



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



The Impact of Effective Classroom Management

To Reduce Discipline Problems

A Case Study of second-year pupils at Leghouil Manfoukh secondary school of Djamorah
in Biskra

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master
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Supervised by:

Mrs. Samira Messaibi

Submitted by:

Amena Zouzou

Board of Examiners

Mrs. Samira Messaibi

Maitre Assistant 'A', University of Biskra

Mrs. Sakina Bencharef

Maitre Assistant 'B', University of Biskra

Mrs. Djamila Laadjal

Maitre Assistant 'B', University of Biskra

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Dedication

I dedicate this work to :

- *My lovely parents.*
- *My sisters 'Nour el Houda' and 'Latifa'.*
- *My brother 'Raouf'.*
- *To all my extended family 'ZouZou'.*
- *To all my friends ' promotion 2010' and teachers at the university of Biskra.*
- *To every person who supports me and be on my side.*

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Abstract

Research studies have widely identified the need for teachers to acquire classroom management rules, techniques, and strategies in order to establish an effective teaching and learning environment, and to handle classroom behaviour problems. The study establishes that teachers play a very crucial role in enhancing the discipline of students in classroom. This descriptive study tends to investigate the impact of effective classroom management to reduce discipline problems in secondary school. It is aimed to determine teachers' perception of classroom management, its effective skills and approaches that facilitate the learning process, its problem, and its preventative strategies in managing their classroom. In order to check this study, we have hypothesized that if teachers manage their classes effectively, they will prevent student's behaviour problems. To verify the validity of this hypothesis, we have designed two questionnaires as a research tools ; pupils' questionnaire and teachers' questionnaire. They were given to 30 pupils and 5 teachers at Laghouil Manfoukh secondary school. The findings of the study revealed that teacher are expected to manage their classes effectively, by providing a clear learning atmosphere to improve students' ability to learn. These eventually make them rely more on their suitable strategies and techniques that may have been identified as being helpful in minimizing classroom disruptions.

List of abbreviations

- ✓ **E.g** : For Example.
- ✓ **EFL**: English as Foreign Language.
- ✓ **Etc** : And so on.
- ✓ **N**: Numbers.
- ✓ **%**: Percentage.
- ✓ **Q** : Question

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General introduction

Classroom management is the way you arrange your class. You must think about every aspect of the lessons, routines, procedures, rules, a multitude of interactions and the discipline in the classroom. The more you think it out beforehand, the easier it will be when something unplanned happens. You will find several tips and tricks for how run an orderly classroom

Classroom management and discipline consistently rank near the top of the list of the most difficult problems first year teachers experience. That's why maintaining discipline in the classroom has been a concern of education and general public for years. The key to good classroom management is the use of techniques that increase student's cooperation and involvement in classroom activities and thus overt problems from occurring.

There is a strong relationship between teacher's behaviour and student's behaviour. Maximizing the time that students spend in academic activities can minimize the problems of discipline; it can also be improved by resolving incidents of minor intention before they develop into major disruption.

Unfortunately, student's behaviour can often interfere with this process. Teachers feel overwhelmed and powerless in dealing with behaviour problems in their classroom, which may affect negatively the teaching, learning process. That's why teachers should struggle and create innovative strategies to prevent behaviour problems and maintain discipline inside their classroom.

Statement of the problem

Classroom management is a complex exercise in the process of education. It demands talent, skills, energy, and ability from the teacher to manage classroom because it directly deals with the behaviours of learners. It consumes much effort and time which are considered as sensitive, important, and critical factors for the teacher's success or failure.

Through a practical training experience we had in Laghouil Manfoukh secondary school of Djamorah in Biskra, we have noticed that teachers face many challenges such as: the spread of behavioural problems from learners which affect negatively the educational system. Especially, when teachers face real classroom situation, they become frustrated and lose patience and self-control with learners .Therefore, most of teachers try to find effective strategies to prevent behaviour problems and maintain discipline inside classrooms.

Significance of the study

This research study hopes to inform teachers about the importance of classroom management, and encourage them incorporate classroom management in teacher education curricula. They also need to understand their role in managing classrooms and how it relates to the teaching-learning process.

The study also hopes to give teachers a theoretical foundation behind the management of classroom behaviour problems, this aims at enabling teachers to apply the strategies and principals that are recommended in the study. In essence, it is a way for teachers to identify effective classroom management procedures and use them in order to minimizing disruptive behaviour problems in the classroom.

Aims of the study

The purpose of this study is to determine how teachers can manage classroom and reduce behaviour problems. The study intends to look into:

- 1- The teachers' general understanding of classroom management
- 2- Impact of classroom management on effective teaching.
- 3- Effective strategies and techniques to manage classroom.
- 4- Identify classroom management problems.
- 5- Preventive measures and strategies that teachers use when they deal with behaviour problems.

Research questions

This study relies on the following questions:

- 1- What is the importance of effective classroom management?
- 2-What's the relationship between classroom management and classroom discipline?
- 3-What are the current classroom management problems faced by the teacher?
- 4-What Solutions do the teachers present for classroom management problems?

Hypothesis

As a first attempt to answer the preceding questions we hypothesize that, if teachers manage their classes effectively, they will prevent students' behavioural problems.

Research Methodology

Our work will be a descriptive research that focuses on the qualitative method. We have decided to use questionnaires for both teachers and students as a research tool that can be useful in collecting data.

Population

We have decided to choose second- year pupils of Djamorah secondary school in Biskra.

Sample

To follow up this study, we have chosen our respondents among teachers and pupils from the same secondary school. Our sample is made up of 5 teachers of English and 30 pupils.

Research Instruments

In relation to the nature of our research, we will use two questionnaires, due to the fact that they save time and effort.

The structure of the dissertation

This thesis has two parts, the theoretical and practical part. The first part contains two chapters. Chapter one is devoted to the effectiveness of classroom management; in which we have stressed its main definitions, importance, theories, strategies and goals.

While in the second chapter, we have discussed classroom discipline problems that may affect the teaching- learning process and provoke negative consequences, we have defined different concepts; discipline, classroom discipline, discipline problems. Then, we illustrated the main causes that make infraction inside the classroom, and the possible solutions made by teachers that may help them to maintain order and prevent students' misbehaviour.

The second part of our research is devoted to practical study. To confirm our hypothesis and to get the desired results we have designed two questionnaires as a resreach instruments; pupils' questionnaire and teachers' questionnaire.

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Introduction

The key to good classroom management is the use of techniques and strategies that teachers use to keep student organized, orderly, focused, and academically productive during a class. This term refers to the action taken by the teacher to create and maintain an environment that actively supports and facilitates the educational process. For effective teaching and learning to take place, it is important to recognize and arrange the classroom atmosphere, to suit the learners who can only learn when conditions that encourage learning are provided. A well managed classroom can provide an exciting and dynamic learning experience for everyone.

Our concern in this chapter is to examine the processes and skills required for classroom management. It further explained the concept of classroom management as control in enhancing teaching/learning process. This chapter highlights the conceptual definitions, purposes and process. Attempts at asserting the need for effective classroom management

1.1 Classroom management: An overview

Classroom management is a term used to describe the process of teaching in a disciplined manner, which allows students to learn and gain knowledge on certain topics in a calm environment. Indeed, this term refers to the methods, skills, procedures that teachers use to maintain a classroom environment that results in student's learning success and to organize students, space, time, and materials. As Scrinver (2012. P. 3) argues that “ in order to help create the most engaging and useful learning, we need to learn new techniques, or perhaps relearn familiars ones. So that they are effective in a classroom enviroment”.

Moreover, this term also incorporates the various techniques used to prevent disruptive behavior in classrooms as well as the methods used to motivate students.

This term has been discussed by many researchers in the field of education. Groves (2009, P. 1) stated “ Think of classroom management as your personal toolkit of policies, actions, and works, which you use to keep your classroom smoothly and your student working safely and efficiently”. In words of Duck (1979 as cited in Evertson and Weinstein 2006, P. 1043) stressed that classroom management constitutes the provision and procedures necessary to establish and maintain an environment in which instruction and learning can occur.

Furthermore, classroom management has been viewed as the process that involved the careful harmonization of those elements which help to create good teaching-learning process which include the physical conditions with the classroom ventilation, equipment, general appearance, the seating of pupils, the collections of books and materials etc. According to Doyle (2011) “the underlying assumption is that classroom order encourages student engagement which supports learning. Without order, a teacher is hard pressed to promote student learning”. The implication of this, according to him is that “classroom management results in the coupling of order and learning”. He therefore, saw classroom management as the progression of strategies that teachers utilize to promote order and student engagement and learning. As Tan, Parsons, Hinson and Sardo-Brown (2003) stated that Classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom. Teachers with highly practical vision, strategies, skills and knowledge can manage classroom effectively, in the sense that teachers need to be more aware of what is happening around him and how to deal with misbehaviour

conditions that permeates the teaching- learning process in order to keep order inside his classes.

Martin, Yin, & Baldwin (1998) stated “Classroom management, on the other hand, is a broader, umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, and student behaviour”. They defined classroom management as a comprehensive concept that consists of three independent dimensions: instructional management, people management, and behaviour management.

The instructional management dimension is based on the daily routines of the Classroom and allocation of materials. The people management dimension is Centered on how the teacher perceives the students and how they view their Relationship with the students. The final dimension, behaviour management, is Somewhat similar to the concept of classroom discipline but differs in that it Focuses on a teacher’s pre-planned methods of preventing misbehaviour, rather Than simply on their reaction to it once it occurs.” (p.2)

1.2 Classroom management approaches

Classroom management is a multifaceted concept and views about classroom Management styles that can be categorized in various ways. Researches categorize different classroom management approaches basing on the different aspects of classroom management. Nevertheless, most generally degree of teacher-control over classroom issues and students is taken as the organizer for classification by researchers. As a teacher, you must be aware of the principles and consequences of any classroom management decisions and strategies you may wish to implement.

Burden (1995) stated that the most useful organizer for classroom management is the degree of control that teacher exerts on the students and the classroom. A continuum showing a range of low to high teacher control illustrates the educational

views. Burden grouped the different classroom management approaches under three main headings:

1.2.1 The interventionist approach

This approach includes behaviour modification, assertive discipline, positive discipline, behaviourism and punishment. According to Unal & Unal (2009. p. 257) “The interventionist tends to take control of the situation by implementing immediately a disciplinary tactic to control behaviour”). Unal & Unal (2009) continues to discuss that disciplinary tactics used by interventionist teachers to control the environment may include isolation, physical restraints, modelling, and reinforcement.

1.2.2 The interactionist approach

It is a medium-control approach includes logical consequences, cooperative discipline, and positive classroom discipline. Unal and Unal (2009. p. 258) find out that the interactionist approach to classroom management strives to find solutions that are satisfactory to both the teacher and student, employing some of the same techniques as non-interventionists and interventionists. The interactionist approach still allowed teachers to be nurturing while applying forms of discipline. Unal and Unal (2009. p. 264) found “That neither beginner nor experienced teachers were found to be non-interventionist on any of the subscales of classroom management”.

1.2.3 The non-interventionist approach:

Unal & Unal (2009, p. 257) encourages “teacher to demonstrate empathy toward students, to devise compromises in an effort to provide opportunities for students to self correct inappropriate behaviours and learn to manage their own behaviours”.

Wolfgang and Glickman (1986) stated that this model in which classroom management strategies are classified as interventionist, noninterventionist, or interactionist indicates a continuum. According to this model, interventionist teachers believe that students learn appropriate behaviours primarily when their behaviours are reinforced by teacher generated rewards and punishments. Consequently, they contend that teachers should exercise a high degree of control over classroom activities. As a result, non-interventionists suggest that students should be allowed to exert significant influence in the classroom and that teachers should be less involved in adjusting student behaviours.

Interventionist	Interactionist	Non-interventionist
Teacher has primary Responsibility for control	students and teachers share responsibility for control	students have primary responsibility for control
Teachers develop the rules	teachers develop the rules With some student input	students develop the rule with teacher guidance
Primary focus in on behaviour	initial focus in on behaviour, Followed by thoughts and Feelings	primary focus is on thoughts and feelings
Minor emphasis on individual Differences in students	moderate emphasis on individual differences in Students	major emphasis on individual differences in students
Teachers move quickly to Control behaviour	teacher allows some times for students to control Behaviour, but teacher protects Right of the group	teacher allows the time for students to control behaviour
Types of interventions are Rewards, punishments, Token economy	types of interventions are consequences and class meeting	types of interventions is non-verbal cues and individual conferences

Table 1. Classroom Management Models .Source: Wolfgang and Glickman (1986)

1.3 Teachers' role in the classroom management

The role of a teacher is to help students apply concepts, such as math, English, and science through classroom instruction and presentations. Their role is also to prepare lessons, grade papers, manage the classroom, meet with parents, and work closely with school staff. Being a teacher is much more than just executing lesson plans, they also carry the role of a surrogate parent, disciplinarian, mentor, counsellor, book keeper, role model, planner and many more. Ornstein (1990.p.57) states that successful teaching depends on the teacher's ability to manage learners. In other words, successful classroom management depends on how competent the teacher is in managing the classroom. Douglas (2007) mentions that teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend on a large extend on the rapport they establish with their students, and on their own level of knowledge and skills. «In today's world a teacher's role is a multifaceted profession. They are responsible for creating a well-organized classroom in which students can succeed.

According to Scrivener (2005, p. 79), teachers are required to have “certain organisational skills and techniques” in managing multitude of tasks and situations that can occur at any time in the classroom.

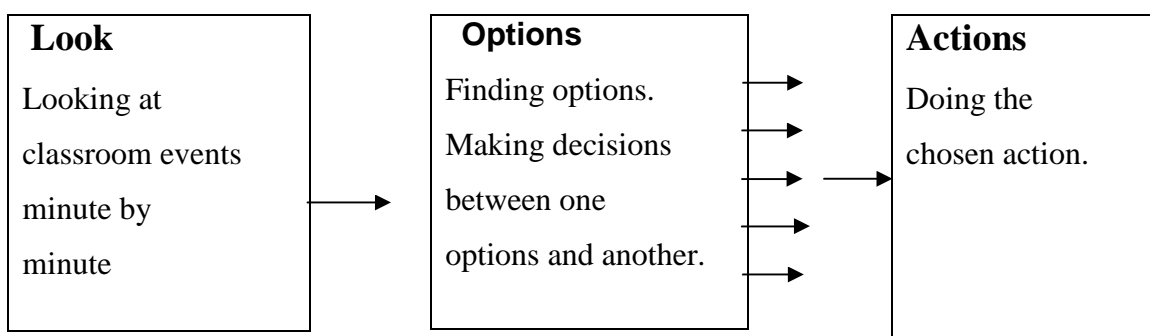


Figure 1. Basic skills of classroom management. This figure illustrates the basic skills of Classroom management. (Scrivener, 2005, p. 80)

Scrivener (2005, p80) makes a very valid point when he says that teachers have to “be able to look at and read classroom events as they occur and think of possible

options”. After finding these options, there is then time to make suitable decisions and “turn them into effective and efficient actions”. In the same context, Lemlech (1999, p.7) stated:

The teacher needs not only a “bag of tricks” for the unplanned time that suddenly materializes but also group process skills (for working with students and other adults) and management techniques (for dealing with people, equipment, supplies, actions, and inaction).

1.3.1 Grouping and seating

The organization of the classroom is of great importance. Because changing the room’s physical layout may make the classroom a more attractive place to study since it may also make cooperative work to reduce stress within the classroom and facilitate learning because the room should be arranged to ensure that all students can see well, there are no obstructions, the lighting is adequate, and when students move around, they do not interfere with other students. Your desk should be positioned so that you can monitor the activities of all students as well as not interfere with movement within the class. Siegel (1999, p.4) stated that The arrangement of space has immediate and far reaching consequences for teacher's ability to effectively and efficiently accomplish daily activities, the formation of social and professional relationships, and the sharing of information and knowledge. In the past in many classrooms desks were arranged in neat rows facing the teacher’s desk. Furthermore, Smith and Laslett (1993) stated that although arrangements will vary according to the type of lesson, age of pupils and nature of activity, it is important that initially teachers decide where children should sit. This traditional way of organization limited student interaction and made group activities more challenging. Luckily, these days are gone and teachers are more imaginative in setting the classroom.

However, placing tables in orderly rows still occurs in classrooms, particularly in college and upper elementary through to high school settings.

The physical arrangement of the classroom can serve as a powerful setting event for providing students effective instruction and facilitate (or inhibit) positive teaching/learning interactions. As with other aspects of instruction, the physical arrangement of the classroom should be reflective of the diverse cultural and linguistic characteristics of the students and be consistent with specific learner needs. There are a number of approaches to seating arrangements in the classroom.

Harmer (1998) suggests the following types of seating:

Orderly rows: when the students sit in rows in the classroom. MacAulay, 1990; Walker & Walker, 1991 argued that Seating students in rows facilitates on task behavior and academic learning; whereas more open arrangements, such as clusters, facilitate social exchanges among students. It means that the teacher has a clear view of all the students and the students can all see the teacher. It enable the teacher maintain eye contact with the pupil he or she is talking to. Orderly rows help the teacher work with the whole class because some activities are especially suited to this kind of organization: watching a video, using a board etc.

Circles and horseshoe: in this kind the teacher will probably be at the open end of arrangement since that may well be where the board is situated. In a circle, less dominating. Classes which are arranged in a circle make quite a strong statement about what the teacher and the students believe in. With all the people sitting in a circle, there is a far greater feeling of equality – the teacher has a much greater opportunity to get close to the students.

Separate tables: When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than in the other arrangements.

However, this Arrangement is not without its own problems. Primarily, students may not always want to be with the same colleagues, indeed their preferences may change over time. Secondly, it makes “whole-class” teaching more difficult, since the students are more Diffuse and separated (Harmer, pp. 19-20).

Although there are many ways of arranging classroom seating, most teachers agree that they can arrange their group students in the classroom as many ways as they want to. Pitner (2013) further adds that “the best arrangement is one that fits the teacher’s style, fits the classroom dimensions, and feels comfortable to the students”. Which means that good classroom arrangement depends on the type of furniture available in the school. In most cases the individual student’s desks or long benched chalkboard and teacher desk are provided in schools classrooms.

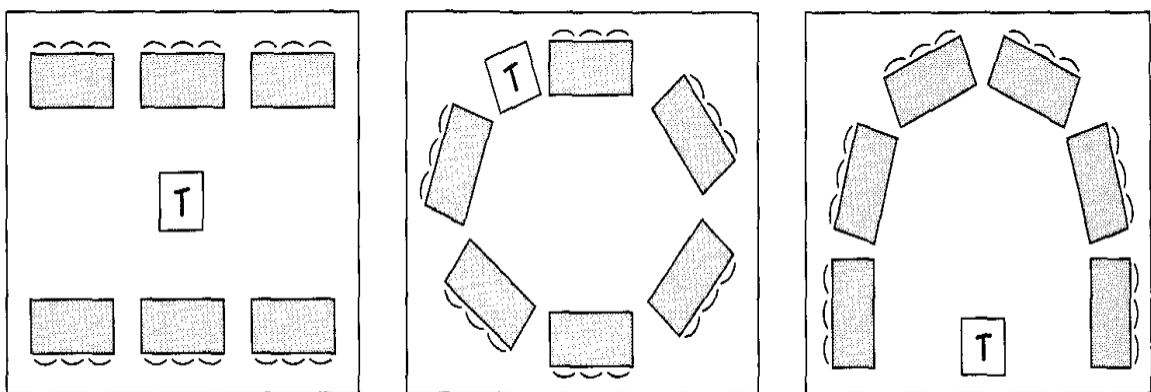


Figure 2. Alternative seating plans. (Scrivener. 2005, p. 88)

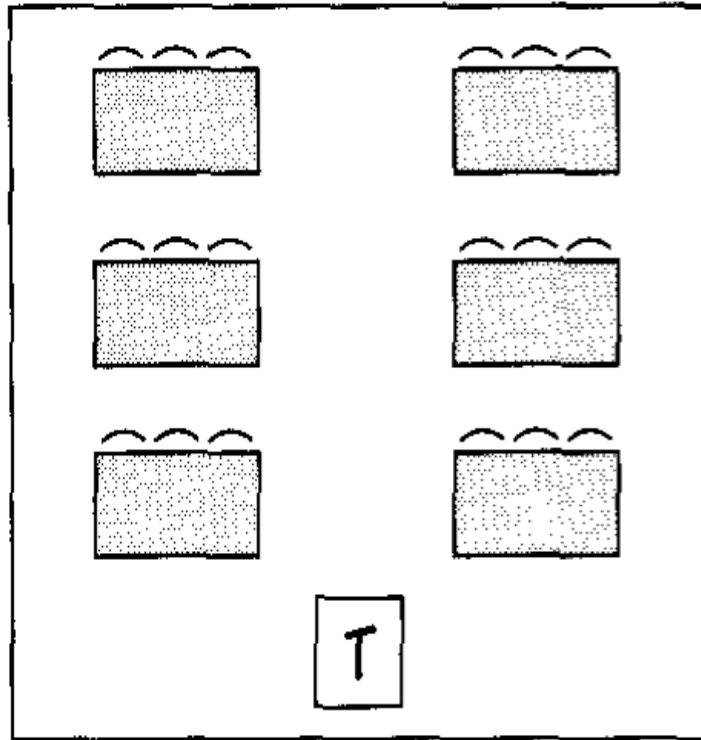


Figure 3. Traditional row-based seating plans. (Scrivener. 2005, p. 88).

1.3.2 Timing

Another important crucial role for teachers is effective time management. Lemlech (1999, p.23) points out that a teacher's ability for effective timing appears to be "instinctive in some teachers whilst others have to develop it". Most expert teachers agree that they should be aware of using time in their classes appropriately since effective timing is one of the essential keys to successful teaching- learning process. Felix (2011, p. 21) point that "Managing time in the classroom in order to keep students on task is an important factor in maintaining good discipline". Thus, it is vital that teachers need to be able to gain control over the activities and practices they do during the lectures e.g. organize the classroom well, plan their lessons carefully and set realistic times for the completion of tasks. When planning the lesson, it is wise to consider using time-controlled activities such as group work, role-plays, individual presentations, etc.

Furthermore, Thornbury (2010) suggests that teachers should create routines that students recognise easily. Even though it may take some time to establish these routines, this act and also the ability of teachers to give specific, clear and understandable instructions, may save a lot of time by eliminating subsequent explanations, minimises confusion and may avoid inefficient loss of lesson time.

1.3.3 Authority and setting rules

The process of setting and implementing rules has instructional as well as management value. The students are learning procedures for ensuring their effective participation and acceptance in social settings. We may noticed that all teachers, especially new ones, need to carry their authority well. Gower, Phillips and Walters (2008, pp.60- 61.) say that teachers gain respect if: “...they are punctual, well prepared for the lesson, do what they say they are going to do, treat students consistently and fairly, try not to let personal feelings about individual students influence the way they treat them as members of the group, do not ignore problems, never make treats they are not able or prepared to carry out and never lose their temper”. For this reason, rules should be introduced in the same way as any academic concept is introduced.

Additionally, Davies (2007) clarify that Students have to know what is or what is not acceptable. Setting correct rules helps create a predictable atmosphere that maintains classroom discipline, decreases disruptions and encourages children to use self-control the issue has been summarized by Doyle (1986) as follows:

By setting rules, a teacher communicates his or her awareness of what can happen in a classroom and demonstrates a degree of commitment to work. Students are thus able to acquire valuable information early in the year about a teacher’s approach and expectations for behaviour. The more explicit the rules and the more clearly they are communicated, the more likely the teacher will care about maintaining order and not tolerate inappropriate and disruptive behaviour. But simply stating the rules is not

enough. A teacher must also demonstrate willingness and an ability to act when rules are broken (p. 413).

The difference between effective and ineffective rules is illustrated in the table below:

Effective rules	Ineffective rules
1. Give each assignment your best effort. 2. Work quietly when directed. 3. Take care of shared equipment. 4. No hitting. times.	1. Be good. 2. Do not bother others. 3. Practice good citizenship. 4. Behave appropriately at all

Table 2. Examples of effective and ineffective rules. (Doyle, p. 414)

1.4 Rules and procedures of effective classroom management

Classroom management procedures is concerned with the teacher who is the instructional personnel and control manager's abilities and rules to effectively manage the physical setting of classroom, time, class control, students interest, their well being as well as maintaining discipline and order for effective teaching and learning.

1.4.1 Classroom rules

Class rules need to be simple, easy-to-follow, and posted for all your students to see. One of the keys to writing great rules is to keep them general enough to cover a variety of situations but not so general that they mean nothing. Marzano (2007, p. 118) stated that "Rules identify expectation or standars regarding student behaviour". Linderbeg, Kelley, Swick (2005, p.57) proposed some characteristics of effective classroom management:

- Post your classroom rules where they can be easily read, referred to, and reviewed often, especially during the first weeks of class.

- Classroom rules should be consistent with school wide rules. For instance, if the school rule that gum is not allowed, this rule should be enforced within the classroom.
- Recognize students who abide by your classroom precepts, and have fair and consistent consequences for students.

Campbell (2012, p. 12) also stated some rules that teachers have to follow in order to maintain order inside their classes:

- No leaving the door open when entering or leaving the classroom.
- No getting out of your seat without permission.
- No reacting when someone else is punished.

1.4.2 Classroom procedures

Procedures are all about “how you will do things” in your classroom. These procedures are intended to facilitate the smooth operation of the classroom environment in order to maximize the time you have to work on your assigned tasks. According to Moram, Stoble, Baron, Miller, Moir (2009, p. 46) “Creating procedures help to think through your behavioural expectations for any given activity. That way, you are able to communicate those expectations clearly to the students and thus prevent disruptions”. Indeed, Emmer, Evertson, and Worshman (cited in Marzano 2003, p. 17) described procedures as :

Vary in different classrooms, but all effectively managed classrooms have them.

It is just not possible for a teacher to conduct instruction or for students to work productively if they have no guidance for how to behave or when to move about the room or if they frequently interrupt the teacher and one another. Furthermore, inefficient procedures and the absence of routines for common aspects of classroom life, such as taking in materials, or checking work, can waste large amounts of time and cause students attention and interest.

Newsome (2012) has defined procedures as the actions that students perform in the process of achieving specified classroom goals ; they are the arrangement that

teacher set up with students which cause them to interact in pursuit of these classroom goals.

In addition to that, we may notice that most of teachers try to find effective types of skills and procedures that facilitate the learning process. Shing and Tak (2008, p. 53) pointed out that procedures refers to the classroom routines which call for specific behaviour at particular times on particular tasks. The following situations require teachers to specify special procedures for pupils to follow :

- Students arrival at and departure from the classroom.
- Proper arrangements for a fire drill.
- Handling in homework and class work.
- Early completion of class work.

Of course, choosing the right rules and procedures for your classroom is an individual decision. But be sure to define what you expect of students from the very beginning. Remember to take time to teach procedures during the first days and weeks of school. According to Verstrate (2011) the classroom procedures can be used to provide “consistent momentum or transitions.” Some of them include entering / leaving the classroom. The procedure involves students coming in quietly, take out the needed materials for the class, and place their bags and other items neatly under their desks.

Joyee, Fisher, and Hoover (2003, p. 76) describe procedures as “ They are accustomed way of getting things. They are the routines that are necessary for the operation of the classroom”. It is also suggested that the teacher should have supplies of materials for at least three students as shortage of such materials may cause distractions in the classroom. This figure illustrate the categorization of teachers’ procedure :

Categories	Procedures for
Uses of room and school areas	<ul style="list-style-type: none"> • Students' desk and storage areas. • Learning centers. • Distribution, collection, and storage of Materials. • Teacher desk and storage areas. • Drinking fountain, bathroom, and pencil Sharpener. • Office, library, cafeteria, and playground.
Beginning and ending of class or School	<ul style="list-style-type: none"> • Taking attendance and collecting Homework. • Tardy and early-dismissal students. • Sponge activities. • Storage and distribution of materials
Whole-class and small-group instruction	<ul style="list-style-type: none"> • Interaction. • Signaling for attention. • Movement within the classroom. • Materials.
Transition	<ul style="list-style-type: none"> • Time between subject areas or classes. • Unexpected free time. • Controlling noise levels and talking.
Student Works	<ul style="list-style-type: none"> • Paper headings. • Incomplete, late, or missing assignments. • Posting assignments. • Collecting work. • Due dates and times. • Checking work (both students and teachers) • Turning in papers. • Keeping track of what work is turned in and what isn't. • Returning student work. • What to do when finished. • Getting help when the teacher is busy
Miscellaneous	<ul style="list-style-type: none"> • Disaster drills. • Emergency situations (e.g. sick and injured students).

Table 3.Categories of procedures (Fisher, 2003, p.78) (Adapted from “Classroom Procedures Checklist” by the American Federation of Teachers).

1.5 The goals of classroom management

Classroom management goals refer to the techniques used to maintain a healthy learning environment, relatively free of behaviour problem. Evertson and weinston (2006 as cited in Garrett.2014, p. 2) emphasises that classroom management has two goals: creating an environment for academic learning and creating environment for social- emotional learning. Therefore, the aim of classroom management is to maintain positive, productive learning environment. Tak and Shing (2008, p. 64) point out that the goal of classroom management is not to control students but to prepare them to become self-disciplined. Laadjal (2013, pp.1.2) during a lecture class about the goals of effective classroom management, she proposed three main reasons for working hard to manage classrooms:

- **More time for learning:** Laadjal (2013, p. 1) stated that time is an important goal of classroom management. It is used to expand the sheer number of minutes available on learning. This sometimes calls allocated time. However, simply making more time for learning will not automatically lead to achievement.
- **Access to learning:** Also Laadjal (2013, p. 1) argued that reach the second goal of classroom management- giving all learners access to learning- the teacher must make sure that everyone knows how to participate in class activity. The key is awareness. In order to participate successfully in a given activity, learners must understand the participation structure- the rules defining who can talk, what they can talk about, to whom, and how long they can talk.
- **Encouraging self-management, self-control and responsibility:** Finally, Laadjal (2013, p. 2) find out that by explaining the procedures that describe

how activities are to be accomplished in classrooms, through they are seldom written. These procedures involve descriptions of how materials and assignments be distributed and collected, under what conditions learners can leave the room, how the grades will be determined, etc.

1.6 Classroom management v.s classroom discipline

Classroom management and discipline are very commonly interchanged terms, but they are distinctly different topics and should not be lumped together as if they were synonymous. Classroom management deals with how things are done; it is the teachers' responsibility. Whereas, discipline deals with how people behave, it is the students' responsibility. In words of walters and Frei (2007, p. 13) "Although they are often used interchangeably, they are actually two different topics. Classroom management refers to how things are generally carried out in the classroom, whereas classroom discipline is the specific management of students behaviour".

Savage and Savage (2010) proposed a table that make a distinction between classroom management and classroom discipline:

Classroom management The prevention component	Classroom discipline The reaction component
1.Oranizing the enviroment for sucess. 2. Keeping the students engaged. 3. Eliciting the cooperation of students. 4.Sharing power and authority.	1.Responding to misbehaviour in order to reach self-control 2. Stopping misbehaviour quickly. 3.Respecting the dignity of students. 4.Helping students learn to accept responsibility for their actions.

Table 4. Comparing management and discipline. (savage and savage.2010, p. 9)

Conclusion

To conclude this chapter, we may say that classroom management is a real challenge and critical component of teaching- learning process that teachers are

expected to provide. Because teachers play a crucial role in educational system, by implementing some rules, procedures, and strategies which enable students to feel welcome and comfortable, and this allow them to learn their highest potential.

Chapter Two
Classroom Discipline

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Conclusion

Introduction

Classroom discipline is an essential part of the educational process. It has to be at the top of the list with regard to how smoothly or how stressful a class proceeds. Both teachers and students are clearly related to the effectiveness of classroom discipline. Classroom discipline tries to control behaviour and establishes effective teaching environment, and improve the cooperation among teachers, students, and school management in order to facilitate the learning process. Unfortunately, student misbehaviour, and their negative attitude inside the classroom may hinder the development of classroom discipline. These lead many teachers to provide strategies and solutions in order to keep order in classroom.

Our focus in this chapter is to shed light on discipline as broad concept (definition and its types). Then, we will discuss classroom discipline (definition, teacher discipline, and its effective techniques that teachers use). Finally, we have discussed discipline problems which are closely related to classroom discipline (definitions, types of disciplinary problems, causes, and effective strategies to prevent misbehaviour).

2.1 Discipline: An overview

Discipline is a broad term which is used to show the extent to which students behave in acceptable ways, as they become involved in the tasks of learning and instruction; many different researches have expressed their opinions about this concept to get its real meaning, and how it is closely related to classroom. Adams (1974, p. 21) point out the origins of this word “the word ‘discipline’ is related to the Latin words disco (‘to learn’) and disciplina (‘learning’), having to do with education. Sheaffer (2006, p. 21-22) has another point of view he stated “discipline is meant to develop a child’s behaviour, especially in matters of conduct. It is meant to

teach child self-control and focusing on what is we want the child to learn and what the child is capable of learning”. Besides, Rogers (2002, p. 40) stated “discipline in the classroom can be described as the order necessary to enable teaching and learning proceed effectively. All classrooms must have discipline”. In the sense that through effective discipline we can improve the educational process and enable teachers to maintain order and control inside classes. Another point of view, The Canadian Educational Association (1996, p. 8) find out that discipline is a compilation of concepts and skills that have a positive impact on learning. In the sense, that through effective discipline, teacher can provide a safe learning environment, Furthermore, More and Miller (2015, p. 297) argued that discipline is considered positive and means of teaching, instruction, training, and remediation. Its purpose is to facilitate collective action, the internalization of self-control based on the norms and values of the workforce, predictable, and organizational efficiency.

2.1.1 Discipline as both corrective and preventive

Discipline is seen as an activity that intends to regulate students’ behaviour and maintain order in the school. Discipline has two essential forms preventive and corrective which may help teachers to control any kind of disruption. Kottkamp (2005) defined this term as:

Preventive discipline: is the part of the discipline plan that removes factors from the classroom that will promote misbehaviour. This part is essential for the teacher to teach the students exactly how they want the student to behave within the classroom. Every part in the classroom should be clear and concise so as to not confuse the students. (p.2)

Besides this, Sommerville (2007, p. 291) defined preventive discipline as “any action taken by management to encourage employees to follow

standards and rules in an effort to prevent infraction”. Then, Webb (2011, p. 148) argued that preventive strategies are things that parents can do to encourage desirable behaviour in their children and lesson behaviour

In addition to this definition; Glanz (2009, p. 132) proposed that your corrective technique should be neither intimidating nor harshly punitive, but instead only what is necessary to stop misbehaviour and redirect it positively. Finally, Charles (2002, p. 3) combined prevention, control, and correction in his definition of discipline. Thus, he said “discipline is intended to prevent, suppress, and redirect misbehaviour”.

2.1.2 Discipline as punishment

Most people, parents, and educators alike, think that the word discipline means punishment. According to Rush (2006, p. 36) “discipline and punishment relate to each other in the way they are perceived”. Many researchers have discussed the real meaning of punishment comparing to discipline. Arnal (2007, p. 83) argued “punishment means ‘to hurt’ either by causing physical, emotional; or social pain”. Hankins and Hankins (2000, p. 52) reinforced the previous idea, they point out that punishment is to hurt the person being punished. The person being experience physical pain (through spanking, slapping, etc.), emotional pain (through yelling, criticizing, humiliating, unnegotiated removal or denial of privileges. Therefore, Montgomery (2009, p. 160) think that punishment may also be seen as inherently necessary for children in order for them to learn about pain and learn to control their reactions to it.

2.2 Classroom discipline

Classroom discipline is a companion to classroom management, part of a routine class session, and a system to maintain desired behaviours. It is defined as a teacher's

routine for rewarding, punishing, and maintaining desired behaviours which eliminate all kinds of misbehaviour inside the classroom. When you maintain a good classroom discipline you will feed the teaching –learning process. According to Penny (2012, p.244) “classroom discipline exists when teacher and students accept consistently absence a set of rules relating to classroom behaviour in order to facilitate smooth and efficient teaching and learning”. This definition revealed that teacher- student relationship can help teacher to improve a good classroom discipline .Therefore, Butchart and McEwan (1998, p.4) stated that “classroom discipline is not a simple matter of one technique or technology versus another. Through classroom discipline, teachers enact social and moral”. Brown and Vigilante (2005, p. 5) while describing the main strategies for effective classroom discipline.

- Structures the classroom and the learning activities that take place in it in ways that prevent behaviour problems.
- Sets precise behavioural expectations for students. It handles student discipline problems in ways that do not detract from the learning process or interfere with the functioning of the classroom.
- Effective classroom discipline creates a positive educational environment in ways that enhance student learning and social growth.

In fact, Phelan and schonour (2004, p. 4) mentioned some points which enable teachers to create an effective classroom discipline:

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

2.2.1 Teacher discipline

Teachers play a crucial role in the educational process, because of their efforts the in order to impose control and maintain discipline. Penny (2012, p. 244) proposed that classroom discipline exists when teacher and students accept and consistently observe a set of rules relating to classroom behaviour in order to facilitate smooth and efficient teaching and learning. Moreover, Spahiu and Spahiu (2013, p. 95) have stressed that effective teachers are those who are able to listen actively without becoming defensive or authoritarian, avoid win-lose conflicts, respect each student as an individual, emphasize positive rather than negative expectation, explain the rationale behind rules, able to earn students' respect. Many writers and researchers have been discussed teacher discipline in classroom. Charles (2005, p. 38) point out "the canters have made several major contributions to classroom discipline. They populized the concept of rights in the classroom. The rights of students to have teachers help them learn in a clam safe environment and the right of teachers to teach without disruption". Davis- Johnson (2011, P. 3) point out:

Teacher discipline is to teach children how to do the right thing. This goal is accomplished by setting limits, giving students responsibility, helping them to develop confidence in their abilities, and teaching them how to solve problems and make good judgements, as well as by correcting misbehaviour.

Gootman (2001, p. 6) find out "teacher discipline holds promises for permanently reducing violence among students because it addresses issues that are at the root of this violence". Therefore, Brown and Vigilante (2005, p. 5) argued that Teachers need to establish a position of authority from the first day of class. They must learn to analyse discipline problems accurately, and then deal with them quickly, fairly and in a consistent manner. This requires decisive action. Students need to know that

teachers will respond to rule violations and in what ways their misconduct will be handled. Being inconsistent or arbitrary is detrimental to effective classroom discipline.

2.2.2 Techniques for better classroom discipline

Effective classroom discipline is an essential part of the teaching- learning process, that requires a set of techniques, system , and regulation that govern the classroom system from the beginning. Jhonson (2011) proposed some of classroom discipline :

- Model the behaviour you expect from student.
- Allow the student to back down gracefully.
- Assign consequences that address specific behaviours.
- Focus on rewarding good behaviour.
- Provide positive feedback when behaviour improves.

2.2.2.1 Positive discipline

Positive discipline has the goal of changing or preventing negative behaviour. Positive discipline encourages development of life skills so children can grow to be socially and emotionally sound individuals, get along with others, and feel good about themselves. Felix (2011, p. 172) stated “positive discipline processes are attempt to create climates in which student gain confidence in their abilities to make good choices and develop trust towards one another and the teacher”. In other words, positive discipline strategies not only include interventions to be used with children when they misbehave, but also techniques to create a respectful, fair, consistent program. Durrant (2010, p.13) defined Positive discipline as “a set of principles that can be applied in a wide range of situations. These principles can guide all of your

interactions with your students, not just the challenging ones. They also can guide your teaching of academic skills, not just social and behavioural skills”. In addition, Shaeffer (2006, p. 90) argues that positive discipline needs to be supportive by positive teaching. There are many other positive ways that can prevent misbehaviour when you are in teaching. In the sense that teachers have to follow new strategies that enable them to create a positive learning environment. Also Shaeffer (2006, p. 86-87) suggested some positive discipline tips :

- Be sure of yourself; do not make a miscall.
- Point out the positive.
- Interact respectfully with students.
- Communicate your expectations.

2.2.2.2 Assertive discipline

Assertive discipline is an approach to classroom management. It requires that teachers have to establish a systematic rules, directions, and procedures at the beginning of the school year that clearly communicates expectations and logical consequences of acceptable and unacceptable behaviour. Edwards (2000, p. 90) confirms that assertive discipline involves establishing rules, punishing learners who violate rules and rewarding learners for good behaviour. Indeed Malmgren, Trezeck, and Paul (2005, p.36) proposed four essential components of assertive discipline:

- A set of consistent, firm and fair rules.
- A predetermined set of positive consequences for adhering to the rules.
- A prearranged set of negative consequences to be applied when rules are not followed.
- A plan to implement the model with the learners.

According to Wolfgang (2009 as cited in Felix 2011):

Assertive discipline expects the teacher to anticipate that students will break rules, this is a part of the job of teaching- it will occur, so plan ahead. Planning permits the teacher to be proactive with concrete actions they might take to be positively supportive when students behave appropriately. (p. 154)

2.2.2.3 Monitoring

Monitoring is seen as a continuing strategy that aims primarily to provide a clear management of an ongoing classroom problem with early indication of progress. It requires a teachers' awareness about what is going on inside the classroom to control behaviours., Marzano (2003 as cited in Boynton and Boynton 2005, p. 35) defined monitoring as “withintness...remaining ‘with it ‘(aware of what is happening in all parts of the classroom at all time) by continuously scanning the classroom, even, when working with small groups or individual”. Thus, Boynton and Boynton (2005, p. 34) has explained his point of view about monitoring “developing monitor skills is crucial to success of your classroom discipline plan. The ability to effectively monitor your students’ behaviours. Is one of the most powerful discipline tools available to you, as well as one of the best ways to prevent classroom discipline problems from growing”.

- Monitor students’ behaviour instructionally, not punitively.
- Move around the classroom. Do not remain seated in one place for extended periods of time; inspect the students’ work, offering encouragement and praise.
- Reward or positively recognize students for following the classroom rules and for behaving appropriately.

2.2.2.4 Modelling

Johnson (2011, p. 18) stated while describing his philosophy about modelling “beyond the standard techniques we often teach, such as modelling the appropriate

behaviour and implementing consistent classroom procedures, often times the discipline procedures that work in classrooms stand in opposition to what students read in their education textbooks”. While Boynton and Boynton (2012, p. 27) argued that teachers who are courteous, promote, enthusiastic, in control, patient and organized provide examples for their students through their own behaviour. Modelling is used effectively at all grade levels. It consists of catching peers engaged in the appropriate behaviour (e.g., doing their schoolwork) and positively recognizing that behaviour.

2.3 Classroom discipline problems

Classroom discipline problems or what is called students’ misbehaviour is a real challenge that faces teacher, administration, and school. Teachers always complaint against behavioural problems relating to students in classroom management. Sprick (2006, P. 1) see “discipline problems in school have always been and continue to be leading frustration for teachers”. The classroom where disruptive behaviour occurs frequently gets bad consequences, and the students in disruptive classrooms will decrease their level. On the other hand, Deitz and Humme (1978, p. 8) described misbehaviour as “an action of the child which interferes with his or her learning of their academic material or appropriate social behaviour”. Furthermore, Gaten (2008, p. 10) stated that discipline problems pose serious threats to their stress. This means that any kind of discipline problems is a serious problem that threatens teaching- learning process attempts to control disruptive behaviours cost considerable teachers’ time at the expense of academic instructions in the class. Therefore, Scherff and daria (2010, p. 25) point out “discipline problems often occur because of poor classroom management. This is due to lack of procedures, inconsistent procedures, unclear assignment directions and/ or purpose for activities”.

School discipline issues such as violence also have an increased effect on teacher stress and burnout. It is not merely a naughty behaviour of student but it goes beyond the normal the routine disturbance in the classroom. Sometimes a single child disturbs the whole classroom so much that neither the child who creates disruption nor the other children sitting beside him/her can learn. Disruptive behaviour directly put teachers, children and parents in embarrassing situations.

2.4 Types of discipline problems (students' misbehaviour)

To classify behavioural problems of the students that virtually disrupt the teaching-learning process seems quite difficult, because of the various intervening factors involved in each type of misbehaviour. Factors that contribute to these behavioural problems. Thompson (2011, p. 16) suggested some misbehaviour: violence, disrespect for authority. Failure to complete work, bullying, dishonesty, tardiness, truancy. Then, Williams (2005, p. 27) mentioned some common types of discipline problems such as : talking out of turn, discussion with neighbours, or interpreting other common misbehaviour are inappropriate silliness, blurting out, rudeness, chewing gum, and fighting in a seat. Tileston (2004, p. 27-28) also stated some characteristics of misbehaviour :

- Being late for class.
- Speaking out without permission.
- Making noise.
- Intentionally breaking the rules.

Rosen (1997) distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely; Defiance of school authority; Class disruption; Truancy; Fighting; The use of profanity; Damaging school property; Dress code violations; Theft; and leaving campus without permission.

McManus (1995) lists several types of misbehaviours which make the work of educators difficult. These include; Repeatedly asking to go to the toilet; Missing lessons, absconding; Smoking in the toilets; Pushing past the educator; Playing with matches in class; Making rude remarks to the educator; Talking when the learner is supposed to be writing; Being abusive to the educator; Fighting in class; Chasing one another around the classroom; Packing up early, as if to leave; Taking the educator's property; Wearing bizarre clothing and make-up; Threatening the educator; Leaving class early; and Commenting on the work. Also Rosen (1997, p. 51-52) share with others the same classification of discipline problems. She suggested the following ten types of disciplinary problems which may lead to a learner's suspension, namely

- Defiance of school authority;
- Not reporting to after-school detention or Saturday school;
- Class disruption;
- Truancy;
- Fighting;
- The use of profanity;
- Damaging school property;
- Dress code violations;
- Theft; and
- Leaving campus without permission.

Actually, Lewis (1991, p. 39) further outlines the situations where the learners' behaviour can become real disciplinary problems for the educator, and can impact negatively on his or her morale. He classifies these problems as educator-owned problems, and is listed by him as follows:

- A learner consistently comes to class late and disrupts the flow of the class.

- He/she writes graffiti on school property.
- Another one continuously calls out in class.
- One is not listening and asks questions that have already been answered.
- Another one defies the teacher and refuses to follow instructions.
- Another one moves around in the class to the point of becoming a distraction.

Thus, kyriacou (1998, p. 79-80) proposed another types:

- Being noisy (both verbal, such as shouting to another pupils across the room, and non-verbal).
- Not paying attention to the teacher.
- Not getting on with the work required.
- Arriving late for lessons.

Usual		Serious	
Talking.	Teasing	Fighting	Murder
Out- of seat	Poor sportsmanship	Lying	Rape
Littering	Crying	Stealing	Vandalisim
Showing –off	Screaming	Chronic failure	Arson
Time to start	Not doing work	Rebelliouness	Drug use
Ignoringrules	Sleeping	SwearingAssault	

Table 5. A continuum of misbehaviour (Deitz, Hummel 1978, p. 10)

2.5 Causes of classroom discipline problems

2.5.1 Teacher

Teacher can be a main factor in causing disciplinary problems in the classroom. They play a role in the classroom problems when they do not make their objectives clearly, and when they do not plan their teaching methods earlier. This due to certain reasons.

Garner (2007, p. 14-15) assert ‘teachers create discipline problems, when they enter classrooms poorly prepared, in adequately trained in areas such as disciplinary techniques learning styles and adolescent developmental states

Teachers’ lack social skills	Teachers’ lack instructional skills
Use sarcasm	1. Conduct classes in a monotonous manner.
Fail to answer reasonable questions	2. Speak in a rasping voice
3. Are insensitive to certain physical problems of students such as farsightedness, hard	3. Give indefinite assignments
of learning, stammering, or stutting	4. Give assignment that are either too difficult
4. Are consistent, may accept a tardy excuse	or too easy; lack awareness of readiness on the
one day but at later time may deny one	part of the students
a student for tardiness	5. Do not give attention to the heating and
	lighting of the classroom

Table 6. Teachers’ deficiencies which cause discipline problems. (Taylor.1960, p.356)

Wisconsin and Foat (1978, p. 6) also stressed that teacher caused discipline by :

- Unprepared teacher.
- Teacher enforcement problem.
- Lack of concern for individuals by teacher.

Moreover, Thompson (2011, p.76) point out that discipline problems can arise when teachers are unprepared to share classroom space with colleagues. Bailey (2001, p.107) also supported the last point of view that makes the teacher repeat the same mistake for example:

- The task is not of an appropriate level of challenge.
- Equipment is not readily available.

- Pupils are bored with an activity.
- Pupils unable to perform the activity.

2.5.2 Student

Students are the main source of disruption in the classroom, this may due to several reasons. Miller (2003, p. 147) proposed some factors that may closely related to students' disruptive problems in the classroom.

Factor 1	factor 2	factor 3
.teachers shouted all times	.The pupils wanted to be in gang.	.Too much classwork was Given.
.Pupils were picked on by teachers.Pupils to misbehave	.other pupils told	.Too much homework.
. Teachers did not listen to pupils.	.Pupils was unable to See mum/ dad	.Teachers were too strict.
.Teachers had favourite.	.Pupils were worried about other thing	
.Pupils were unfairly blamed.	.Pupils liked misbehaving	
.Good work was not noticed.	.Other pupil wanted to copy work	
.Teachers had bad moods.	.Pupils needed more help in class	
.Teachers gave too many detentions.	. Classwork was too difficult	
.Teachers were too soft.	.Other pupil striced up trouble	
.Pupils did not like Teacher.		

Table 7. Pupils' perception of the causes of difficult behaviour in schools. (Miller.2003, p.147)

Lack of motivation

Most of students are unmotivated and less interest, this may due to several factors that affect their ability to learn for example: They are perfectionists and are fearful of failing. Then, they live in a culture with different values from the values of their school or they are distracted by an event that happened at home or in the

neighbourhood. In order to confirm that, Cowley (2006, p.121) stated that student who lacks motivation to work. Some students lose their motivation because they find the work too hard; perhaps they have a specific learning difficulty. Other student might have a fear of failure, or some kind of mental block about particular subject.

Emotional problems

Emotional disturbance refers to a number of different, but related, social-emotional disabilities. An inability to maintain relationships with peers or teachers, or inappropriate affect such as depression or anxiety. Kyriacou (1998, p. 81) argued that some pupils may have emotional problems which make it difficult for them to adjust to and cope with the demands of school life and the academic demands of the classroom. Lewis (1991, p. 86) When learners have emotional problems, this may cause them to misbehave. They may behave badly in class because they need special attention, want to be leaders, want to be left alone, or want to hurt others as they have been hurt.

Boredom

Boredom comes from not being engaged in the class; instead of working enthusiastically on a lesson which engages their interest. Kyriacou (1998,p. 80) have stressed that ;if the activity are presented in a manner that fails to elicit and sustain their interest, or if the activity lasts for too long and fails to be stimulating, or if the activity is too easy or is felt to lack relevance, then pupil are likely to become bored.

2.5.3 Parents

The parents lifestyle and will put its mark on controlling the behaviours of students. Some students' behaviour can be unacceptable at school. Parents indirectly share in creating problems when they insist on their children's grades, and achievements. These lead to feeling of anger, and worry, and create student

behavioural problems inside the classroom. Family factors (such as domestic violence) are also considered to be strong contributing factors to emotional disturbance. Garner (2007, p.14-15) stressed that parents can create discipline or behavioural problems with their children actions are too high and unreasonable on the part of the parent. Therefore, Wisconsin and foat (1978, p.6) put some important points :

- Lack of discipline in the home.
- Lack of parent interest and control.
- Lack of parental support for school disciplinary matters.
- Working parents and/ or broken homes.

Moreover, Nomishan (2014) said “parents who do not respond to teachers’ and the schools’ concern about their children unwanted behaviour may not only be affirming such students’ action but also be closing up an important avenue for teachers to find solutions to discipline problems”.

2.5.4 Overcrowded classroom

Overcrowded classrooms are a serious problem that faced teachers. This may lead to some specific problems regarding overcrowding such as low reading scores, frustration and stress felt by the teachers, and the inability of students to concentrate or stay on task while in class. The first problem identified was that teachers are unable to give individual attention to the students. According to Bentham (2002, p. 158) “teachers felt that overcrowded classrooms had negative effects on student behaviour and learning”. Thus, Rousmaniere (2005, p.190) claims “an elementary teachers came to her complaining of overcrowded classrooms, increasing discipline problems”.

Large classes	Smaller classes
<ul style="list-style-type: none"> . Pupils receive less individual attention. . A more restricted range of teaching and learning activities on offer . Whole class teaching is sometimes used to control and to keep students on task 	<ul style="list-style-type: none"> . Pupils receive more individual attention . More varied learning and teaching styles possible . Whole class teaching methods only used when appropriate for the activity

Table 2.4 A summary of teachers’ view on class size. Bentham (2002, p.158).

Table 8. A summary of teachers’ view on classroom size. Bentham (2002, p. 158)

This tables show the teachers’ perception about classroom size; which show that teachers can teach effectively and improve the learning process only through small size classes where he can posit himself and maintain a clear learning environment.

2.6 Strategies to prevent classroom discipline problems

The best way to handle misbehaviour, of course, is to prevent it. And the best way to prevent it is to prepare well- planned lessons, organize students and time so active engagement is attractive and satisfying, and establish a class climate to reduce classroom discipline problems and control students’ behaviour. Tuber (2007, p.126) indicated “ preventing discipline problems from occurring in the first place is the best way for students and teachers alike to handle classroom discipline. Discipline prevention starts with effective, engaging, and enthusiastic teaching”. Therefore, Boynton and Boynton (2005, p.49) clarified that “to prevent discipline problems requires teamwork to select the best approach for your school and to work on it with consistency throughout the building”.

Rogers (2002, p.87) proposed further preventive strategies for example:

- Teachers need to be aware of the attributions that they make for the causes of difficult behaviour.
- Teacher will also need to be aware of the attributions being making by pupils and parents, whether or not there actually avoid.

The best way to handle misbehaviour is to prevent it. And the best way to prevent it is to craft lessons and organize students and time so active engagement is attractive, and establish a class climate that generates cooperation and minimizes anxiety, so full participation is easy for students. Jonson (2002, p. 128) proposed some strategies:

- Look at the offending student directly with prolonged eye contact while you continue your lesson.
- Stop talking for a few minutes.
- Shake your head to stress your message to the student.

1. punishment	6. Satiation
2. Respons cost	7. Positive practice
3. Time out	8. Reinforcing other behaviour
4. Extinction	9. Reinforcing low rate of behaviour
5. Overcorrection	10. Reinforcing incompatible behaviour

Table 9. The ten procedures for reducing misbehaviour (Dietz and Hummel 1978, p. 14)

Furthermore, Brownell et all (2012, p. 163) point out some of main strategies that may help teachers to handle students’ misbehaviour:

- Setting appropriate expectations for student performance and behaviour.
- Developing classroom routines and rules.

- Using reinforcement and consequences appropriately.
- Designing organized supportive instructions.
- Developing a supportive classroom context.
- Using simple surface management techniques.

Conclusion

Chapter two reviewed the literature on classroom discipline in relation to the management of classroom discipline problems. We tried to give a clear image about discipline problems or what is called students' misbehaviour, its types, and the causes of this phenomenon, and possible solutions to prevent it, and provide a safe climate to learn. To sum up, we may say that teachers need to manage their classes effectively and properly by setting effective strategies and techniques in order to maintain discipline and control students' misbehaviour.

Chapter Three

Field Work

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Conclusion

Introduction

The purpose of this research is to investigate the impact of classroom management to reduce discipline problems. This chapter is going to be accomplished depending on the analysis of questionnaires. We have been distributed two questionnaires for both teachers and students as major participants and whose opinion are significant for the research hypothesis to be tested. This chapter includes : the aim of the questionnaire, the description of the questionnaires, data analysis, results discussion, suggestions and recommendations.

3.1. Teachers' questionnaire

3.1.1. The aim of the questionnaire

This questionnaire is administered to five secondary school teachers of English. The main goal of this questionnaire is to find the different strategies, procedures, and rules that teacher use to create a well managed and organized classroom in order to facilitate the learning process.

3.1.2. Description of teachers' questionnaire

Teachers' questionnaire consists of nineteen (20) questions. It is divided into three main parts. It involves different types of questions: 'closed' and 'open-ended questions'. Closed questions require the teacher to tick up the right answers from a set of options. Open-ended questions require them to give their personal opinions or background information about this subjects.

- **Section one :** questions for getting data about personal information; gendre, age, and years of teaching experience.
- **Section two :** It consists a multipile questions, '9 closed questions' which seeks to determine teachers' perception towards classroom management, methods and strategies to manage their classes, in addition to their responsibilty to manage the

physical environment to make their student feel very comfortable. Then, his role as an EFL teacher and his assumption about the primary goal of classroom management. While, there is a ‘closed’ this question tends to understand how teachers can manage and maintain order inside their classroom.

- **Section three :** it consists of series of multiple questions.closed ended questions and closed questions. In closed-ended questions, the teacher is expected to tick the appropriate answer according to yes-no responses or one of the suggested options.in this section teachers tends to give his perception towards classroom dicipline problems, and if he faced any type of students’ misbehaviour during his/ her class. Therefore, the mains types of misbehaiour ; the best ways as an experienced teacher to discipline students. Then, his point of view about the causes of discipline problems. Finally, he is going to present some effective strategies that he has used to reduce discipline problems and maintain order and control inside classroom.

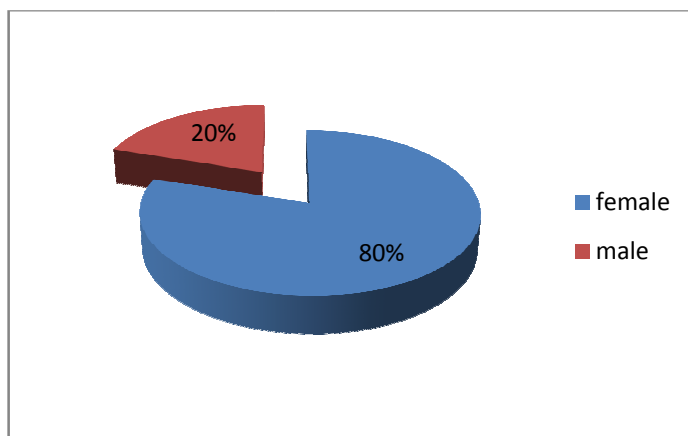
3.1.3. Analysis of teachers’ questionnaire

Section one: Background information (Q1-Q3)

Q1. What is your gender?

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

Table 10.Teachers’ gender.



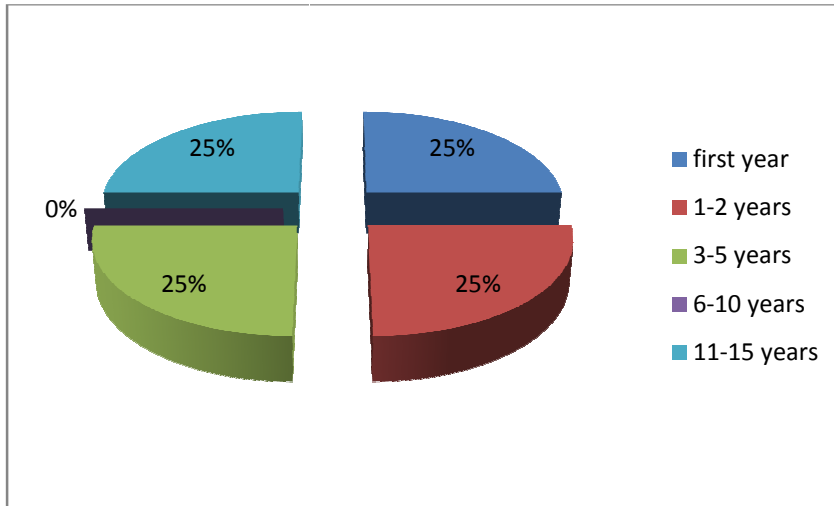
Graph 1. Teachers' gendre.

It is clear from this table (3.1) that the numbers of female teachers is more than male teachers, we have listed four ' 4 female teachers' (80 %) and one ' 1 male teacher' (20 %).

Q2. How old are you ?

Age	N	%
Under 25	0	0%
25-29	3	60%
30-39	1	20%
40-49	1	20%
50-59	0	0%
Total	5	100%

Table 11. Teachers' age.



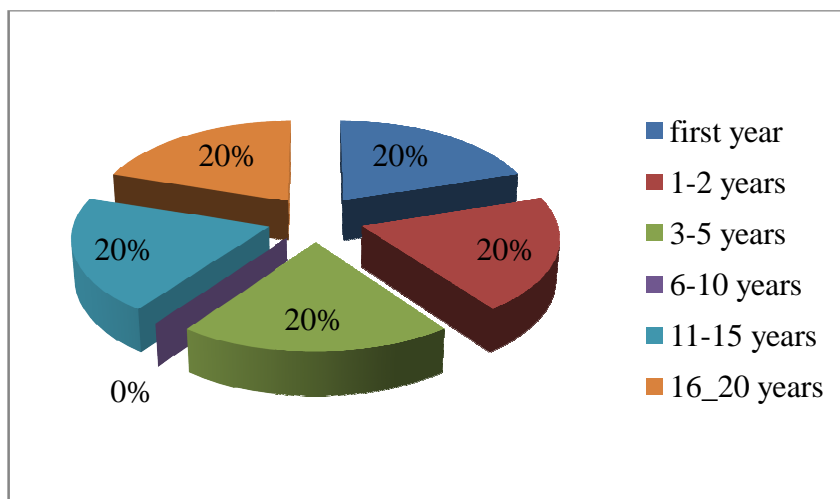
Graph 2. Teacher's age.

Through this table we can deduce that the majority of our teachers '3' or about (60%) are aged (25- 30), and one '1' (20%) teacher is aged (30-39). Therefore, only one '1' teacher who is male aged (40-49). Finally, none of the teachers are aged (under 25) or (50-59).

Q 3. How long have you been working as a teacher ?

Options	N	%
First year	1	20%
1-2 years	1	20%
3-5 years	1	20%
6-10 years	0	0%
11-15 years	1	20%
16-20 years	1	20%
Total	5	100%

Table 12. Teachers' experience.



Graph 3. Teachers' experience.

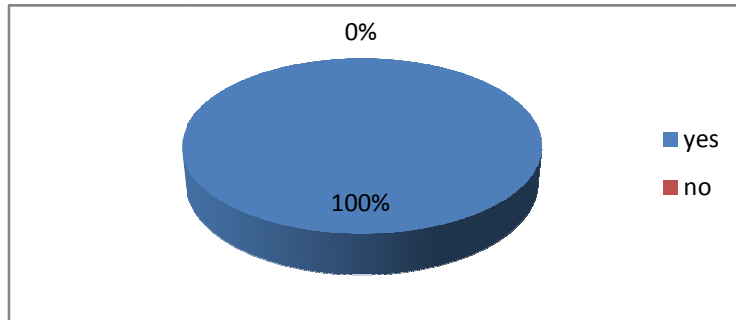
Through the table below we have noticed that all the teachers share a remarkable similarity in percentage (20%), that is five '5' of them have the same percentage. because each one choose an option Except one (6-10), its percentage is 0%.

Section two : Teachers' perception towards classroom management (Q 4-Q-13)

Q4. Teachers use methods and strategies in order to enhance students' learning ?

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

Table 13. Teachers' methods and strategies to enhance students' learning



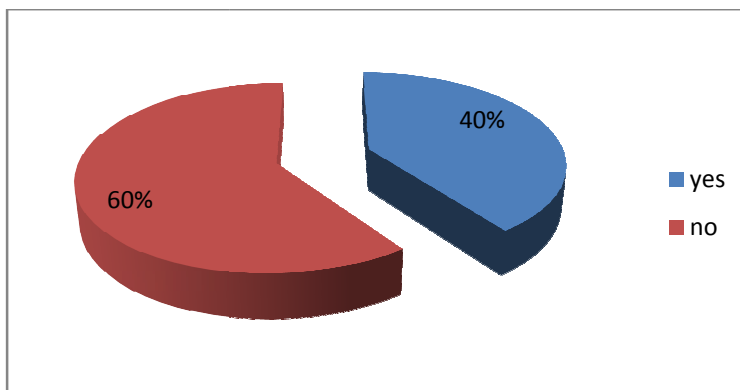
Graph 4. Teachers’ methods and strategies to enhance student’s learning.

This table (3.4) show that all of teachers with a high percentage (100%) agree that they use different methods strategies, and activities that could please classroom atmosphere to facilitate teaching- learning process, and enable them to improve learners’ ability to learn and develop their levels.

Q5.Do you student have the respnsibility towards managing classroom ?

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

Table 14. Teachers’ opinion about students’ responsibility towards managing classroom.



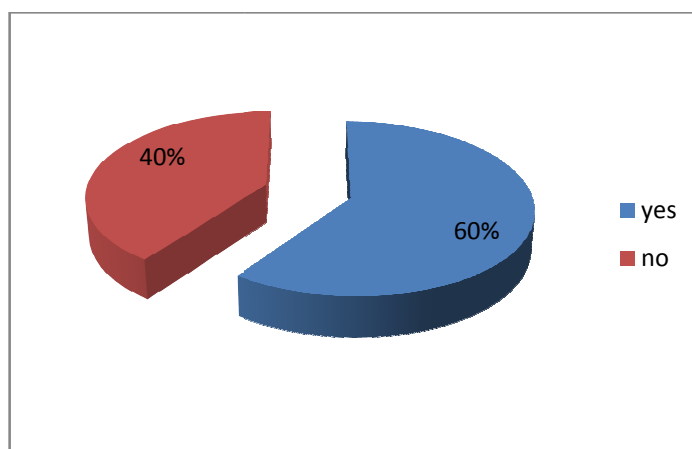
Graph 5. Students’ responsibility toward managing classroom.

From the table above, we have noticed that (60%) of teachers argued that students have no responsibility because teacher is the only responsible for managing the class because it is their main role, and in all times students do not show any interest in managing classrooms just come to class they have a sit waiting the teachers do everything for them. whereas (40%) agree that students have the responsibility to manage their classes, because they could be interested and motivated only with a well managed classroom. Moreover, they try to help their teachers by giving such a suitable atmosphere and suggest some activities which may maximize the level of communication and concentration.

Q6. In your opinion, should the Algerian Administration help teachers in managing classrooms ?

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

Table 15. The role of alegrian adminstration in managing classrooms.



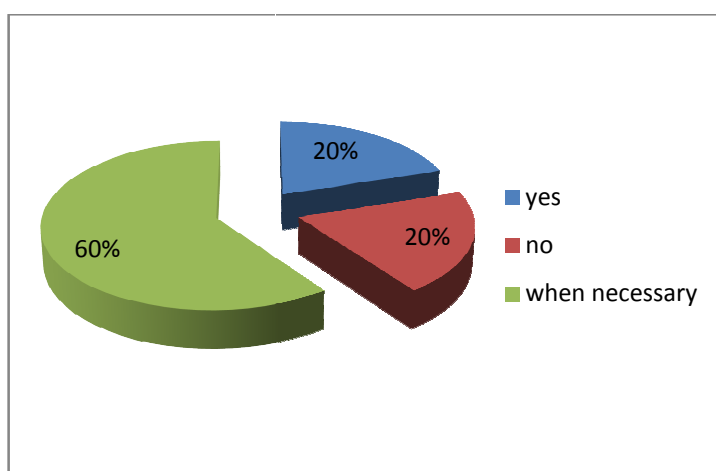
Graph 6. The role of algerian adminstration in managing classrooms.

Through this table (3.6) we find out that (60%) of teachers stated that the administration plays a crucial role in managing classroom, which create a safe and suitable atmosphere and provide pedagogical aids, and impose strict laws which may increase the possibility of maintaining order and control inside the school. While ‘2 teachers’ (40%) said that Algerian administration have no relationship towards managing classroom.

Q7. Do you think that it is your responsibility to manage the physical environment of classroom ?

Option	N	%
Yes	1	20 %
No	1	20 %
When necessary	3	60 %
Total	5	100%

Table 16. Teachers’ responsibility in managing the physical environment of the classroom.



Graph 7. Teachers’ responsibility in managing the physical environment of the classroom.

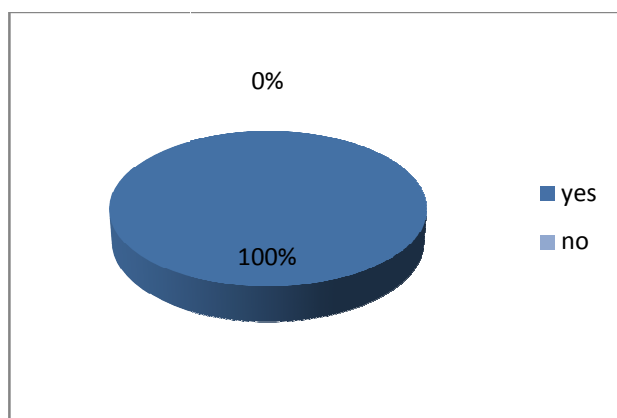
This table (3.7) shows that (60%) of teachers indicate that there is no need to manage the physical environment of the classroom, unless when necessary. According to them

when it comes to prevent disruption.while one of them said yes (20%) and the last one sais also no (20%) which share the same percentage.

Q8.Do You post some rules and procedures at the begining of the academic year ?

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

Table 17. Teachers’ views of rules and procedures at the beginning of the academic year.



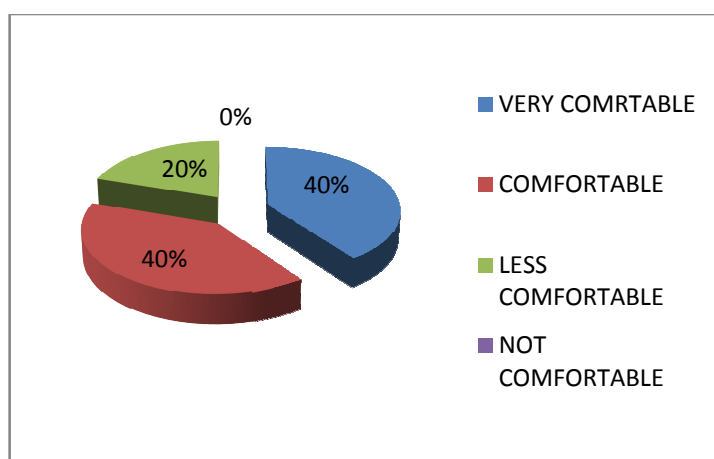
Graph 8. Teachers’ views of rules and procedures at the beginning of the academic year.

Through the statistics obtained, we find that all teachers’s responses was ‘yes’ (100%). They have stressed that they present some effective rules and procedures , beacuse it is considred to be an effective strategy to maintain order and control students’ behaviour during class,for example :respect the timing of sessions, respect teacher and classmates, working seriously, and respecting the instruction about their behavior inside the classroom.

Q9.Do your student feel comfortable during your class ?

Opten	N	%
Very comfortable	2	40%
Comfortable	2	40%
Less comfortable	1	20%
Not comfortable	0	0%
Total	5	100%

Table 18. Students' feeling during class.



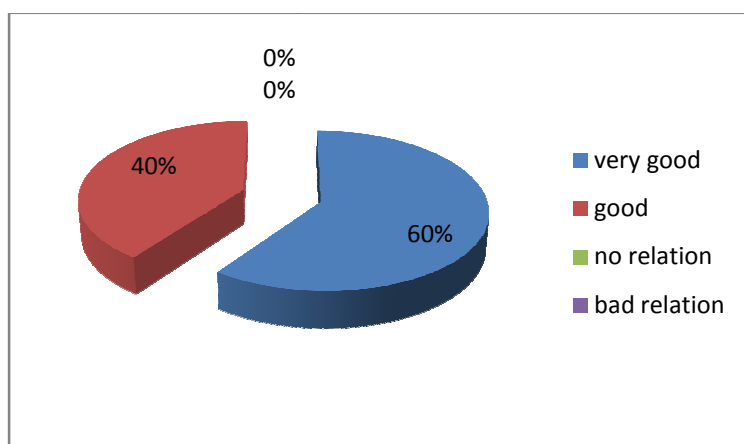
Graph 9. Students' feeling during class.

According to this table (3.9). we find that (40%) argued that their student feel very cmfortable during their class because of the teachers'ability to make their student feel secure and safe.In addition to the teachers'awarness about the course, the ways they deal with pupils, and the different types of activities. Whereas, some of teachers stated that tehir student feel comfortable with the same percentage as the first one (40%). Finally there is only one teacher who stated that their students feel less comfortable (20%), this due to her short years experience.

Q10.What kind of relationship do you make with your students ?

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

Table 19. Teachers' relationship with students.



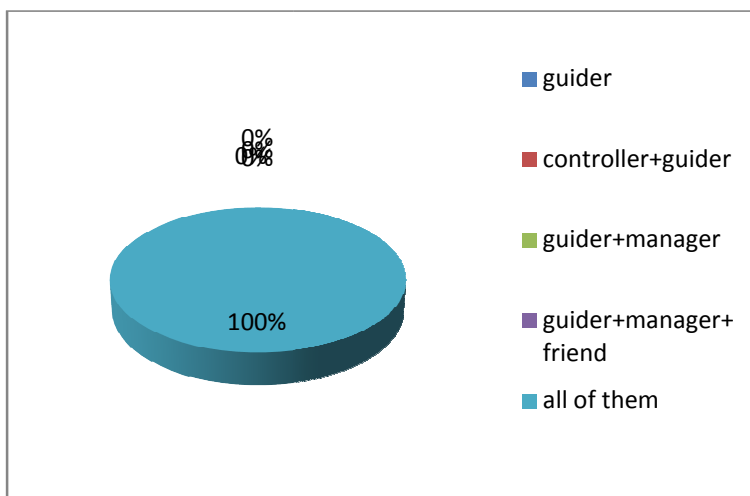
Graph 10. Teachers' relationship with students.

The table (3.10) indicates that (60%) of the teachers said that their relationship with students is very good, because they communicate with their students and integrate together to create a suitable environment inside the classroom. Thus, (40%) of teacher think that their relationship is good. finally there is no bad relation between teachers and students.

Q 11. In your opinion, what is the effective role of EFL teacher ?

Option	N	%
Guider	0	0%
Controller+ guider	0	0 %
Guider+ manager	0	0%
Guider+ manager+ friend	0	0%
All of them	5	100%
Total	5	100%

Table 20. EFL teacher's role.



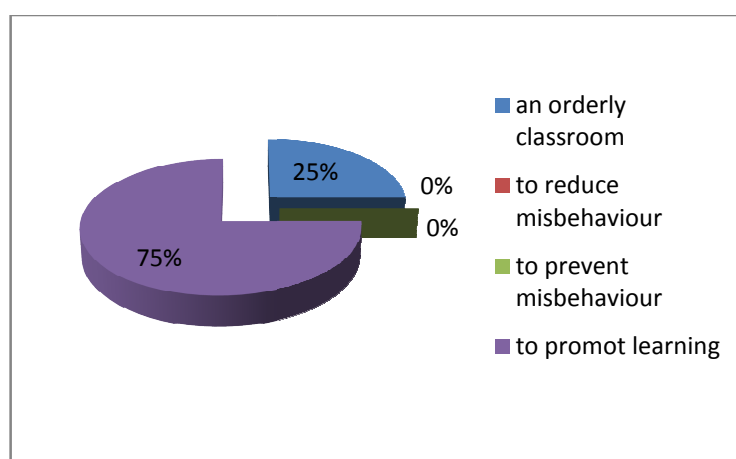
Graph 11. EFL teacher's role.

We have noticed that all teachers share the same point of view. The five teachers (100%) think that EFL teacher should have all these characteristics which may reinforce his role and enable him to impose control and order inside classroom.

Q 12. The primay goal of classroom management Is?

Option	N	%
An orderly classroom	1	25%
To reduce misbehaviour	0	0%
To prevent misbehaviour	0	0%
To promot learning	4	75%
Total	5	100%

Table 21. Goal of classroom management.



Graph 12. Goal of Classroom Management.

From the table (3.12) we remark that four teachers (75%) have choosen that the primary goal of classroom management is to promot learning. which means that when classroom is well- managed and organized, it may improve the learning process and reinforce the student’s ability to learn. Therefore, (25%) of them think that tha goal of classroom management is to create an orderly classroom.

Q 13. As a teacher, how can you manage and maintain order inside your classroom ?

This question reveals that all the teacher agreed that they can manage and maintain order inside classroom, each teacher has his own point of view, for example teacher 1 think that he can maintain order by creating a favourable climate that deals with his learners' capacities depending on the psychological side. Therefore, seconded teacher argued that teachers' character impose a good management of classes uncounciously.both teacher and his student cooperate together to maintain order by giving them much importance to lesson time.in addition to that, one of the teacher suggests some main points that enable her to maintain order :

- Learners should feel that i deserve respect as a person before i do as a teacher.
- I rely on her dominant voice to attract their attention.
- I give them no time to misbehave ; work does not stop in my class.
- When someone makes mistakes, he is immediatly punished.

While the last two teachers share the same point of view, they argued that teachers must post his methods and rules at the begining of the academic year.In order to impose themselves.

Section 3.Teachers' perception towards discipline problems.

Q 14.what is your perception about classroom problems in secondary school ?

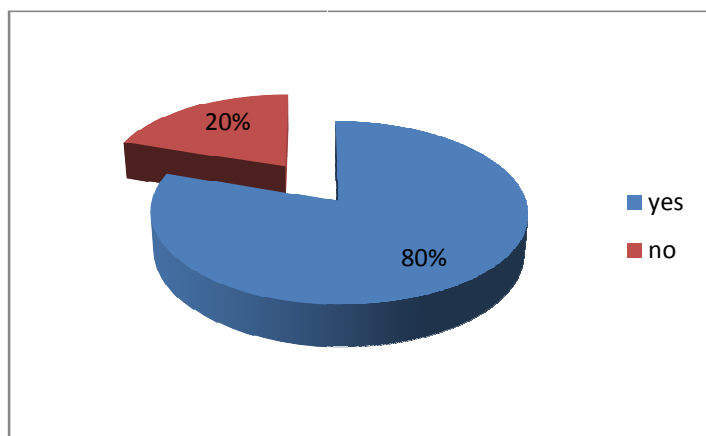
This questions reveals different percpectives from teachers .for example teacher (1) think that secondary schools problems can originate from students' misbehaviour since they are adolescents. This due to the role of teacher to overcome these problems. Then, teacher (2) argued that students' misbehaviour in schools due to the lack of interest, feel bored, and lack of motivation. Therefore, teacher (3) suppose that classroom discipline problems comes from bad environment and the natural changes of students' undergo during this period.

Teacher (4) stated that student misbehaviour is a real problem affecting school and may cause an infraction. This is due to students' cultural background, psychological problems, lack of self- confidence. While the last teacher clarified because of her first experience that discipline problems is a real challenge that threaten the educational process, because both teachers and school face many students' misbehaviour ; this may be a result for a lack of desire to study and problems related to the bad organization and management of the administration.

Q 15.As a teacher, did you face any type of students' misbehaviour ?

Option	N	%
Yes	4	80 %
No	1	20%
Total	5	100%

Table 22. Teachers' perception about student's misbehaviour.



Graph 13. Teachers' perception about students' misbehaviour.

The table (3.15) presents that (80 %) of teachers agreed that they faced some students' misbehaviour inside their classe for example.most of them said that the majority of pupils have the same misbehaviour 'childesh', while the other teachers proposed some negative attitudes made by most of teachers such as : making undesirable noises, lack of

interest towards the module because of their weak level, we have noticed that most of students face some difficulties with English as foreign language. Whereas (20%) of teachers stated that they do not face any type of students' misbehaviour.

Q 16. In your opinion ; what are the best ways for students to become disciplined ?

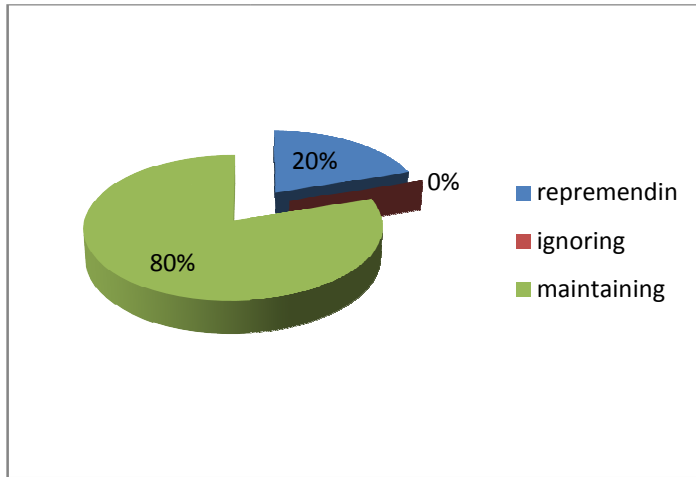
Through this question, we have revealed different opinions suggested by teachers which explain how they deal with students to become disciplined such as :

- Teachers must have a good relationship with their student.
- Teacher gives them freedom inside borders in which both of them agreed on these borders. which enable students to respect their teachers.
- Give students more attention (hearing) listen to them expressing themselves.
- Guide and show them the best and easiest way.
- Teacher should make their students feel comfortable.

Q 17. The prevention of misbehaviour is most effectively managed by ?

Option	N	%
Reprimanding students immediately	1	20%
Ignoring all inappropriate behaviour	0	0%
maintaining strong and durable instructional procedures	4	80%
Total	5	100%

Table 23. Teachers' type of prevention misbehaviour.



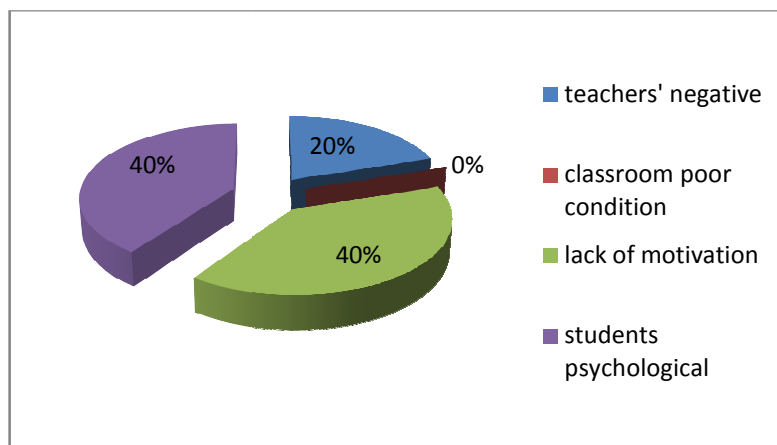
Graph 14. Teachers' type of prevention misbehaviour.

The table below (3.17) shows that (80%) of teachers try to maintain strong, and durable instructional procedures as a tool of prevention. While (20%) stated that they reprimend students immediately to prevent any kind of misbehaviour.

Q 18. According to you, what are the causes of discipline problems ?

Options	N	%
Teachers' negative attitude	1	20%
classroom poor condition	0	0%
Lack of motivation from teacher	2	40%
students' psychological problems	2	40%
Total	5	100%

Table 24. Causes of discipline problems.



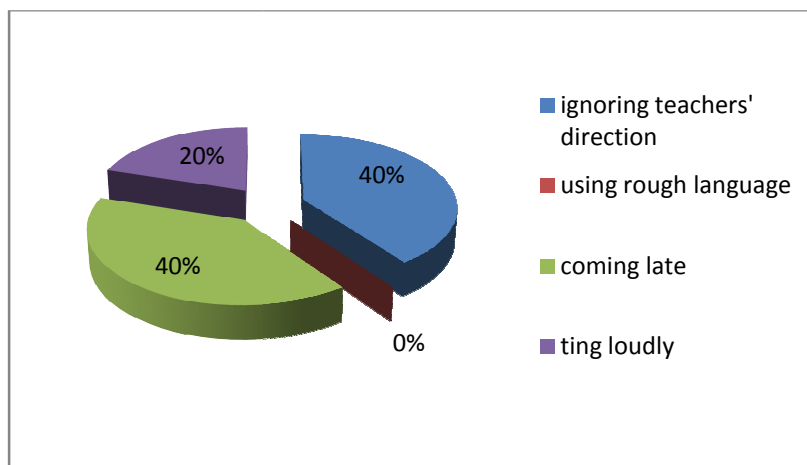
Graph 15. Causes of discipline problem.

According to this table (3.18) we have noticed (40%) reason for disruption in classroom comes from lack of motivation from teacher, this due to teachers' lack of competence, and interest). Also (40%) have chosen students' psychological problems which considered as the most dangerous one. It derives from (poverty, parents' divorce, lack of self-confidence...etc). Finally, (20%) stated that teachers' negative attitude may cause discipline problems inside classroom. According to them the main role of teacher is to guide and control misbehaviour not to harsh and punish them aggressively.

Q 19. what are the types of disruptive behaviour ?

Options	N	%
Ignoring the teachers' direction	2	40%
Using rough language with other student and teacher	0	0%
Coming to classroom habitually Late	2	40%
Shouting loudly to create thrill In classroom	1	20%
Total	5	100%

Table 25. Students' type of disruptive behaviour.



Graph 16. Students' type of disruptive behaviour.

We conclude from this table (3.19) that there are several types of misbehaviours that disrupt teachers' learning process. We have noticed that each teacher has chosen the main type that faced within his class. (40%) agreed that ignoring the teachers' direction can cause disruption. While the other percentage (40%) confirmed that coming to classroom habitually late is the most annoying thing that disturb teachers. the last one (20%) complain about students whoshouting loudly to creat thrill, this may disturb teachers and classmates who want to learn.

Q 20. According to you ; what are the main strategies that may help teachers to reduce classroom discipline problems ?

From this question, we may deduce that most of teachers try to suit effective methods and strategies in order to control students' behaviour. They proposed some beneficial strategies.

- Teacher should give them a special care, let them feel that they have responsibility.
- Teacher should be optimistic, and calme while dealing with students' misbehaviour.
- Teachers must know well and believe that the student is a good grain in principale, and the teacher should help growing it in a good atmosphere to mark his character positively. So, he must have a great positive influence on his students, because

negative attitude gives only negative results. Thus, it is up to the teachers' behaviour, the classroom discipline problems can be reduced and prevented.

- Teacher should show his strengths smoothly.
- Teachers ought to make students feel comfortable without pressure and stress.
- Teachers must prepare a well organized lesson to create a sense of motivation to prevent any kind of misbehaviour.

3.1.4 Discussion of the Analysis

The analysis of teachers' questionnaire provides a great data about classroom management and how it is closely related to classroom discipline. Through our analysis, we have noticed that discipline is the main element that most of teachers tend to achieve. The aim of this questionnaire is to identify and analyze the main strategies that teachers use in order to manage their classrooms and prevent students' misbehaviour.

The first section is concerned with personal information. First, we have deduced that there are five teachers of English in that secondary school, '4 teachers' are female, and only '1 male teacher'. Teachers' ages are differentiated from one another, we have 3 teachers '25-29', 1 teacher '30-39', and 1 teacher '40-49'. As well as, their teaching experiences, we find out only one teacher who is experienced at the first time, 1 teacher '1-2 year', 1 teacher '3-5', one teacher '11-15', and the last one between '16-20'.

Concerning the second section, which concerned with teachers' perception towards classroom management. According to question number 4 we explicitly state that all the teachers agreed that they use different strategies and methods in order to enhance students' learning process and facilitate the difficulties and barriers that may face students' learning. Question 5 revealed different perspectives for example: 3 teachers argued that students do not have the responsibility to manage the classroom, they think that it is the teachers' responsibility and right, while two of them said yes especially when making some choices

about choosing some activities and topics. In question 6, 3 of teachers point out that administration play a great role in the management of classroom by providing them all the necessary materials and aids that make the classroom atmosphere pleasant and secure, and only 2 teachers said no because it did not do anything for them. Question 7 we find that teachers have to manage the physical environment, some of them said 'yes', and three of them stated when necessary, the last one argued that it is not his responsibility, he think that students being able to manage their setting according to their special needs. Through, question 8 we explicit that all teachers agreed that they must to post effective rules and procedures at the begining of the academic year, this may help teachers to impose themselves as controller and guider. When we ask teachers this question '9' if their students feel comfrtable, 2 of them answred very comfortable, also 2 of teachers see that their students feel comfortable ; and only one see that is less comfortable. In question 10 most of teachers (3) described that they build a strong relationship' very good' with their student which make their students feel safe and secure, and 2 teachers described their relationship as good.

From the answers of question 11, we may say that the majority of teachers argued that their role includes all of this options guider, controller+ guider, guider +manager+friend, and only one has choosen controller+ guider. Concerning question number 12, 4 teachers agreed that the primary goal of classroom management is to promot learning and improve this process. As well as the last question of this section, its aim is to get a clear idea about their ability to manage the classroom and maintain order. We have revealed that most of teachers stressed on the same idea. According to them teachers' character imposes a good management of classroom which enable him to make a good relationship and cooperate together to maintain order by creating a favourable climate to reinforce students' ability to learn.

Section two is about teachers' perception towards classroom discipline problems, we shed lights on the definitions of discipline problems, in which all the teachers explained their assumption about this concept, which is considered as a negative attitudes that is perceived by the teacher to compete with or threaten the academic actions at a particular moment, and creates disruptions in the flow of classroom activities. Therefore, 4 teachers stated they face some types of students' misbehaviour such as : "talking to friends, making noise, dealing with other things, changing seats without permission, and talking without permission". Moreover, "getting away from the task, not having homework done, tardiness and swearing to friends" are the least observed misbehaviours.

Through question 16, most of teachers proposed some effective ways to discipline students. Teachers must be close to their students, give them more attention, and control them. Question 17 indicates that four of teachers maintaining strong, durable instructional procedures and reprimanding students immediately as an effective of prevention.

When we ask teachers about the main causes that lead students to misbehave, two of them considered that cause of students' misbehaviour refers to teachers' negative attitude such as : violence, verbal warning, harsh punishment....etc also two of teachers have chosen lack of motivation as serious cause of students' misbehaviour, this may lead most of students to get bored, do not follow teachers' directions, and two of them find that students' psychological problems is the main source of infraction (parents' divorce, poor, lack of self- confidence, drugs, alcohol....etc). Teachers denote through question '19' some undesirable misbehaviour that happened habitually which make them nervous : ignoring the teachers' direction (Disturbing the flow of lesson, Not listening to the lesson, Talking without permission) or coming to classroom habitually late, and shouting loudly to create thrill in classroom. As well as, the last questions teachers point out the main

strategies and possible solutions that should use in order to handle students' misbehaviour and provide a good atmosphere.

3.2 Pupils' questionnaires

3.2.1. The Aim of the Questionnaire

This questionnaire was given to 30 second year secondary students of Leghouil Manfoukh Secondary School in Djamorah 'Biskra' from the total of 170 students. This questionnaire was designed in English and Arabic in order to help students understand it and get my desired results. The majority of students answered the open-ended questions in Arabic. Whereas the rest of questions, students are supposed to tick up the appropriate answer

3.2.2. Description of Pupils' Questionnaire

Students' questionnaire consists of 16 questions; it is divided into three sections.

Section one : it consists 3 question which is based on gathering information about students' personal information (gender, streaming, and their level in english).

Section two : This section contains six multiple questions about students' perceptions towards classroom management such as : questions about teachers' use of strategies, if they feel comfortable and secure inside their classes, the classroom' appearance, the kind of relationship with their teachers, and the last question is about whether they integrate with their teacher to manage the classroom.

Section three : includes seven questions. It is based on getting data about their perception towards discipline problems, its definition, if they behave negatively, also if they respect the strategies that are set by their teachers to reduce misbehaviour. As well as, questions number 13 (types of discipline problems) ,14 (causes of discipline problems), and 15 (strategies to reduce discipline problems), in which students are supposed to choose the appropriate box.

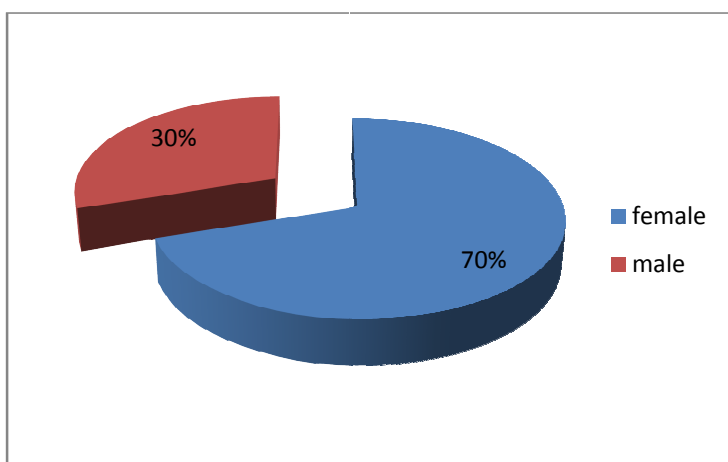
3.2.3 Analysis of pupils' Questionnaire

Section 1 : Background Information

Q 1. What is your genre ?

Options	N	%
Female	21	70%
Male	9	30%
Total	30	100%

Table 26. Pupils' genre.



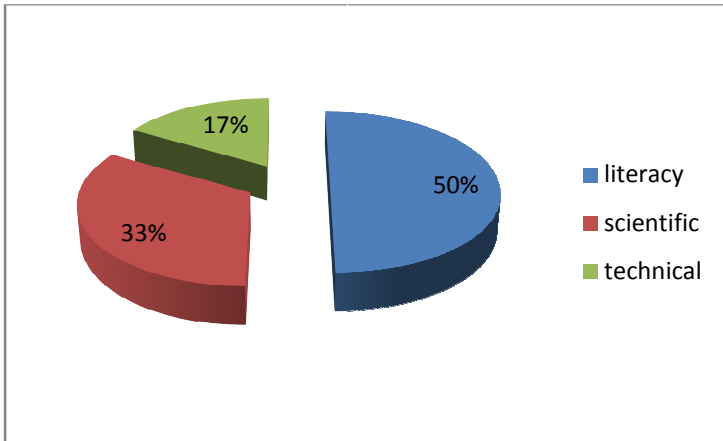
Graph 17. Pupils' genre.

This table (3.20) presents that the number of female is more than boys. (70%) of our sample is female. While, (30%) is male.

Q 2. What is your streaming

Options	N	%
Literacy	10	50%
Scientific	15	33%
Technical	5	17%
Total	30	100%

Table 27. Pupils' streaming.



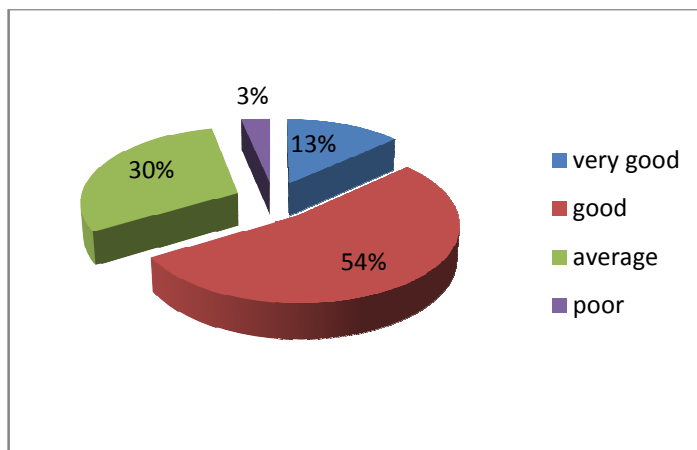
Graph 18. Pupils' streaming.

Through this table we have noticed that (50%) from our sample has been taken from literary stream. Then, (33%) has been taken from scientific branch. Finally, (17%) from technical branch in order to determine different perspectives according to the three branches.

Q 3. What is your level in English ?

Options	N	%
Very good	4	13%
Good	16	54%
Average	9	30%
Poor	1	3%
Total	30	100%

Table 28. Pupils' level in english.



Graph 19. Pupils' level in english.

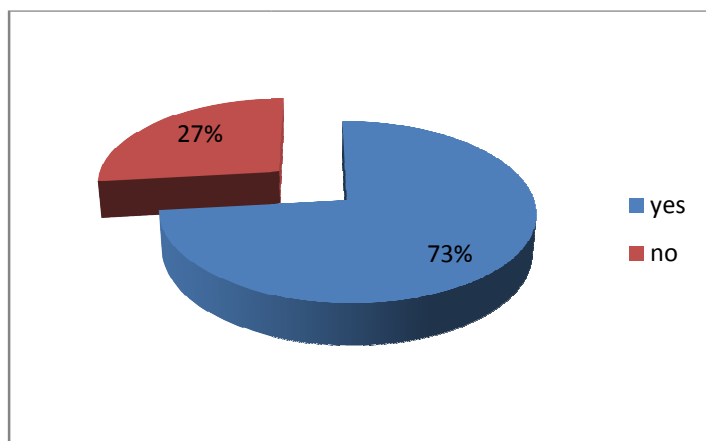
Students considering their level in English as good are about 54% because they may understand it and can communicate. 30% consider themselves average because they have some linguistics and communicative problems.13% said that they are very good because of their high level of competence and communication.Finally, only 3% consider their level as poor.

Section two : Pupils’ perception towards classroom management.

Q.4 does your teacher use different teaching methods and strategies to make you flern better ?

Options	N	%
Yes	22	73%
No	8	27%
Total	30	100%

Table 29. Pupils’ views about teachers strategies and methods.



Graph 20. Pupils’ views about teachers’ strategies and methods.

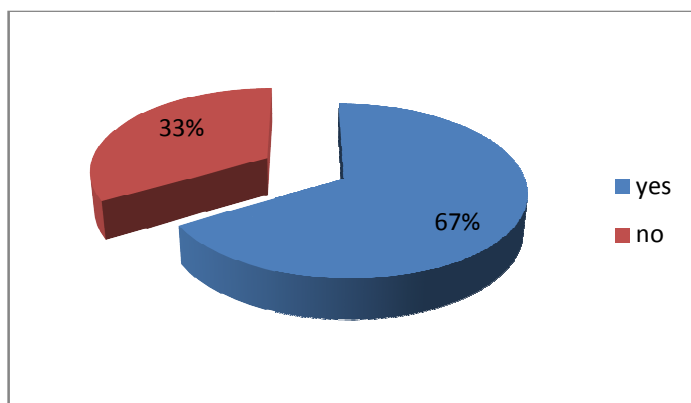
From this table (3.23), we deduce that 73% of students thought that their teacher use different strategies and methods which allow them to facilitate the lessons and improve the

student's ability to learn. but only 23% think that their teacher do not use any strategies or methods.that's why most of pupils fell bored and less interested.

Q 5. Does the physical environment (setting) of the classroom makes you feel comfortable ?

Options	N	%
Yes	20	67%
No	10	33%
Total	30	100%

Table 30. Pupils' perception towards the physical environment.



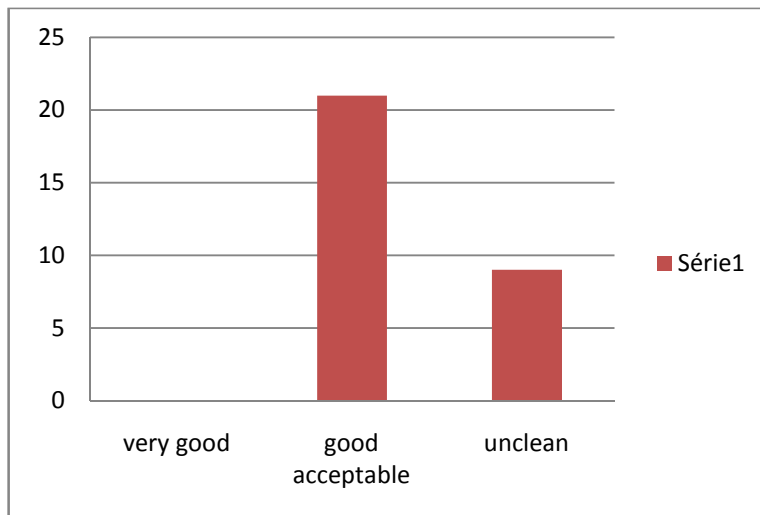
Graph 21. Pupils perception towards the physical environment.

Through the table below, we have deduce that most of pupils (67%) feel comfortable in their classes, this due to their teachers' effort to manage the physical environment.while, (33%) said that they do not feel good, because the tables are not organized well.

Q 6.does the classroom always look ?

Options	N	%
Very good	0	0%
Good (acceptable)	21	70%
Unclean	9	30%
Total	30	100%

Table 31. Pupils' views about the classroom.



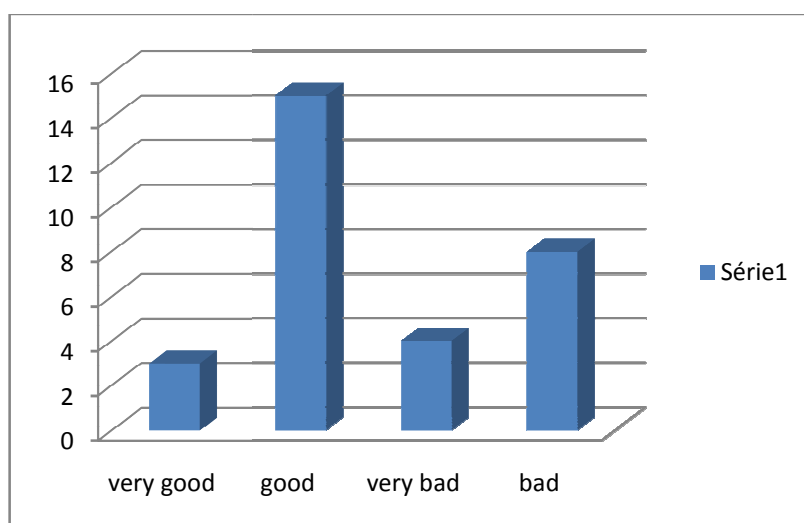
Graph 22. Pupils' views about the classroom.

We noticed that no one of the pupils consider their classroom very good. (70%) see that their class is good, they accept it as it is. But, unfortunately 30% of them consider their classroom unclean and not organized as they need and want.

Q 7. How do you describe the atmosphere in the classroom ?

Options	N	%
Very good	3	10%
Good	15	50%
Very bad	4	13%
Bad	8	27%
Total	30	100%

Table 32. Pupils' view about the atmosphere of their classroom.



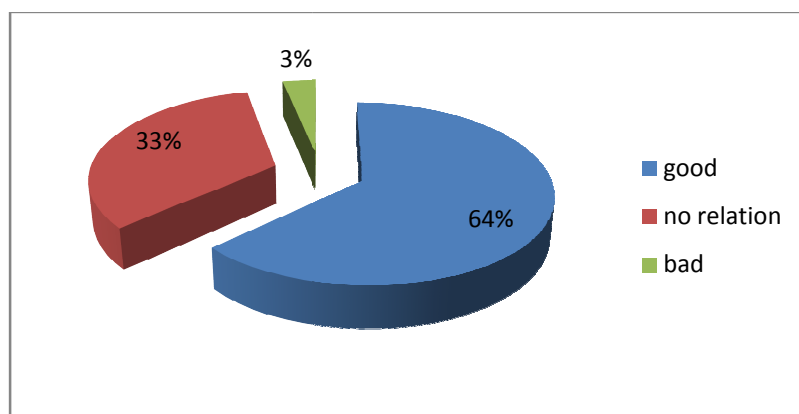
Graph 23. Pupils' view about the atmosphere of their classroom.

According to this table (3.26), we saw that only 10% of pupils argued that the atmosphere of the classroom is very good. This may be due to the harmony and consensus among all pupils, and this is what increases the possibility to share thoughts and ideas with each other. 50% said that the atmosphere is good. 13% stated that it is very bad because sometimes they get bored of the same activities and the situation of classrooms makes them off-task. Finally, 27% think that the atmosphere is bad.

Q 8. How is the relationship between and your teacher ?

Options	N	%
Good	19	64%
No relation	10	33%
Bad	1	3%
Total	30	100%

Table 33. Pupils’ perception about the relationship with their teachers.



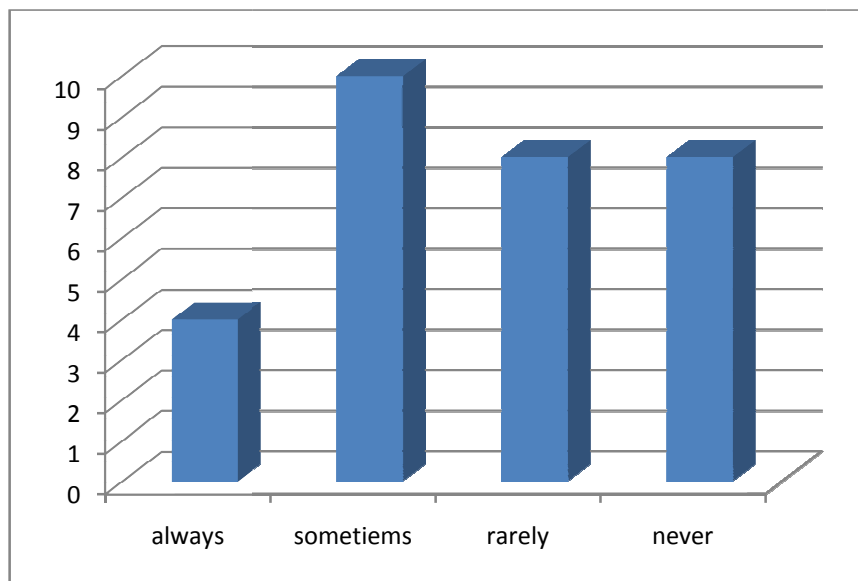
Graph 24. Pupils’ Perception about the relationship with their teachers.

From the table we notice that only one pupils (3%) have not bad relationship with teachers but (33%) of them have not any kind of relationship which means this group of pupil do not interact or communicate with their teachers; whereas, (64 %) have a good relationship with their teacher which clearly indicate the strong interaction with each other, sharing thoughts and feeling

Q 9. Do you integrate with your teacher to manage the classroom ?

Option	N	%
Always	4	13%
Sometiems	10	33%
Rarely	8	8%
Never	8	8%
Total	30	100%

Table 34. Pupils’ integration in managing classroom.



Graph 25. Pupils' integration in managing classroom.

From the previous table we may say that few pupils 13% always manage the classroom with the teacher especially intelligent students, they are interested by either choosing topics, arranging their sitting, share their new opinions and suggest some activities. (33%) of them stated they sometimes integrate with their teachers to manage classroom. Other pupils (27%) said that they rarely do that. Whereas (27%) affirm that they do not integrate, they thought that it is the teachers' responsibility. may just enter the class and let the responsibility of the classroom on the teacher. Other students 24% state that they sometimes help the teacher in managing the class by either arranging the sitting or making the circle but others 12% state that they rarely do that. The minority of the students 8% affirm that they always help their teacher in managing the classroom or participate when necessary.

Section two : Pupils' Perception Towards Classroom Discipline

Problems.

Q 10. How do you define discipline problems (misbehaviour) inside classroom ?

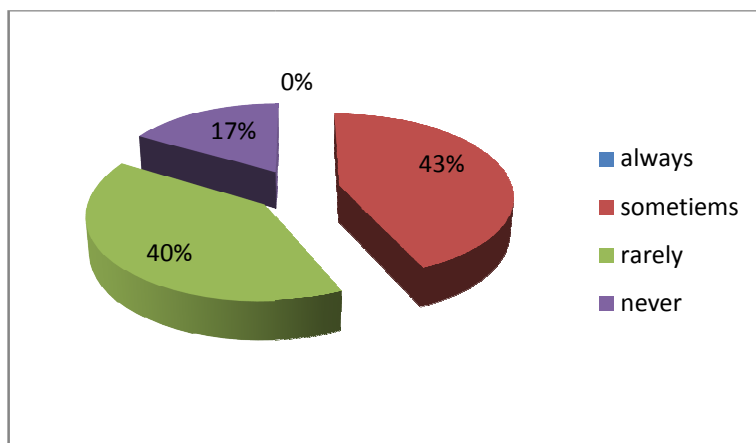
Through this question, we reveals multiple percpectives and explanations provided by pupils about what is meant by discipline problems or students' misbehaviour. Around (47%) from pupils give a clear explanation to this question. Some of them wrote in Arabic because of their weak level in english, and only few students wrote in english. And (53%) do not answer this question.

Therefore, they define dicipline problems as a negative behaviours or attitudes performed by students that may hinder the learning process. It has a negative effects on teachers' management. Such as : Repeated out from the session without cause, lack of respect for teachers, non- completion of homework, they argued that most of student misbehave because they feel bored, lack of attention and interest, bad relationship with teachers, lack of teachers' proficiency, all of this misbehaviour may provoke and annoyed their collegues, and distribing the fonctionning of the lesson.

Q 11. Do you behave negatively in your classroom ?

Options	N	%
Always	0	0%
Sometiems	13	43%
Rarely	12	40%
Never	5	17%
Total	30	100%

Table 35. Pupils' misbehaviour.



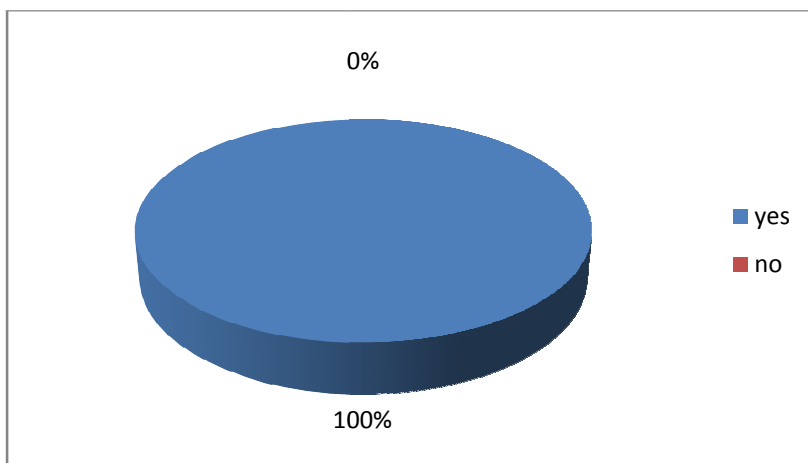
Graph 26. Pupils' misbehaviour.

We have consider that (43%) of pupils confess that they sometiems misbehave inside their classes such as : making some noise or speaking with their classmates, do not listen to the teachers' direction. (40%) aid that they rarely misbehave. whereas, only few students (17%) said they never do any type of diruption, they argue that they are so interested to the teachers' lesson and they want to get new ideas and thoughts.

Q 12. Do you respect the classroom strategies that are set by your teacher to reduce misbehaviour ?

Options	N	%
Yes	30	100%
No	0	0%
Total	30	100%

Table 36. Pupils' opinon about the strategies that are set by teachers to reduce misbehaviour.



Graph 27. Pupils opinion about the strategies that are set by teachers to reduce misbehaviour.

This table (3.30) show that all the pupils agreed with high percentage (100%) that they respect all the strategies and techniques that is used by their teacher to handle students' misbehaviour and maintain a good environment that may help them to learn better.

Q.13 choose the appropriate box (types of misbehaviour) ?

Options	Always		Sometiems		Rarely		Never		Total	
	N	%	N	%	N	%	N	%	N	%
1. Lack of interest for teacher	16	53%	8	27%	4	13%	2	7%	30	100%
2. Ask questions that are not relevant to the lesson	2	7%	13	43%	13	43%	2	7%	30	100%
3. Eating during class	9	30%	7	23%	8	27%	6	20 %	30	100%
4. Verbal violence	2	7%	17	53%	5	17%	6	20%	30	100%
5. Talking with classmates on topics that do not serve The session	9	30%	9	30%	8	27%	4	13%	30	100%
6. Disturbing the functioning of the lesson	3	10%	13	43%	11	37%	3	10%	30	100%

Table 37. Pupils opinion about types of misbehaviour.

Through this table, we have identified different types of pupils misbehaviour. First type which is lack of interest for teachers reveals various statistics always (53%).sometiems (27%), rarely (13%), and never (7%). We may say that the majority of student are not interested with teachers. Seconed type, pupils share the same percentage between always and never with (7%), while sometiems and never have the percentage (43%). The third type indictes that students always eat inside classroom (30%) some of them said sometiems (23%). Then, (27%) sayn rarely. Whereas (20%) of them do not eat at all. The fourth type, (7%) have choosen always, (53%) said sometiems, (17%) said rarely, and (20%) said never. The fifth type, (30%) say always, also (30%) say sometiems, (27%) answred rarely, (13%) never. The last type , (10%) have choosen always, (43%) answred sometiems, (37%) said rarely, the last one (13%) said never.This statistics may indicate that each student has his own way of misbehaving.

Q 14 Choose the appropriate box (causes of discipline problems) ?

OPTIONS	Strongly agree		Agree		Disagree		Strongly disagree	
	N	%	N	%	N	%	N	%
Lack of interest from parents to teach their children	5	17%	11	37%	7	23%	7	23%
Overcrowded classrooms	15	50%	11	36%	2	7%	2	7%
Students' refusal of rules and etiquette in classroom	4	13%	16	54%	7	23%	3	10%
Lack of communication between teacher and student	14	45%	11	36%	2	6%	4	13%
Teachers' favouritism to a certain group of students	16	53%	6	20%	5	17%	3	10%
Teacher follow the same teaching methods for Each session	11	36%	9	30%	8	27%	2	7%
The lack of professionalism of the teacher	12	40%	9	30%	6	20%	3	10 %
Pupile' feeling bored and frustrated	10	33%	14	47%	4	13%	2	7%

Table 38. Pupils perception about the causes of discipline problmes.

According to this questionnaire, we revealed a great number of statistics. Pupils gave a clearly assumptions about the main causes of discipline problems. Most of students strongly agree (17%) that lack of parents' interest to teach their children may be a real cause of misbehaviour, (37%) agree, (23%) disagree, and (23%) strongly disagree. Therefore, overcrowded classroom can be seen as a real problem facing teachers in which they lose control inside their classes, (50%) strongly agree, (36%) agree, (7%) disagree, and (7%) strongly disagree.

Pupils' refusal of rules and etiquette of classroom is not seen as a serious cause. (13%) strongly agree, (54%) agree, (23%) disagree, (10%) strongly disagree. Then, argued that lack of communication between teacher and pupils may cause problems inside classroom, (45%) strongly agree, (36%) agree, (6%) disagree, (13%) strongly disagree. Teachers' favouritism to a certain group of students, the majority of them (53%) strongly agree, (20%) agree, (17%) disagree, (7%) strongly disagree. Moreover, teacher follow the same teaching methods for each session, this is the main cause especially when the teacher can not present his lessons in a good way, that's why pupils (36%) strongly agree, (30%) agree, (17%) disagree, (7%) strongly disagree. In addition to that, most of pupils strongly agree (40%) with the lack of teachers' professionalism may cause infraction and threaten the learning process. Finally, pupils feeling bored and frustrated is a great problem which lead them to make noise and do not follow their teachers' direction, and break the rules, (33%) strongly agree, (47%) agree, (13%) disagree, and only two pupils (7%) strongly disagree.

Q 15. How does your teacher uses the following strategies ?

Options	Always		Sometiems		Rarely		Never	
	N	%	N	%	N	%	N	%
The teacher ignore the naughty student while doing negative behaviour.	0	0%	15	50%	10	33%	5	%
Gestures (foresight) to alert the naughty Student because his or her negative Behaviour	20	67%	10	33%	0	0%	0	0%
Teachers' verbal warning to unruly student Inside the classroom	11	37%	15	50%	3	10%	1	3%
Separation of pupils rioters from each other	10	34%	12	40%	7	23%	1	3%
The administration calls the rioters' parents	6	20%	14	47%	10	33%	0	0%
To threaten disruptive students by reducing their points	10	33%	11	37%	9	30%	0	0%
Expel unruly pupils outside the classroom	6	20%	15	50%	6	20%	3	10%

Table 39. Pupils' perceptions towards their teachers' strategies.

According to pupils' answers about the main strategies that their teacher used to follow, we have noticed that most of teachers try to suit the effective strategies to create a well- designed classroom. Concerning the first strategy 'the teacher ignore the naughty student while doing negative behaviour' this revealed multiple answers (0%) said always, (50%) sometimes, (33%) rarely, and (17%) answered never. The second strategy, (67%) say always, (33%) answered sometimes, while no one of the pupil has chosen rarely or never. As well as, the third one most of pupils(37%) agreed that their teacher always warn them verbally, and around (50%) said sometimes, (3%) choose rarely, (1%) said never. Strategy number four identified that (34%) find that their teacher always separate unruly student from each other, while (40%) said sometimes, and (23%) answered rarely, and only (3%) said never. Then, strategy five pupils' answers were so different from each other, (20%) stated that administration always call for their rioters pupils, while (37%) argued

that sometimes, (33%) said rarely. Moreover, strategy number six is considered as a common strategy among teachers. Most of pupils (33%) said that their teachers always threaten them to reduce their points, (37%) answered sometimes, (30%) choose never. Finally, the last strategy is done by many teachers. (20%) of pupils said always, (50%) stated that teachers sometimes expel pupils outside the classroom, also (20%) think that teachers rarely do that, (10%) have chosen never.

Q 16. If you want to add comments or suggestions, please write below ?

According to this question, we may say that only few pupils' answered this questions and share with us their suggestions. They wish to improve the relationship with their teachers and try to get closer, because the main role of teacher is to find out the reasons that affect their learning process. Also pupils ask the teachers and administration to develop and improve the educational system by providing them new conditions to reach the advanced stages and improve their ideas to get a good results. In addition to that, most of them thanked me about my collaboration with them, and wish me best of luck.

3.2.4 Discussion of the analysis

The analysis of pupils' questionnaire provides data about the classroom management and their assumption towards classroom discipline problems. Through background information questions we can find that female is more than males '21' females, and '9' males. We have chosen pupils randomly '15' from literary branch and '10' from scientific branch, and '5' from technical branch. Most of pupils '16' point out that their level is good, '4' intelligent pupils consider their levels as very good. They are competent and motivated. '9' are average. Finally, only one his level is poor, this may be due to his weak level in English as a foreign language.

Section two : It seeks to get an idea about pupils' perception towards classroom management. Through question 4, we have deduce that '22 pupils' said that their teachers

use different strategies and methods to make them learn better. While, '8 pupils' stated that their teachers do not use strategies and methods, in which they feel bored and less interested, they want from their teachers to be more motivated and create new teaching methods and strategies. Question 5, '20 pupils' explicit that the physical environment makes them feel comfortable. '10' of them don not feel comfortable. In question 7, '20 students' accept the classroom as it is, while '9 pupils' argued taht classroom is always unclean, because most of students don not protect the classroom appearance. Therefore, when we ask students about the relationship with their teachers, '19 pupils' said that they build a good relationship with their teachers, and '10 students' stated that there is no relationship with teachers, and only one pupil think that his relationship is bad with his teacher. In question 9, only few pupils '4' always integrate with their teachers in managing the classroom, by providing new ideas and thoughts, and '10 pupils' sometiems integrate with their teacher to manage the classroom, '8 pupils' rarely and the last percentage '8 students' do not integrate at all.

Section three : It is used to seek the pupils' perception towards classroom discipline problmes. First question, only few pupils can define discipline problems in english, while the rest answred in arabic. According to them, discipline problems is 'pupil'' negative attitudes, and unacceptable behabiour that disturb the teaching- learning process and may cause infraction among students. Through, question 11 ' 13 pupils' stated that they sometiems misbehave in the classroom, '12 pupils' said rarely, and only '5 students' point out that they never misbehave in the classroom. Question 12 revealed that most of student respect the strategies that are set by their teachers to reduce discipline problems, this may show their higher level of interest and concentration during session.

In question 13, we have suggested some types of pupils' misbehaviour in order to get its frequency. Lack of respect explicit that '53%' of pupils do not respect their teachers,

'43%' they sometimes ask silly questions that are not relevant to the lesson. Therefore, '30%' find that pupils always eat during sessions, '53%' stated that pupils sometimes use verbal violence inside their classes, and finally '30%' agreed that pupils always speak with their colleagues on topics that do not serve the lesson.

Moreover, question 14 presents the main causes that may affect pupils and make them misbehave for example '37%' of pupils agreed that lack of interest from parents to teach their children is a real factor that causes misbehaviour, also overcrowded classroom is seen as a serious problem '50%' of pupils strongly agree that it may threaten both teachers and students inside the classroom. '54%' of them agree that pupils' refusal of rules and etiquettes in class may cause problems, because of the students' boredom and stress. Then, '45%' of students strongly agree that the lack of communication between students and teacher may cause negative attitudes. As well as, teachers' favouritism to a certain group of student can make students misbehave and do not respect their teachers' rules, we find that '53%' strongly agree with this cause. Also when teachers follow the same teaching methods lead the students to feel bored and dislike the module. Finally, we may say that pupils' feeling bored and frustrated is a real challenge for teachers to impose himself and break the routines, '47%' agree with this cause.

Question 15 shows some basic strategies that most of teachers used to do in order to handle students' misbehaviour; according to this statistics, we have noticed that teachers sometimes ignore the naughty student while doing negative behaviour, teachers always use gestures 'foresight' to alert the students about their negative behaviour. Then, pupils' answers reveal that teachers sometimes warn students verbally inside the classroom, they prefer to separate unruly students from each other or call their parent in some cases. Also teachers always use to threaten disruptive pupils by reducing their marks. Finally, '50%' of pupils stated that most of teachers sometimes expel unruly students outside the classroom,

this is the best way to reduce misbehaviour. Concerning the last questions, in which pupils are supposed to add some comments or suggestion, we may say that most of pupils request is to develop the learning process by providing them new techniques and tools that increase their way of thinking and maximize their opportunities to learn in better conditions.

Conclusion

This chapter is concerned with getting real data about pupils' attitudes and opinions about classroom management and discipline problems, and teachers perception concerning the importance of classroom management as well as creating strategies and methods to maintain a learning environment, and try to find possible solutions to prevent classroom discipline problems which is considered to be a real challenge that is facing teachers' teaching process. In addition, this study shows that the pupils have a great information about classroom management ; its rules, strategies, and the main negative factors that affect the management of classroom such as : noisiness, criticism, boredom, and lack of interest.

To conclude, we may say that the results of questionnaires showed positive outcomes which confirm that when teachers manage their classes effectively, they will prevent classroom discipline problems and maintain order and control inside the classroom.

Suggestions and recommendations

The following recommendations are made to help all teachers gain appropriate knowledge about classroom management, its problems, and its solutions to create well-designed rules for an effective classroom management concept. Therefore, the following recommendations are given:

- Communicate high expectations to students.
- Increasing classroom activity engagements.
- Set clear, concise goal for instruction.
- Be open to all points of view.
- Teacher should Be consistent in handling consequences.
- Teacher should give time to each student in the classroom.
- Teachers may involve students in the process of making the rules and procedures for classroom. In this way the students will own the rules.
- Teachers may be able to overcome the problems of classrooms on the basis of effective lesson planning on regular basis.
- Creation of a good teacher- student relationship is essential, because successful classroom discipline depends on teachers' ability to establish a good relationship with learners.
- Teachers have to be introduced into the approaches, strategies and techniques of dealing with classroom behaviour problems.
- Keep parent-teacher lines of communication open at all time

General Conclusion

Effective teaching requires expert teachers. Teachers need to acquire classroom management skills, strategies, and techniques to establish a good classroom climate. Therefore, with improved training and support, teachers will be in a position to deal with classroom misbehaviour, and prevent all kinds of infraction confidently and effectively, lowering the risk of stress, as well as provide an optimum learning environment for all students in the classroom.

This study aims at studying the impact of classroom management in reducing classroom discipline problems of second-year pupils at Leghouil Manfoukh secondary school 'Djamorah- Biskra'. Our hypothesis is confirmed; if teachers manage their classes effectively they will prevent pupils' misbehaviour inside classroom. To carry out this research we have divided our work into two main parts; the first part is devoted to theoretical part, in which we have presented a general overview about classroom management, its approaches, rules and procedures. Besides, we have demonstrated the role of the teacher in the classroom, we also tried to identify the goals of classroom management and how to differentiate it from classroom discipline. While in the second chapter, we have discussed classroom discipline problems that may affect the teaching-learning process and provoke negative consequences, we have defined different concepts; discipline, classroom discipline, discipline problems. Then, we illustrated the main causes that make infraction inside the classroom, and the possible solutions made by teachers that may help them to maintain order and prevent students' misbehaviour.

The second part of our research is devoted to practical study. To confirm our hypothesis and to get the desired results we have designed two questionnaires as a research instruments; pupils' questionnaire and teachers' questionnaire. Through the finding of the questionnaires, we have noticed that classroom management is an essential part of the

educational system that enable teachers to impose themselves as a good managers, and control pupils' behavioural problems .Also, the results confirmed that teachers and students have positive attitudes towards classroom management, and they are aware of classroom discipline problems.

Concerning with the using of classroom management, the results show that both teachers and pupils have positive attitudes toward classroom management. We have said before that classroom management is necessary in teaching learning process; however, after analyzing the pupils' questionnaire and teacher too, we are going to give some suggestions for teachers to use classroom management effectively.

First of all, teachers should explain the importance of learning atmosphere and its Benefits in order to make students more cooperated to the issue of the disruptive behaviour and to motivate them to engage in classroom activities. Second, teachers should have an effective plan that helps them to teach effectively also, teachers need to know positive aspects of the classroom environment in order to avoid problems with peers themselves. To The main problems that students reported in the questionnaire are the students feel themselves insecure and they cannot connect. These two problems can be solved if teachers assist students to monitor their behaviour through avoiding these reasons that lead them to misbehave At the end, using classroom management effectively can help teachers to reduce the misbehaviour of their classrooms through setting rules and procedures to break down the routines and we try to enhance and motivate our pupils by creating a positive and comfortable atmosphere. Being a successful manager of students' behaviour and of the organization of the classroom activities in a classroom setting means having considered all of the above-mentioned tips, methods and strategies of classroom management.

Depending on these finding, we have suggested that managing classroom means managing students activities and behaviour in a classroom setting in the same time, bringing something into light. Different things should be done at the same time. This calls for continuous and frequent analysis. For an effective teaching-learning process to take place all teachers strive for gaining more knowledge and experiencing more in the fields of classroom management. If the teacher use modern methods the students are more likely to gain knowledge than using the traditional ones.

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Appendix A

Teachers' Questionnaire

Dear colleagues ;

My master dissertation deals with the impact of classroom management to reduce discipline problems. Hence, the aim is to identify and analyze the main strategies that enable teachers to manage their classes effectively and prevent student's misbehaviour. Then we will suggest ways that may help us solve this problem and maintain discipline inside classroom. We aim at getting a close view about the main heading points that will guide us to the right direction. Answering this preliminary questionnaire would be of great help. Please, mark (√) the appropriate box (es) or give full answer(s) where the gaps provided.

Thank you for your cooperation

Section One: General Information

1. What is your gender?

Female Male

2. How old are you?

Under 25 25-29 30-39 40-49 50-59

3. How long have you been working as a teacher?

First year 1-2 years 3-5 years 6-10 years

11-15 years 16-20 years

Section two : Teacher's Perception towards classroom management.

4. Teachers use of methods and strategies in order to enhance student's learning process ?

yes No

5. Do your student have the responsibility towards managing classroom ?

Yes No

If yes, in what ways ?

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6. In, your opinion should the Algerian administration help teachers in managing classrooms ?

Yes No

If yes, why ?

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.....
.....

7. Do you think that it is your responsibility to manage the physical environment of classroom ?

Yes No When necessary

8. Do you post some rules and procedures at the beginning of the academic year ?

Yes No

9. Do your students feel comfortable during your class ?

- 1. Very comfortable
- 2. Comfortable
- 3. Less comfortable
- 4. Not comfortable

10. What kind of relationship do you make with your students ?

- 1. Very good
- 2. Good
- 3. No relation
- 4. Bad relation

11. In your opinion, what is the effective role of EFL teacher ?

- 1. Guider
- 2. Controller+ Guider
- 3. Guider+ Manager
- 4. Guider+Manager+Friend
- 5. All of them

12. The primary goal of classroom management is ?

- 1. An orderly classroom.
- 2. To reduce misbehaviour.
- 3. To prevent misbehaviour.
- 4. To promot learning.

13. As a teacher, how can you manage and maintain order inside your classes ?

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Section two : Teacher's Perception Towards Discipline Problems

14.What is your perception about classroom problems in secondary school ?

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15.As a teacher, did you face any type of students' misbehaviour ?

Yes No

If yes, how ?

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16.In your opinion ; what are the best ways for students to become disciplined ?

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17.The prevention of misbehaviour is most effectively managed by ?

- 1.Repreending students immediately.
- 2. Ignoring all inappropriate behaviour.
- 3. Maintaining strong, and durable instructional procedures.

18.According to you, what are the causes of discipline problems ?

- 1.Teachers' negative attitude.
- 2.Classroom poor conditions.
- 3.Lack of motivation from teacher.
- 4.Students psychological – problems..

19.What are the types of disruptive behaviour ?

- 1. Ignoring the teachers' direction.
- 2. Using rough language with other students and teacher.
- 3.Coming to classroom habitually late.
- 4. Shouting loudly to create thrill in classroom.

20.According to you ; what are the main strategies that may help teachers to reduce classroom discipline problems ?

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Appendix B

Pupils' Questionnaire

Dear pupils ;

My master dissertation deals with the impact of classroom management to reduce discipline problems. Hence, the aim is to identify and analyze the main strategies that enable teachers to manage their classes effectively and prevent student's misbehaviour. Then we will suggest ways that may help us solve this problem and maintain discipline inside classroom. As a first step, we opted for a preliminary questionnaire as a part of a research work. We aim at getting a close view about the main heading points that will guide us to the right direction. Answering this preliminary questionnaire would be of great help.

Thank you for your cooperation

Section one : Background Information

1. What is your gender?

Female

Male

2. what is your streaming ?

Literacy

Scientific

technical

3. what is your level in English ?

very good

Good

average

poor

Section two : Pupils' Perception Towards Classroom Management

4.Does your teacher use different teaching methods and strategies to make you learn better ?

هل يستخدم معلمك طرق تدريس و استراتيجيات مختلفة لكي تتعلموا جيدا ؟
yes No

5. Does the physical enviroment (setting) of the classroom makes you feel comfortable ?

هل طريقة التجليس في القسم تجعلكم تشعررون بالراحة ؟
yes No

6.Does the classroom always look ?

ما هو مظهر القسم؟

1.very good
جيد جدا
2.good (acceptable)
جيد (مقبول)
3.unclean
متسخ

7.how do you describe the atmosphere in the classroom ?

كيف تصف الجو في القسم؟

1.very good
جيد جدا
2.good
جيد
3.very bad
سيئ جدا
4.bad
سيئ

8.How is the relationship between you and your teacher ?

كيف تصف العلاقة بين الاستاذ و التلاميذ؟

Good No relation Bad

9.Do you integrate with your teacher to manage the classroom ?

هل تساهم مع استاذك في تنظيم القسم ؟

always sometiems rarely Never

Section three : Pupils' Perception Towards Discipline Problems

10. How do you define discipline problems (misbehaviour) inside classroom ?

كيف تعرف السلوك السلبي في القسم ؟

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.....

.....

11. Do you behave negatively in your classroom ?

هل تسيئ التصرف في القسم ؟

always sometimes rarely Never

12. Do you respect the classroom strategies that are set by teachers to reduce misbehaviour ?

هل تحترم الاستراتيجيات التي وضعت من قبل المعلمين للتقليل من سوء السلوك؟

Yes No

13. Choose the appropriate box

أبدا never	أحيانا rarely	عادة sometieme	دائما always	انواع السلوك السلبي Types Of discipline problems (misbehaviour)	رقم
				Lack of respect for teacher عدم احترام الأستاذ	01
				Ask questions that are not relevant to the lesson طرح اسئلة لا صلة لها بالدرس	02
				Eating during class الاكل اثناء الحصة	03
				Verbal violence العنف اللفظي	04

14. Choose the appropriate box ?



اختر الخانة المناسبة ؟

رقم	اسباب السلوك السلبي Types Of discipline problems	او افق بشدة Strongly agree	او افق agree	لا او افق disagree	لا او افق بشدة strongly disagree
01	Lack of interest from parents to teach their children لا مبالاة الاولياء في تعليم التلميذ				
20	Overcrowded classroom اكتظاظ القسم				
03	Students' refusal of rules and etiquette in class عدم تقبل التلميذ لقواعد النظام واداب السلوك في القسم				
04	Lack of communication between teacher and student نقص (او انعدام) التواصل بين الاستاذ والتلميذ				
05	Teachers' favouritism to a certain group of student انحياز الاستاذ لفئة معينة من التلاميذ				
06	Teacher follow the same teaching methodology For each session اتباع الاستاذ لنفس منهجية التدريس في كل حصة				
07	The lack of professionalism of the teacher نقص الكفاءة المهنية للاستاذ				
08	Pupil feeling bored and frustrated شعور التلميذ بالملل و الاحباط				

15. How does your teacher uses the following strategies ?

كيف يستخدم معلمك الاستراتيجيات التالية؟

رقم	استراتيجيات التدخل	دائما	احيانا	نادرا	ابدا
01	The teacher ignore the naughty student while doing negative behaviour تجاهل الاستاذ للتلميذ المشاغب اثناء القيام بالسلوك السلبي				
02	Gestures (foresight)to alert the naughty student because his her negative behaviour) الايماءات(النظرة الثاقبة لتنبيه التلميذ المشاغب لسلوكه السلبي)				
03	Teachers' verbal warning to unruly student inside the classroom تحذير الاستاذ للتلاميذ المشاغبين لفظيا داخل القسم				
04	Separation of pupils rioters from each other				

				فصل التلاميذ المشاغبين عن بعضهم البعض	
				Call the institution administration rioters' parents استدعاء ادارة المؤسسة لاولياء التلاميذ المشاغبين	05
				To threaten of disruptive students by reducing their points تهديد التلاميذ المشاغبين بانقاص علاماتهم	06
				Expel unruly pupils outside the classroom طرد التلاميذ المشاغبين خارج القسم	07

16. If you want to add comments or suggestions, please write below ?

إذا كنت ترغب في إضافة تعليقات أو اقتراحات، يرجى الكتابة أدناه؟

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المخلص

حددت البحوث و الدراسات على نطاق واسع حاجة الأساتذة لتوفير قواعد, تقنيات, و استراتيجيات مختلفة لتنظيم القسم و إيجاد بيئة فعالة للتعليم و التعلم, و التعامل مع المشكلات السلوكية في القسم. و قد توصلت الدراسة إن الأستاذ يلعب دورا بارز الأهمية في تعزيز انضباط الطلاب في الفصول الدراسية. تهدف هذه الدراسة الوصفية إلى التحقق من التأثير الفعال لتنظيم القسم و الحد من مشاكل الانضباط في الثانوية. كما تهدف أيضا إلى تحديد ملاحظات الأساتذة لإدارة القسم و المهارات الفعالة و الأساليب التي تسهل عملية التعلم. من أجل التحقق من هذه الدراسة, افترضنا انه إذا قام الأساتذة من تنظيم أقسامهم بشكل ناجح و فعال, ستقل المشاكل السلوكية. للتحقق من صحة هذه الفرضية قمنا بتصميم استبيانين في ثانوية لغويل منفوخ جمورة, استبيان للأساتذة و آخر للتلاميذ. الاستبيان الأول يتكون من 20 سؤال قدم إلى 5 أساتذة اللغة الانجليزية. أما الاستبيان الثاني فقد تضمن 16 سؤال قدم إلى 30 تلميذ سنة ثانية ثانوي. و كشفت نتائج هذه الدراسة أن معظم الأساتذة يهدفون إلى تنظيم الفصول الدراسية بشكل مناسب, من خلال توفير أجواء تعليمية ملائمة لتحسين قدرة الطالب على التعلم و هذا ما جعلهم يعتمدون أكثر على استراتيجيات و تقنيات فعالة التي قد تم تحديدها على أنها مفيدة و مناسبة لهم للتقليل و الحد من الاضطرابات و المشاكل داخل القسم.