self – monitoring: is a strategy that teaches students to self-assess their behaviour and record the result. It saves teacher's time monitoring students' behaviour.

- Self-instruction: is another strategy. It referred to a self-talk or self-statement in which students learn to talk themselves through a task or activity.
- Goal -setting: Winne (1977) noted that effective learners are those who are goal-oriented. A teacher can guide students to establish achievable goals in order to reach their desired results.
- Self-reinforcement: it occurs when individuals select a reinforce and reward themselves for teaching or exceeding criterion (the IRIS Center).

Conclusion

We may say that teachers need to manage their classes effectively in order to maintain discipline and control students' behaviour. Moreover, the establishment of a productive classroom environment is a difficult and complicated task, but it is not an impossible one.

**CHAPTER THREE:
FIELDWORK AND DATA ANALYSIS**

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction	42
3.1 Teachers' Questionnaire	42
3.1.1 The aim of the questionnaire	42
3.1.2 Description of teachers' questionnaire	42
3.1.3. Analysis of teachers' questionnaire	44
3.1.4 Discussion of the analysis	59
3.2 Pupils' Questionnaire	61
3.2.1 The aim of the questionnaire	61
3.2.2 Description of pupils' questionnaire	61
3.2.3 Analysis of pupils' questionnaire	62
3.2.4 Discussion of the analysis	79
3.3 Classroom Observation	80
3.3.1. The aim of classroom observation	80
3.3.2 Description of classroom observation	80
3.3.3 Analysis of classroom observation	81
3.3.3.1 Group 01	81
3.3.3.2 Group 02	83
3.3.4 Discussion of the analysis	85
Conclusion	86

Introduction

In the preceding chapters, we have presented a review of related literature of managing the students' behaviour to prevent classroom discipline problems. The following step of any research design is to shift to something more practical. Accordingly, the researchers try to discuss the obtained results depending on the analysis of the teachers' and pupils' questionnaire, where we distributed two questionnaires; one for the teachers of English language and the other one for the first year pupils at Hammimi Saadi High School in Biskra. Besides, classroom observation was used to investigate the phenomenon in a realistic context. These data collection methods were used in order to verify and investigate the validity of our research hypothesis and draw a valid conclusion.

The current chapter includes the aim and the description of the questionnaires and the classroom observation. Moreover, it comprises their analysis. At the end, the researchers attempt to provide comprehensive discussion for the obtained results.

3.1 Teachers' Questionnaire

3.1.1 The aim of the questionnaire

The purpose of this questionnaire is to find out the ways and strategies that the teacher uses in order to attain well-managed classroom and prevent discipline problems to facilitate the learning process. Additionally, the questionnaire sought to identify the classroom discipline problems that happen in the classroom. More importantly, the questionnaire also attempts to identify the strategies that teachers use to deal with student misbehaviour in their classrooms.

3.1.2 Description of teachers' questionnaire

The Teachers' questionnaire was composed of nineteen (19) questions, which were organised in a certain order and grouped into three sections, in which the questions were varied; in which we used: "closed questions", "open-ended questions", and "semi-structured" questions were used in order to collect data. While the former was used to collect direct answers using 'yes' or 'no' questions, multiple choice. The latter was used to obtain more details about the respondent's

perspective and opinions by asking for justification and reasons. The questionnaire was submitted to five teachers of English language. It is important to mention that we submitted the questionnaire in other teachers of different High Schools in order to widen our study and gain data that are more valid.

A teachers' questionnaire was divided into three main parts: First part was about teachers' general information and it consists five questions (from question 1 to question 5) for getting data about the personal information (gender, age, and years of teaching...); the second part was designed to investigate teachers' perception toward classroom management. Ten questions are contained in this part and the purpose is to obtain data about the term classroom management as a teacher responsibility (question 6), its importance (question 8), and the strategies used by them to create a conducive learning environment (question 9), besides the relationship with their students (question 13) and teachers' use of rules and procedures (question 11). In addition, the third part was about teachers' perception toward discipline problems four questions are in this part. The purpose is to get data about reasons of students' misbehaviour (question 18), types of misbehaviour (question 16), and how teachers deal with that misbehaviour (questions 19).

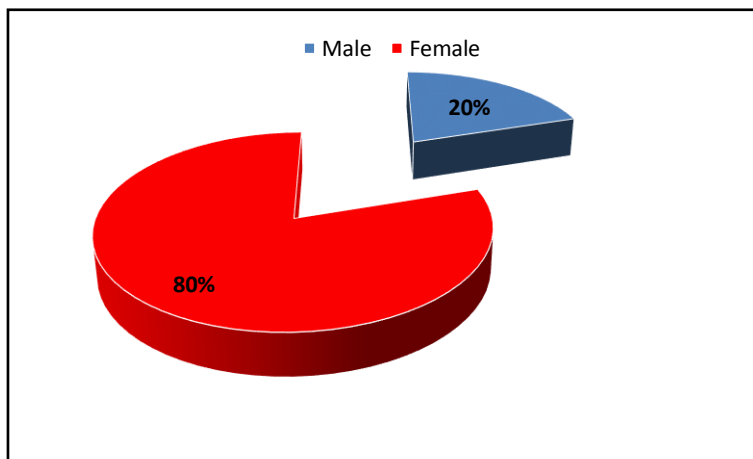
3.1.3 Analysis of Teachers' Questionnaire

Section one: General Information (Q1-Q5)

Q1: would you specify your gender?

Option	N	%
Male	1	20%
Female	4	80%
Total	5	100%

Table3.3: teachers' gender



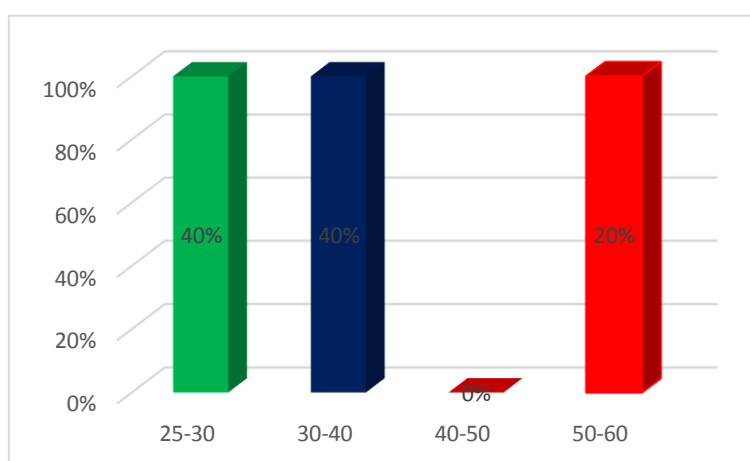
Graph3.1: teachers' gender.

This question demonstrates the teachers' gender; it provides the number of females and males. As the table demonstrates that, the number of females is four (80%) and only one male (20%). This demonstrates that females are more than males in our sample.

Q2: would you specify your age?

Age	N	%
25-30	2	40%
30-40	2	40%
40-50	0	0%
50-60	1	20%
Total	5	100%

Table3.4 : teachers' age.



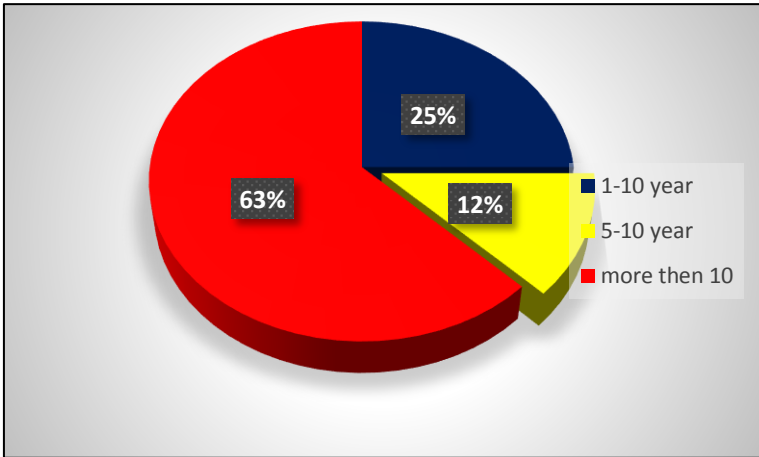
Graph3.2: teachers' age

This question demonstrates the teachers' age. 20% of our respondents were aged between 25-30 years. Similarly, 20% of them were aged between 30-40 years. Moreover, only one teacher was aged between 50-60 years. This reveals that our respondents' age is different from one teacher to another.

Q3: How long have you been teaching English?

Option	N	%
1-5year	2	40%
5-10year	1	20%
More than 10 years	2	40%
Total	5	100%

Table3.5: teachers' experience in teaching.



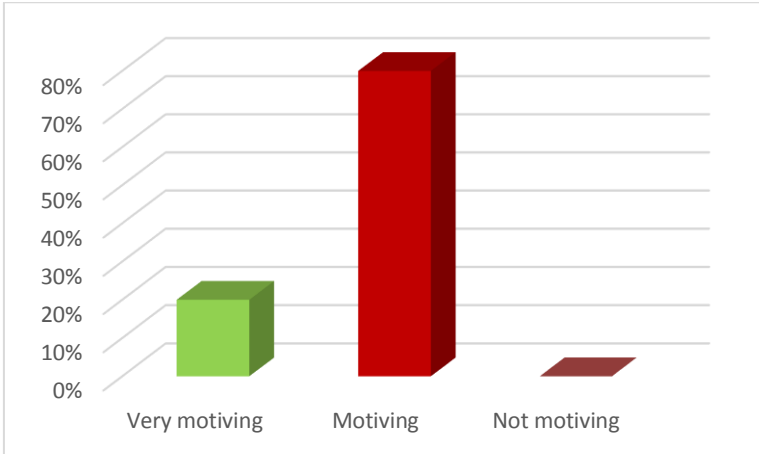
Graph3.3: teachers’ experience in teaching.

Regarding this question, its aim was to identify the teaching experience of teachers in teaching English. As the table shows, (40%) reported that they have been teaching English for less than five years. However, (20%) claimed that their teaching experience is higher than five years. Moreover, (40%) of them asserted that they have been teaching English for more than 10 years.

Q4: for you, teaching in high school is:

Option	N	%
Very motivating	1	20%
Motivating	4	80%
Not motivating	0	0%
Total	5	100%

Table3.6: teachers’ perception toward teaching in high school



Graph3.4: teachers’ perception toward teaching in high school

The outcomes represented in the table above clearly shows that the majority of teachers (80%) reported that teaching in high school is motivating. Whereas, (20%) of them said that teaching is very motivating.

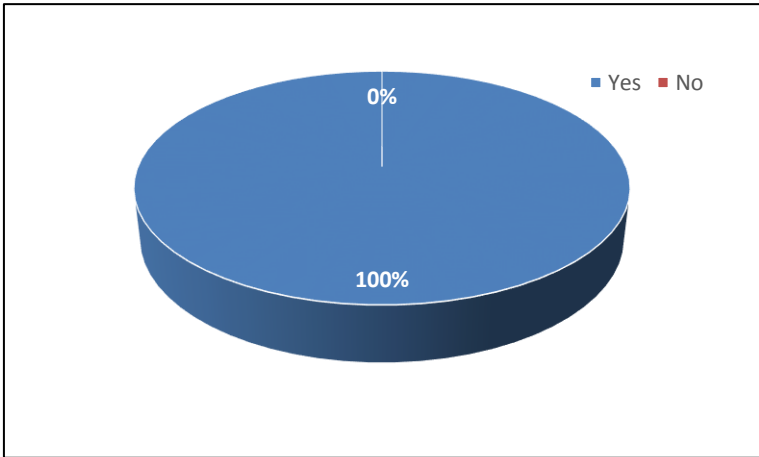
4.1 Whatever your answer say why?

This sub-question seek to know the teachers' justification of their choice. For those who said teaching in high school is motivating they answered as follow: teacher1 said that, motivating because learners in high school are supposed to be more creative, in addition to the themes given provoke them to be motivated (concerning the English subject). However, teacher2 answered that, it depends on the teachers, how they teach. Moreover, teacher3 reported that, it is motivating because you will meet several students with different capacities and talents. In addition, teacher4 claimed that, in high school pupils are old, aware and easy to deal with them. Concerning teachers who answered that teaching in high school is very motivating she justify that it is very motivating because I am enjoying teaching English with my students.

Q5: Do you like teaching?

Option	N	%
Yes	5	100%
No	0	0%
Total	5	100%

Table3.7: teachers' perception toward teaching.



Graph3.5: teachers’ perception toward teaching

This question sought to know teachers’ perception toward teaching .It is obvious from the table above that all teachers 100% reported that they like teaching English.

Section two: Teachers’ Perception toward Classroom Management (Q6-Q15)

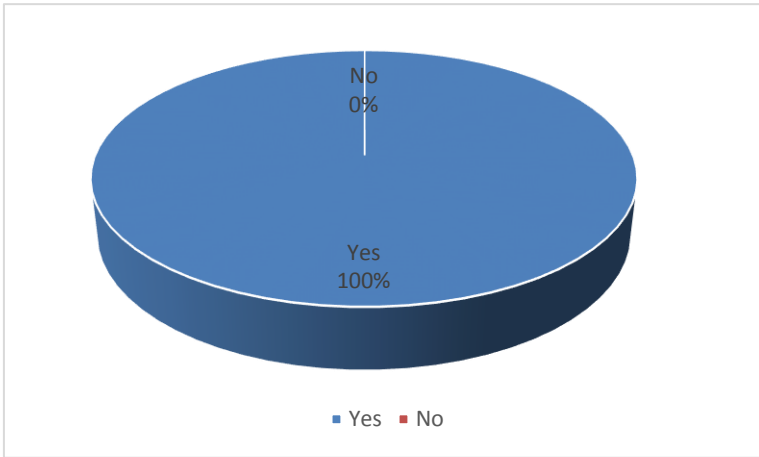
Q6: what does the term classroom management mean for you?

This question reveals different perspective from teachers. For example, teacher1 for him, classroom management means how to deal with different interests, level and how to create a good teaching- learning atmosphere. Whereas, teacher2 declares that classroom management is discipline, giving instruction and giving feedback. However, teacher3 answered that, classroom management is order, organization in the classroom. Teacher4 for him classroom management is simply the interaction between the teacher and learners. While teacher 5 answered that is to teach our students how to be positive and good citizens within all the sorts of ethical behaviour.

Q7: Do you consider classroom management as an important element in teaching?

Option	N	%
Yes	5	100%
No	0	0%
Total	3	100%

Table3.8: teachers’ view about the importance of classroom management.

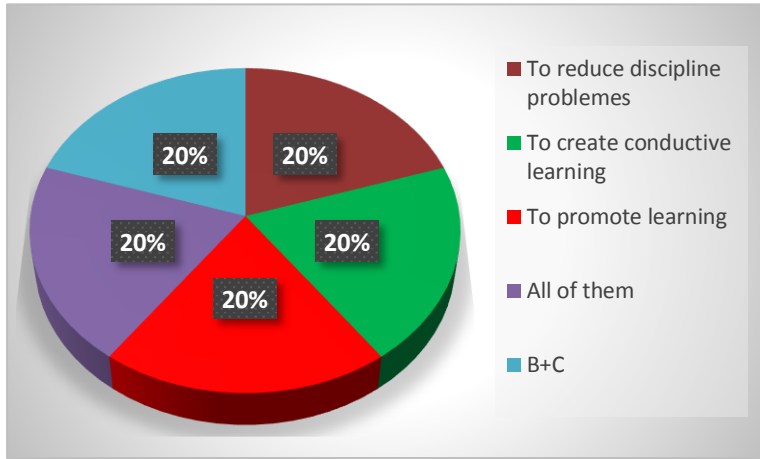


Graph3.6: teachers’ view about the importance of classroom management
 From the table, we remark that all teachers 100% consider classroom management as an important element in teaching.

Q8: classroom management is important because:

Option	To reduce discipline problems	To create conducive learning	To promote learning	All of them	B+C	Total
N	1	1	1	1	1	5
%	20%	20%	20%	20%	20%	100%

Table3.9. The importance of classroom management.



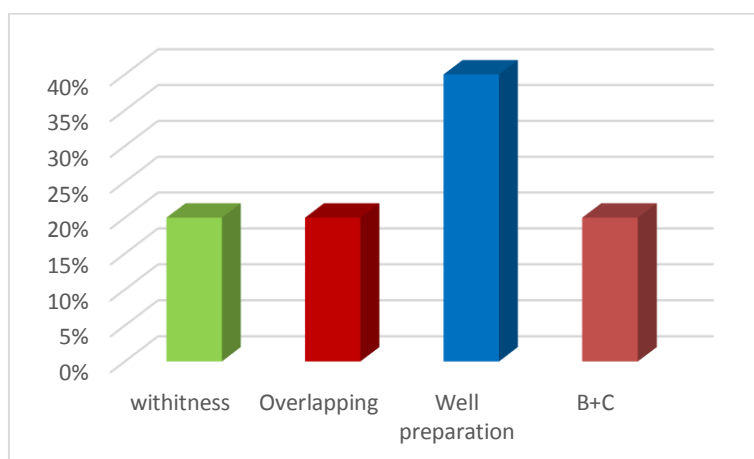
Graph3.7: the importance of classroom management.

The above table reveals that, (20%) of teachers choose that classroom management is important because it create a conducive learning environment. correspondingly, (20%) of them see that the goal of classroom management is to reduce discipline problem. Equally, (20%) of teachers reported that to promote learning. Similarly, (20%) choose all of them.

Q9: what are the strategies for creating positive learning environment?

Option	Withitness	Overlapping	Well preparation	B+C
N	1	1	2	1
%	20%	20%	40%	20%

Table3.10: teachers' use of strategies.



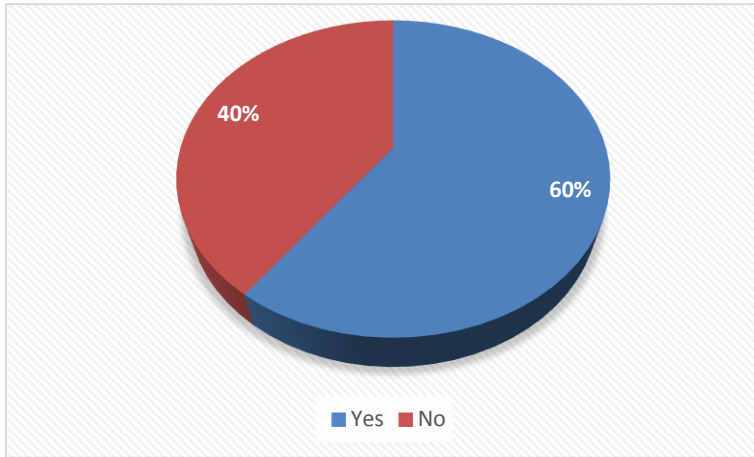
Graph3.8: teachers' use of strategies.

This table demonstrates that, (40%) of teachers use well preparation as a strategy for creating a positive learning environment, and he adds that teachers should plan many additional plans. However, (20%) of them use with-it-ness. Equally, (20%) said that overlapping. Similarly, (20%) chose that both well preparation and overlapping used in order to have a positive learning environment.

Q10: Do your students have the responsibility toward managing the classroom?

Option	N	%
Yes	3	80%
No	2	20%
Total	5	100%

Table3.11: students' responsibility toward managing the classroom



Graph3.9: students' responsibility toward managing the classroom

According to this table, we find that, (60%) of teachers argued that students do not have the responsibility toward managing the classroom. Moreover, (40%) of them asserted that their students have the responsibility toward managing the classroom.

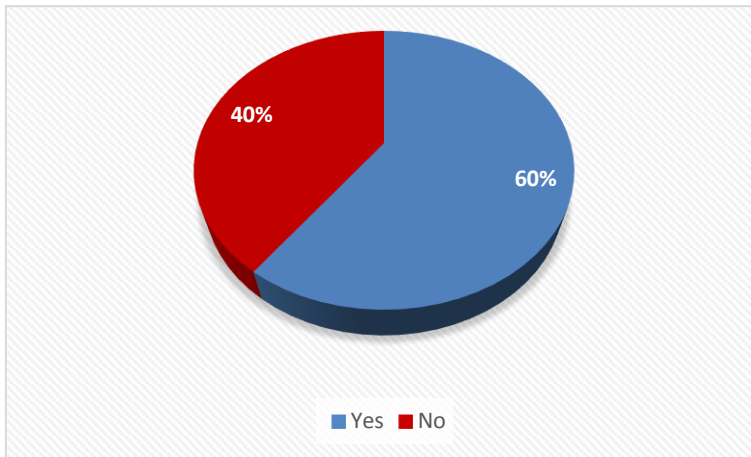
10.1. If yes, how?

This sub-question asked to know how their students have the responsibility toward managing the classroom but all teachers who said yes had not inserted any explanation and left the question as a blank

Q11: Do you present rules and procedures at the beginning of the academic year?

Option	N	%
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.12: teachers' presenting the rules.



Graph3.10: teachers' presenting the rules.

Referring back to the above rates, all our teachers 100% asserted that they have presented rules and procedures at the beginning of the academic year.

11.1. If yes, give examples

This sub-question seeks to know some examples of the rules and procedures that teachers present at the beginning of the year. teacher1 answered that:

- Avoid misbehaviour and mutual respect is very important.
- Well-organized copybook.
- Be on time.
- Do not forget books.
- Avoid answering in groups, but individually.

However, teacher 2 answered that:

- Discipline is necessary.
- Learn how to listen each other.
- Try to settle any problem peacefully.

Teacher3 reported that:

- Avoid misbehaviour in the classroom.
- Ask for permission.
- Do not use bad language.

- Do not talk when the teacher talk.

Moreover, teacher4 answered:

- Mutual respect.
- Be on time.
- Bring your books and copybooks.

In addition, teacher5 said that:

- Ask for permission if you want to speech.
- Respect each other.

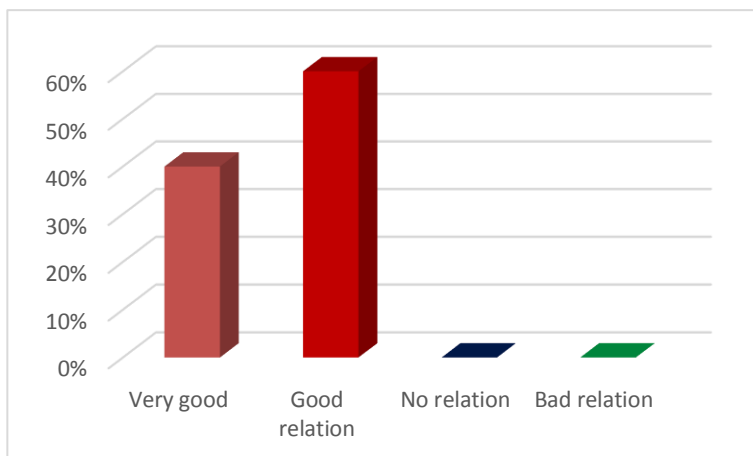
Q12: why do we need some rules and procedures in our classrooms?

This question reveals that all teachers agreed that we need rules and procedures in our classroom and each teacher has his own point view. For example, teacher 1 says that, we need rules and procedures in order to promote a good teaching – learning atmosphere, avoid misbehaviour problems and make the learners aware of their duties in the classroom. Besides, to establish a good relationship with the learners. However, teacher2 claimed that, in order to be democratic teachers, in other words, learners must know their duties and rights toward themselves and the teacher. Moreover, teacher3 answered that, we need rules and procedures in order to reduce discipline problems, to create conductive learning environment, and to promote learning. In addition, teacher4 reported that to reduce discipline problems, keep discipline inside the classroom and have mutual respect. Whereas, teacher5 said that in order to be clear with our students.

Q13: What kind of relationship do you have with your pupils?

Option	N	%
Very good	2	40%
Good relation	3	60%
No relation	0	0%
Bad relation	0	0%
Total	5	100%

Table3.13: teacher and student relationship.



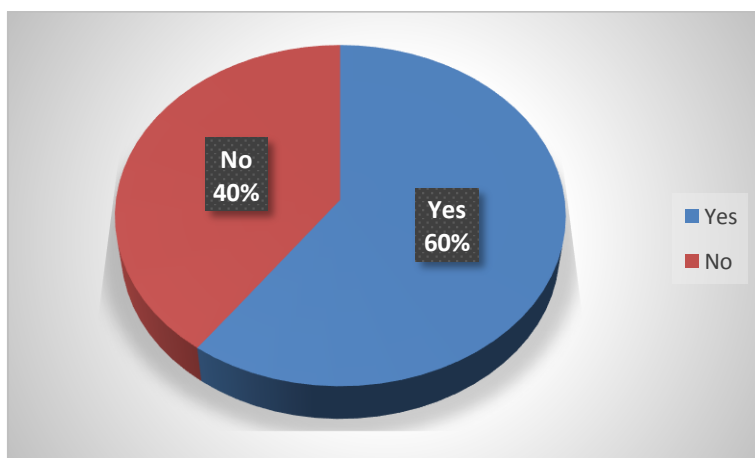
Graph3.11: teacher and student relationship.

The above table demonstrates that, (60%) of the teachers said that their relationship with their students is good, and (40%) think that they have very good relationship with their students.

Q14: Do you think that the physical environment of the classroom has an impact on students learning?

Option	N	%
Yes	3	60%
No	2	40%
Total	5	100%

Table3.14: the impact of the physical environment on students’ learning



Graph3.12: the impact of the physical environment on students’ learning

We have noticed that (60%) of teachers share the same point of view, they think that the physical environment of the classroom has an impact on students learning. Only (40%) answered no, the physical environment has no impact on students learning.

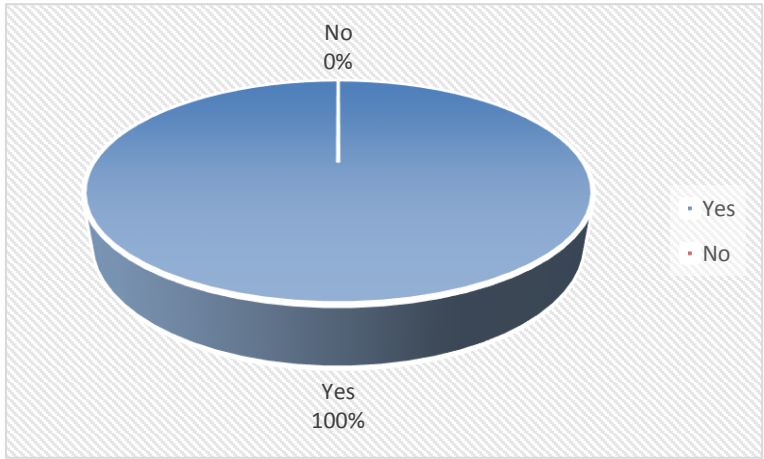
14.1. If yes, in what way?

This sub-question seeks to know how the physical environment has an impact on students learning because as teacher1 said that if the classroom is clean, heated during cold weather this will create a good learning conditions. In addition, a large classroom is very important, especially if there is a big numbers of learners, this latter will create another problem because crowded classroom is something, which is very difficult to manage. Whereas, teacher2 reported that a good, clean and organized classroom will create a good learning environment. However, teacher 3 claimed that the place of the classroom (in the ground floor beside the street when there is a lot of noise, or besides the restroom). Moreover, lack of learning conditions (air conditioner, heater) this leads to lack of concentration.

Q15: Do you time your activities?

Option	N	%
Yes	5	100%
No	0	0%
Total	5	100%

Table3.15: teachers' timing activites.



Graph3.13: teachers’ timing activites.

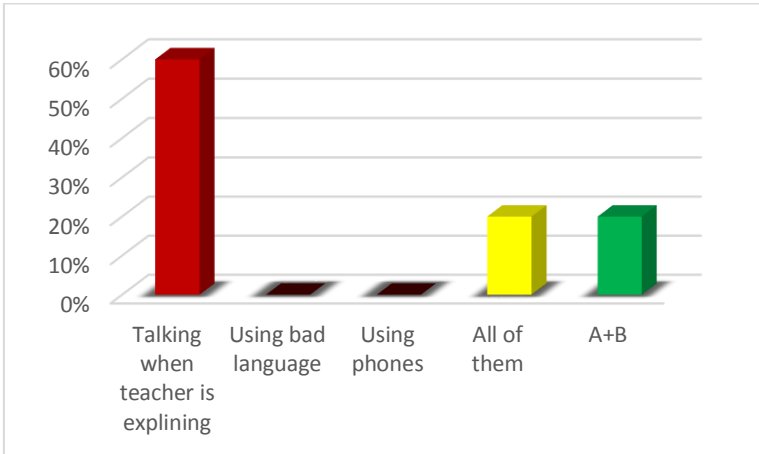
This question regarded teachers’ timing activities. As the table shows, all the teachers 100% answers that they time their activities. However, the “no” choice is ignored. In other word, no respondent claimed the opposite.

Section Three: Teachers Perception toward Discipline Problems (Q16-Q19)

Q16: what kind of students’ misbehaviour do you face in your classroom?

Type of student's misbehaviour	Talking when teacher is explaining	Using bad language	Using phones	All of them	A+B	Total
N	3	0	0	1	1	5
%	60%	0%	0%	20%	20%	100%

Table3.16: type of students’ misbehaviour.



Graph3.14: type of students’ misbehaviour.

We discover from this table that there are several types of misbehaviour that teachers face in their classrooms and disrupt the teaching and learning process. (60%) agreed that the problem

that they have faced in their classroom is talking when the teacher is explaining. However, (20%) of them answered that talking when the teacher is explaining and using bad language in the classroom are the problems that face him in the classroom. Similarly, (20%) reported that she face all of them in the classroom.

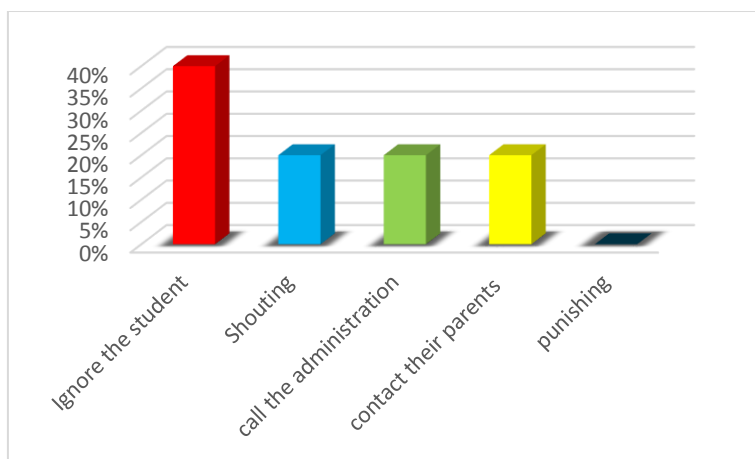
16.1 If, there is others mention them

Only one teacher who answered that in addition to this they also eat in the classroom and not listening when others speak.

Q17: From your experience in teaching, how can you behave and react when the students misbehave?

Option	Ignore the student	Shouting	call the administration	contact their parents	punishing	Total
N	2	1	1	1	0	5
%	40%	20%	20%	20%	0%	100%

Table3.17: teachers’ reaction toward students’ misbehaviour.



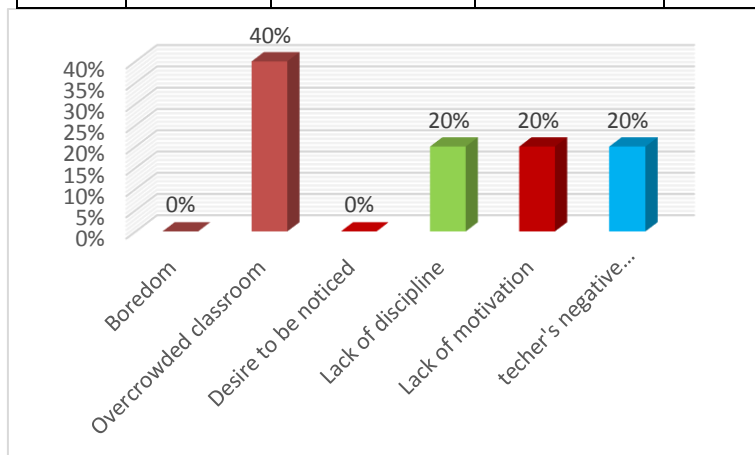
Graph3.15: teachers’ reaction toward students’ misbehaviour.

As the table shows, (40%) of teachers choose that ignore the student. Moreover,(20%) reported that they contact their parents. Similarly, (20%) of them call the administration. However, (20%) of teachers chose shouting.

Q18: In your opinion what leads to disruptive behaviour?

Table3.18: causes of classroom discipline problems.

causes	Boredom	Overcrowded classroom	Desire to be noticed	Lack of discipline	Lack of motivation	teacher's negative attitude	Total
N	0	2	0	1	1	1	5
%	0%	40%	0%	20%	20%	20%	100%



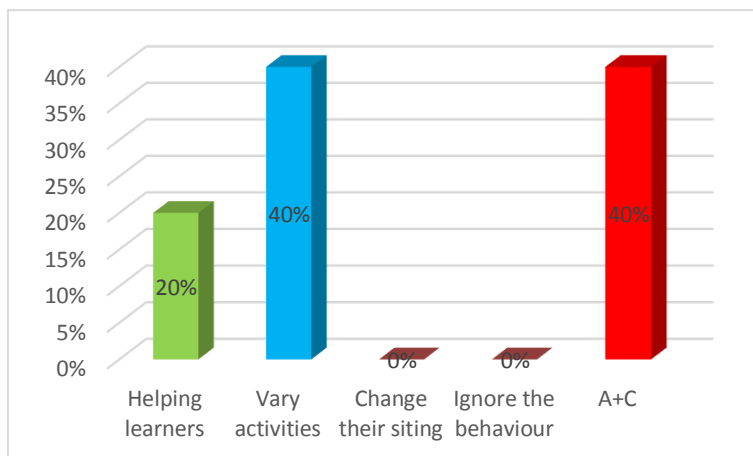
Graph3.16: causes of classroom discipline problems.

The percentage reveals that (40%) think that overcrowded classroom is the causes of disruptive behaviour. In addition, (20%) of teachers claimed that lack of discipline. Likewise, (20%) answered lack of motivation. Similarly, (20%) reported that discipline problems are because of teachers' negative attitude.

Q19: What are the other strategies that teachers use to reduce students' misbehaviour?

Table3.19: teachers' use of strategies to reduce problems.

Strategies	Helping learners	Vary activities	Change their sitting	Ignore the behaviour	A+C	Total
N	1	2	0	0	2	5
%	20%	40%	0%	0%	40%	100%



Graph3.17: teachers’ use of strategies to reduce problems.

We conclude from this table that teachers use several strategies to reduce students’ misbehaviour. We have noticed that (40%) reported that they vary activities in order to reduce problems. Equally, (20%) answered that helping learners and change their sitting are the strategy used to reduce discipline problems. However, (20%) claimed that helping learners.

3.1.4 Discussion of the analysis

The analysis of teachers’ questionnaire provides a great data about classroom management and discipline problems. Through our analysis, we have noticed that all teachers are complaining from students’ misbehaviour and most of them aim to achieve discipline in the classroom. The purpose of this questionnaire is to find out the ways and strategies that the teacher use in order to attain well-managed classroom and prevent discipline problems.

The teachers’ answer in the background information revealed that teachers’ females are out numbers than males. We have noticed that teachers’ age are differential from one to another as well as their teaching experience are differential. All of them like teaching thus; they are motivating in teaching in high school.

Concerning second section, which concerned with teachers’ perception toward classroom management. We ask them about the definition of classroom management, in which all the teachers explained this concept as the organization of the classroom to create a conducive learning environment. This result means that teachers have an idea about the term classroom

management. Therefore, in question 7, all teachers consider classroom management as an important element in teaching and from their answers in question 8; we deduce that classroom management is important because it helps them to reduce discipline problems, to create a conducive learning environment and to promote learning. This means that, if teachers neglect the importance of classroom management, pupils will suffer from many problems whereas, if the classroom is well-managed pupils will have the opportunity to learn. In question 9, 2 teachers point out that well preparation is the strategy used for them to create a positive learning environment, one of them uses with-it-ness. However, other teachers use overlapping to create a positive atmosphere. Two teachers use both overlapping and well preparation as a strategy. We deduce that teachers use different strategies and methods in order to create a positive classroom environment. When we ask teachers this question 10, if their students have the responsibility toward managing the classroom. 3 of them said “yes” and 2 of them said “no” their students do not have the responsibility in managing the classroom. Through question 11, we explicitly state that all teachers agreed that they must present rules and procedures at the beginning of the academic year. This result reflects the awareness of teachers to present rules and procedures because of its importance also, it helps them to impose themselves as a leadership in the classroom. In question 13, most of teachers (3) described that they have a good relationship with their students and 2 teachers described their relationship as very good. Concerning question 14, most of teachers (3) think that the physical environment of the classroom has an impact on students learning. When we ask teachers this question 15, if they time their activities all of them answer yes. So we deduce that time management is very important in managing the classroom.

Concerning the third section, which is about teachers' perception toward classroom discipline problems, teachers denote through question 16, some disruptive behaviour that have in their classrooms: talking when the teacher is explaining, using bad language, using phones and do not listen to each other. From answers in question 17, teachers talk about their behaviour toward

students' misbehaviour. 2 of them said they ignore the students, and one teacher said she calls the administration whereas the other one said she contact their parents, and one teacher just shouting. When we ask teachers about the causes that leads students to misbehave, 2 of them considered that overcrowded classroom is the cause of students' misbehaviour. Also, one of the teachers has chosen lack of discipline. In addition, other teacher point out that lack of motivation is the main cause however; other teacher considered that causes of students' misbehaviour refers to teachers' negative attitude. In the last question, teachers give the main strategies and possible solution that use to reduce students' misbehaviour, 2 teachers said vary activities is the solution that can help in reducing students' misbehaviour. Also, 2 teachers choose both helping learner sand change their sitting. One teacher choose helping learners.

3.2. Pupils' Questionnaire

3.2.1 The aim of the questionnaire

This questionnaire was given to 39 first year secondary pupils of Hamimi Saidi High school in Bouchagroun. This questionnaire was designed in English and Arabic in order to help students understand it. The purpose of students' questionnaire was to explore their behaviour in the classroom and to identify the reasons behind their misbehaviour.

3.2.2. Description of pupils' questionnaire

Pupils' questionnaire consists of eighteen (18) questions. The questionnaire was a combination of closed questions and open-ended questions. Closed questions require the pupils to tick up the right answers according to yes-no responses or one of the suggested options. Whereas open-ended questions require them to give their justification.

Along with the design of the present questionnaire three section were proposed to our respondents. Each section was designed to collect data about one aspect of our study. Section one was about pupils 'general information and it consists five questions (from question 1 to 5) for getting data about personal information (gender, age, and their level in English ...); the second part was about pupils' perception toward classroom management. Seven questions are contained

in this part (from question 6 to 12), and the purpose is to obtain data about the physical environment of the classroom (question 6 and 12), and the kind of relationship with their teacher (question7). Also the teachers' use of rules and procedures, and if they were part of this rules (from question8 to 10), also about students sitting (question11). The third part was about pupils' perception toward discipline problems six questions are in this part. The purpose is to get data about the reasons behind of students' misbehaviour (question 15), types of misbehaviour (question17), and how their teacher deal with that misbehaviour (question18).

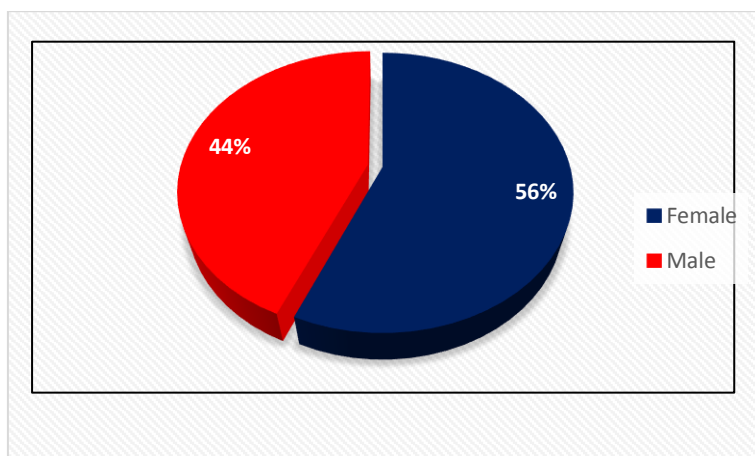
3.2.3 Analysis of pupils' questionnaire

Section one : General Information :

Q1: what is your gender?

Gender	N	%
Female	22	56%
Male	17	44%
Total	39	100%

Table3.20: pupils' gender



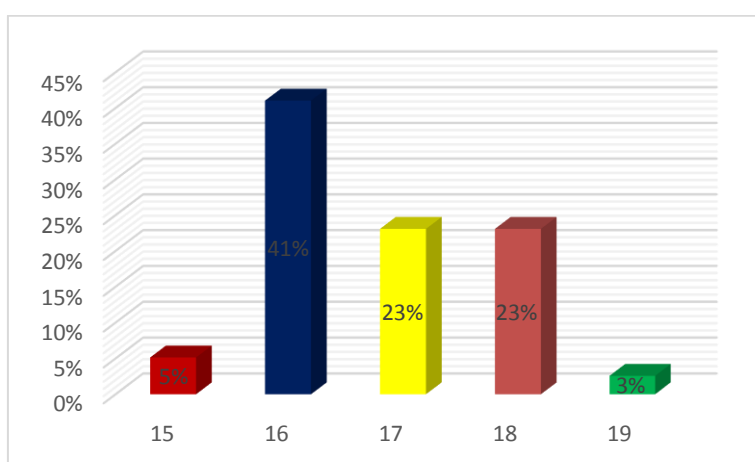
Graph3.18: pupils' gender

This question demonstrates the pupils' gender. It provides the number of females and males, as well as the percentage. As the table presents that, the number of females is 22 (56%) and the number of males is 17(44%). This demonstrates that females are the prevailing category in first year.

Q2: How old are you?

Age	N	%
15	2	5%
16	16	41%
17	9	23%
18	9	23%
19	1	3%
Total	39	100%

Table3.21: pupils' age



Graph3.19: pupils' age

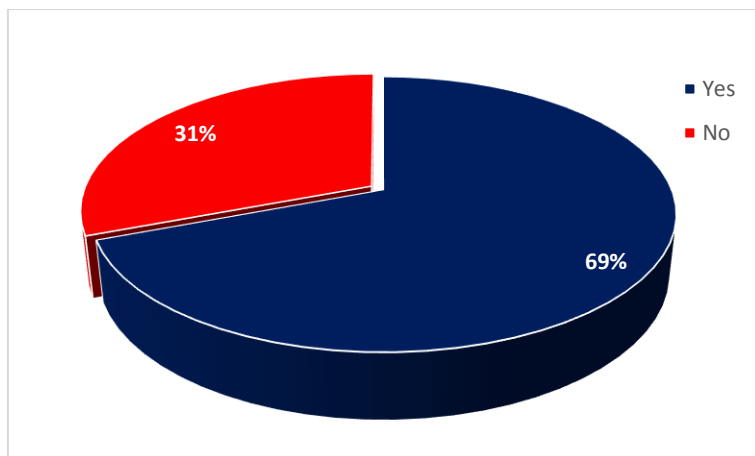
This graph demonstrates the pupils' age, throughout this table, we notice that 41% of pupils are 16 old years. Moreover, 23% reported that their age is 17 old years. Similarly, 23% answered 18 old years. In addition, 5% of our respondents reported that their age is 15 old years. Whereas, 3% answered 19 old years. As a result, we may say that there is a variation in pupils' age.

Q3: Do you like English?

Option	N	%
Yes	27	69%

No	12	31%
Total	39	100%

Table3.22: pupils' perception toward English subject



Graph3.20: pupils' perception toward English subject.

This question sought to identify the pupils' perception toward learning English language.

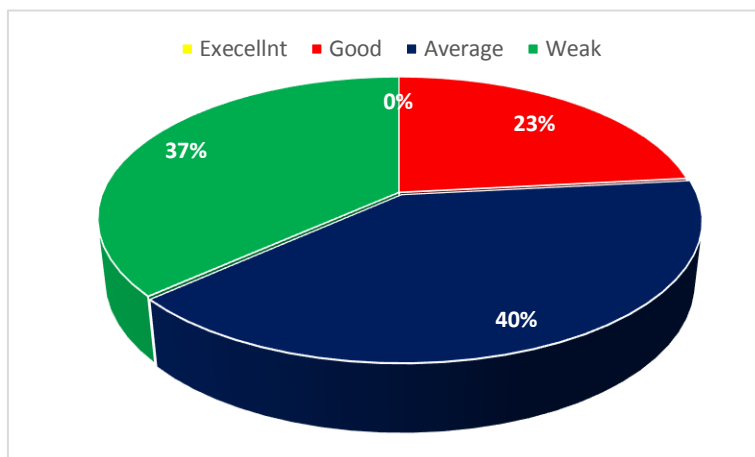
Through this table we notice that (69%) of pupils say that they like English. However, (31%) of them they do not. This reveals that most pupils' are interested in learning English language.

Q4: How do you consider your level in English?

Pupils' level	N	%
Excellent	0	0
Good	7	18%
Average	12	31%
Weak	11	28%
Total	39	100%

Table23: pupils' level in English

Table 3.23: pupils' level in English.



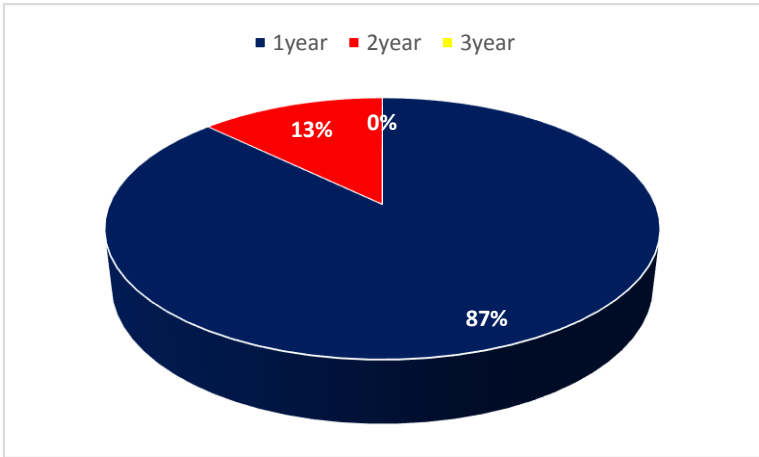
Graph3.21: pupils' level in English

This table shows that (31%) of pupils consider their level in English as average, and only (18%) of them reported that their level is good. However, (28%) claimed that their level is weak and none of the pupils (0%) is excellent in English.

Q5: How long have you been studying in high school?

years of study	N	%
1year	34	87%
2year	5	13%
3year	0	0%
Total	39	100%

Table3.24: years of study in high school



Graph3.22: years of study in high school

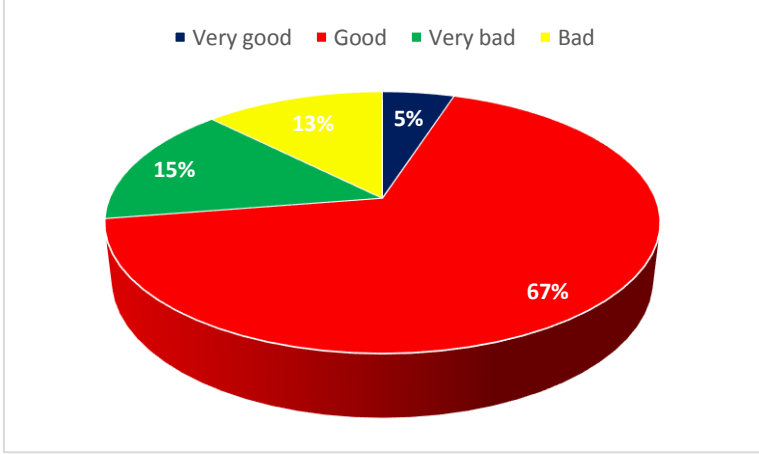
Through this table, we can notice that five students (13%) claimed that they have been studying in high school for 2years.Moerover, (87%) of the pupils reported that they have been study in high school for the first time.

Section Two: Pupils’ Perception toward Classroom Management

Q6.How do you describe the atmosphere in the classroom?

Option	N	%
Very good	2	5%
Good	27	69%
Very bad	6	15%
Bad	5	13%
Total	39	100%

Table3.25: pupils’ perception about the atmosphere of the classroom



Graph23: pupils' views about the atmosphere in the classroom

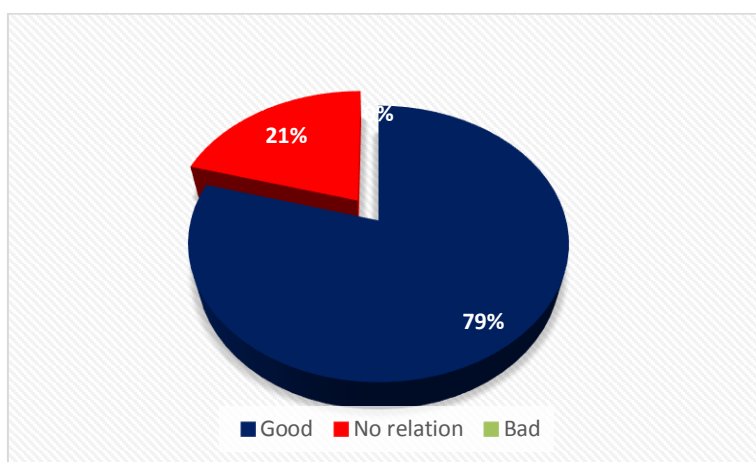
This table demonstrates that (67%) of students describe the atmosphere in the classroom as good and (15%) of them said that it is very bad. Also (13%) of the pupils choose that it is bad. Only two pupils described as very good.

Q7: How is the relation with your teacher?

Table3.26: pupils' views about the relationship with their teacher

Kind of Relationship	N	%
Good	31	79%
No relation	8	21%
Bad	0	0%
Total	39	100%

Table 3.26: pupils' view about the relationship with their teacher



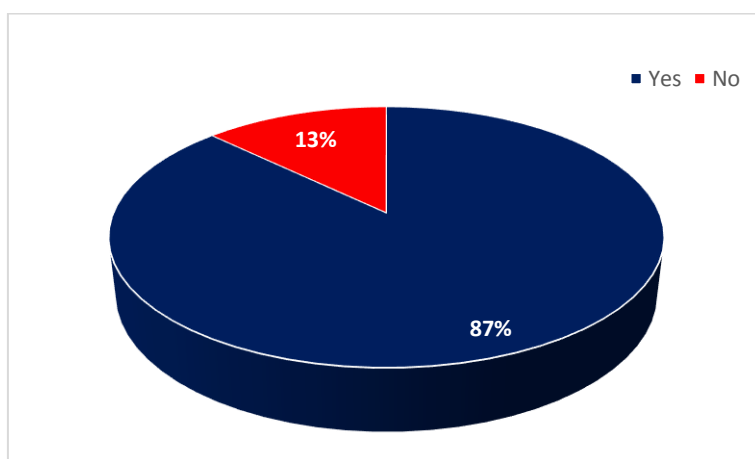
Graph24: pupils' views about the relationship with their teacher

The above table demonstrates that (79%) of the pupils said that their relationship with their teacher is good and (21%) reported that they have no relationship with their teacher. None of them says bad relation.

Q8: Does your teacher present to you some rules at the beginning of the year?

Option	N	%
Yes	34	87%
No	5	13%
Total	39	100%

Table3.27: pupils' views about teacher presenting the rules at the beginning of year

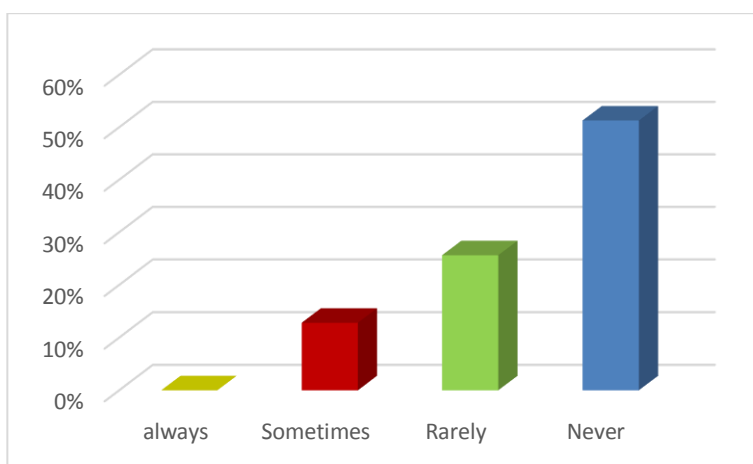


Graph3.25: pupils' perception about teacher presenting the rules at the beginning of the year Referring back to the above rates, the majority of pupils (87%) asserted that their teacher has presented rules and procedures at the beginning of the academic year. Only few of them (13%) says no.

Q9: Do you participate with your teacher in putting rules for the classroom management?

Frequency	N	%
always	0	0%
Sometimes	5	13%
Rarely	10	26%
Never	20	51%
Total	39	100%

Table3.28: pupils’ participation with teacher in putting rules



Graph3.26: pupils’ participation with the teacher in putting rules

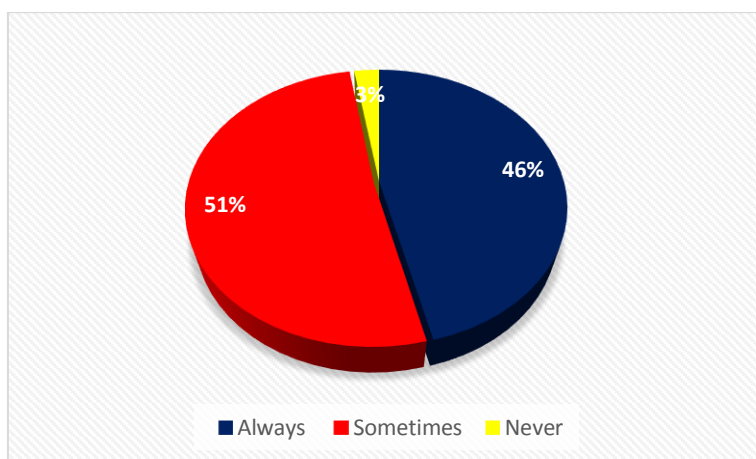
This question regards the frequency of pupils’ participation with their teacher in putting rules for the classroom. The rates shows that only (26%) of our respondents reported that they rarely negotiate with their teacher. However, (51%) of pupils confirmed that they never participate with the teacher, also few of them we questioned (13%) claimed that they sometimes participate with their teacher. At last, none of them says always.

Q10: Do you respect the teachers’ rule?

Frequency	N	%
Always	18	46%
Sometimes	20	51%
Never	1	3%
Total	39	100%

Table29: Frequency of respecting the teachers' rules

Table3.29: frequency of respecting the teachers' rules



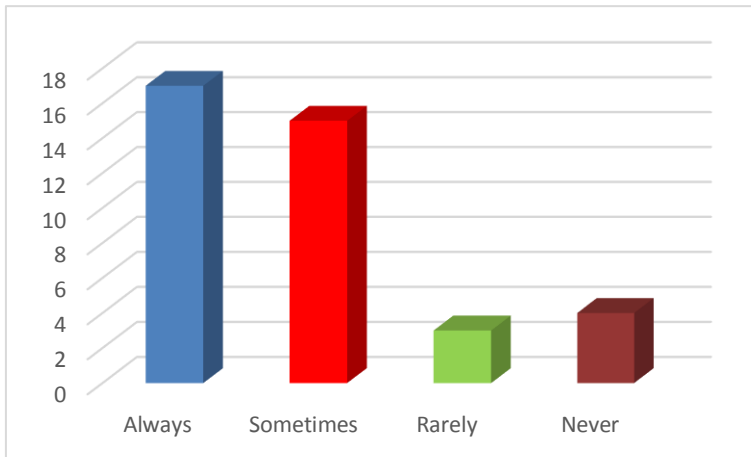
Graph3.27: frequency of respecting the teachers' rules

This question identified the frequency of respecting the teachers' rules. According to the rates, (46%) of the pupils claimed that they always respect the teachers' rules. Additionally, the majority of respondents (51%) reported that they sometimes respect the teachers' rules. However, (3%) claimed that they never respect the teachers' rule.

Q11: Does your teacher arrange your sitting in the classroom?

Frequency	N	%
Always	17	44%
Sometimes	15	38%
Rarely	3	8%
Never	4	10%
Total	39	100%

Table3.30: pupils' view about teachers' arrangement of the sitting



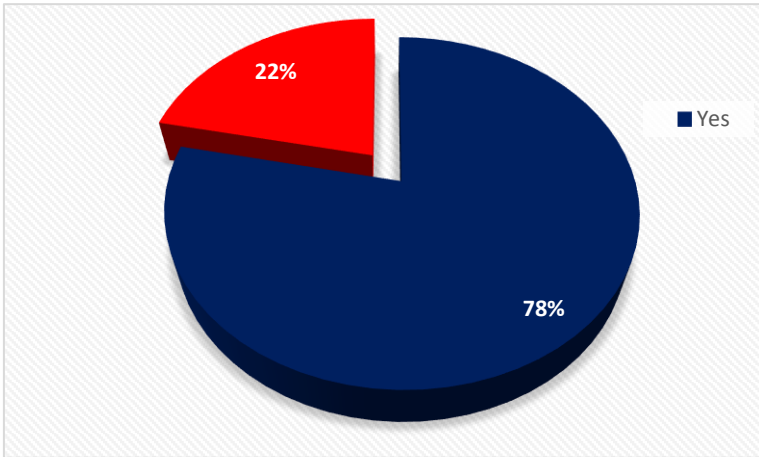
Graph3.28: pupils’ view about teachers’ arrangement of the sitting

As the rates shows, the majority of the respondents we questioned (38%) claimed that their teacher sometimes arranges their sitting. However, (44%) of pupils reported that their teacher always arranges their sitting. Also (8%) of them says that rarely the teacher arrange the sitting in the classroom. However, (10%) of them reported the teacher never arrange their sitting in the classroom.

Q12: Do you think that the classroom environment influence your level of learning?

Option	N	%
Yes	29	74%
No	8	21%
Total	39	100%

Table3.31: pupils’ perception toward the classroom environment



Graph3.29: pupils’ perception toward the classroom environment

Referring back to the above rates. The majority of our respondents (78%) asserted that the classroom environment has an influence on their level of learning. Only (22%) of them reported that the classroom environment has no effect on their learning environment.

12.1. If yes, please explain how?

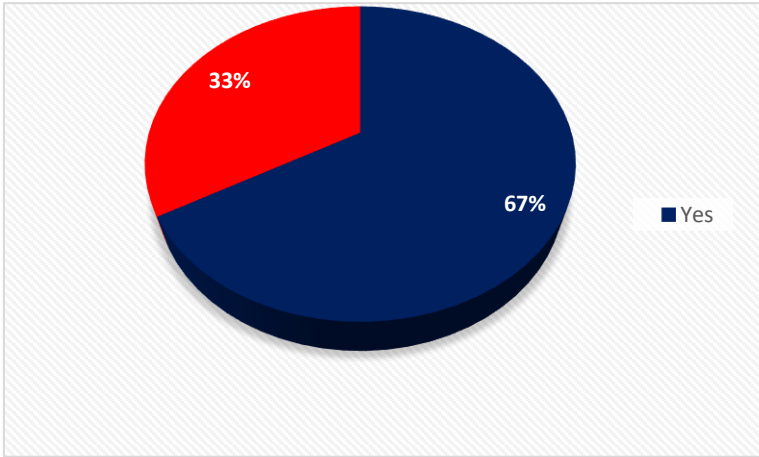
This sub-question was asked to understand the influence of classroom environment on the students’ learning. It is important to note that 10 respondent had not inserted any explanation, and left the question as a blank. However, 20 of the students justify their answers by saying that when the classroom is noisy we cannot concentrate and one of them answered that when there is calm, organization and authority from the teacher in the environment thus will create a positive environment as a result we will have better results.

Section three: Pupils’ Perception toward Discipline Problems

Q13: Do you understand your teachers’ explanation?

Option	N	%
Yes	26	67%
No	13	33%
Total	39	100%

Table 3.32: pupils’ understanding the teachers’ explanation



Graph3.30: pupils’ understanding the teachers’ explanation

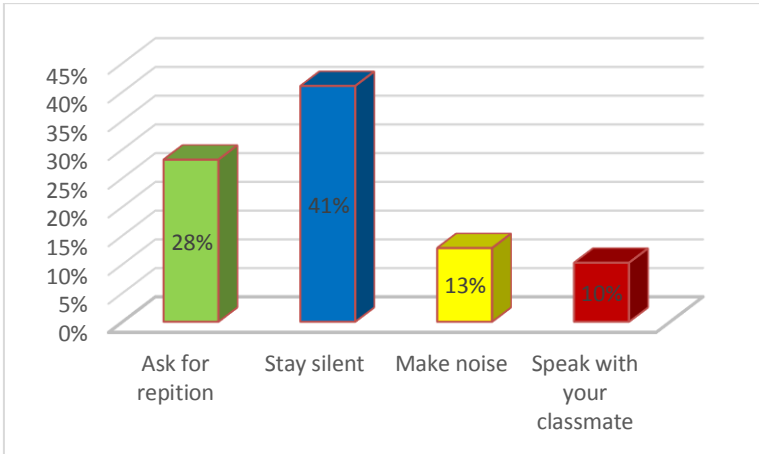
From the table below, we deduce that most of pupils, (67%) understand the teachers’ explanation.

While, (33%) said that they do not understand the teachers’ explanation.

Q14: What are your reaction when you misunderstand the teacher?

pupils' reaction	N	%
Ask for repetition	11	28%
Stay silent	16	41%
Make noise	5	13%
Speak with your classmate	4	10%
Total	39	100%

Table3.33: pupils’ reaction when they misunderstood the teacher



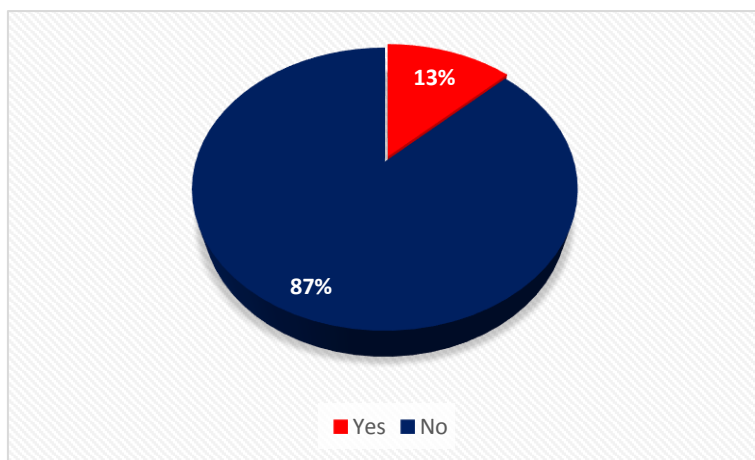
Graph3.31: pupils’ reaction when they misunderstood the teacher

This question seeks to identify pupils' reaction when they misunderstood the teacher. The majority of them (41%) answered that they stay silent. Moreover, (28%) of them reported that they ask for repetition. Whereas, (13%) of pupils' say that, when they misunderstood the teacher, they start making noise. However, (10%) of them speak with their classmate.

Q15: Are you one of the students who are making noise in the classroom?

Option	N	%
Yes	5	13%
No	34	84%
Total	39	100%

Table3.34: noisy students.



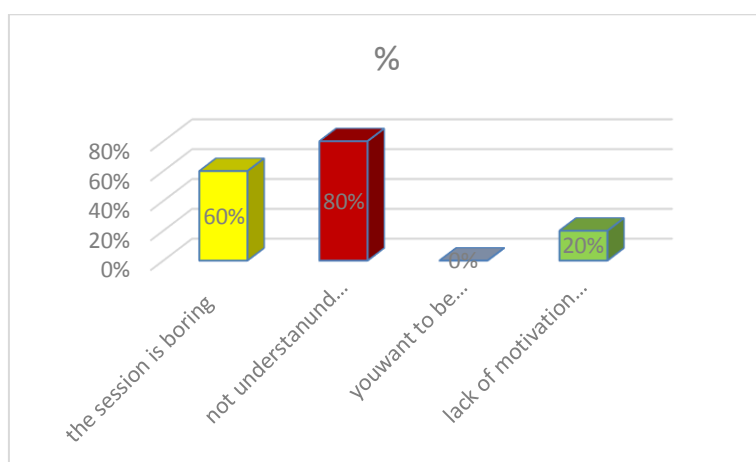
Graph3.32: noisy students

The table denotes that the majority of our respondents (87%) claimed that they do not make noise in the classroom. Only (13%) of them reported that they are noisy pupils.

15.1. If yes because of:

causes	N	%
the session is boring	3/5	60%
not understand the teachers' explanation	4/5	80%
You want to be noticed	0	0%
lack of motivation from the teacher	1/5	20%

Table3.35: causes of student's' misbehaviour



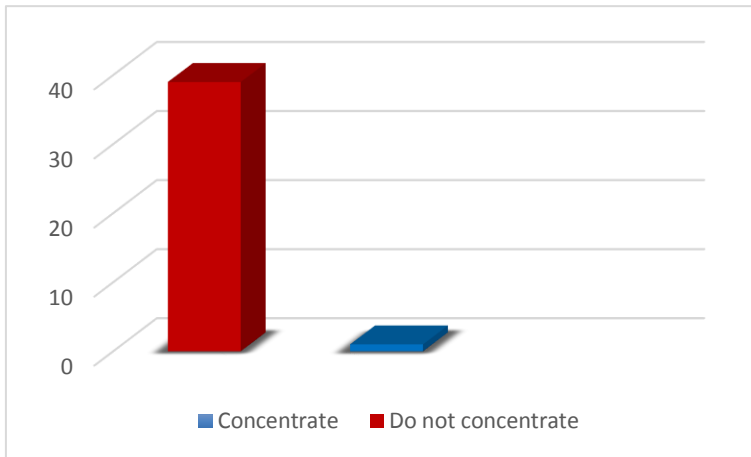
Graph3.33: causes of students' misbehaviour

From the table above, we can deduce that students are making noise due to several reason. First, most of them (80%) reported that because of they did not understand the teachers' explanation. However, (60%) says that the session is boring. Moreover, (20%) claimed that the lack of motivation is leads to misbehaviour.

Q16: When the class is noisy, you can

Option	N	%
Concentrate	0	0%
Do not concentrate	39	100%
Total	39	100%

Table3.36: pupils' views toward noisy classroom



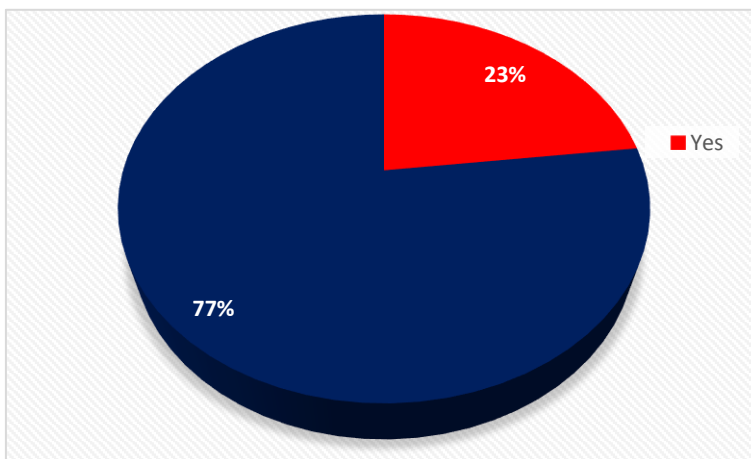
Graph3.34: pupils' views toward noisy classroom

Regarding the rates, all the respondents (100%) strongly agreed that they could not concentrate when the classroom is noisy.

Q17: Have you faced any problem with your teacher?

Option	N	%
Yes	9	23%
No	30	77%
total	39	100%

Table3.37: problems with teachers.



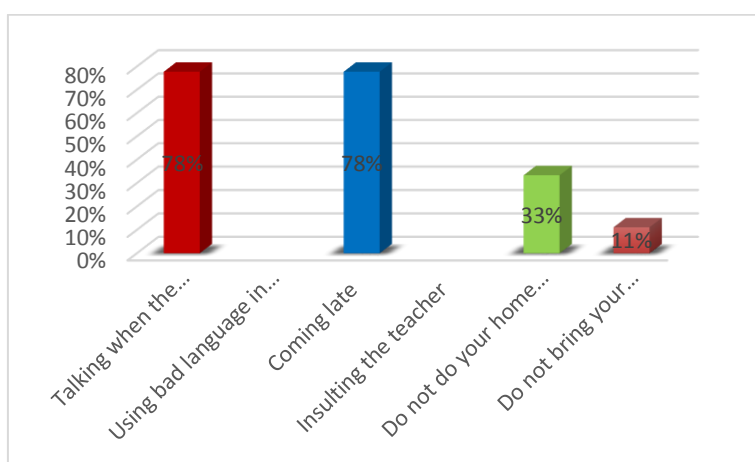
Graph3.35: problems with teachers

This question required to identify whether our respondents have faced any problem with their teacher, or not. The majority of respondents (23%) reported that they do not face any kind of problem. However, only few of them (77%) reported they have faced problem with the teacher.

17.1. If yes because:

causes	N	%
Talking when the teacher is explaining	7/9	78%
Using bad language in the classroom	/	/
Coming late	7/9	78%
Insulting the teacher	/	/
Do not do your home work	3/9	33%
Do not bring your copybook	1/9	11%

Table3.38: causes of problem with the teacher



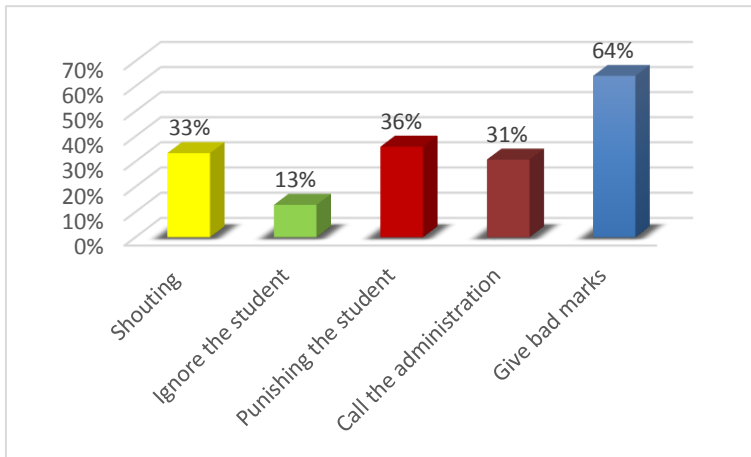
Graph3.36: causes of problem with the teacher

The table presents that causes of problems that students face with the teacher. Referring back to the presented rates. The percentage revealed that (78%) said both talking when the teacher is explaining or coming late. In addition, (33%) claimed that, they face problem with the teacher because they did not do their homework. However, some of them (11%) reported that because they did not bring their copybook.

Q18: How does your teacher deal with that misbehaviour?

Strategies	Shouting	Ignore the students	Punishing the students	Call the administration	Give bad marks
N	13/39	5/39	14/39	12/39	25/39
%	33%	13%	36%	31%	64%

Table3.39: teachers' dealing with the students' misbehaviour



Graph3.37: teachers' dealing with the students' misbehaviour

This question sought to identify the strategies that teachers use to deal with students' misbehaviour. The answers were varied, starting with the highest rate, (64%) of the respondents says that their teacher deal with the misbehaviour by giving them bad marks. Moreover, (36%) revealed that their teachers punishes the students who are making noise. Furthermore, (33%) of pupils reported that their teachers just shouting on them. Whereas, some of them (31%) call the administration. Additionally, (13%) says that their teacher ignore the students who are making noise.

18.1If others mention them

This question sought to identify other strategies that teachers use in dealing with students' misbehaviour. Only 5 pupils who answered the question whereas the others (34) did not and left it as blank. 2 pupils reported that the teacher make the noisy students leave the classroom and call their parents. Similarly, 2 of them said that their teacher threatening them many times and if they do not stop, the teacher will write a report.

3.2.4 Discussion of the analysis

The analysis of pupils' questionnaire provides data about classroom management and their assumption toward classroom discipline problems. Through background information, we noticed that pupils female are more than males. Also variation in their ages. Most of pupils (12) said that their level in English is average. 7 of them consider their level as good and 28% of them their level is weak.

Section two, concerned with pupils' perception toward classroom management. In question6, we ask them to describe the atmosphere in the classroom in which most of them (27) answered that it is a good. However, 6 of them said, it is very good and few of them described as bad atmosphere. In addition, through question7, the majority of them (31) answered that they have a good relationship with their teacher. In addition, few of them said they have no relationship with their teacher. From question8, we deduce that all teachers present rules and procedures at the beginning of the year. Through question9, we observe that most of them said that they never participate with their teacher in putting rules, and others say rarely. Question10, 20 pupils declared that, they sometimes respect the teachers' rules and few of them reported that they always respect their teachers' rules and only one who never respect the teachers' rules. In question11, 17 pupils' claimed that their teacher always arrange the sitting in the classroom, and 15 of them said that sometimes. Few of them said never, and only 3 of them said rarely. When we ask them if the classroom environment influence their level of learning, most of them said yes. Whereas, the rest of them said no it has no effect.

Section three; it used to seek the pupils' perception toward classroom discipline problems. Through question13, the majority of them answered that they understand the teachers' explanation. Whereas, few of them they do not understand. Question14 revealed that most of students stay silent when they misunderstood the teacher and others ask for repetition. However, few of them reported that they start making noise, and others speak with their classmates. In question15, we ask them about the causes that leads them to make noise. Most of them said

because of they do not understand the teachers' explanation. Moreover, others stated that because they feel that the session is boring. Moreover, few of them belong it to the lack of motivation from the teacher. In question16, we ask them if they can concentrate in a noisy classroom. All of them answered no, they cannot. Moreover, question17, presents the causes of problems with the teacher, most of them said that both talking when the teacher is explaining and using bad language in the classroom. Whereas, 33% of them stated that because they did not do their homework. However, 11% reported that, they did not bring their copybook. The last question shows some strategies that teachers use to deal with students' misbehaviour, then, pupils' answers show that teachers sometimes punish students, while 33% of teachers shouting. Moreover, teachers sometimes prefer to call the administration to deal with those students. Finally, 13% of pupils' stated that most of teachers ignore the behaviour.

3.3. Classroom Observation

3.3.1. The Aim of classroom observation

The classroom observation conducted with classes of first year at Hamimi Saidi Secondary School. In order to investigate the students' misbehaviour in the classroom and examine how the teacher deals with them. Also, it aims to observe how teachers manage their classes in order to reduce discipline problems and have a successful learning environment.

3.3.2. Description of classroom observation

The classroom observation has done with classes of first year at Hamimi Saidi Secondary School for one week and about eight sessions four session for each. We did not use any recording or filming devices; instead, we relied personally on observation work sheet and by taking notes through observing the teachers' and the learners' behaviour in the classroom and the physical environment as well.

In terms of general description, the classroom observation work sheet consists of two sections: section one about classroom management. In this part, we attempt to concentrate on the physical environment of the classroom and on students sitting and the relation between teacher and students, and which strategies the teacher use to reduce problems. However, in part two, which

is about discipline problems, we draw attention on students' misbehaviour in the classroom. Moreover, how the teacher reacts to these misbehaviours.

Section one: Classroom Management. It consists of nine elements as following:

- The physical learning environment.
- Classroom organization and management.
- Number of students in the class.
- Students' engagement in the lesson.
- Teacher and students relationship.
- Teachers' use of rules and procedures.
- Time on task
- Teachers' skills.

Section two: Discipline Problems. It consists two elements, which are:

- Students' misbehaviour.
- Teachers' dealing with the misbehaviour.
- Other notes.

3.3.3. Analysis of Classroom Observation

3.3.3.1. Group 01

- ❖ **The physical learning environment:** During our observation, we focus on some aspects of the physical setting including room arrangement, seating, space and furniture. From my observation notes of the classroom, we notice that the classroom was acceptable for the learning process because of its good organization and management. It was clean, decorated with pictures of English proverbs, the classroom was clean, well organized, decorated with pictures; the furniture is placed in a good manner. It was a good atmosphere for the learning environment and pupils can feel comfortable and ready for the learning process.
- ❖ **Classroom organization and management:** when the teacher enters the classroom, she starts managing the students 'setting by changing the students sitting and this process take time for the teacher because there are some students who refuse to change their sitting at the

beginning. In general, the seating arrangement of students were organized in the classroom, but because of the fewer number of students, there were some tables at the end of the classroom were not organized.

- ❖ **Number of students in class:** the number of students was about 26 pupils, it was not a huge number in the classroom and the teacher can work on this number.
- ❖ **Students' engagement in the lesson:** we have witnessed that some students were engaged in the lesson, and they are participating. Because of the teacher's explanation were clear, and the language as well was simple and comprehensible to everyone.
- ❖ **Teacher and student relationship:** from the interaction, it seems that there is a good relationship between the teacher and the students. Since the teacher, know the majority of students' name. Moreover, students feel comfortable and talk freely with their teacher.
- ❖ **Teachers' use of rules and procedures:** we have observed that the teacher reminds them from time to time with the usual rules. Such as "listen when someone else is talking", "bring your book with you", "try to be on time", "when you speak raise your hand". Moreover, concerning procedures, which are simply the ways of getting things done in the classroom; such as dispensing and collecting homework, pass to the restroom, getting into or exiting the classroom. Because we have noticed that, some students arrive late but the teacher did not interfere. In summation, we have witnessed all that, but not in a serious way, and the teacher did not present too much importance to rules and procedures.
- ❖ **Time on Task:** when the teacher hands them an activity to do, they do it in groups because not all the students possess the book. When she finishes explaining the example, she directly asks them to open the book, go to that specific page, and do the activity. Moreover, she did not give them time on task. They start talking to each other and make noise. Because some of them did not understand the instruction and even the activity as well.

- ❖ **Teachers' skills:** the teacher uses overlapping which means she was explaining the lesson and at the same time, she is controlling the classroom, and from time to time call some students' name who is making noise to get their attention. In addition, she seems that her lesson is prepared well.
- ❖ **Students' misbehaviour:** there were some noise in the classroom, especially when they start working in groups. First, they make noise because of the books, they do not have. In addition, some of them were just talking and laughing instead of working on the task, and others moving around between the groups without even permission. Besides some of them were talking without the teacher permission.
- ❖ **Teachers' dealing with the misbehaviour:** the teacher was shouting all the time, but they did not stop talking. She changes some noisy students from their places, and she continues her lesson. What I noticed for this teacher is that, she is ignoring the student misbehaviour all the time and did not care about it.
- ❖ **Other notes:** the lesson was about cause/effect. It was a little difficult for them to understand it. However, the teacher tries to facilitate it for them by repeating the explanation many times and give them examples. Consequently, some students were interested and motivated, and the teacher has noticed that and she asks them questions to test their understanding. Another thing that we have noticed which is students really were participating, but they were participating in Arabic and the teacher did not say anything about that. Only few pupils bring the textbook and follow with the teacher.

3.3.3.2. Group2

- ❖ **The physical learning environment:** this classroom was not organized at all and not appropriate for learning because it was not clean, for instance, there were sheet of papers everywhere and tables were not organized in a good manner also the room contained some useless furniture. In addition, there is a lot of noise.

- ❖ **Classroom organization and management:** when we are going to this classroom, we found all the students out of the classroom in the corridor and the teacher takes time entering them to the class. The classroom was not organized no one in his place. Tables are disorganized, and some students put their tables together, there is no space for the teacher to move.
- ❖ **Number of students in class:** the supposed number of students in this class was 39, and the teacher cannot work with this huge number. it was overcrowded classroom
- ❖ **Students' engagement in the lesson:** during all the session, students looked unmotivated, they make noise and they are just passive, they did not take notes or participate. Just few of them and they were girls who really were with the teacher and want to understand. In addition, the teacher tried to engage students with him in the lesson by asking them questions but in fact, they were not interested at all.
- ❖ **Teacher and student relationship:** the teacher appeared familiar with their students, she discussed with them personal issues. Moreover, this relation leads to the disrespect of the teacher. In addition, she loses the authority over the classroom. She was friendly with them but they think that she is one of their friends.
- ❖ **Teachers' use of rules and procedures:** the teacher did not use any rules with them even reminded them.
- ❖ **Time on Task:** she did not give them any activity. In that class, the teacher did not use time-on-task. When she gives them a task to do, directly starts answers with students who are really concentrating with her and they are seating in the front.
- ❖ **Teachers' skills:** the teacher uses with-it-ness and overlapping as skills to reduce discipline Problems teachers use a variety of strategies for the four sessions. She was aware to everything that happen in the classroom also she dealt with more than situation at the same time. In addition, the teacher used to involve pupils all the time and get their attention but even though they still making noise.

- ❖ **Students' misbehaviour:** as mentioned above, this classroom was noisy and students were making noise all the time. We have observed many disruptive behaviours such as ; talking to each other when the teachers explaining, throwing each other with papers or whatever they have, eating in the classroom looking from the windows, using cell- phones, one was sleeping all the session and other send messages in small papers. Others they were drawing in the wall instead of writing the lesson. Some students were bullying each other using bad expression. They were even laughing at the teachers talk. They were disrespectful students. In addition, do not appreciate the teachers' effort and ignore the English subject.
- ❖ **Teachers' dealing with the misbehaviour:** when the misbehaviour occurs, the teacher continued the explanation and ignoring all students' misbehaviours.
- ❖ **Other notes:** the majority of this classroom students were repeated classes, some students study other subjects during English session.

3.3.4. Discussion of the analysis

The observation analysis revealed that most classes face problems and teachers always struggling in maintaining discipline in the classroom. As it was observed, teachers made more efforts to maintain discipline in the classroom. Moreover, they tried to use some strategies to prevent problems in the classroom, for instance with-it-ness, overlapping, smoothness and momentum are used in the classroom as a preventative strategies. In addition, we observe that, the problem of overcrowded classroom really disturb the teachers' performance and affect the process of teaching. Moreover, teachers confirm that the atmosphere of large size does not feet the process of teaching.

From observations, we find that the session of English language is contains a lot of noise because pupils are not interested in English subject may be because of the lack of motivation from the teacher, or the poor managed classroom. We believe that managing student's behaviour help teachers reducing classroom discipline problems, make the teacher work easier and pupils' achievement will increase. Another point that we have noticed during these sessions is that the

teacher did not time activities and theses give students the opportunity to talk to each other instead of doing their task, in addition, the teacher did not control them and move around to check their works.

Conclusion

The present chapter has discussed the fieldwork of the present study it is concerned with getting data about teachers and pupils' perception toward classroom management and discipline problems. The current chapter, attempted to confirm the research hypothesis that were suggested. Finally, it can be concluded that the chapter reported positive results. Therefore, we can say that our hypothesis is proved because discipline problems affect negatively the teaching process that is why teachers should prevent this problems and managing students' behaviour is one way for preventing classroom discipline problem.

General Conclusion

Classroom management and discipline problems are the most issues that have been discussed by many researchers because of their great importance. Our study investigates whether managing students' behaviour can help in reducing classroom discipline problems. The aim of this present study is to investigate whether managing students' behaviour and maintaining discipline in the classroom can help teachers in reducing classroom discipline problems and creating a conducive learning environment. Moreover, we intend to know how teachers manage their classrooms to have positive learning environment to motivate pupils and make them learn better.

Our research consists of three chapters: the first one is about managing students' behaviour in which we have presented a general overview about classroom management, its importance and types of classroom management styles. Besides, talks about the skills for creating successful classroom and about the relationship between teacher and students at the end we differentiate between the term classroom management and classroom discipline. Whereas the second one is about classroom discipline problems, we have defined some concept; discipline, students' misbehaviour. Moreover, we spot the light on the main causes of classroom discipline problems and the solutions used by teachers to maintain discipline in the classroom and prevent disruptive behaviour. While the last chapter is for the fieldwork in order to confirm our hypothesis and to get the required results. We have designed two questionnaires for both teachers and pupils in addition to the classroom observation. The findings reveal that preventing classroom discipline problems depends on managing the students' behaviour that is not an easy task to do. It can achieve through establishing a good relationship with pupils. Moreover, presenting the rules, procedures and emphasis on their importance for a positive teaching-learning process. Besides the arrangement of the setting in the classroom and the management of the learning activities will also help in managing the students' behaviour thus will create a positive environment without any disruptive behaviours. By this, we can say that our hypothesis is confirmed; if teachers manage their students' behaviour, they will prevent pupils' misbehaviour in the classroom.

At the end, we wish hopefully that the recommendations implied in our dissertation could be useful and helpful for both teachers and pupils in order to maintain discipline in the classroom and prevent discipline problems.

Recommendations

In the light of the obtained data, we have proposed the following recommendations for creating a well-managed classroom without disruptive behaviours:

For teachers:

- ❖ Teachers should give importance to classroom management and have some background knowledge about its principles, elements and importance.
- ❖ Teachers should show interest for all students and do not differentiate between them.
- ❖ Teachers should discuss with students and engage them in the process of making rules and procedures.
- ❖ Establishing a good relationship with students is very important for teachers to deal with students.
- ❖ Teachers should encourage students to speak in English and not use the mother tongue. It is important to expose them from time to time to authentic material to develop vocabulary.
- ❖ Teachers should show his authority in the classroom because he is the only leader and guider in the classroom.
- ❖ Teachers are required to be creative in order to provide motivating and challenging learning environment.
- ❖ Encourage learners to learn English.
- ❖ Teachers should use different teaching strategies to motivate students to learn and not get bored. Moreover, to break the classroom routines and make the change.
- ❖ Teachers should keep an eye on noisy pupils. So that they do not interrupt the learning process.
- ❖ Teachers should control and monitor students when working in groups.

- ❖ Teachers should make transitions between activities rapidly without having free time because it leads to misbehaviour.

For pupils:

- ❖ Pupils should be aware of the classroom rules and procedures in order to know their rights and duties and to have discipline in the classroom.
- ❖ Pupils should have responsibility toward managing the classroom. In other word, help teachers to create a positive learning environment.

REFERENCES

Balli, J. S. (2009). *Difference in the Classroom Strategies that Connect with Student*. USA: Rowman and Little field Education.

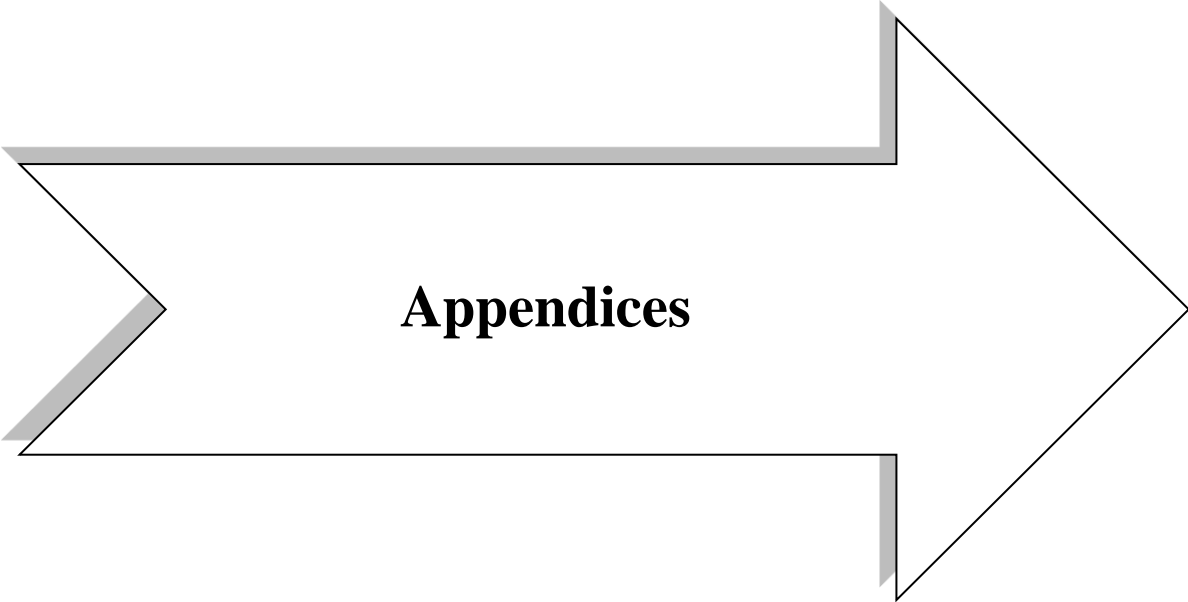
- Boulala, A. (2013). *The Effect of Classroom Management on Pupils' Achievement in Learning English as a Foreign Language* (Master's thesis).
- Cangelosi, J. S. (2012). *Classroom management strategies: Gaining and maintaining students' cooperation* (7th Ed.). USA: WILEY.
- Casas, M. (2011). *Enhancing student learning in middle school*. New York: Routledge.
- (Unknown author), (n.d.). Classroom Management and Discipline, Retrieved February 18, 2017, from <http://www.elearnportal.com/courses/education/classroom-management-and-discipline/classroom-management-and-discipline-discipline-theorists-part-two>
- Deborah, J. (2011, July 11). Building parent-teacher relationships in preschool. Retrieved from www.teachpreschool.org/2011/07/11/building-parent-teacher-relationships/
- Dunbar, C. (2004). *Best Practice in Classroom Management*. Michigan State University.
- Fontana, D. (1994). *Managing Classroom Behaviour* (2nd Ed.). London: Routledge.
- Garrett, T. (2014). *Effective classroom management: The essentials*.
- Glossar, W. (2002). Classroom management: dealing with discipline problems. *Quality Educational Programs, Inc, 2*.
- Harmer, J. (2001). *The practice of English language teaching*. Pearson, England: Pearson Longman.
- Harmer, J. (2007). *How to teach English*. Harlow: Pearson Longman.
- Helping Students Become Independent Learners. (2008). Retrieved from <https://iris.peabody.vanderbilt.edu/module/sr/>
- Jim, W., & Frei, S. (2007). *Managing classroom behaviour and discipline*. USA: Shell Education.
- Kounin, J. (1977). *Discipline and group management in classrooms*. New yeark, retrived from: https://en.wikibooks.org/wiki/Classroom_Management_Theorists_and_Theories/Jacob_Kounin

- Kyriacou, C. (1997). *Effective teaching in schools: Theory and practice* (2nd Ed.). Cheltenham: Nelson Thornes.
- Kyriacou, C. (1998). *Essential teaching skills* (2nd Ed.). Spain: graphy cenx.
- Lauren, L. (2012). The importance of teacher-student relationship. *NSW Quality Teaching Model*, 2(1).
- Lewis, R., & Lewis, R. (2009). *Understanding pupil behaviour: Classroom management techniques for teachers*. London: Routledge.
- (Unknown author), Managing the active classroom. (2000, December). Retrieved from <http://www.unicef.org/teachers/teacher/manage.htm>
- Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., & Marzano, J. S. (2003). *The Key to Classroom*. Association for Supervision and Curriculum Development.
- McLeod, J., Fisher, J., & Hoover, G. (2003). *The key elements of classroom management: Managing time and space, student behavior, and instructional strategies*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McManus, M. (1995). *Troublesome behaviour in the classroom: Meeting individual needs*. London: Routledge.
- Miller, A. (2003). teacher, parents and classroom behaviour: psychological approach. *Open university* [England].
- Osman, R. M. (n.d.). *Classroom management and supervision*.
- Phelan, T. W., & Schonour, S. J. (2004). *1-2-3 magic for teachers*. Glyn Ellyn, IL: Parent Magic.
- Rogers, B. (2003). *Effective supply teaching: Behaviour management, classroom discipline, and colleague support*. London: P. Chapman Pub.

- Sandra, B., Loughran, & Dowling College. (2008). the Importance Of Teacher/Parent Partnerships: Preparing Pre-Service And In-Service Teachers. *Journal of college teaching and learning*, 5(8), 36.
- Sarosdy, J., Poor, T. Z., & Vadnay, M. (2006). *Applied Luinguistics: for BA student in English*.
- Savage, T. V., Savage, M. K., & Savage, T. V. (2010). *Successful classroom management and discipline: Teaching self-control and responsibility*. Los Angeles: SAGE.
- Scrivener, J., & Thornbury, S. (2012). *Classroom management techniques*. Cambridge, UK: Cambridge University Press.
- Smith, C., & Laslett, R. (1993). *Effective classroom management: A teacher's guide*. London: Routledge.
- Stephens, P., & Crawley, T. (1994). *Becoming an effective teacher*. Cheltenham: Stanley Thomas.
- Tak, H. M., & Shing, L. W. (2008). *Classroom Management: Creating a Positive learning environment*. Hong Kong University press.
- Tauber, R. T. (2007). *Classroom management: Sound theory and effective practice*. Westport, CT: Praeger Publishers.
- Thompson, J. G. (2011). *Discipline survival guide for the secondary teacher*. San Francisco, CA: Jossey-Bass.
- Tileston, D. W. (2004). *What every teacher should know about classroom management and discipline*. USA: Corwin press.
- Tuckman, B. W., & Monetti, D. M. (2010). *Educational psychology*. USA: WADSWORTH cengage learning.
- Ur, P. (2006). *A course in English language teaching*. Cambridge: University printing house.
- Wolfgang, C. H., & Glickman, C. D. (1986). *Solving discipline problems: Strategies for classroom teachers*. Boston: Allyn and Bacon.

Wong, H. K., & Wong, R. T. (1998). *The First Days of School: How to Be an Effective Teacher*.

Zouzou, A. (2015). *The Impact of Effective Classroom Management to Reduce Discipline Problems* (Master's thesis, Mohamed Khider University, Biskra).



Appendices

Appendix A

Teachers' Questionnaire

Dear teachers,

We would be very grateful if you accept answering the following questionnaire. Your answers will help us in a study about the importance of managing student's behaviour to prevent students' misbehaviour.

Note: Please, put a tick (✓) in the corresponding box and give full answers when the gap provided. (You can tick (✓) more than one)

Thank you.

Section One: General Information

1. Would you specify your gender?

a- Male b- Female

2. Would you specify your age?

..... old years.

3. How long have you been teaching English?

a- 1 to 5 years

b- 5 to 10 years

c- More than 10 years

4. For you, teaching in High school is:

a- Very motivating

b- Motivating

c- Not motivating

whatever your answer is please say why?

.....
.....

5. Do you like teaching?

a- Yes

b- No

Section Two: Teacher's Perception toward Classroom management:

6. What does the term classroom management means for you?

.....
.....

7. Do you consider classroom management as an important element in teaching?

a- Yes

b- No

8. Classroom management is important because :

a- to reduce discipline problems

b- to create conductive learning environment

c- to promote learning

if others please state them ?

.....
.....

9. What are the strategies for creating positive learning environment?

a- With-it-ness (to be aware to everything that happen in the classroom)

b- Overlapping (the ability to handle two or situations at the same time)

c- Well preparation

if others say please

.....

.....

10. Do your students have the responsibility toward managing the classroom?

a- Yes

b- No

if yes ,how?

.....

.....

11. Do you present rules and procedures at the beginning of the academic year?

a- Yes

b- No

If yes, give examples

.....

.....

12. .why do we need some rules and procedures in our classrooms?

.....

.....

13. What kind of relationship do you have with your pupils?

a- Very good

c- good

d- no relation

e- bad relation

14. Do you think that the physical environment of the classrooms has an impact on students learning?

a- Yes

b- No

If yes, in what way?

.....

.....

15. Do you time your activities?

a- Yes

b- No

Section three: Teachers' Perception toward Discipline Problems:

16. What kind of students' misbehaviour do you face in your classroom?

a- Talking when teacher is explaining

b- Using bad language

c- Using phones

d- all of them

if there is others mention them:

.....

.....

17. From your experience in teaching, how can you behave and react when the students misbehave?

a- Ignore the student

b- Shouting

c- call the administration

d- contact their parents

e- Punishing

If others specify

.....

.....

18. In your opinion, what leads to disruptive behaviour?

a- Boredom

b- Overcrowded classroom

c- Desire to be noticed

d- Lack of discipline

e- Lack of motivation

f- Teacher's negative attitude

j- Student's psychological problems

if others indicate them, please

.....

.....

19. What are the others strategies that teachers use to reduce students' misbehaviour?

a- Helping learners

b- Vary activities and methodologies

c- Change their sitting

d- Ignore the behaviour

Thank you for your collaboration

Appendix B

Pupils' Questionnaire

Dear pupils,

We would be very grateful if you accept answering the following questionnaire. Your answers will help us in a study about the importance of managing student's behaviour to prevent student's misbehaviour.

Note: Please, put a tick (√) in the corresponding box and give full answers when the gap provided. (You can tick (√) more than one)

Thank you

Section One: General Information

1. What is your gender?

a- male

b-female

2. How old are you?

.....old years.

3. Do you like English?

a- Yes

b-No

4. How do you consider your level in English?

كيف ترى مستواك في مادة الإنجليزية

a- excellent ممتاز

b- Good جيد

c- Average متوسط

d- weak ضعيف

5. How long have you been studying in high school?

كم عدد السنوات التي درستها في الثانوية

.....years.

Section Two: Pupil's Perception toward Classroom Management:

6. How do you describe the atmosphere in the classroom?

كيف تصف الجو في القسم

a- Very good جيد جدا

b- Good جيد

c- Very bad سيء جدا

d- Bad سيئ

7. How is the relation with your teacher?

كيف هي علاقتك مع الاستاذ

a- Good جيدة

b- No relation لا توجد علاقة

c- Bad سيئة

8. Does your teacher present to you some rules at the beginning of the year?

هل يضع الاستاذ قوانين تتعلق بالسير الحسن للحصة في بداية العام الدراسي

a- yes

b- No

9. Do you participate with your teacher in putting rules for the classroom management?

هل تساهم مع الاستاذ في وضع القوانين

a- Sometimes احيانا

b- Rarely نادرا

c- Never ابدا

10. Do you respect the teachers' rule?

هل تحترم هذه القوانين

a- Always دائما

b- Sometimes احيانا

c- Never ابدا

11. Does your teacher arrange your sitting in the classroom?

هل يقوم الاستاذ بتنظيم بطريقة جلوسكم في القسم

a- Always دائما

b- Sometimes احيانا

c- Rarely نادرا

d- Never ابدا

12. Do you think the classroom environment influence your level of learning?

هل تعتقد ان جو القسم له تأثير على مستواك الدراسي

a- Yes

b- No

إذا كانت الاجابة نعم كيف يكون هذا التأثير?

If yes how?

.....

.....

Section three: Pupils' Perception toward Discipline Problems:

13. Do you understand your teacher explanation?

هل تستوعب شرح الأستاذ

a- Yes

b- No

14. What are your reaction when you misunderstand the teacher?

ماذا تفعل في حالة لم تفهم الدرس

a- Ask for repetition اطلب منة إعادة الشرح

- b- Stay silent التزم الصمت
- c- Make noise أقوم بالتشويش
- d- Speak with your classmate أتكلم مع زميلي

15. Are you one of the students who make noise in the classroom?

هل انت من بين التلاميذ المشوشين

- a- Yes
- b- No

If yes because of: اذا كنت مشوش فذلك بسبب

- a- The session is boring الحصة مملة
- b- Not understand the teachers' explanation عدم فهم شرح الدرس
- c- You want to be noticed by others من اجل لفت انتباه الاخرين
- d- Lack of motivation from the teacher نقص التحفيز من طرف الأستاذ

If others say please اذا كانت هناك أسباب أخرى اذكرها

16. When the classroom is noisy, you can:

عندما تكون هناك فوضى في القسم هل

- a- Concentrate تستطيع التركيز
- b- Do not concentrate لا تستطيع التركيز

17. Have you faced any problem with your teacher?

هل واجهت أي مشكل مع استاذك

- a- Yes
- b- No

If yes because : اذا كانت الإجابة نعم فذلك بسبب

- a- Talking when the teacher is explaining التكلم اثناء الشرح
- b- Using bad language in the classroom استعمال الفاظ بذيئة
- c- Coming late القدوم متأخر

- d- Insulting the teacher شتم الأستاذ
- e- Do not do your homework عدم حل الواجبات
- f- Do not bring your copybook عدم احضار الكراس

If others say, please اذا كان هناك أسباب أخرى اذكرها

.....

.....

18. How does your teacher deal with that misbehaviour? كيف يتعامل الأستاذ مع السلوك السيء؟

- a- Shouting الصراخ
- b- Ignore the behaviour يتجاهل التلميذ
- c- Punishing the student يعاقب التلميذ
- d- Call the administration يستدعي الادارة
- e- Give bad marks انقاص النقاط

If others mention them اذا هناك حلول اخرى يقوم بها الأستاذ اذكرها

.....

.....

.....

Thank you for your collaboration

Appendix c

Observation Work sheet

Teacher:

Observer:

Level:

class:

Session:

Date:

Observation Notes

Section one: Classroom Management

1. **Classroom physical Environment**.....
.....
.....
.....
2. **Classroom organization**.....
.....
.....
.....
.....
3. **Number of students in the class**.....
.....
.....
.....
4. **Students' setting**.....
.....
.....
.....
5. **Teachers' use of rules and procedures**.....
.....
.....
.....
6. **Timing activities**

.....
.....
.....

7. Teachers and students relationships

.....
.....
.....

8. Teachers' skills

.....
.....
.....

9. Students' engagement in the lesson

.....
.....
.....

Section two: discipline problem

10. Students' misbehaviour

.....
.....
.....

11. Teacher's dealing with the misbehaviour

.....
.....

12. Any other notes

.....
.....
.....

المخلص

تهدف الدراسة الحالية الى دراسة تأثير ضبط سلوك الطلبة داخل القسم. ونحن افترضنا انه إذا قام الأستاذ بالتسيير الجيد لسلوك الطلبة داخل القسم فهذا سيؤدي الى التقليل من الفوضى داخل القسم. ولتأكيد هذه الفرضية ارتأينا استخدام المنهج الوصفي باعتباره أفضل المناهج لمثل هذه الدراسة. وتتمثل الأهداف الدراسية لهذا العمل في تحقيق العلاقة بين المتغيرين اما بالنسبة للأدوات المستخدمة للوصول الى تلك الأهداف فهي عبارة عن استبيانات وزعت على أساتذة وتلاميذ ثانوية حميمي السعدي ببوشقرون بالإضافة الى تدوين ملاحظات حول القسم بغية جمع البيانات والمعلومات اللازمة حول بسكرة. الموضوع. يتكون البحث من ثلاثة فصول. الفصل الاول والثاني عبارة عن جزء نظري اما الفصل الثالث فكان عبارة عن جانب تطبيقي مخصص لتحليل البيانات. والنتائج المتحصل عليها والتي تثبت صحة الفرضية التي تم ادراجها وهي ان التحكم في الفوضى داخل القسم يتعلق بمدى براعة الأستاذ في تسيير سلوك التلاميذ داخل القسم.