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DEPARTMENT OF ENGLISH LANGUAGE TEACHING

DISRUPTIVE STUDENT BEHAVIORS IN UNIVERSITY PREPARATORY CLASSES OBSERVED BY TEACHERS OF ENGLISH

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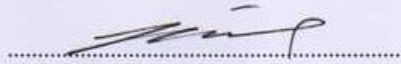
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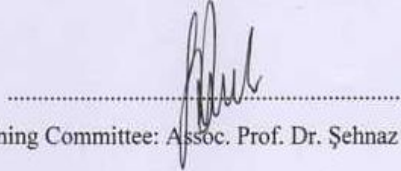
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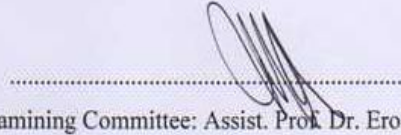

MASTER OF ARTS

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We **certify** that this thesis under the title of "**DISRUPTIVE STUDENT BEHAVIORS IN UNIVERSITY PREPARATORY CLASSES OBSERVED BY TEACHERS OF ENGLISH**" is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

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This thesis is dedicated to my mother NURAN SARIKAYA and my father ŞUAYİP SARIKAYA, as all the other achievements of mine.

04. 06. 2013
Nuray GÜLEÇ

ÖZET

İNGİLİZCE ÖĞRETMENLERİ TARAFINDAN ÜNİVERSİTE HAZIRLIK SINIFLARINDA GÖZLENEN İSTENMEYEN ÖĞRENCİ DAVRANIŞLARI

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Bu çalışmanın amacı, üniversite hazırlık sınıflarındaki İngilizce öğretmenleri tarafından gözlenen istenmeyen öğrenci davranışlarını belirlemektir. Öğretmenlerin, "istenmeyen" olarak tanımlanan öğrenci davranışlarını algıları ve sınıflarında yaygın olarak görülen istenmeyen öğrenci davranışları araştırılmıstır.

Bu çalışma şu sorulara cevap aramaktadır: "Üniversite hazırlık sınıflarındaki İngilizce öğretmenleri, istenmeyen öğrenci davranışlarını nasıl algılamaktadır? İngilizce öğretmenleri, sınıflarında ne tür istenmeyen öğrenci davranışlarıyla karşılaşmaktadır? Üniversite hazırlık sınıflarındaki İngilizce öğretmenleri tarafından yaygın olarak gözlenen istenmeyen öğrenci davranışları nelerdir? Öğretmenlerin cinsiyeti, yaşı, mezun oldukları bölüm, deneyimi, ders verdikleri sınıf sayısı ve sınıflardaki öğrenci sayısı ile istenemeyen davranışları algıları arasında anlamlı bir ilişki var mıdır?"

Bu araştırma, bir anket çalışmasıdır. Bu çalışmaya, Çukurova Üniversitesi Yabancı Diller Yüksek Okulu Hazırlık sınıflarında görev yapan 40 adet İngilizce öğretmeni katılmıştır. Veriler bir anket yoluyla toplanmıstır. Anket iki bölümden oluşmaktadır. Birinci kısımda, katılımcıların cinsiyeti, yaşı, deneyimi, mezun oldukları bölüm, ders verdikleri sınıf sayısı ve sınıflardaki öğrenci sayısı hakkında sorular vardı. İkinci kısımda ise üniversite hazırlık sınıflarındaki İngilizce öğretmenlerinin sınıflarındaki istenmeyen davranışlar hakkındaki algıları araştırıldı.

Sonuçlara göre, "Ders esnasında cep telefonu kullanmak", "Sınıftaki diğer öğrencilerle ya da öğretmenle fikir ayrılığı yaşamak ya da tartışmak", "Öğrenmene karşı arsızca ya da kaba sözler, cevaplar söylemek", "Kopya çekmek", "Düzenli olarak ders çalışmamak" yaygın olarak meydana gelen sınıf içi istenmeyen davranışlardı. Ayrıca, "Derslerden Kaytarma" en yaygın olarak karsılaşılan istenmeyen davranış türüydü. Son olarak, öğretmenlerin cinsiyeti, yaşı, deneyimi, ders verdikleri sınıf sayısı, sınıflardaki öğrenci sayısı ile sınıf içi istenemeyen davranışları algıları arasında anlamlı bir ilişki bulundu. Öte yandan, öğretmenlerin mezun oldukları bölüm ile sınıf içi istenmeyen davranışları algıları arasında anlamlı bir ilişki bulunamadı.

Anahtar Kelimeler: Sınıf Yönetimi, İstenmeyen Öğrenci Davranışı

ABSTRACT

DISRUPTIVE STUDENT BEHAVIORS IN UNIVERSITY PREPARATORY CLASSES OBSERVED BY TEACHERS OF ENGLISH

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The purpose of this study is to identify the disruptive student behaviors observed by teachers of English in university preparatory classrooms. The teachers' perceptions on students' behaviors described as "disruptive" and common disruptive student behaviors in the classrooms were investigated.

This study seeks answers for the following questions: "How do teachers of English in university preparatory classrooms perceive disruptive student behaviors? What types of disruptive student behavior do the teachers of English encounter in their classrooms? What are common disruptive student behaviors observed by teachers of English in university preparatory classrooms? Is there any significant relationship between the teachers' gender, age, the department they graduated from, experience, the number of classes they teach and the number of students they have in their classrooms and their perceptions of disruptive student behavior?"

This research was a survey study. 40 teachers of English in preparatory classes of Çukurova University School of Foreign Languages participated in this study. The data was collected through a questionnaire. The questionnaire consisted of two parts. In the first part, there were questions about the participants' gender, age, experience, the department they graduated from, the number of classes they teach and the number of students they have in their classrooms. In the second part, the perceptions of English language teachers in university preparatory classrooms of the disruptive student behaviors were investigated.

The results indicated that "Using a mobile telephone during the lesson", "Arguing or disagreeing with the teacher or other pupils", "Cheeky or rude remarks or replies to the teacher" "Cheating", "Not studying regularly" were common disruptive student behaviors. Besides, "Goofing off" was the most commonly encountered misbehavior type. Lastly, there was a significant relationship between the teachers' gender, age, teaching experience, the number of classes they teach and the number of students they have in their classrooms and their perceptions of disruptive student behavior. On the other hand, there was no significant relationship between the department the teachers graduated from and their perceptions of misbehavior.

Keywords: Classroom Management, Disruptive Student Behavior

ABBREVIATIONS

ELT   **:** English Language Teaching

EFL   **:** English as a Foreign Language

SFL   **:** School of Foreign Languages

SPSS   **:** Statistical Package for Social Sciences

TEFL   **:** Teaching English as a Foreign Languge

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CHAPTER I

1. INTRODUCTION

This study focuses on the disruptive student behaviors in university preparatory classrooms. This chapter presents the background of the study, statement of the problem and the purpose of the study. Then, the research questions and the limitations of the study are pointed out.

1.1. Background of the Study

Classroom management is the process of handling the business of the classroom. In teaching and learning process at school, it stands at a position of great importance. So, it will be essential to underline some definitions of classroom management to understand it profoundly.

The term classroom management refers to the actions and strategies teachers use to maintain order in classrooms (Doyle, 1986). Similarly, Brophy and Evertson (1976, cited in Atıcı, 1999) describe classroom management as "planning and conducting activities in an orderly fashion: keeping students actively engaged in lessons and seatwork activities; and minimizing disruptions and discipline problems" (p. 51). Duke (cited in Wolfgang & Glickman, 1986, p. 300) defines classroom management as "the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur." And, it also involves the establishment and maintenance of the classroom environment so that educational objectives can be achieved (Savage & Savage, 2010).

One of the greatest difficulties for any teacher is to keep effective classroom management but this is a challenging job because there are misbehaving students in every classroom and dealing with these disruptive students is not easy. Moreover, disruptive behavior is a problem in many of today's English classrooms and sometimes teaching English to our students can be a frustrating and stressful experience. Levin and Nolan (1991) describe disruptive behaviors as behaviors that interfere with teaching, interfere with the rights of others to learn and are psychologically or physically unsafe. Burden (1995) defines misbehavior as any pupil behavior 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.

Misbehavior, as Doyle (1986) defines, "is any action by one or more students that threatens to disrupt the activity flow or pull the class toward a program of action that threatens the safety of the group or violates norm of appropriate classroom behavior held by the teacher, the students, or the school's staff" (p. 396).

For instructors, lecturers and teachers, it is important to start with some clarification of what types of behavior are likely to be disruptive; and to understand what can cause such behavior, next to create solutions to the problem. The research show disruption can be variable from annoying behaviors such as coming late for class or chatting with another pupil within the lesson to serious behaviors like stealing or swearing. Any student interfering with the learning process of others is being disruptive and it is the responsibility of the teacher to cope with this.

To develop and maintain an effective learning atmosphere, it is vital to set the rules for the classroom. But some students ignore the rules and reflect misbehavior. There are lots of reasons for these misbehaviors. Educators argue that most of the disruptive behaviors result from the students' family and social environment. Some students arrive at the school with family problems and this causes misbehavior; and some students misbehave on account of school experiences and circumstances (Başar, 1997; Edwards, 1993).

In this respect, there are certain factors outside and inside the school, which cause disruptive behavior. The things the teachers are expected to do are to analyze these factors, try to understand the reasons of disruptive behaviours, find solutions for these kinds of behaviors and lastly keep an effective classroom management.

Misbehavior emerges because the students find 'acting out' more interesting than an ordinary lesson or more rewarding than another failure experience. The students also misbehave when they do not take part in the learning activity, do not understand the task or cannot get assistance when needed. To prevent disruptive behaviors, teachers are supposed to know how to deal with classroom disruptions.

Nilson (1998) indicates that, "disruptive students are in every classroom so teachers are supposed to omit these behaviors from the classroom in order to maintain an effective classroom management" (p. 4). In this context, Başar (1997) points out that the key for handling disruptive behavior is to know its reasons. If the reasons are known, effective solutions can be found for managing these disruptive behaviors.

In Başar's opinion, we cannot find solutions to the disruptive behaviors if we do not know the reasons. In accordance with Başar's (1997) opinions concerning the relationship between the disruptive behaviors and their reasons, Curwin and Mendler (1998) state that

teachers can find solutions to disruptive behaviors if they know the reasons of these behaviors. Therefore, analyzing the reasons of the disruptive behaviors is very important for heading them off.

1.2. Statement of the Problem

There have been many studies conducted on classroom management and student misbehavior in particular. According to the studies, disruptive behavior is one of the most important issues in classroom management.

Oguzkan and Varıs (cited in Sadık, 2000) claim that the aim of education is to help students adapt to the society in a best way. As everybody knows, education of high quality comes true in such an appropriate environment that is constructed according to this goal. But teaching to students is not always an easy job because of the fact that some teachers face with a classroom that they have to teach to 40-50 students (Brophy, 1988).

Similarly, Evertson and Harris (1992) imply that when we think about the number of students in the classrooms, it is natural to come across with a lot of problems. For this reason, teachers have a big role in overcoming these problems.

These conclusions tell us the necessity of classroom activities in teaching and also in an effective classroom management. Brophy (1988) points out that if teachers do not use effective classroom activities, students cannot adapt to the lesson, cannot discover their abilities and get bored in the lesson. However, the studies in recent years related to classroom management show that there are lots of disruptive student behaviors in classrooms nowadays and teachers generally have difficulty in managing them.

The conclusions about teachers' defining problem behaviors and determining the strategies they use show that problem behaviors vary from nation to nation, from region to region, from school to school and from person to person. And it was found that the students' classroom grade, the teachers' gender and their teaching experience affect the given importance to the problem behavior. It was also shown that teachers generally deal with disruptive behaviors without attracting attention and they interfere with the behaviors that are done frequently and they give punishment. And teachers define themselves as they are insufficient in managing problem behaviors and they say they have not got a high-qualified education.

Because of the fact that classroom management is a complicated area and it is not easy to maintain an effective classroom management in a language classroom, in this study, it is

aimed to find out common disruptive student behaviors in English language classrooms. Additionally, this study has a purpose of identifying English language teachers' perceptions about disruptive student behaviors, types of misbehaviors they encounter and common disruptive behaviors in their classrooms. The present study also intends to find out if there is a relationship between the teachers' gender, age, the department they graduated from, teaching experience, the number of classes they teach and the number of students they have in their classrooms and their perceptions of disruptive student behaviors. Furtermore, the study specifically focuses on the disruptive student behaviors in preparatory classes of university because we know that it is harder to maintain an effective classroom management in universities.And, it is difficult especially while teaching to preparatory class students as they just start to a new education life and they have some adaptation problems so they often don't want to be in classroom.

1.3. Research Questions

This study seeks answers to the following questions:

1) How do English language teachers in university preparatory classrooms perceive disruptive student behaviors?

2) What types of disruptive student behavior do English language teachers encounter commonly in their classrooms?

3) What are common disruptive behaviors observed by English language teachers in university preparatory classrooms?

4) Is there any significant relationship between teachers' gender and their perceptions of disruptive student behavior?

5) Is there any significant relationship between teachers' age and their perceptions of disruptive student behavior?

6) Is there any significant relationship between teachers' teaching experience and their perceptions of disruptive student behavior?

7) Is there any significant relationship between the number of classes that the teachers teach and their perceptions of disruptive student behavior?

8) Is there any significant relationship between the number of the students that the teachers' have in their classrooms and their perceptions of disruptive student behavior?

9) Is there any significant relationship between department that the teachers graduated from and their perceptions of disruptive student behaviour?

1.4. Justification for the Study

By the help of the present study, English language teachers in university preparatory classes will be able to gain some insights into the situations concerning disruptive student behaviors. Additionally, they will be able to realize the disruptive behaviors, which are commonly observed in language classrooms and will be able to overcome these kinds of behaviors as they know them in advance. In other words, it is hoped that, English language teachers in university preparatory classrooms will be able to improve themselves in dealing with these kinds of problem behaviors.

1.5. Limitations of the Study

There were several limitations of this study. The first limitation is related to the population of the study. The population of the present study is limited to English language teachers working at School of Foreign Languages (SFL), Çukurova University, in Adana. So, the findings of the study cannot be generalized directly to English language teachers working in university preparatory classes all over Turkey. The results can only provide us with insights and a general opinion from this specific sample.

The second limitation is that some of the teachers were reluctant to fill in the questionnaire as they had no time or they were too busy but at the end, a total of 40 teachers completed the questionnaire.

1.6. Definition of the Terms

Classroom Management: Classroom management is defined as "… the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, anticipating potential problems" (Lemlech, 1999, p. 4).

Disruptive Behavior: "… any action by one or more students that threatens to disrupt the activity flow or pull the class toward a program of action that threatens the safety of the group or violates norm of appropriate classroom behavior held by the teacher, the students, or the school's staff" (Doyle, 1986. p. 396).

NOTE: **For avoiding repetition, the statements "problem behavior and misbehavior" are used instead of "disruptive behavior"**

Teacher: In this study, teachers are described as English language teachers in university preparatory classrooms.

CHAPTER II

2. REVIEW OF LITERATURE

This chapter aims to provide a background for the present research by reviewing the relevant literature on students' disruptive behaviors in classrooms.

2.1. Classroom Management and Its Importance

Classroom management is a term to describe the process of assuring that classroom lessons run flawlessly in spite of misbehaviors. The term also emphasizes the prevention of disruptive students' behaviors. Additionally, classroom management is one significant aspect of teaching for creating an environment where teaching and learning can occur efficiently. Harmer (1983) states that the effectiveness of a teacher is dependent on how successfully a classroom is managed.

Dealing with student behavior has always been a major concern of teachers for student misbehaviors have interfered with a positive learning environment (Shin & Koh, 2007). Most teachers commonly express their concern about managing their students and creating an effective teaching and learning environment. So, it can be concluded that classroom management is possibly the most difficult side of teaching for many teachers.

There are many different definitions of classroom management in literature. In its broadest sense, classroom management refers to the actions and strategies that teachers use to keep order (Doyle, 1986). It is also defined as "the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, anticipating potential problems" (Lemlech, 1999, p. 4). Martin, Yin and Baldwin (1998) define classroom management as a broader and comprehensive construct that describes all teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction and students behaviors. Classroom management constitutes three broad dimensions: person, instruction and discipline (Martin & Baldwin, 1992). Additionally, Emmer and Stough (2001) describe classroom management as "the provisions and procedures necessary to set up and maintain an environment in which instruction and learning can occur" (p. 1).

From the definitions above, it may be concluded that the term *classroom management* has a great importance in teaching. And, it is the greatest concern of most teachers regardless

of their being novice or experienced. According to Evertson & Weinstein (2006), managing a classroom is regarded as one of the most serious challenges for teachers. When the component of a foreign language classroom is added to the setting, the situation becomes even more challenging.

Furthermore, as it is understood from the definitions, managing a classroom in an effective way is very important and it is a hard job for many teachers. In accordance with this, Doyle (1980) states that keeping order in a classroom is a basic task of teaching as management activities lead to the establishment and maintenance of those conditions in which instruction can take place effectively and efficiently. Today, the term *classroom management* is becoming an increasing problem for teachers in universities due to the changes in students' new educational environments.

2.2. Classroom Management and Discipline

Discipline is one of the many components that figure into classroom management. It has a significant influence upon the efficiency of the teaching and learning situations.

Kızıldağ (2007) explains that: "The term 'discipline' comes from the word *discipulus* in Latin, the root *disco* of which means learning. The term refers to both prevention and remediation, and thus it is mostly connoted with severe punishment and similar attitudes" (p. 37).

Jones (1979) defines discipline as "most simply stated, it is the business of enforcing simple classroom rules that start learning and minimize disruption" (p. 26). Good (2003) defines discipline as the process of redirecting immediate impulses, desires, or interest for an ideal, effective and reliable action. Furthermore, discipline is defined as "what teachers do to help students to behave acceptably in school" (Charles, 1999, p. 295). So, it can be concluded that discipline is the teacher's effort to provide the desired student behavior in teaching and learning atmospheres.

Most of the teachers spend their time to manage a classroom in an effective way and provide discipline among students. It can be said that classroom management is directly related with discipline and discipline positively affects the quality of classroom life both for teachers and students.

Additionally, Sanford et al. (1983) emphasizes that the term *classroom management* contains *discipline* because of the fact that classroom management includes all activities that the teachers have to do to provide student involvement and cooperation in classroom activities

and to maintain effective teaching and learning situations. Furthermore, "Disciplinary interventions are taken to elicit or compel changes in the behavior of students who fail to conform to expectations. These interventions are especially necessary when misbehavior is salient or sustained enough to disrupt the classroom management system" (Brophy, 1999, p. 5). So, it can be concluded that discipline is a term which is used only when disruptive student behaviors emerge.

Furhermore, Brophy and Good (2003) emphasize that classroom management is different from a discipline plan; it contains the teachers' beliefs and values, as they relate to discipline, but also how they intertwine with various other underlying aspects of the class' structure. What he suggests is that there are mainly three aspects- the physical environment of the classroom, the amount of teacher preparation and ways in which the lesson is presented- which affect classroom management; and the classroom management is organization of all these aspects in a classroom.

2.3. Disruptive Student Behavior

Disruptive student behavior, as Doyle (1986) states, "is any action by one or more students that threatens to disrupt the activity flow or pull the class toward a program of action that threatens the safety of the group or violates norm of appropriate classroom behavior held by the teacher, the students, or the school's staff" (p. 396). Another definition is that "misbehavior is any student behavior that is perceived by the teacher to compete with or threaten the academic actions at a particular moment. Misbehavior creates disruptions in the flow of classroom activities, but not every infraction of a rule is necessarily misbehavior. For this reason, misbehavior needs to be seen as action in context and requires considerable interpretation when decisions are made about the misbehavior" (Burden, 1999, p. 15). Merrett and Wheldall (1986, p. 88) define misbehavior as "any activity that interferes significantly with a pupil's own learning, other pupils' learning and teacher's ability to operate effectively." Lawrence and Steed (in Kızıldağ, 2007) state, "disruptive behavior is any behavior that delays the learning and teaching process and normal routine of the classroom" (p. 38). Gordon, (1987), defines misbehavior as "an adult concept in which a specific action of the child is seen as producing an undesirable consequence for the adult" (p. 107). Albert (2003), defines misbehavior as inappropriate acts associated with students' pursuit of mistaken goals, which are attention seeking "Look at me", power seeking "You can't make

me", revenge seeking "I'll get even", or withdrawal (dropping out). Such misbehavior appears when students fail to achieve their prime goal of acceptance in the classroom.

Charles (1999) describes misbehavior as behaviors "inappropriate for the setting and situation in which it occurs" (p. 2). He emphasizes that student misbehavior occurs intentionally, not inadvertently, that is students purposely do something they know they should not do.

Furthermore, Charles (1999) defines five types of disruptive student behavior:

a. Aggression: physical and verbal attacks on the teacher or other students.

b. Immorality: acts such as cheating, lying, and stealing.

c. Defiance of authority: refusal of what the teacher requests.

d. Class disruptions: talking loudly, calling out, walking about the room, clowning, tossing objects.

e. Goofing off: fooling around, out of seat, not doing the assigned tasks, dawdling, daydreaming. (p. 2-3)

In addition to Charles, McVeigh and Escandon (cited in Kesen and Ozkan, 2012, p. 3) introduce a list of disruptive behavior forms as in the following:

a. *Bodily dispositions:* sitting in a place far from other students, not maintaining eye contact with the teacher.

b. *Absence:* repeated absence, not attending class during important evaluation periods.

c. *Not responding and pretending not to know*: making a conscious effort to ignore what is being asked of them.

d. *Neglect and forgetfulness*: willful inattention, forgetting materials such as pens, textbooks, and notebooks etc.

e. *Indifference:* sleeping in class, daydreaming, not taking notes.

f. *Inaccuracy*: disregarding lecture points, failing exams.

g. *Rudeness:* making noise, chattering, and snickering at lectures.

Additionally, Burden (1999) states,

"Misbehavior ranges from mildly to severely disruptive. Severely disruptive behavior and crime in schools includes violence, vandalism, coercion, robbery, theft, and drug use. These behaviors typically occur outside the classroom in the lunch room, corridors, or outside the building. Moderate misbehavior involves tardiness, cutting class talking, calling out answers, mild verbal and physical aggression, inattentiveness, and failure to bring supplies and books. Most misbehavior is comparatively mild and is related to attention, crowd control, and getting work accomplished in the classroom" (p.23).

As one can conclude from the definitions and explanations, disruptive student behavior occurs in almost every classroom, there are different kinds of disruptive behaviors and these kinds of behaviors hinder effective teaching and learning. Therefore, teachers need to head these behaviors off for creating an effective teaching environment.

2.3.1. Causes of Disruptive Student Behavior

In order to analyze disruptive student behaviors, the teachers first need to figure out why these problem behaviors occur (Turanlı, 1999). Therefore, the teachers should try to understand the reasons of disruptive student behaviors for managing them in an effective way.

According to Myers (2004), students can exhibit disruptive behaviors since they are not feeling good, they are tired or sick, they are doing something too challenging, they are nervous, upset, or disappointed, or they have a serious problem.

Charles (2008) emphasizes that there are ten causes of disruptive behavior within individual students. These are unmet needs, thwarted desires, expediency, urge to transgress, temptation, inappropriate habits, poor behavior choices, avoidance, egocentric personality, and neurological-based behavior.

a. *Unmet needs:* Pupils continually try to meet needs related to security, belonging, hope, dignity, power, enjoyment, and competence. When any of these needs is not being satisfied, students become unsettled, distracted, and more inclined to misbehave.

b. *Thwarted desires:* When pupils do not get something they want badly, they may complain, become destructive, sulk, pout, or act out.

c. *Expediency:* Pupils always seek for ways to make their lives easier and more enjoyable. They take shortcuts, conveniently forget what they are supposed to do, search for ways to get out of work, and intentionally neglect rules.

d. *Urge to transgress:* We all sometimes want to violatet rules even though we know it may have some bad results. Especially students break the rules besides cheating, taking shortcuts, telling lies, and annoying others.

e. *Temptation:* Students encounter many attractive things or yhey pay attention to them whether they are useful, fruitful or not. These temptations may end in too bad situations; however, students go on trying or doing them even when forbidden to do so.

f. *Inappropriate habits:* These habits are violating the norms, rules or expected behaviors, which can be picked up in school, at home or in community.

g. *Poor behavior choices:* Some of the student behaviors are sometimes acceptable, some of them are not, which sometimes cannot be understood by the students.

h. *Avoidance:* Unpleasant situations and treatment such as failure, ridicule is what we do not like; therefore, we tend to avoid these situations if possible. As an example for this in school; a student refuses to take place in a group work, which seems to show disrespect for the teacher. In fact, the reason behind this behavior is that s/he is daunted by his/her peers and doesn't want them to think s/he is not clever.

i. *Egocentric personality:* This kind of personality forces students to think that they are superior to others in their class or environment. Almost every classroom has one or two of these students with such personality.

j. *Neurological-based behavior:* Some students misbehave, break the rules, go out of bounds or do not respond well to normal discipline tactics, which they are not aware of. This is because of their brain function.

Furthermore, Charles (2008) states two significant causes of misbehavior that reside in class peers and groups: provocation and contagious group behavior.

a. *Provocation:* Provoking each other in some way is a common misbehavior among students.

b. *Contagious group behavior:* Being a group member at school requires doing what the other members of the group do no matter how bad or good they are. While disregarding peer pressure is difficult, it is always easy to get swept up in group energy and emotion.

In the same study, Charles (2008) indicates four causes of misbehavior, respectively physical discomfort, tedium, meaninglessness, and lack of stimulation, that take place in instructional environments. Charles (2008) further states these causes of misbehavior can be easily corrected.

a. *Physical discomfort:* Because of inappropriate noise, temperature, lighting, seating, or workspaces, students become uneasy.

b. *Tedium:* When the topic is far from their interest, students lose their attention and get bored.

c. *Meaninglessness:* When the work or homework is not about what the students understand or comprehend, it seems irrational.

d. *Lacking in stimulation:* Students take no interest in the classes in which nothing draws their attention.

In another aspect, Robertson et al. (cited in Kesen and Ozkan, 2012, p. 3) state five causes of disruptive behavior in the classroom as in the following:

a. *Immediate pat off:* If a student talks, it is because he or she has something to say.

b. *Attention seeking device*: the purpose of disruptive behavior can put the students in the limelight and keep them as the center of attraction by the teachers and the students.

c. *Excitement:* Students can search for excitement by interfering with the progress of the lesson.

d. *Malicious teasing:* by purposely provoking a confrontation with the teacher or by subjecting the teacher to subtle forms of ridicule, students can get excitement in the eyes of their peers.

e. *Avoiding work:* students can avoid the hardship of doing work by passive resistance.

Rivera and Smith (cited in Sevgen, 2009, p. 37) indicate six reasons why disruptive student behaviors sometimes occur:

a. Students are either bored or frustrated with academic materials.

b. Students see no relevance for tasks or activities are not motivated.

c. Students may not understand when certain behaviors are permissible and when they are not.

d. Teachers may send inconsistent messages about their expectations or consequences for not meeting the expectations.

e. Students are experiencing family problems and suffer emotionally from their dysfunctional family.

f. Teachers lack awareness of what is happening in the classroom at all times.

In another study, Burns (cited in Sevgen, 2009, p. 38) emphasized why students misbehave in the classroom:

- Peer Pressure
- Drugs
- Poverty
- Alcoholic Parents
- Homelessness
- Low Self Esteem
- Lack of Social Skills
- Lack of Love
- Boredom

- Bad Instruction
- Unclear Rules
- Unclear Expectations
- Psychological Problems
- Lack of Parental Supervision and Guidance
- Media Influence

As a result, factors that affect students' behaviors directly are numerous. It should be noted that teachers should diagnose the reasons that lead to misbehaviors and build up some methods to tackle with misbehavior successfully.

2.3.2. Managing Disruptive Student Behavior (Classroom Management Models)

Classroom management is considered as the ability "to secure and maintain students' cooperation and involvement in classroom activities both instructional and non-instructional" (Emmer, 1982, p. 17). Within the literature the term is often used interchangeably with "classroom discipline", although they are not exactly synonymous and the latter "typically refers to the structures and rules for students' behavior and efforts to ensure that students comply with those rules" (Martin et al., 1999, p. 4).

As it is emphasized, maintaining an effective classroom management is very important but this is not easy because there are misbehaving students in almost every classroom. Regardless of the degree of its effectiveness, all teachers are in need of a way to overcome student misbehavior from time to time. Managing to deal with such misbehaving students is of extreme importance in both supplementing and complementing their ability to develop and maintain a fruitful learning process.

In a chaotic classroom atmosphere, learning and teaching processes cannot be applied. Therefore, students' disruptive behavior must be tackled with effectively and the teachers should create a peaceful classroom atmosphere for students. Coping with disruptive students and maintaining a peaceful classroom is challenging and most teachers have management challenges. How the teachers deal with students' behavioral choices depends on their educational philosophy and their preferred management approach.

In literature, there are many different models and techniques that have been put forward by scholars in order to assist teachers to cope with disruptive student behaviors in their classrooms.

Kızıldag (2007) indicated the classroom management models in the following tables.

Table 1 defines the models between the years of 1950 and 1969 and these models are *Groups Dynamic Model, The Valuing Model* and *The Communication Model.*

Table 1. Classroom Management Models between the years of 1950 and 1969

Name	Year	Model	Explanation
Fritz Redl and William Wattenberg	1951, 1959	Groups Dynamic Model	A model that points out the teacher uses some effective techniques, such as sending signals, using physical proximity, humor, ignoring, establishing the routines, making frank appraisal, and punishment as an action to try to solve misbehavior actively.
Louis Raths and Sidney B. Simon.	1966	The Valuing Model	The basis of this model is teacher complaint about disruptive behaviors. In this model, the teacher, instead of imposing his/her own ideas on the student, helps the student by the technique of clarifying the values of the student. Strategies of the teacher consist of active listening and organizing group exercises, such as role-playing and discussing dilemmas.
Berne and Harris	1969	Communication Model	In this model, while handling disruptive behaviors, the teacher is to act as an *adult* and send a message to the *adult* inside the student. Teacher uses questions and directive or nondirective statements. The teacher lets student know that his/her feelings are accepted. Later, leading how to analyze the behavior with Transactional Analysis, the teacher shows the way to the student. In this way, students find their own solutions.

As seen in Table 1, Group Dynamics Model focuses on the nature of group dynamics - group and individual behavior. The teacher uses some effective techniques in order to eliminate the problem behaviors. In The Valuing Model, teacher complains about misbehaviors of pupils who are not able to distinguish between right and wrong. Moreover, the teacher helps the pupil by clarifying the values of the pupil rather than imposing his/her own values on the pupil. Lastly, while managing problem behaviors, the teacher is to act as an *adult* and send a message to the *adult* inside the pupil in The Communication Model. The

teacher lets pupil know that his/her feelings are accepted in this model and pupils find their own solutions in this way.

Table 2 gives information about the models between the years of 1970 and 1973. The models are *Behavior/Punishment Model, Instructional Management Model, Behavior Modification Model* and *Social Discipline Model.*

Table 2. Classroom Management Models between the years of 1970 and 1973

Name	Year	Model	Explanation
James Dobson	1970	Behavior/Punishment Model	This model highlights corporal punishment, which includes reinforcement directive statements, isolation and reinforcement. Tenents of the model claim that punishment is necessary only if the student does not comply with the rules.
Jacob Kounin	1971	Instructional Management Model	To prevent classroom problems, it is a model that shows well planned and well conducted instruction.
Haim Ginott	1971	Behavior Modification Model	In this model, the main focus is on the behavior rather than the student him/herself. The stimuli-response-reinforcement series of conditioning of
Skinner	1973	Behavior Modification Model	an animal from Skinner's experiments was generalized to human learning. The teacher determines what is right; as soon as s/he observes a desired behavior in class, s/he reinforces it.
Rudolf Dreikurs	1972	Social Discipline Model	In this model, the reason behind disruptive behaviors is the need to be a part of a society, which is one of the major goals of human beings. However, as achieving this is not easy for students, they may lead to some mistaken behavior, such as seeking attention, revenge, inadequacy, and power and might divert the students so as to disrupt learning/teaching in class. Teacher's creating a democratic teaching environment where the rules/procedures are clearly recognized by everyone can be a good solution.

In Behavior/Punishment Model, corporal punishment, which includes directive statements, reinforcement, isolation, physical intervention and reinforcement are emphasized. Instructional Management Model is a model that indicates well-planned and well-conducted instruction in order to hinder misbehavior. The basis of Behavior Modification Model is on the behavior rather than the pupil him/herself. According to this model, a disciplined child behaves socially and academically in an appropriate way. In Social Discipline Model, the reason of misbehaviors is the need to be a part of a society, which is one of the major goals of human beings.

In Table 3, *Assertive Discipline, Positive Discipline, Supportive Discipline* and *Discipline with Dignity Models* are defined.

Table 3. Classroom Management Models between the years of 1976 and 1988

Name	Year	Model	Explanation
Lee and Marlene Canter	1976, 1992	Assertive Discipline Model	A model that mentions the rights of students to learn in a calm and effective classroom atmosphere and the right of teachers teaching without disruptions and using support from administrators to solve the behavior problems in class. The teacher's basic purpose in class is to provide the effective atmosphere for learners to follow activities effectively.
Fredrick Jones	1979, 1987	Positive Discipline Model	A model that underlines the use of nonverbal strategies, such as using proximity, posture and eye contact. As the disruptive students cause teacher to waste half of the class time dealing with these undesired behaviors, Jones underlines the classroom arrangement as well as defining the class routines and rules. Besides, he believes the students should receive training to be aware of and they should be able to control his/her actions in class.
Thomas Gordon	1974, 1989	Supportive Discipline Model	The model is based on the belief that the student will find the best way of behaving if s/he is supported and receives enough understanding and nonjudgmental treatment. In this model, the teacher acts as an assistant to the student.
Richard Curwin and Allen Mendler	1988	Discipline with Dignity Model	Solving misbehavior problems is a long-term process. To help a student to behave appropriately is part of teaching. Motivating student to learn is another part of teaching. Therefore, a teacher has to be sure that s/he does not have a bad effect on student motivation while handling disruptive behaviors. In this model, the student's feeling responsibility for the actions s/he takes is more important than his/her obeying the rules.

Assertive Discipline Model focuses on the rights of pupils to learn in a calm and effective classroom atmosphere and the teacher is to create a peaceful classroom atmosphere. In Positive Discipline Model, the use of nonverbal strategies, such as using proximity, posture and eye contact is important for preventing problem behaviors. According to Supportive Discipline Model, the teacher behaves like an assistant. In this model, the focus is on the belief that the pupil will find the best way of behaving if s/he is supported and receives enough understanding. In Discipline with Dignity Model, the student's feeling responsible for his/her own behaviors is more important than his/her obeying the rules.

Table 4 defines the models between the years 1989 and 1996 and these models are *Cooperative Discipline Model, Reality Discipline Model, Inner Discipline Model* and *Beyond Discipline Model*.

Table 4. Classroom Management Models between the years of 1989 and 1996

Name	Year	Model	Explanation
Linda Albert	1989, 1996	Cooperative Discipline Model	This model describes discipline as an attempt to help student learn to pick up responsible behavior. Linda Albert focuses on helping the teacher to satisfy student needs so that they can be cooperative in class. As student behaviors are results of a choice, the role of the teacher is to influence him/her by encouraging, intervening and collaborating to choose the desired way.
William Glasser	1992	Reality Discipline Model	This model claims that rules of class should be established with the students in the beginning. The teacher makes the student feel responsible for the results of the events. When disruptive behavior occurs, the teacher's main aim should be making the student reflect about the problem behavior, through which s/he lets him/her provide alternative solutions. The student and teacher face the problem together.
Barbara Coloroso	1994	Inner Discipline Model	This model views discipline or classroom management from a holistic approach. The inner discipline model points out the importance of protecting the student's self identity and honor. So, the teacher should have a concrete philosophy of discipline so that student may have a clear understanding of the expected behavior code.
Alfie Kohn	1996	Beyond Discipline Model	In this model, rewards or punishments are not needed and it is regarded that the classroom management models as more or less the same. Classroom rules and student compliance is criticized.

According to Table 4, Cooperative Discipline Model defines discipline as an attempt to help pupil learn to pick up responsible behavior. In Reality Discipline Model, it is pointed out that when misbehavior takes place, the teacher's main aim should be making the student reflect about the problem behavior, through which s/he lets him/her provide alternative solutions. The Inner Discipline Model emphasizes the importance of protecting the student's self-identity and honor. Lastly, in Beyond Discipline Model, rewards or punishments are not needed and the classroom management models are not different at all.

2.4. Studies on Classroom Management and Disruptive Student Behavior

Owing to its great importance, classroom management has been the centre of interest of much research and there have been many studies searching into the misbehaviors of the students. In one of these studies, it was emphasized that classroom management and discipline problems had long been among the issues of research and many studies had searched into the classroom management problems that both novice and experienced teachers faced in their classrooms (Gordon, 1987 cited in Parkay & Stanford, 2004; Chan and Leung, 1998). In another study, it was pointed out that disruptive student behavior in the classrooms had been one of the most challenging problems in education (Kaliska, 2002). Gordon (cited in Parkay and Stanford, 2004) emphasized, "The biggest barriers to teacher success are poor classroom management skills and disruptive students" (p. 52).

As it was pointed out, classroom management is one important side of teaching for creating an environment where instruction and learning can occur efficiently. Therefore, there have been many studies conducted on classroom management and student misbehaviors in particular abroad and in Turkey.

There have been some important studies abroad. For example, in England, Wheldall and Merrett (1988) carried out a study with teachers from elementary schools. They found out that among the most commonly faced 10 misbehaviors were, 46% talking without permission and 25 % disturbing others. The other misbehaviors were not regarded as problem behavior by 10 % of the teachers.

Lasley et al. (1989) observed middle grade teachers in a study examining ways of handling misbehavior. It was stated that effective classroom managers allowed the fewest misbehaviors and they had a great success in preventing misbehavior once it happened.

Arbuckle and Little (2004) carried out a survey with Australian primary and secondary school teachers. The study aimed to determine Middle Years teachers' perceptions and management of disruptive classroom behavior. In the study, variables such as gender, teacher confidence and experience, supports, specific disruptive student behaviors, and behavior management strategies were examined. According to this study, teachers' main concerns were related to distractibility, student on-task behavior, and adherence to classroom rules. In relation to classroom management, no significant differences were identified between the management strategies employed by primary and secondary school teachers in this study.

In a study by Kyriacou (2010), Japanese high school teachers' views of pupil misbehavior were examined. According to the study, the major factor accounting for pupil misbehavior reported was pupils who have emotional and/or behavioral difficulties. The most frequent pupil misbehavior reported was resting head on desk during lessons.

There are also the other studies, which aimed to describe the differences between novice and experienced teachers' beliefs in relation to classroom management (Martin & Baldwin, 1995; Irwin & Nucci, 2004).

In Turkey, Demirden (1994) conducted a study about the importance of classroom management. It was emphasized that English was a course, which needed classroom management skills extensively. In addition, it was pointed out that not enough emphasis was put on classroom management skills at universities. Additionally, the teacher's role in managing a classroom was explained in detail.

In another study, by Akkök et al. (1995), primary school teachers were asked to report on disciplinary problems in and outside of the classrooms. Talking out of turn, being extremely noisy and complaining about friends unnecessarily were reported as the most commonly seen misbehaviors.

Özen and Batu (1999) conducted a study with primary school teachers and they used a questionnaire in order to find out the most frequently seen disruptive behaviors to help teachers hinder these problem behaviors. It was found that disturbing the others when leaving classroom or coming in, talking without permission, and leaving the seat were the most commonly faced misbehaviors. Similar to this study, Sadık (2000) also described the disruptive behaviors observed by primary school teachers in their classrooms. The results showed that the most common problems faced were failing to complete the tasks, eating something during the lessons, and not doing the task given by the teacher. It was also concluded that although the teachers claimed that they spent too much time handling these

problems, they still faced problem behaviors in their classrooms majority of which, they thought, were due to family background, friends, and overcrowded classrooms.

Sayın (2001) conducted a study with primary school teachers and described their views on the causes of disruptive student behaviors and these teachers' classroom management methods in order to hinder these misbehaviors. It was concluded that complaining about friends, shouting at friends, making unnecessary noise and talking without permission were commonly encountered student misbehaviors. Their reasons stemmed from teachers' some negative attitudes and treatments, student's families, the physical atmosphere of the classroom and student's personal charasteristics.

In a study by Türnüklü and Galton (2001), students' misbehaviors in Turkish and English primary classrooms were compared. The results showed that there were differences and similarities between Turkish and English primary classrooms in terms of the causes and types of students' problem behaviors. Making noise, shouting at and talking without permission were seen in both Turkish and English primary classrooms. One of the differences between Turkish and English classrooms was inappropriate use of materials. It was observed more in English primary classrooms. Both countries shared some similarities in the reasons of problem behaviors such as family background and economic standards of families.

Daloğlu (2002) described the perceptions of Teaching English as a Foreign Language (TEFL) teachers with different amount of experience on such aspects of classroom management as lesson planning, time management, beginning the lesson, motivating the students and student behaviors. The study revealed that the teachers who had less amount of teaching experience had more difficulty in motivating students and making them take part in the lessons. The results also revealed that teacher groups had different perceptions and strategies in terms of coping with the student misbehaviors.

In another study by Altınel (2006), English teachers' and other teachers' perceptions about misbehaviors, causes of misbehaviors, and types of misbehaviors in 7th graders they encountered were investigated. Additionally, how the misbehaving students explain and interpret misbehaviors, their causes and what they think about the intervention strategies used by their teachers were searched. It was found that misbehaving students' explanation and interpretation of misbehavior did not generally share similarities with teachers. Teachers' perceptions of student misbehaviors include such behaviors as: disturbing the flow of lesson, dealing with other things, talking to friends and so on. On the other hand, misbehaving students' perceptions of student misbehaviors include such behaviors as; fighting, talking to friends, disturbing the flow of lesson and so on. Another finding was the teachers' and

misbehaving students' perceptions of causes of misbehavior being different from one another a lot. Additonally, it was found that teachers mostly adopted verbal strategies such as; verbal warning, communicating with parents, threatening, talking with students and giving responsibilities and also nonverbal strategy such as using eye contact and ignoring in handling misbehavior.

In a study by Sevgen (2009), how secondary school English language teachers perceive and prevent student misbehavior in EFL classrooms was investigated. According to the results, talking during the lesson or activity, teasing, not doing homework and not studying regularly were the misbehaviors that teachers mostly encountered in their classrooms. In addition, it was observed that there was not any significant difference between teachers' gender and reactions to misbehavior. For classroom management methods, coming to lessons prepared and giving advice to students were the most frequently methods that teachers used in their classrooms. Furthermore, it was emphasized in the study that when students talk or tease in the classrooms, the teachers should use effective methods to prevent these behaviors; the teachers should find out the reasons of not studying regularly or not doing homework and encourage their students to the lessons.

Cabaroğlu (2012) conducted a study in order to determine pre-service teachers' perceptions of classroom management, misbehavior, and their own ability to teach in relation to classroom management. Findings indicated that they have a narrow conception of classroom management, often focusing one aspect of it. Additionally, their confidence to teach seemed to vary as well as their concerns about issues related to their teaching and classroom management.

In another study by Kesen and Özkan (2012), ELT student teachers' views regarding the discipline problems and their suggestions as to handle these problems were investigated. The results showed that the reasons of discipline problems might range from students' indifference to students' peers. However, the most significant causes of misbehavior in classrooms seem to be students' lack of motivation, teacher's attitude towards students, and class atmosphere. It was found that using cell phones and students' making noise in class were the discipline problems that prospective teachers consider to be serious. The most common discipline problems that participants claim to have in their classes were homework not being done, students' talking to each other and students' making noise. Students indicated it that cursing and gum chewing were the least encountered discipline problems. Moreover, according to the study, the interventions that student teachers used were talking with students after class, eye contact, and verbal warning.

CHAPTER III

3. METHODOLOGY

This chapter presents information about the nature of the research, the participants, the instruments and the data collection procedure.

3.1. Research Design

This survey study aimed to identify the English language teachers' perceptions of disruptive student behaviors in their classrooms and to determine common disruptive student behaviors in these classrooms. And, it also investigated the relationship between teachers' gender, age, experience, the number of classes they teach, the number of students in their classrooms, the department that the teachers graduated from and their perceptions to disruptive student behaviors.

The present study adopted a quantitative research design. There are some advantages of adopting the quantitative design. According to Patton (2002) it is possible to measure the reactions of many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data. This gives the researcher a broad, generalizable set of findings presented succinctly and parsimoniously. Among the quantitative methods, survey research was used to elicit the English language teachers' perceptions of disruptive student behaviors in their classrooms and to determine common disruptive student behaviors in these classrooms. Survey research is defined as "a means for gathering information about the characteristics, actions, or opinions of a large group of people" (Pinsonneault and Kraemer, 1993, p.77).

3.2. Participants

The participants were 40 EFL instructors working in School of Foreign Languages (SFL) preparatory classrooms in Çukurova University, Adana in the 2012 -2013 Academic Year. The convenience sampling method was used to select the participants. The convenience sampling method is defined as "a group of individuals who (conveniently) are available for study" (Fraenkal & Wallen, 2012, p.99)

Data about teachers' gender, age, the department they graduated from, experience, the number of classes that the teachers teach and the number of students they have in their classrooms were collected through the questionnaire.

3.3. Data Collection Instruments

3.3.1. Questionnaire

The data was collected from SFL preparatory classrooms in Çukurova University Adana through a questionnaire (See Appendix 1) adapted from Kyriacou et al. (2007) and Sevgen (2010).

A questionnaire is used for eliciting information about the situation and behavior of the respondents by asking descriptive questions. It searches for the participants' experiences on a specific topic (cited in Altınel, 2006). Furthermore, questionnaire as a means of data collection provides the opportunity to get lots of information from many people quickly and easily in a non-threatening way. McMillan and Schumacher (1997, p.274) emphazise the strong points of questionnaire as follows:

- ✓ It is economical.
- ✓ It can be anonymous.
- ✓ There are standard questions and uniform procedures.
- ✓ It is usually easy to score.
- ✓ It provides time for subjects to think about the responses.

According to Altınel (2006, p.44), there are five types of questionnaire:

- ✓ Open-ended questions require respondents to write an answer in free form either in the form of a statement, a phrase, or a word.
- ✓ Close questions are easy to use and score since the choices are taken from the given alternatives.
- ✓ Contingency questions are two part questions. The answer to the first part of the question leads the respondent to choose the next consequent question.
- ✓ Matrix questions are a combination of several questions of the same set into one category.

✓ Scaled responses vary depending on the options chosen by the researcher. Likert Scale is one of the most common scale-response formats used to improve levels of measurement.

Among these types of questionnaire, a 4 - point Likert-type rating scale format was used. And the participants were asked to show their responses about the frequency of the disruptive student behaviors in their classrooms in the questionnaire. The questionnaire was filled in by the teachers in their own times.

The questionnaire contained 51 close-ended questions and it included options ranging from 1 (never) to 4 (always). There were two parts in the questionnaire. The first part was about personal information - there were questions about the participants' age, gender, the department that the teachers graduated from, experience, the number of classes that the teachers teach, the number of students in the teachers' classrooms - and the second part included the questions about common disruptive student behaviors - the perceptions of university preparatory classrooms English language teachers to 51 student misbehaviors were investigated in this section. These disruptive student behaviors were categorized as class disruptions, aggression, defiance of authority, immorality and goofing off.

In the second part of the questionnaire, the questions 1-18 focused on class disruptions, the questions 19-28 elicited misbehaviours about aggression, the questions 29-31 included questions about defiance of authority, the questions 32-36 focused on immorality and the questions 37-51 elicited disruptive student behaviours about goofing off.

3.3.1.1. Reliability and Validity of the Questionnaire

For the reliability of the questionnaire, Cronbach Alpha was applied and 0.944 was found. It can be concluded that the questionnaire used for data collection was considered to be reliable as all of the items in the questionnaire measured the mentioned research topic in a reliable way.

For the validity of the questionnaire, KMO and Bartlett's Test was conducted. Since KMO value was 0.586 and Bartlett's Test significance level was 0.000, this data collection instrument was thought to be valid.

3.4. Data Analysis

       The questions in the questionnaire were analyzed via Statistical Packages for Social Sciences Windows Release 18.0 (SPSS) program. The Descriptive Statistics Test was used find out the frequencies and the percentages among different groups within each variable.

       Mann Whitney U Test and Kruskal Wallis Test were applied to find out the relationships between gender, age, the department the participants graduated from, experience, the number of classes participants teach, the number of students they have in their classes and perceptions of disruptive student behaviors. The results of the SPSS were shown on tables.

CHAPTER IV

4. FINDINGS AND DISCUSSION

This chapter presents the findings of the study that have been collected through a questionnaire (see Appendix 1). The findings are described using the research questions as a basis (see Section 1.3.).

4.1. Demographic Data of the Study

This section presents demographic information about the English language teachers' gender, age, the department the teachers graduated from, teaching experience, the number of classes the teachers teach and the number of students they have in their classrooms. A total of 40 English language teachers working at SFL of Çukurova University in Adana participated in this study. As seen in Table 5, thirty five English language teachers out of forty were female while five were male teachers.

Table 5. Demografic Information of the Participants

Gender	Number
Female	35
Male	5
Age	
20-24	0
25-29	9
30-34	7
35-39	12
40+	12
Teaching Experience	
0-4 years	2
5-9 years	10
10-14 years	11
15-19 years	7
20+ years	10
The Number of Classes Teachers Teach	
1 class	5
2 classes	19
3 classes	12
4+ classes	4
The Number of Students Teachers Have in Their Classrooms	
24 or less	13
25-35	27
35-44	0
45-54	0
55-64	0
The Department Teachers Graduated From	
ELT (English Language Teaching)	22
English Language and Literature	6
Missing	12

As seen in Table 5, there were 9 teachers between the ages of 25-29, 7 teachers were in the 30-34 age group, 12 teachers were in the 35-39 age group and lastly there were 12 teachers 40+ age group.

According to the teachers' years of teaching experience, they were divided into 5 groups. 2 teachers have 0-4 years of teaching experience, 10 teachers have 5-9 years of teaching experience, 11 teachers have 10-14 years of teaching experience, 7 teachers have 15-19 years of experience and 10 teachers have a teaching experience of 20+ years.

The teachers were divided into four groups according to the number of classes that they teach. According to the questionnaire data, 5 teachers teach only one class, 19 teachers teach two classes, 12 teachers teach three classes and 9 teachers teach four classes.

Additionally, the teachers reported the number of students in their classrooms. According to the results, 13 teachers have 24 or less students in their classrooms and 27 teachers reported that they have 25-35 students in their classes. No teacher has more than 35 students in their classrooms. So, it can be concluded that the classrooms in SFL of Çukurova University are not crowded.

Finally, the teachers were divided into two groups according to the departments they graduated from. 22 of the teachers graduated from ELT department and 6 teachers graduated from English Language and Literature Department. 12 of the teachers did not answer this question.

4.2. English Language Teachers' Perceptions of Disruptive Student Behaviors in University Preparatory Classrooms

In this part, teachers' perceptions about disruptive student behaviors in their classrooms were analyzed under five headings, as class disruptions, aggression, defiance of authority, immorality and goofing off.

4.2.1. Findings of Class Disruptions

The first 18 disruptive student behaviors in the questionnaire were classified as class disruptions. Table 6 indicates the frequencies, the percentages and mean scores of these disruptive student behaviors.

Table 6. Teachers' Perception of Class Disruptions

No	Disruptive Student Behavior	Never f	Never p	Sometimes f	Sometimes p	Often f	Often p	Always f	Always p	Mean
4	Using a mobile telephone during the lesson.	1	2,5	11	27,5	7	17,5	21	52,5	3,20
7	Talking about something apart from the lesson.	0	0	15	37,5	22	55	3	7,5	2,70
12	Joking during the lesson.	1	2,5	19	47,5	13	32,5	7	17,5	2,65
1	Talking out of turn (e.g. calling out, interrupting, inappropriate remarks or distracting chatter during the lesson).	1	2.5	18	45	17	42,5	4	10	2,60
3	Making unnecessary noise (e.g. by scraping the chair, banging objects or other noisy behavior).	2	5	20	50	13	32.5	5	12,5	2,53
2	Interrupting other pupils (e.g. by distracting them from work).	3	7,5	20	50	17	42,5	0	0	2,35
5	Calling names of other pupils during the lesson.	3	7.5	22	55	14	35	1	2,5	2,33
8	Disrupting the on going instruction in the class.	3	7,5	24	60	13	32,5	0	0	2,25
10	Laughing disorderly during the lesson.	6	15	24	60	6	15	4	10	2,20
6	Complaining of other pupils.	5	12,5	22	55	1	2,5	12	30	2,18
18	Listening to music during the lesson.	9	22,5	19	47,5	9	22,5	3	7,5	2,15
15	Eating or drinking something during the lesson.	10	25	20	50	5	12,5	5	12,5	2,13
9	Sending a note to other pupils.	15	37,5	20	50	4	10	1	2,5	1,78
17	Whistling.	23	57,5	7	17,5	8	20	2	5	1,73
11	Touching other pupils during the lesson.	20	50	1	2,5	14	35	5	12,5	1,67
14	Leaving the classroom during the lesson.	21	52,5	17	42,5	1	2,5	1	2,5	1,55
13	Asking permission continuously for the toilet.	21	52,5	18	45	1	2,5	0	0	1,50
16	Singing a song.	29	72,5	7	17,5	4	10	0	0	1,38
	Total Average Mean									**2,16**

Note: *f*= frequency; p= percentage.

In the questionnaire results of the disruptive student behaviors classified as class disruptions, disruptive behavior 4, *Using a mobile telephone during the lesson* was the most frequently faced behavior with a mean score of 3.20. For this misbehavior, 21 of the teachers believed that their students always used a mobile phone during the lesson. 7 of the teachers

stated that their students often used a mobile phone, 11 teachers thought that their students sometimes used a mobile phone during the lesson. Only one of the teachers thought that her students never used a mobile phone during the lesson. As it is seen in the Table 6, *Using a mobile phone during the lesson* was the most frequently encountered disruptive student behavior in the university preparatory classrooms. According to previous studies, the item *Using a mobile phone during the lesson* has become an increasing problem in many countries. In a similar study by Roland (2002), *Mobile phone usage in the classroom* was reported as a common misbehavior seen in Norwegian schools. In some other studies, the use of mobile phones had been related to concerns about pupils sending abusive text-messages as a rising form of bullying (Stephens, Kyriacou, and Tonnessen 2005).

The teachers reported that disruptive student behavior *Talking about something apart from the lesson* was the second problem behavior among class disruptions (mean score=2.70). 55% of the teachers thought that problem behavior *Talking about something apart from the lesson* often took place, 37.5% of the teachers believed that their students sometimes talked about something not related to the lesson, 3% of the teachers believed that this disruptive behavior always took place, none of the teachers believed that misbehavior never took place in their classroom.

Misbehavior 12 *Joking during the lesson* was the third frequently encountered misbehavior with a mean score of 2.65. 19 teachers thought that their students sometimes joked during the lesson, 13 teachers thought that their students often joked and 7 teachers believed that their students always joked during the lesson. Only one teacher reported that their students never joked during the lesson**.**

Then *Talking out of turn (e.g. calling out, interrupting, inappropriate remarks or distracting chatter during the lesson)* comes with a mean score of 2.60. 45% of the teachers believed that this misbehavior sometimes occurred, 42.5% of the teachers thought that their students often talked out of turn, 10% of the teachers believed this misbehavior always occurred and again 2.5% of the teachers believed that this misbehavior never occurred. In a similar manner, *Talking out of turn* was determined as the most commonly faced disruptive student behavior in Turkish schools (Akkök, Askar, & Sucuoglu, 1995; Altınel, 2006). Moreover, McNamara (1987) found during a survey that *Inappropriate talking* was the most frequent disruptive behavior.

The teachers reported that disruptive student behavior *Making unnecessary noise (e.g. by scraping the chair, banging objects or other noisy behavior)* was the sixth behavior among class disruptions with a mean score of 2.53. 20 teachers reported that this misbehavior

sometimes took place in their classes, 13 teachers reported that their students often made unnecessary noise, 5 teachers reported that their students always exhibited this behavior and 2 teachers reported that their students never made unnecessary noise in the classroom.

Then misbehavior 2 comes with a mean score of 2.35 and it was about *Interrupting other pupils (e.g. by distracting them from work)*. 50% of the teachers believed that their students sometimes interrupted other pupils. 42.5% of the teachers thought that their students often interrupted other pupils during the lesson, 7.5 % of the teachers thought that their students never interrupted other students and none of the teachers thought that this misbehavior always occurred in their classroom.

Calling names of his/her friends during the lesson had a mean score of 2.33. 55% of the teachers thought that this disruptive behavior occurred, 35% of the teachers believed that their students often called names of their friends during the lesson, 2.5% of the teachers believed that misbehavior 5 always occurred, 7.5% of the teachers believed that misbehavior 5 never occurred.

Disrupting the ongoing instruction in the class had a mean score of 2.25. 24 of the teachers indicated that this problem behavior sometimes took place, 13 of the teachers stated that their students often disrupted the on going instruction in the class, 3 of teachers pointed out that this misbehavior never took place and none of the teachers pointed out that misbehavior *Disrupting the ongoing instruction in the class* always occurred. The students sometimes seek for fun during the lesson and they distort the peaceful atmosphere of the classroom activities. This kind of misbehavior was seen in classrooms commonly and in line with the literature. Robertson et al. (2003) state that the students can search for excitement by interfering with the progress of the lesson.

Laughing disorderly during the lesson was the problem behavior with a mean score of 2,20. 60% of the teachers thought that their students sometimes laughed disorderly during the lesson, 15% of the teachers believed that their students often laughed, 6% of the teachers believed that their students never laughed disorderly. Only 4% of the teachers believed that their students always laughed disorderly during the lesson.

Then misbehavior 6 comes with a mean score of 2.18 and it was about *Complaining of other pupils*. 22 of the teachers thought that this misbehavior sometimes occurred, 12 of the teachers thought that their students always complained, 5 of the teachers thought that their students never complained of their friends. Only one of the teachers thought that their students often complained in the classroom.

Listening to music during the lesson was another student misbehavior and its' mean score was 2.15. According to the results, 19 of the teachers reported that their students sometimes listened to music during the lesson, 9 of the teachers reported that their students often listened to music, again 9 of the teachers reported that their students never listened to music and 3 of the teachers thought that their students often listened to music during the lesson.

Misbehavior 15 was *Eating or drinking in the classroom* had with a mean score of 2.13. %50 of teachers believed that their students sometimes ate or drank something in the classroom, %12.5 of the teachers believed that their students often ate or drank. Again %12.5 of the teachers believed that their students always ate or drank. And, %10 of teachers thought that their students never ate or drank something in the classroom.

For misbehavior 9 *Sending a note to other pupils*, 20 of teachers determined that their students sometimes exhibited this misbehavior, and 15 of the teachers determined that their students always sent a note, 4 of the teachers believed that their students often sent a note and only one of the teachers believed that their students always sent a note to other students.

Then misbehavior 17, *Whistling*, comes with a mean score of 1.73. According to the results, 57,5% of the teachers reported that their students always whistled, 20% of the teachers believed that their students often whistled, %17,5 of the teachers believed that their students sometimes whistled in the classroom and %5 of the teachers reported that their students always whistled.

Touching other pupils during the lesson had a mean score of 1.67. 20 of the teachers believed that this problem behavior never took place, 14 of the teachers believed that their students often touched other pupils during the lesson, 5 of teachers stated that this misbehavior always took place and only one teacher indicated that this misbehavior sometimes occurred. In a study by Tate (2006), it was pointed out that pupils sometimes sat for long periods of time without any active engagement, they got bored, they did not know what to do or they would like to inject a little excitement into their day so they randomly hit a classmate.

Misbehavior 14 was about *Leaving the classroom during the lesson* and its mean score was 1.55. 52.5% of the teachers believed that their students never left the classroom during the lesson, 42.5% of the teachers believed that their students sometimes left the classroom, %2.5 of the teachers believed that their students often left the classroom and again %2.5 of the teachers thought that their students always left the classroom during the lesson.

Asking permission continuously for the toilet was the second least frequently encountered misbehavior in the classroom and its mean score was 1.50. 21 of the teachers believed that their students never asked permission continuously for the toilet, 18 of the teachers believed that their students sometimes exhibited this misbehavior and only one of the teachers thought that their students often asked permission continuously for the toilet. As it is seen in Table 6, this misbehavior was not common among university preparatory students.

Singing a song was the least frequently encountered student misbehavior (mean score=1.38). For this disruptive behavior, %72.5 teachers thought that their students never sang a song during the lesson, %17,5 of the teachers thought that their students sometimes sang a song and %10 of teachers thought that their students often sang a song.

4.2.2. Findings of Aggression

This section presents the findings of the disruptive student behaviors in the questionnaire classified as aggression. Table 7 indicates the frequencies, the percentages and mean scores of these behaviors.

Table 7. Teachers' Perception of Aggression

No	Disruptive Student Behavior	Never		Sometimes		Often		Always		Mean
		f	*p*	*f*	*p*	*f*	*p*	*f*	*p*	
23	Arguing or disagreeing with the teacher or other pupils.	8	20	19	47,5	9	22,5	4	10	2,23
19	Verbal abuse towards other pupils (e.g.wounding or insulting remarks)	15	37,5	17	42,5	6	15	2	5	1,88
22	Ridiculing other pupils.	16	40	16	40	6	15	2	5	1,85
21	Teasing other pupils.	13	32,5	22	55	4	10	1	2,5	1,83
26	Hitting the chair or the desk during the lesson.	28	70	7	17,5	3	7,5	2	5	1,48
20	Threatening other pupils.	33	82,5	7	17,5	0	0	0	0	1,18
25	Bullying other pupils (repeatedly harassing the same pupil[s] over a period of time).	38	95	2	5	0	0	0	0	1,05
24	Physical aggression towards other pupils (e.g. by pushing or striking).	39	97,5	1	2,5	0	0	0	0	1,03
27	Vandalism (breaking or damaging furniture or things belonging to other pupils, the teacher or the school).	39	97,5	1	2,5	0	0	0	0	1,03
28	Bringing a striking or stabbing weapon into the classroom (e.g. a club or knife).	39	97,5	1	2,5	0	0	0	0	1,03
Total Average Mean										**1,45**

Note: *f*= frequency; p= percentage.

Shectman (2008) pointed out that the aggression results from the lack of awareness of the students, a lack of sensitivity to the needs of others. Furthermore, minor physical aggression behaviors are sometimes a sign of boredom, the need for attention, and a way to gain social status.

In the questionnaire the results of the misbehavior classified as agression, *Disruptive behavior* 24 was the most frequently faced behavior with a mean score of 2.23. 19 of the teachers believed that their students sometimes argued/disagreed with the teacher or other pupils, 9 of the teachers thought that their students often disagreed, 8 of the teachers believed that their students never argued or disagreed in the classroom and 4 of the teachers thought that their students always argued/disagreed in the classroom.

Misbehavior 19 has a mean score of 1.88. For this misbehavior *Verbal abuse towards other pupils (e.g. wounding or insulting remarks),* %42.5 of the teachers believed that their students sometimes abused other pupils verbally, %37.5 of the teachers determined that their students always showed this misbehavior, %15 of the teachers thought that their students often abused other pupils verbally and Only %5 of the teachers thought that their students always exhibited this disruptive classroom behavior. As it can be concluded, *Verbal abuse towards other pupils (e.g. wounding or insulting remarks)* was the second frequently encountered misbehavior in the university preparatory classrooms.

Misbehavior 22 was *Ridiculing other pupils*. It was the third frequently encountered aggression misbehavior. Its mean score was 1.85. 40% of the teachers believed that their students sometimes ridiculed other students; again with the same percentage of 40%, the teachers thought that their students never ridiculed other pupils. 15% of the teachers believed that their students often ridiculed and only 5% of the teachers believed that their students always ridiculed other pupils in the classroom.

Then misbehavior 21 comes with a mean score of 1.83 and it was about *Teasing other pupils*. 22 of the teachers thought that this misbehavior sometimes occurred, 13 of the teachers thought that their students always teased other students, 4 of the teachers thought that their students never teased their friends. Only one of the teachers thought that their students never teased other pupils in the classroom.

Misbehavior 26 was about *Hitting the chair or the desk during the lesson* and its mean score was 1.48. 70% of the teachers believed that their students never hit the chair or the desk, 17.5 % of the teachers thought that their students sometimes hit the desk or the chair, 7.5% of the teachers believed that their students often hit the chair or the desk and 5% of the teachers believed that their students always hit the chair or the desk.

For misbehavior *Threatening other pupils*, 33 of teachers determined that their students never exhibited this misbehavior, and 17 of the teachers determined that their students sometimes threatened other students. None of the teachers believed that their students often or always showed this kind of disruptive behavior.

Bullying other pupils (repeatedly harassing the same pupil[s] over a period of time) had a mean score of 1.05 and it was the second least frequently encountered misbehavior in the classrooms. According to the results, 95% of the teachers reported that their students never bullied other pupils and 5% of the teachers believed that their students sometimes bullied other students in the classroom.

The last three misbehaviors, *Physical aggression towards other pupils (e.g. by pushing or striking)*, *Vandalism (breaking or damaging furniture or things belonging to other pupils, the teacher or the school), Bringing a striking or stabbing weapon into the classroom (e.g. a club or knife)*, had the same mean scores of 1.03. These behaviors were the least frequently encountered misbehaviors among aggression behaviors of students. %97.5 of the teachers stated that these behaviors never occurred in their classrooms and only %2.5 of the teachers reported that they saw these kinds of misbehaviors.

According to Burden (1999), disruptive student behaviors range from mildly to severely disruptive. Violence, vandalism, coercion, robbery, theft, and drug use are some of the severely disruptive behaviors. These behaviors typically occur outside the classroom in the lunchroom, corridors, or outside the building. In this study, serious items involving aggression and vandalism received minimal ratings. The participants reported that the last five behaviors under the group of *aggression* rarely occurred in their classrooms according to Table 7.

4.2.3. Findings of Defiance of Authority

The disruptive student behaviors in the questionnaire between the numbers 29-31 were classified as defiance of authority and the table below indicates the frequencies, the percentages and mean scores of these behaviors.

Table 8. Teachers' Perception of Defiance of Authority

No	Disruptive Student Behavior	Never		Sometimes		Often		Always		Mean
		f	*p*	*f*	*p*	*f*	*p*	*f*	*p*	
30	Cheeky or rude remarks or replies to the teacher.	15	37,5	19	47,5	6	15	0	0	1,78
29	Using disrespectful language toward the teacher.	20	50	14	35	6	15	0	0	1,65
31	Insulting the teacher.	33	82,5	7	17,5	0	0	0a	0	1,18
Total Average Mean										**1,53**

Note: *f*= frequency; p= percentage.

Table 8 indicates that *Cheeky or rude remarks or replies to the teacher* was the most frequently encountered behavior in the classroom (mean=1.78). For this disruptive behavior, 19 of the teachers determined that their students sometimes exhibited this misbehavior, and 15 of the teachers indicated that their students never had cheeky or rude remarks/replies to the teacher. 6 of the teachers reported that the students often showed this kind of misbehavior. None of the teachers believed that their students always had cheeky or rude remarks/replies to the teacher. According to Robertson et al. (2003), malicious teasing is a common misbehavior in classes and it includes cheeky or rude remarks or replies to the teacher. The students provoke a confrontation with the teacher or by subjecting the teacher to subtle forms of ridicule; students can get excitement in the eyes of their peers.

Misbehavior 29 (*Disrespectful language toward the teacher*) had a mean score of 1.65. According to the results, 50% of the teachers reported that their students never used disrespectful language toward the teacher, 35% of the teachers believed that their students sometimes used disrespectful language toward the teacher in the classroom and %15 of the teachers determined that their students often exhibited this misbehavior type.

Insulting the teacher was the least frequently faced student misbehavior (mean score=1.18). For this disruptive behavior, 33 of the teachers thought that their students never insulted the teacher and 7 of teachers thought that their students sometimes insulted the teacher and none of the teachers reported that their students often insulted the teacher and again no teachers reported that their students always insulted the teacher. This result meant that the majority of the students in the participants' classrooms were respectful to their teachers.

4.2.4. Findings of Immorality

Immorality is another type of problem behavior and Table 19 indicates the frequencies, means, and standard deviations of these behaviors.

Table 9. Teachers' Perception of Immorality

No	Disruptive Student Behavior	Never		Sometimes		Often		Always		Mean
		f	p	f	p	f	p	f	p	
33	Cheating.	0	0	14	35	20	50	6	15	2,80
32	Telling a lie.	3	7,5	24	60	12	30	1	2,5	2,28
36	Racist remarks.	28	70	12	30	0	0	0	0	1,30
34	Stealing.	38	95	2	5	0	0	0	0	1,05
35	Under the influence of substance abuse (alcohol or drugs) upon entering the classroom.	39	97,5	1	2,5	0	0	0	0	1,03
Total Average Mean										**1,69**

Note: *f*= frequency; p= percentage.

Misbehavior 33 *Cheating* was the most frequently encountered misbehavior in the classroom (mean=2.80). 50% of the teachers believed that their students often cheated, 35% of the teachers believed that their students sometimes cheated, 15% of the teachers thought that their students always cheated.

Telling a lie was the second frequently encountered one in the classroom with a mean score of 2.28. 24 of the teachers believed that their students sometimes told a lie, 12 of the teachers believed that their students often told a lie, 3 of the teachers thought that their students never told a lie and only one of the teachers thought that their students always told a lie.

Misbehavior 36, *a Racist remark was* the third frequently encountered disruptive student behavior (mean=1.30). 70% of the teachers thought that their students never had racist remarks and 30% of the teachers thought that their students sometimes had racist remarks during the lesson.

Stealing had a mean score of 1.05 and it was the second least frequently encountered misbehavior in the classrooms. According to the results, 95% of the teachers reported that their students never stole and 5% of the teachers believed that their students sometimes stole the classroom.

The last frequently encountered misbehavior was *Under the influence of substance abuse (alcohol or drugs) upon entering the classroom*. 39 teachers believed that their students never entered the class under the influence of substance abuse and only one teacher thought that their students sometimes entered the classroom under the influence of substance abuse (alcohol or drugs).

4.2.5. Findings of Goofing Off

Disruptive behaviors classified as goofing off is the last type of behavior and the table below shows the frequencies, means, and standard deviations of these behaviors.

Table 10. Teachers' Perception of Goofing Off

No	Disruptive Student Behavior	Never		Sometimes		Often		Always		Mean
		f	p	f	p	f	p	f	p	
50	Not studying regularly.	0	0	6	15	23	57,5	11	27,5	3,13
37	Calculated work avoidance (e.g. delaying starting work, not having important books or equipment).	2	5	10	25	16	40	12	30	2,95
38	Being late for school or lesson.	0	0	11	27,5	20	50	9	22,5	2,95
51	Not taking responsibility or not joining in classroom activities.	0	0	14	35	14	35	12	30	2,95
46	Not doing assigned tasks.	0	0	11	27,5	22	55	7	17,5	2,90
39	Not listening to the lesson, dealing with other things.	0	0	12	30	21	52,5	7	17,5	2,88
44	Resting head on desk during lesson.	2	5	14	35	11	27,5	13	32,5	2,87
47	Showing poor interest to the lesson.	0	0	16	40	16	40	8	20	2,80
49	Skipping lessons or truanting from school.	0	0	15	37,5	18	45	7	17,5	2,80
40	Watching out during the lesson.	1	2,5	15	37,5	17	42,5	7	17,5	2,75
41	Dawdling or daydreaming during the lesson.	0	0	18	45	16	40	6	15	2,70
42	Refusing to cooperate or follow the instructions.	2	5	19	47,5	10	25	9	22,5	2,65
48	Being tardy in the class.	1	2,5	23	57,5	14	35	2	5	2,43
43	Walking around during the lesson.	16	40	16	40	2	5	6	15	1,95
45	Getting out of seat (or workplace) without permission [if this is required].	13	32,5	17	42,5	9	22,5	1	2,5	1,95
Total Average Mean										**2,71**

Note: *f*= frequency; P= percentage.

Goofing off is another type of misbehavior and Table 10 indicates these kinds of disruptive student behaviors. According to Table 10, *Not studying regularly* had a mean score of 3.13 and it was the most frequently faced misbehavior. 57.5% of the teachers reported that their students do not often study regularly. 27.5% of the teachers believed that their students do not always study regularly and 15% of the teachers pointed out that their students sometimes study regularly.

Calculated work avoidance (e.g. delaying starting work, not having important books or equipment), Being late for school or lesson and *Not taking responsibility or not joining in classroom activities* were the second frequently encountered problem behaviors in the classroom with a mean score of 2.95.

16 of the teachers believed that their students often avoid the calculated work, 12 of the teachers believed that their students always avoid the calculated work, 10 of the teachers thought that their students sometimes avoid the calculated work and only two of the teachers thought that their students never avoid the calculated work (e.g. delaying starting work, not having important books or equipment). As Robertson et al (2003) state students can avoid the hardship of doing work by passive resistance. And this work avoidance is commonly seen in classrooms.

Furthermore, 50% of the teachers believed that their students often became late for school or lesson, 27.5% of the teachers thought that their students were sometimes late. 22.5% of the teachers believed that their students were always late for school or lesson.

14 teachers reported that their students sometimes take responsibility or join in class activities; again 14 teachers indicated that the students often exhibited this misbehavior and 12 teachers reported that the students were always unwilling to take responsibility or join in classroom activities.

Not doing assigned tasks was the third frequently faced misbehavior under the group of *Goofing off*. Its mean score was 2.90. According to the results, 55% of the teachers reported that their students often showed this kind of problem behavior. 27.5% of the teachers believed that their student sometimes exhibited the mentioned misbehavior and 17.5% of the teachers believed that their students always had a problem in doing the assigned tasks.

Then misbehavior 21 comes with a mean score of 2.88 and it was about *Not listening to the lesson, dealing with other things*. 21 of the teachers thought that this misbehavior often occurred, 12 of the teachers thought that their students sometimes dealt with other things in the lesson and 7 of the teachers thought that their students always exhibited the mentioned problem behavior. No teacher reported that the students never dealt with other things.

For misbehavior *Resting head on desk during lesson*, 35% of teachers determined that their students sometimes exhibited this misbehavior, and %32.5 of the teachers determined that their students always rested head on desk. %27.5 of the teachers thought that the students often showed this misbehavior. However, only %5 of the teachers believed that their students never rested head on desk during the lesson. Accordingly, the rating for the *Resting head* was in line with research in England and Norway (Kyriacou et al. 2007).

Showing poor interest to the lesson and *Skipping lessons or truanting from school* had the same mean score of 2.80. The percantage of teachers who reported sometimes and often for the misbehavior 47 had the same number with %40. %20 of the teachers believed that their students always showed poor interest to the lesson. None of the teachers reported that *Showing poor interest to the lesson* was a misbehavior that was never seen in the classroom. However, for misbehavior 49, %45 of the teachers indicated that the students often skipped lessons or truanted from school. %37.5 of the teachers thought that the students sometimes exhibited this misbehavior. And %17.5 of the teachers believed that their students always skipped lessons or truanted from school.

Watching out during the lesson had a mean score of 2.75. 17 of the teachers stated that this problem behavior often took place, 15 of the teachers pointed out that their students sometimes watched out during the lesson, 7 of teachers stated that this misbehavior always took place and only 1 indicated that this misbehavior never occured.

Then misbehavior 41 comes with a mean score of 2.70 and it was about *Dawdling or daydreaming during the lesson*. %45 of the teachers thought that this misbehavior sometimes occurred, %40 of the teachers thought that their students often dealt dawdled or daydreamt during the lesson and %15 of the teachers thought that their students always exhibited the mentioned problem behavior. No teacher reported that the students always dawdled or daydreamt during the lesson. In a similar manner, *Daydreaming* were reported to be among the common misbehaviors (Cabaroğlu & Altınel, 2010; Altınel, 2006).

The results show that *Refusing to cooperate or follow the instructions* comes with a mean score of 2.65. 19 teachers thought that their students sometimes refused to cooperate or follow the instructions, 10 teachers thought that this behavior often occurred, 9 teachers believed that their students always refused to cooperate or follow the instructions. And only 2 teachers thought that their students never exhibited this misbehavior.

Being tardy in the class had a mean score of 2.43. 23 of the teachers believed that their students are sometimes tardy. 14 of the teachers thought that their students are often

tardy. 2 of the teachers stated that this disruptive student behavior always occurred and only 1 teacher thought that their students are never tardy in the classroom.

The last frequently encountered misbehaviors were *Walking around during the lesson* and *Getting out of seat (or workplace) without permission [if this is required]* (mean score=1.95). For disruptive behavior 43, %40 of the teachers thought that their students never walked around during the lesson, again with the same percentage, the teachers reported that their students sometimes exhibited this behavior and %15 of teachers thought that this misbehavior never took place and %5 of the teachers believed that their students often walked around during the lesson. However, for the problem behavior *Getting out of seat (or workplace) without permission*, 17 of the teachers thought that this misbehavior sometimes occurred, 13 of the teachers thought that their students always got out of seat without permission and 9 of the teachers thought that their students often showed the mentioned problem behavior. Only one teacher reported that the students always got out of seat without permission of the teacher.

4.3. The Types of Disruptive Student Behavior the Teachers of English Encounter Commonly in their Classrooms

Charles (1999) defines five types of disruptive student behavior:

*a. Aggression***:** physical and verbal attacks on the teacher or other students.

*b. Immorality***:** acts such as cheating, lying, and stealing.

c. Defiance of authority: refusal of what the teacher requests.

*d. Class disruptions***:** talking loudly, calling out, walking about the room, clowning, tossing objects.

*e. Goofing off***:** fooling around, out of seat, not doing the assigned tasks, dawdling, daydreaming. (pp. 2-3)

In accordance with these definitions, the disruptive student behaviors in the classrooms were grouped under five headings, as class disruptions, aggression, defiance of authority, immorality and goofing off. The following table indicates the mean scores of these five misbehaviour types.

Table 11. The mean scores of the Types of Disruptive Student Behavior

Types of Disruptive Student Behavior	Mean
Goofing off	2.71
Class Disruptions	2.16
Immorality	1.69
Defiance of Authority	1.53
Aggression	1.45

According to Table 11, *Goofing off* is the most commonly encountered misbehavior type with a mean score of 2.71. *Goofing off* included the following misbehaviors: *Calculated work avoidance (e.g. delaying starting work, not having important books or equipment), Being late for school or lesson, Not listening to the lesson, Dealing with other things, Watching out during the lesson, Dawdling or Daydreaming during the lesson, Refusing to cooperate or follow the instructions, Walking around during the lesson, Resting head on desk during lesson, getting out of seat (or workplace) without permission, Not doing assigned tasks, showing poor interest to the lesson, Being tardy in the class, Skipping lessons or truanting from school, not studying regularly, Not taking responsibility or Not joining in classroom activities* were the misbehaviors under the category of *Goofing off*. The second commonly faced problem behavior type was *Class Disruptions* and it had a mean score of 2.16. The third common misbehavior type was *Immorility* (mean=1.69). *Defiance of authority* was the fourth problem student behavior and its mean score was 1.53. Lastly, the least commonly encountered disruptive student behavior type was *Aggression* with a mean score of 1.45. The problem behaviors classified as *Aggression* were classified as in the following: *Verbal abuse towards other pupils (e.g. wounding or insulting remarks), Threatening, Teasing and Ridiculing other pupils, Arguing or Disagreeing with the teacher or other pupils, Physical aggression towards other pupils, Bullying other pupils, Hitting the chair or the desk during the lesson, Vandalism and Bringing a striking or stabbing weapon into the classroom.*

4.4. Mann Whitney U Test and Kruskal Wallis Test Findings

Mann Whitney U Test and Kruskal Wallis Test were applied to find out the relationships between gender, age, and the department the participants graduated from, experience, the number of classes participants teach, the number of students they have in their

classes and perceptions of disruptive student behaviors. For analyzing the significant relationship between gender and the number of students and the teachers' perception of the disruptive behavior, Mann Whitney U Test was conducted. For analyzing the significant relationship between the teachers' age, the department teachers graduated from, their teaching experience and the number of classes they teach and the teachers' perception of the disruptive behavior, Kruskal Wallis was applied.

4.4.1. Findings related with Gender

Mann Whitney U Test was conducted in order to see the relationship between genders and the teachers' perceptions of disruptive student behaviors. The results of Mann Whitney U Test were analyzed, checked for significance and mean rank. Table 12 presents the results related with gender.

Table 12. The Relationship between Teachers' Gender and Their Perceptions of Disruptive Student Behaviors

No	Disruptive Student Behavior	Gender	Mean Rank	Significance
7	Talking about something apart from the lesson	Female	*21.76*	*0.042*
		Male	*11.70*	

The teachers' perception of the misbehavior 7 was found as the only one which had a significant relationship with gender according to the results. According to Table 12, P=0,042 < α=0,05 which meant that disruptive behavior *Talking about something apart from the lesson* was significant at 0.042 level. So, it can be concluded that there is a significant relationship between the teachers' gender and their perceptions of the misbehavior 7. This significant relationship was due to the female teachers as its mean rank was 21.76 that was higher than the mean rank of the male teachers.

4.4.2. Findings related with Teachers' Age

Table 12 indicates the significant relationship between the age of the participants and their perceptions of problem behaviors.

Table 13. The Relationship between Teachers' Age and Their Perceptions of Disruptive Student Behaviors

No	Disruptive Student Behavior	Age	Mean Rank	Significance
20	Threatening other pupils	30-34	*28.43*	*0.013*
41	Dawdling or daydreaming during the lesson	40+	*25.92*	*0.045*

The significance level for misbehavior 20 was at 0.013 and the significant relationship between the age of the participants and their perceptions of this misbehavior was due to the group of ages 30-34.

On the other hand, the significance for problem behavior 41, *Dawdling or daydreaming during the lesson* was at 0.045 level. So, we conclude that there is a significant relationship between the teachers' age and their perceptions of this misbehavior because of the group of ages over 40.

4.4.3. Findings related with Teachers' Undergraduate Department

The results were analyzed according to the relationship between the department that the participants graduated from and their perceptions of misbehavior by using Kruskal Wallis Test. There was no significant relationship between these two variables.

4.4.4. Findings related with Teachers' Years of Teaching Experience

Kruskal Wallis Test was conducted in order to compare the relationship between the participants' experience and their work experience. The results of the test were analyzed, checked for significance and mean rank. Table 14 presents the results as in the following.

Table 14. The Relationship between Teachers' Experience and Their Perceptions of Disruptive Student Behaviors

No	Disruptive Student Behavior	Experience	Mean	Significance
41	Dawdling or daydreaming during the lesson	20+	*29.20*	*0.037*

According to Table 14, P=0,037 < α=0,05 which meant that disruptive behavior *Dawdling or daydreaming during the lesson* was significant at 0.037 level. So, it can be concluded that there is a significant relationship between the teachers' experience and their perceptions of the misbehavior 41 and this results from the teachers who had a work experience of over 20 years.

4.4.5. Findings related with the Number of Classes the Teachers' Teach

The relationship between the number of classes the teachers teach and their perceptions of disruptive behaviors was analyzed by using Kruskal Wallis Test, checked for significance and mean rank. Table 15 indicates the significant relationship between these variables:

Table 15. The Relationship between the Number of Classes the Teachers Teach and Their Perceptions of Disruptive Student Behaviors

No	Disruptive Student Behavior	Number of Classes	Mean	Significance
41	Dawdling or daydreaming during the lesson	*1*	*33.10*	*0.009*
40	Watching out during the lesson	*1*	*32.20*	*0.009*
44	Resting head on desk during lesson	*1*	*31.60*	*0.022*
3	Making unnecessary noise (e.g. by scraping the chair, banging objects or other noisy behavior)	*3*	*26.50*	*0.038*
28	Bringing a striking or stabbing weapon into the classroom (e.g. a club or knife)	*4+*	*25.00*	*0.029*

For misbehaviors 40 and 41, the significance levels were at 0.009 and misbehavior 41 had a mean rank at 33.10 and *Watching out during the lesson* had a mean rank at 32.20. The significance for the item 44 was at 0.022 level. Item 44 *Resting head on desk during lesson* had a mean rank at 31.60. The significant relationship between the classroom numbers and these three misbehaviors was a result of the teachers who taught only one class.

For the misbeaviour *Making unnecessary noise (e.g. by scraping the chair, banging objects or other noisy behavior)*, the significance was at 0.038 level and had a mean rank at 26.50. The significant relationship between the number of classes and the teachers' perceptions about this disruptive behavior was owing to the teachers who taught three classes. In other words, the participants who reported student behavior 3 was a disruptive behavior were the teacher group who taught three classes.

Lastly, the significance level for misbehavior 28 was at 0.029. Its mean rank was 25.00. The teachers who taught to over 4 classes determined this behavior as problem behavior. This indicates that there is a significant relationship between the classroom numbers the teachers teach and the perceptions of the teachers about the problem behavior *Bringing a striking or stabbing weapon into the classroom (e.g. a club or knife).*

4.4.6. Findings related with the Number of Students the Teachers' Have in Their Classes

Mann Whitney U Test was applied to compare the relationship between number of students the teachers had and their perceptions of problem student behaviors. The results of the test were analyzed, checked for significance and mean rank and Table 16 indicates the findings:

Table 16. The Relationship between the Number of Students the Teachers Have in Their Classes and Their Perceptions of Disruptive Student Behaviors

No	Disruptive Student Behavior	Number of Students	Mean Rank	Significance
18	Listening to music during the lesson	24 or less	*26.38*	*0.018*
47	Showing poor interest to the lesson	24 or less	*26.35*	*0.018*
26	Hitting the chair or the desk during the lesson	24 or less	*25.85*	*0.013*
50	Not studying regularly	24 or less	*25.85*	*0.024*
32	Telling a lie	24 or less	*25.54*	*0.030*
49	Skipping lessons or truanting from school	24 or less	*25.50*	*0.042*

According to Table 16, the significance level for misbehavior 18 and misbehavior 47 was at 0.018 and *Listening to music during the lesson* had a mean rank at 26.38. The problem

behavior *Showing poor interest to the lesson* had a mean rank at 26.35. For *Hitting the chair or the desk during the lesson*, the significance was at 0.013 level and its mean rank was at 25.85. For misbehavior 50, the significance level was at 0.019 with a mean rank at 25.85. The item 32 had a significance level at 0.030 and had a mean rank at 25.54. Lastly, the significance level for the item 49 was at 0.042 and this item's mean rank was at 25.50.

So, it can be concluded that there is significant relationship between the teachers' numbers of students in their classes and their perceptions of the mentioned misbehaviors and this significant relationship results from the teachers who had 24 or less students in their classes.

CHAPTER V

5. CONCLUSIONS AND IMPLICATIONS

This chapter summarizes the conclusions of the study and also includes the implications of the study and the suggestions for future research.

5.1. Conclusions

This study was conducted to identify English language teachers' perceptions of disruptive student behaviors, common types of misbehaviors they encountered in order to determine common disruptive student behaviors in the classrooms. And this survey also aimed to investigate the relationship between teachers' gender, age, the department they graduated from, years of teaching experience, the number of classes they teach, the number of students in their classrooms, and the teachers' perceptions of disruptive student behaviors.

When the results were evaluated the following findings were gained:

- Among *Class disruptions*, *Using a mobile telephone during the lesson* was the most the most frequently encountered disruptive student behavior. More than half of the participants reported that their students used a mobile phone during the lesson. *Talking about something apart from the lesson*, *Joking during the lesson*, *Talking out of turn (e.g. calling out, interrupting, inappropriate remarks or distracting chatter during the lesson)*, *Making unnecessary noise (e.g. by scraping the chair, banging objects or other noisy behavior)* were the other misbehaviors which were seen frequently among *Class disruptions*. *Singing a song* was the least common misbehavior among *Class disruptions*. *Asking for permission continuously for the toilet*, *Leaving the classroom during the lesson* and *Touching other pupils during the lesson* were the other disruptive behaviors faced least among *Class disruptions* type.

- Among the disruptive student behaviors classified as *Aggression, Arguing or disagreeing with the teacher or other pupils* was the most common behavior.

Verbal abuse towards other pupils (e.g. wounding or insulting remarks), *Ridiculing* and *teasing other pupils* were the misbehaviors encountered commonly in university preparatory classes. Serious misbehaviors involving *Vandalism, Bringing a striking or stabbing weapon into the classroom, Physical aggression towards other pupils* received minimal ratings and they were the least commonly encountered disruptive behaviors.

- *Cheeky or rude remarks or replies to the teacher, Using disrespectful language toward the teacher* and *Insulting the teacher* were the misbehaviors under the group of *Immorality*. These disruptive behaviors were not encountered commonly in university preparatory classrooms. Among these misbehaviors, *Cheeky or rude remarks or replies to the teacher* had the highest rate.

- Among *Defiance of authority* misbehaviors, *Cheating* was the most common problem behavior seen in university preparatory classes. *Telling a lie* was the second frequently misbehavior in this type. *Racist remarks*, *Stealing* and *Under the influence of substance abuse (alcohol or drugs) upon entering the classroom* were the misbehaviors that were not encountered frequently in university preparatory classrooms.

- The misbehaviors classifed as *Goofing off* were the most frequently faced behaviors. *Not studying regularly* had the highest rate in this group. *Calculated work avoidance (e.g. delaying starting work, not having important books or equipment), Being late for school or lesson, not listening to the lesson, dealing with other things* were the problems behaviors that were second frequently encountered. *Walking around during the lesson and Getting out of seat (or workplace) without permission* were the disruptive student behaviors that were not reflected to be problem behaviors commonly.

- According to types, the disruptive student behaviors were classified as *Class disruptions, Aggression, Immorality, Defiance of authority* and *goofing off.* *Goofing off* was the most commonly encountered misbehavior type in university preparatory classrooms. *Goofing off* included the following problem behaviors:

Not studying regularly, Calculated work avoidance (e.g. delaying starting work, not having important books or equipment), Being late for school or lesson, Not listening to the lesson, Dealing with other things, Watching out during the lesson, Dawdling or daydreaming during the lesson, Refusing to cooperate or follow the instructions, Walking around during the lesson, Resting head on desk during lesson, Getting out of seat (or workplace) without permission, Not doing assigned tasks, Showing poor interest to the lesson, Being tardy in the class, Skipping lessons or truanting from school, Not studying regularly, Not taking responsibility or not joining in classroom activities.

- There was a significant relationship between female teachers and their perceptions of the misbehavior *Talking about something apart from the lesson*. They believed that this misbehavior was common disruptive student behavior.

- There was a significant relationship between the teachers' age and misbehavior 20 *Threatening other pupils*. Teachers between the ages of 30 -34 thought that this misbehavior was a disruptive one more than the other teachers. Additionally, there was a significant relationship between the teachers' age and *Dawdling or daydreaming during the lesson* as it was reported to be a problem behavior by the teachers over the age of 40.

- There was no significant relationship between the department that the teachers graduated from and their perceptions of disruptive student behavior. It was clear that the teachers had the same perceptions for misbehaviors in their classrooms regardless of their department of graduation.

- There was a significant relationship between the teachers' years of teaching experience and their perceptions of the problem behavior *Dawdling or daydreaming during the lesson*. The teachers who had a work experience of over 20 years mentioned this problem behavior.

- There was a significant relationship between the number of classes that the teachers taught and the teachers' perceptions of the misbehaviors *Dawdling or daydreaming during the lesson, Watching out during the lesson, Resting head on desk during lesson* and this was a result of the teachers who taught only one class. It was concluded that these teachers considered *Dawdling or daydreaming during the lesson, Watching out during the lesson,* and *Resting head on desk during lesson*

as problem behaviors more than the teachers who taught different number of classes. There was a significant relationship between the number of classes and the teachers' perceptions of *Making unnecessary noise (e.g. by scraping the chair, banging objects or other noisy behavior)* and this was owing to the teachers who taught three classes. The teachers who taught to over 4 classes stated *Bringing a striking or stabbing weapon into the classroom (e.g. a club or knife)* as problem behavior. This indicated that there was a significant relationship between the number of classes that the teachers teach and the perceptions of the teachers about this problem behavior.

- There was significant relationship between the numbers of students in the classes and the teachers' perceptions of the misbehaviors such as *Listening to music during the lesson, Showing poor interest to the lesson, Hitting the chair or the desk during the lesson, Not studying regularly, Telling a lie, Skipping lessons or truanting from school.* This significant relationship resulted from the teachers who had 24 or fewer students in their classes.

- To sum up, teachers of English working in university preparatory classrooms encountered many different types of disruptive student behaviors and it was concluded that these behaviors were considered to be as significant behavioral problems for the teachers.

5.2. Implications of the Study

Classroom management is a significant term in learning and teaching. It constitutes a major challenge for teachers who are expected to hinder or address students' disruptive behaviors and reduce misbehavior in their classrooms.

Furthermore, misbehavior problems appear as one of the most common classroom management issues for teachers and the present study was conducted to describe English language teachers' perceptions of disruptive student behaviors, common types of misbehaviors they encountered, determine common disruptive student behaviors in the classrooms. And this study also aimed to investigate the relationship between teachers' gender, age, the department they graduated from, experience, the number of classes they

teach, the number of students in their classrooms, and the teachers' perceptions of disruptive student behaviours.

By the help of the present study, English language teachers in university preparatory classes will be able to gain some insights into the situations concerning disruptive student behaviors. Moreover, they will be able to determine the disruptive behaviors, which are commonly observed in English language classrooms and might be able to overcome these kinds of misbehaviors as they will have the advantage of realizing the misbehaviors in advance while managing their classes.

5.3. Suggestions for Further Research

The present study was carried out at School of Foreign Languages, Çukurova University, Adana and a total of 40 teachers of English participated in this study. In a similar study, the number of the participants may be increased for providing larger insights. Besides, the future studies may be carried out in private universities for comparing the differences between state and private schools.

As for data collection tools, interviews with teachers and students may be conducted to triangulate the data. In addition, classroom observations may be helpful to gain a deeper understanding regarding the causes of the disruptive behaviors and the teachers' classroom management strategies.

The current study described the issue from the teachers' perspectives. In further studies, students' and parents' perceptions may also be investigated in order to reach a comprehensive understanding of the issues related to students' misbehavior.

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7. APPENDICES

7.1. Appendix 1: Questionnaire

Dear Colleagues,

This questionnaire is designed to find out how teachers of English perceive disruptive behaviors in university preparatory classrooms. The results of this questionnaire will only be used in my MA thesis.

Thank you for your cooperation.   Nuray Güleç

Questionnaire Part - 1

This section includes the questions about your personal information. Please, choose the most suitable answer for you and mark like this (**X**) .

1. Gender?

(   ) 1. Female

(   ) 2. Male

2. Age?

(   ) 1. 20-24

(   ) 2. 25-29

(   ) 3. 30-34

(   ) 4. 35-39

(   ) 5. 40 +

3. The department that you graduated from?...

4. Your professional seniority?

(   ) 1. 0-4 years

(   ) 2. 5-9 years

(   ) 3. 10-14 years

(   ) 4. 15-19 years

(   ) 5. 20 +

5. The number of classes that you teach?

(   ) 1. 1

(   ) 2. 2

(   ) 3. 3

(   ) 4. 4+

6. The number of students in your classroom?

(   ) 1. 24 or less

(   ) 2. 25-34

(   ) 3. 35-44

(   ) 4. 45-54

(   ) 5. 55-64

Questionnaire Part – 2

In this section, there are the most commonly exhibited student behaviors which are disapproved most by the teachers. These disruptive behaviors are classified into five groups; respectively, class disruptions, agression, defiance of authority, immorality and goofing off.

How frequently do the following forms of pupil misbehavior occur in your classroom? Please, make your choice marking "**Never", "Sometimes"** or **"Often" "Always"** like this (X).

Disruptive Student Behaviors				
A. _CLASS DISRUPTIONS_	**Never**	**Sometimes**	**Often**	**Always**
1. Talking out of turn (e.g. calling out, interrupting, inappropriate remarks or distracting chatter during the lesson).				
2. Interrupting other pupils (e.g. by distracting them from work).				
3. Making unnecessary noise (e.g. by scraping the chair, banging objects or other noisy behavior).				
4. Using a mobile telephone during the lesson.				
5. Calling names of other pupils during the lesson.				
6. Complaining of other pupils.				
7. Talking about something apart from the lesson.				
8. Disrupting the ongoing instruction in the class.				
9. Sending a note to other pupils.				
10. Laughing disorderly during the lesson.				
11.Touching other pupils during the lesson.				
12. Joking during the lesson.				
13. Asking permission continuously for the toilet.				
14. Leaving the classroom during the lesson.				
15. Eating or drinking something during the lesson.				
16. Singing a song.				
17. Whistling.				
18. Listening to music during the lesson.				

B. *AGGRESSION*	Never	Sometimes	Often	Always
19. Verbal abuse towards other pupils (e.g.wounding or insulting remarks)				
20.Threatening other pupils.				
21.Teasing other pupils.				
22. Ridiculing other pupils.				
23. Arguing or disagreeing with the teacher or other pupils.				
24. Physical aggression towards other pupils (e.g. by pushing or striking).				
25. Bullying other pupils (repeatedly harassing the same pupil[s] over a period of time).				
26. Hitting the chair or the desk during the lesson.				
27. Vandalism (breaking or damaging furniture or things belonging to other pupils, the teacher or the school).				
28. Bringing a striking or stabbing weapon into the classroom (e.g. a club or knife).				
C. *DEFIANCE OF AUTHORITY*	Never	Sometimes	Often	Always
29. Using disrespectful language toward the teacher.				
30. Cheeky or rude remarks or replies to the teacher.				
31. Insulting the teacher.				
D. *IMMORALITY*	Never	Sometimes	Often	Always
32. Telling a lie.				
33. Cheating.				
34. Stealing.				
35. Under the influence of substance abuse (alcohol or drugs) upon entering the classroom.				
36. Racist remarks.				

E. *GOOFING OFF*	Never	Sometimes	Often	Always
37. Calculated work avoidance (e.g. delaying starting work, not having important books or equipment).				
38. Being late for school or lesson.				
39. Not listening to the lesson, dealing with other things.				
40. Watching out during the lesson.				
41. Dawdling or daydreaming during the lesson.				
42. Refusing to cooperate or follow the instructions.				
43. Walking around during the lesson.				
44. Resting head on desk during lesson.				
45. Getting out of seat (or workplace) without permission [if this is required].				
46. Not doing assigned tasks.				
47. Showing poor interest to the lesson.				
48. Being tardy in the class.				
49. Skipping lessons or truanting from school.				
50. Not studying regularly.				
51. Not taking responsibility or not joining in classroom activities.				

7.2. Appendix 2: Petition for Conducting the Questionnaire

12.04.2013

ÇUKUROVA ÜNİVERSİTESİ

YABANCI DİLLER YUKSEKOKULU MÜDÜRLÜĞÜ'NE,

Çağ Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans programı öğrencisiyim. Tez çalışmamda Çukurova Üniversitesi Yabancı Diller Yüksek Okulu'nda görev yapmakta olan İngilizce öğretmenlerinin, sınıflarında karşılaştıkları istenmeyen öğrenci davranışları hakkındaki görüşlerini incelemek ve Yüksekokul öğretmenlerimize bir anket çalışması uygulamak istiyorum.

Çukurova Üniversitesi Yabancı Diller Yüksek Okulu'nda görev yapmakta olan İngilizce öğretmenlerine yönelik hazırlamış olduğum bu anket uygulamasının eğitim-öğretimi aksatmadan, öğretmenlerimizin uygun zamanlarında yapılacağını önemle belirtirim.

Uygulanacak anket ektedir. Gereğinin yapılmasını saygılarımla arz ederim.

Nuray Güleç

7.3. Appendix 3: Approval Paper for Conducting the Questionnaire

TC
ÇUKUROVA ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU

Büro:
Sayı: **Özel Kalem**
Konu: **B.30.2.ÇKO.0.Y4.00.00/** *278*

Adana, *17* / *04* / 20*13*

Sayın; Nuray GÜLEÇ

Çukurova Üniversitesi Yabancı Diller Yüksekokulun'da görev yapmakta olan İngilizce okutmanlarının sınıflarda karşılaştıkları istenmeyen öğrenci davranışları hakkındaki görüşlerini incelemek ve Yüksekokul okutmanlarının anket ile ilgili Yüksekokul Yönetim Kurulu'nun 17.04.2013 tarihli ve 17/03 sayılı kararı ilişikte sunulmuştur.

Gereğini bilgilerinize rica ederim.

Prof.Dr.Zuhal OKAN
Müdür

EK:
1 Adet Karar (Aslı)

Adres: Çukurova Üniversitesi Yabancı Diller Yüksekokulu Balcalı - Adana
Telefon: (322) 338 60 84 - 88 / 2921 - 2927 Fax: (322) 338 62 75
e-mail: yadyo@cu.edu.tr

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7.3.1. Appendix A: Board Decision for Conducting the Questionnaire

ÇUKUROVA ÜNİVERSİTESİ
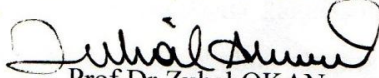YABANCI DİLLER YÜKSEKOKULU
YÖNETİM KURULU KARARLARI

TOPLANTI SAYISI	KARAR SAYISI	KARAR TARİHİ
17	03	17.04.2013

KARAR–3:

Çağ Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans programı öğrencisi Nuray GÜLEÇ'in 12.04.2013 tarihli dilekçesi ve 218 sayılı dilekçesi üzerinde görüşüldü.

Çukurova Üniversitesi Yabancı Diller Yüksekokulun'da görev yapmakta olan İngilizce okutmanlarının sınıflarda karşılaştıkları istenmeyen öğrenci davranışları hakkındaki görüşlerini incelemek ve Yüksekokul okutmanlarının anket uygulanmasının uygun olduğuna ve durumun ilgili kişiye bildirilmesine oybirliği ile karar verildi.
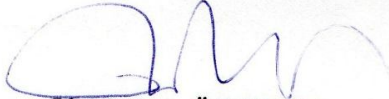
Prof.Dr.Zuhal OKAN
Başkan

Okt.Hülya POLAT
Müdür Yrd.
ÜYE

Okt.Gülsun ÖZDEMİR
Müdür Yrd.
ÜYE

Okt.Ali YÜCEL
ÜYE

Okt.Metal SEKER
ÜYE

Okt.Bahar AYVAZ
ÜYE