Undesired Student Behaviors, the Effects of These Behaviors and Teachers' Coping Methods

Ender KAZAK[1], Volkan KOYUNCU[2]

Abstract

This study aims to determine the undesired student behaviors encountered in the classroom, the effects of these behaviors, and teachers' coping methods with them. A case study design, one of the qualitative research designs, was used in the study. This research was carried out with secondary school teachers working in the central district of Düzce. In this study, 14 teachers' views were captured through semi-structured interview questions. The data were analyzed by using descriptive content analysis method. The results revealed that undesired student behaviors were disturbing the peace of the lesson, not being prepared for the lesson, sleeping during the lesson, distraction, disrespectful behaviors, fighting with friends, not obeying the rules, coming late to class. It was also determined that the undesired behaviors decreased teacher's motivation; the ability of the teacher to teach effectively, made classroom management difficult, decreased the academic success of the students, and caused problems with the school administration. It was found that most of the teachers warned the students to cope with or prevent undesired behaviors, and if it did not work and the problem continued, they talked to the family. In the context of the results of the research, suggestions were made for researchers and practitioners.

Keywords: coping, secondary school, student, undesired behavior

---

[1] (Corresponding author) Assist. Prof. Dr., Düzce University, Faculty of Education, Department of Educational Administration and Supervision, Turkey, enderkazak81@hotmail.com, https://orcid.org/0000-0001-5761-6330

[2] Teacher, Mustafa Kemal Secondary School, Turkey, volkannkoyuncu@gmail.com, https://orcid.org/ 0000-0001-9528-4381

Introduction

Education is the process of changing behavior. The aim of education is to improve positive behaviors as well as to correct negative behaviors. In other words, desired changes are expected in educated individuals' behaviors (Demirel, 1994). Schools are one of the social institutions, and perhaps the most important, which will bring about this change. The acquisition of desired behaviors, prevention, or reduction of undesired behaviors is crucial to ensure the efficiency and effectiveness of the education (Çetin, 2001). In this context, teachers' knowledge of undesired behaviors and their effects can help to reduce the problematic behaviours, which may occur in the classroom, as well as contribute to teachers' development to cope with these behaviors (Özer et al., 2014). As students' undesired behaviors are the part of learning environments, teachers should take all preventive and responsive measures to manage these behaviors before they affect students' learning outcomes badly (Johnson et al., 2019). Effective teaching and learning are possible when teachers and students fulfill their responsibilities. However, the undesired behavior of students during the lesson makes it difficult for teachers to continue effective classroom management. Therefore, it is very important to understand the causes and effects of undesired behaviors (Rathod, 2018).

Undesired behaviors refer to all kinds of behaviors that prevent the effectiveness of teaching activities in the classroom (Başar, 1996; Mardliyah, 2019). Undesired behaviors include being against rules, violating implicit norms or expectations, misbehavior in classroom environments, and the behaviours negatively affecting the teaching and learning process, and require teachers' intervention (Sun & Shek, 2012). Burder (1995) defines undesired behaviors as the behaviors that hinder the educational process in the classroom, cause problems in the performance of classroom activities, and disrupt the order. Martin and Pear (2007) define it as the difference between teacher's expectations and students' behaviors (cited in Özer et al., 2014). For a behavior to be considered as undesired, it should include features such as endangering the student or other students in terms of safety, damaging school materials or the equipment of others, preventing students from learning, and preventing students from participating in classroom activities. In other words, not every behavior in the classroom can be considered as misbehavior (Ağaoğlu, 2002). Not all behaviors are undesired, and it may not be possible for teachers to prevent every undesired behavior (Türnüklü, 2000).

When the literature is reviewed, it can be seen that the *effects of undesired behaviors* were mostly associated with the concept of classroom management. Classroom management, which includes both educational and behavioral management, is an important issue for teachers, school leaders, and administrators. It greatly affects teacher competence and well-being, and the standards of students' achievement (Egeberg et al., 2016). The concept of classroom management can be defined as the discipline of students in the classroom or behavior management in a common and traditional sense. In general, classroom management is organizing and carrying out academic and administrative activities required to create and maintain a positive learning environment (Erol et al., 2010). Classroom management is eliminating the obstacles which may affect the teaching process in the classroom, planning the teaching activities, effective use of lesson time, ensuring student participation, selection and use of appropriate course materials, managing the physical factors, resources, relationships, and people (Başar, 2006; Erdoğan, 2001). According to Merrett and Wheldall (1993), effective classroom management affects teacher's job satisfaction, student success, and therefore the academic success and the school's outcomes. Undesired behaviors negatively affect these effects and outcomes. Undesired student behaviors in the classroom harm educational

experiences, classroom management, and teacher behaviors. During the education process, most of the teachers and especially those who are new to the profession encounter undesired student behaviors and the continuity of these behaviors in the classroom environment negatively affects teachers' job satisfaction (cited in Özer et al., 2014). Studies show that undesired student behaviors negatively affect the teaching process, classroom management, and teacher attitudes, and thus prevent achieving the school goals (Özer et al., 2014). According to Cunningham and Sugawara (1988), undesired behaviors have negative effects not only on the teaching process, but also on an ever-expanding environment, starting from student learning and socio-emotional development (cited in Erol, 2010). In short, undesired behaviors of students in a classroom can negatively affect all aspects of a positive classroom environment (Bingham et al., 2009).

In terms of the efficient classroom activities, teachers should know very well *what should be done against undesired behaviors* in the classroom and *coping methods* should be used against these problematic behaviors. When teachers are faced with negative behaviors of students in the classroom or at school, they should react appropriately and ensure that the behavior is changed by educational goals (Girmen et al., 2006). It is accepted that positive or negative feedbacks of teachers increase the motivation of the students, but disregardful behaviors towards the students, decrease the desire for success. For this reason, it may be beneficial for teachers to provide positive feedbacks to cope with undesired behaviors and attitudes of students (Pehlivan, 2012). Teachers' educational approach or professional understandings are of great importance in whether student behavior is undesired or not. It is possible for the teacher, who adopts an authoritarian attitude as a professional approach, to refer minor student mistakes in the classroom environment in the category of undesired behavior and get tough. On the other hand, it is possible for teachers, who build their professional understanding or educational approach on an indifferent attitude, to display an uninterested attitude towards problematic student behavior. In both cases, it will be difficult to understand and solve the problem (Sadık, 2008). A teacher who encounters undesired behaviors in the classroom can take these three approaches into consideration. First, the teacher can allow the student to see the problem and adopt the approach of letting the student solve the negative behavior himself/herself before making an evaluation and judgment. Second, the teacher may try to punish without understanding the reasons of the behavior. Third, the teacher can support students in changing behavior by acting in partnership with students and using their suggestions (Başar, 1996). In short, students' undesired behaviors cause problems for teachers. If the teacher leads his/her classroom inappropriately, there is a risk of chaos, which further increases inappropriate behavior. Therefore, teachers should effectively manage their classrooms by adopting appropriate disciplinary strategies to reduce inappropriate behaviors and use appropriate coping methods (Mardliyah, 2019).

Students' undesired behavior is a difficult and inevitable task for teachers, and it takes time for *teachers to cope*. In fact, after discovering the causes of the problem, it is not very difficult for a teacher to find ways to deal with them more effectively (Yuan & Che, 2012). Those, who adopting a hands-off approach to deal with undesired behavior, assume that children develop when their potential is revealed through acceptance and empathy, and therefore assume the guiding and controlling role. Those, who adopting the intrusive-reactive approach control and assume that the external environment is effective in shaping the human in a certain way through empowerment and punishment (Egeberg et al., 2016). Teachers, who adopt a reactive approach in dealing with undesired behaviors try to cope with these behaviors by ignoring, warning, talking, making eye contact, reprimanding, touching, changing the place

of the student in the classroom, and punishing (Başar, 1996). It was determined that teacher candidatesadopting a reactive understanding in providing in-class discipline had a high tendency towards punishment practices and considered punishment as an effective tool in maintaining classroom order (Demir et al., 2012). Punishment is the last method being preferred in coping with undesired behaviors, because the behavior continues after leaving the environment where the punishment is given. In other words, practices such as punishment, intimidation, and warning are temporary and short-term solutions. It is possible to say that instead of punishment, methods such as assigning duties and responsibilities, meeting face-to-face at the end of the lesson, ignoring minor mistakes, emphasizing positive behaviors and appreciating the student, creating rules with students in the classroom, using the counseling service, communicating positively with families will produce healthier results (Şahin & Arslan, 2014). In the study of Sezer and Tezyürek (2015), it was determined that rewarding is an effective tool in preventing and reducing undesired behaviors (Gündüz & Balyer, 2011). A more effective method and an important practice in preventing undesired behavior is preventive disciplinary measures that can be taken before the behavior occurs (Şahin and Adıgüzelli, 2015). In this context, emphasis on practices aimed at disciplinary strategies that encourage teachers to take responsibility for the student's behavior.These are to get to know the student, motivation, to focus on teaching techniques and methods in the in-service training (Sadık & Aslan, 2015). As a preventive disciplinary approach, teachers can refer to classroom rules to prevent students' undesired behaviors. Classroom rules should be very clear and usually given when meeting the class for the first time (Mardliyah, 2019).

Problem Situation

Undesired student behaviors are the obstacles that reduce teachers' energy and take up time and cause interruptions in the education process. These behaviors cause distractions of teachers and students in the classroom and disrupt the education process (Sezgin & Duran, 2010). Undesired student behavior is a situation that is avoided and should be kept in minimum in terms of classroom management. Undesired student behaviors are a phonemenon which is seen in all societies and schools regardless of the socio-economic and cultural environment differences. Therefore, it seems that this phonemenon will not lose its popularity and its effects will be continually felt. In a world that is constantly changing, if it is thought that people's psycho-social and behavioral are changing, it is possible to reach new information deeply in such an issue. In related literature, it is seen that studies aimed at determining undesired student behavior are generally at the primary education level. For this reason, it is necessary and important to determine the effects of undesired behaviors in the classroom environment and the methods used by teachers to prevent these behaviors at the secondary school level. Thus, it may be possible to develop and produce new perspectives, and accordingly new solutions in a constantly changing society and in schools where the effects of this change are felt.

Purpose and Significance of the Study

The aim of this study is to determine the undesired student behaviors encountered in the classroom environment, the effects of these behaviors, and the methods teachers use to cope with these behaviors. In line with this purpose, answers were sought for the following questions:

1. What are the undesired behaviors of the students?

2. What are the effects of students' undesired behaviors?

3. How can teachers cope with students' undesired behaviors?

The results of this research are thought to help teachers develop coping strategies in order to minimize the effects of undesired student behaviors. This study is important as it helps to provide effective classroom management and learning environments.

Method

In this section, the research design, the study group, the data collection instruments, data collection, information about validity, reliability, and ethical approval are included.

Research Design

The research was conducted in a qualitative design. Qualitative research aims to discover the meanings and experiences attributed by individuals or groups to social or individual problems (Merriam, 2018). The research is designed in the descriptive phenomenology design, which is one of the qualitative research designs. Phenomenology design is a qualitative research design that questions perceptions and meanings developed by individuals after their experiences (Ersoy, 2016). It focuses on facts that people are aware, but do not have a deep and detailed understanding (Yıldırım & Şimşek, 2018). This focus requires describing and depicting how people experience certain phenomena in a methodological, meticulous, and in-depth manner (Patton, 2014). This study was designed in the "descriptive phenomenology" design as it was attempted to describe teachers' views on undesirable student behaviors they encounter in the classroom, the effects of these behaviors, and the methods they use to cope.

Study Group

The study group consists of 14 teachers working in secondary schools in central district of Düzce in the Spring term of 2019-2020 academic year. The study group was chosen based on the convenience sampling method, one of the purposeful sampling methods. Convenience sampling is generally used when the researcher has trouble accessing to other sampling methods, that is when it is not possible to use them (Yıldırım & Şimşek, 2018). Convenience sampling method was chosen in our study due to the "Covid-19" pandemic, which was effective throughout the world and our country, and the quarantine conditions that followed. Teachers participating in this study work in different secondary schools in the central district. In this research, 14 teachers (8 females, 6 males) were interviewed by phone. Three teachers had a master's degree and 11 teachers had an undergraduate degree. Nine teachers were in 5-11 years job seniority and five teachers were 12-17 years. All teachers were working in public schools. The job seniority of teachers varies between 5 and 17 years (See in Table 1).

Table 1

Descriptive Characteristics of Teachers

Participants*	Gender	Experience/Year	Educational Background
T1	Female	9	Graduate
T2	Female	17	Undergraduate
T3	Female	13	Undergraduate
T4	Female	7	Graduate
T5	Female	8	Undergraduate
T6	Female	5	Undergraduate
T7	Female	7	Undergraduate
T8	Female	10	Undergraduate
T9	Male	12	Undergraduate
T10	Male	11	Graduate
T11	Male	9	Undergraduate
T12	Male	6	Undergraduate
T13	Male	15	Undergraduate
T14	Male	13	Undergraduate

* Codes were used to protect the privacy of the participants.

Data Collection Tools

A semi-structured interview form was used to collect data in this study. A semi-structured interview is an appropriate interview technique, in which the questions are determined before the interview but allows the researcher to change the questions according to the interview. The forms are prepared to obtain the same type of information from different people on similar issues, and interview forms provide advantages in organizing and analyzing data (Yıldırım & Şimşek, 2018). In the formation of the questions, the relevant literature was reviewed and the purpose of this research was taken as a basis. In addition, while developing research questions, experts were consulted to reduce or increase the number of questions. And then, to examine the answerability of the questions they were applied to a few people in advance. The data collection tool consists of three open-ended questions. The questions are about the undesired student behaviors encountered in the classroom, the effects of undesired behaviors, and the methods, which teachers apply to deal with undesired student behaviors.

Data Collection

The data were collected in the Spring term of the 2019-2020 academic year. During the data collection process, the participants were informed about the purpose of the study, and it was emphasized that their personal information would be kept confidential. In data collection process, interviews were conducted by considering the voluntary basis. However, due to the "Covid-19" pandemic, data were collected through phone calls with the participants who accepted. During telephone interviews, participants' permission was taken to record their voices on a second audio recorder. At the beginning of the telephone interview process, the aim of the research was explained to the participants and they were informed about the questions.

Data Analysis

Descriptive content analysis technique was used as a data analysis method in this study. In descriptive content analysis, the findings are summarized and interpreted according

to the determined themes. In the descriptive content analysis, direct quotations are frequently used to reflect the views of the interviewed or observed individuals strikingly. The purpose of descriptive content analysis is to present the findings to the reader in an organized and interpreted form. For this purpose, the findings are described systematically and clearly. Later, the descriptions are explained and interpreted; some results are obtained by examining cause and effect relationships (Yıldırım & Şimşek, 2018). After that, the participants' responses were noted, cleared, and transcribed, and then they were transferred to the computer. After reading the data many times, they were coded, subthemes were created, codes and subthemes were placed under the appropriate themes, and the interpretation of the findings was started. The decision of the board that the research is suitable for publication ethics was taken from the Education Faculty of the relevant university.

Validity and Reliability

One of the most important points of qualitative research is to ensure the credibility of the research. If the researcher takes the necessary precautions to reach the correct information (validity) and defines the study in an understandable and clear way (reliability), validity and reliability will be ensured (Yıldırım & Şimşek, 2018). To ensure validity and reliability, after the data were transferred to the computer, the participants were called again, and their confirmation was obtained. It was emphasized that the data are clearly expressed and described in a way that everyone can understand. For this, direct quotations were included without any change in the statements of the participants. Researchers have tried to avoid their prejudices. Thus, it was aimed to increase the credibility and acceptability of the research (Maxwell, 2018; Merriam, 2018). To ensure that the subthemes and coding of the data in the findings section reflect the raw data correctly, the researchers created separate coding, and then comparisons were made. Also, to ensure the reliability of this research, the model and its rationale have been explained and an expert in the field of qualitative studies was consulted on the formation of questions, naming the codes and subthemes, deciding which subthemes will belong to which theme and which codes will belong to which subtheme. The sampling method was explained with its rationale to ensure the transferability and verifiability of the study. Also, detailed descriptions were provided, and the study group was introduced in detail. The codes determined by the researcher and the expert faculty member were examined and their reliability was calculated using the formula proposed by Miles and Huberman (2016) (Reliability=Number of Agreements/[Total Number of Agreements+Disagreement]x100). After this procedure, the consensus rate among the researcher and expert faculty member was calculated as .86 for the first question, .89 for the second question, and .90 for the third question.

Ethical Issues

The research was carried out with volunteer teachers. It was assured that the opinions of the teachers, whose views were consulted, will not be shared with other people and institutions. The data were depicted impartially. This study was carried out with the approval of the Ethics Committee of Düzce University, Faculty of Education, dated 09.07.2020 and numbered 146.

Findings

Research questions were taken as a theme and subthemes, and codes related to each theme were created. Some of the teachers' opinions regarding the findings were directly conveyed.

Findings of the First Question of the Research

The first question of the study is: "What are the undesired student behaviors that secondary school teachers encounter in the classroom?" The findings of this question are given in Table 2.

Table 2

Undesired Behaviors Encountered in the Classroom

Theme	Subthemes	Codes	f
Problematic/Undesired Behaviors in Class	Indifference/Irresponsibility towards the Lesson	Dealing with different things during the lesson	6
		Not bringing the course materials	1
		Not being prepared for the lesson	5
		Not doing homework and not fulfilling responsibilities	5
		Behaving uninterested towards the lesson	2
		Being reluctant to participate in activities	1
		Not following the instructions of the course	1
		Sleeping during the lesson	1
	Disrupting Motivation	Disturbing the peace of the class by disturbing the friends	13
		Trying to make friends talk during the lesson	4
		Talking without taking permission	10
		Standing up without permission	9
		Trying to disrupt the lesson	2
		Coming late to the class	1
	Tendency to Violence	Making fun of their friends	8
		Pushing a friend	3
		Hitting a friend	9
		Fighting with friends	14
	Distraction	Lack of attention	2
		Getting bored quickly during the lesson because of distraction	2
		Difficulty in concentrating	4
	Communication Problems with Teacher	Seeking the teacher's deficit	1
		Being indifferent and disrespectful towards the teacher	3
		Being arrogant	4
		Being rebellious towards teachers	4
		Making fun of the teacher	2
		Not obeying the rules	6

In line with the findings obtained from teachers' opinions, five subthemes related to students' undesired behaviors were obtained (Table 2). Dealing with different things during the lesson (f=6) was the most emphasized code in the subtheme of indifference/irresponsibility towards the course. Later, the emphasis was on the codes of not being prepared for the lesson (f=5) and not doing homework, and not fulfilling the responsibilities (f=5). Besides these codes,

being uninterested towards the lesson (f=2), not bringing the course materials (f=1), being reluctant to participate in activities (f=1), not following the instructions of the course. (f=1), sleeping during the lesson (f=1) are other undesired behaviors.The opinions about this subtheme are as follows with the participants' expressions:

> T1: *"Being busy with different things during the lesson, not being prepared for the lesson. For example; forgetting books, notebooks, pens, etc. Not fulfilling given duties such as assignments."*

> T5: *"Failure to follow the instructions of the lesson. Being reluctant to participate in the activities."*

> T7: *"Dealing with other things during the lesson, sleeping."*

> T14: *"Being uninterested in the lesson and the subject, not doing homework and not fulfilling the responsibilities, not making preparations for the lesson at home."*

In the subtheme of behaviors that disrupting the teacher and student motivation in the course, disturbing the peace of the class by disturbing friends (f=13), speaking without permission (f=10), and standing up without permission (f=9) were expressed as undesired behaviors. Besides these codes, trying to make friends talk (f=4), trying to disrupt the lesson (f=2), and coming late to the class (f=1) are other undesired behaviors. The opinions about this subtheme are as follows with the participants' expressions:

> T1: *"Generally, students who are not interested in the lesson try to make their friends talk… The conversations of the students with each other during the lesson affect the motivation of others."*

> T6: *"Disrupting the lesson by distracting friends, and by asking questions that are not related to the lesson are the most disturbing behaviors for my motivation in the class."*

> T7: *"Trying to make friends talk."*

> T14: *"Disturbing the peace of the class by disturbing the other students is the most common problem I encounter."*

In the subtheme of behaviors with a tendency to violence, fighting with friends (f=14), hitting a friend (f=9), making fun of their friends (f=8), and pushing a friend (f=3) were expressed as undesired behaviors. Some of the opinions about this subtheme are as follows with the participants' expressions:

> T3: *"Those who are not interested will do their best to disrupt the lesson. They talk, make fun of their friends, fight, stand up."*

> T7: *"Fighting, hitting, making fun of are undesired behaviors for me."*

> T11: *"Fighting is at the top of the problems I encounter. There are also behaviors like pushing, hitting, and making fun of."*

In the subtheme of distraction, difficulty in concentrating (f=4), getting bored quickly during the lesson (f=2), lack of attention (f=2) were expressed as undesired behaviors. Some opinions about this subtheme are as follows, with the participants' expressions:

T2: *"They get bored quickly during the lesson. The bored child also makes his/her friends talk during the lesson or often asks for permission to leave the classroom. Thus, it distracts both himself/herself and the class.*

T5: *"Students have problems with concentrating. Focusing on reward rather than learning is among the undesired behaviors."*

T9: *"Inability to concentrate in class, being distracted immediately."*

In the subtheme of communication problems with the teacher, not obeying the rules (f=6), being arrogant (f=4), being rebellious towards the teacher (f=4), being indifferent and disrespectful towards the teacher (f=3), making fun of the teacher (f=2) and seeking the teacher's deficit (f=1), are expressed as undesired behaviors. Some of the opinions about this subtheme, in the participants' expressions, are as follows:

T3: *"They don't care about you. There is a person in their dreams, they want to be like him/her. Even if they do it wrong, they won't accept it, which is the hardest student behavior to deal with. They constantly seek your deficit in the lesson. Teaching with them is more difficult than with talkative students."*

T7: *"Showing indifferent and disrespectful attitudes while talking to the teacher."*

T8: *"Acting like knowing everything, being arrogant."*

T12: *"Behaviors such as standing against the teacher, being arrogant, making fun of the teacher, not obeying the class rules are also the behaviors I encounter in the classroom.*

Findings of the Second Question of the Research

The second question of the research is "What are the effects of undesired student behaviors?" The findings of this research question are given in Table 3.

Table 3

Effects of Undesired Behaviors Encountered in the Classroom

Theme	Subthemes	Codes	f
Effects of Undesired Behaviors Encountered in the Classroom	Effects on Teachers and Students	Decrease in teacher's motivation, energy, andmood	9
		Loss of concentration and distraction of teacher	3
		Teacher's unwillingness to teach	3
		Having difficulty in teaching efficiently	8
		Teacher's loss of confidence	2
		Teacher's unwillingness to go to class	2
		Teacher's anger	3
		Discomfort in class for teachers	2
		Student's distraction and loss of concentration	6
		Difficulty of students to follow the lesson	2
	Effects on Classroom Management	Causing problems in classroom management	3
		Having difficulty in classroom management	9
		Disrupting the classroom management	5
		Getting tough in the classroom	1
		Disrupting the pace of the lesson	1
		Disrupting the positive learning environment	1

Table 3
(Continued)

Theme	Subthemes	Codes	f
Effects of Undesired Behaviors Encountered in the Classroom	Effects on Teachers and Students	Decrease in teacher's motivation, energy, and mood	9
	Effects on Academic Success	Decrease in the academic success of the class	13
		Preventing students' learning	3
		Decrease in students' success	2
		Negative effect on exam results	3
		Decrease in the academic success of the school	5
	Effects on School	Unrest at school atmosphere	7
		Having problems with the school administration	5
		Problems at school	3
		Increase in discipline problems at school	3
		Damage to school equipment	3
		Affecting the school atmosphere negatively	2

In line with the findings, four subthemes were determined related to the effects of undesired behaviors encountered in the classroom (Table 3). In the subtheme of the individual effects of students' undesired behaviors on the teacher and student, the code of the decrease in the motivation, energy, and mood of the teacher (f=9) was emphasized mostly. Later, the codes of teacher's inability to teach effectively (f=8), distraction of the student during the lesson, and loss of concentration (f=6) were emphasized. Besides these codes, teachers' distraction and loss of concentration during the lesson (f=3), teacher's unwillingness to teach (f=3), teacher's anger (f=3), teacher's loss of self-confidence (f=2), discomfort in class for teachers (f=2), teacher's unwillingness to go to class (f=2), and difficulty of students to follow the lesson (f=2) were other emphasized effects. Some opinions about this subtheme are as follows with the participants' expressions:

> T1: *"It affects my motivation as a teacher very negatively. I am generally a calm teacher, but some behaviors can make me angry."*

> T5: *"The hardworking students lost their motivation. I draw a line in the sand. I can get really angry if these undesired behaviors cross the line."*

> T7: *"It distracts students during the lesson. The delay in the course affects me and I lost my concentration. Therefore, when I lose my motivation, I cannot teach effectively and efficiently."*

> T8: *"Sometimes I don't even want to go to the classes where these behaviors are common. Because of these behaviors, I lose my motivation. Too much of these behaviors negatively affect my mood and energy."*

Under the subtheme of the effects of students' undesired behaviors on classroom management, the code of difficulty in classroom management (f=9) was emphasized mostly. The codes of disrupting classroom management (f=5), causing problems in classroom management (f=3), getting tough in classroom management (f=1), disturbing the pace of the lesson (f=1) and disrupting the positive learning environment in classroom (f=1) were also emphasized. The opinions about this subtheme, with the participants' expressions, are as follows:

T2: *"It causes disruptions in classroom management. While I am telling students not to do that behavior, I cannot finish the lesson on time because I lose time while warning them."*

T5: *"I take a tougher line in these situations about classroom management. This disrupts the positive learning environment in the classroom."*

T6: *"Having students with undesired behaviors in the classroom causes other students to behave similarly, which disrupts my classroom management."*

T7: *"It disturbs the pace of the lesson."*

Under the subtheme of the effects of students' undesired behaviors on academic achievement, the code of decrease in the academic success of the class (f=13) was emphasized. The codes of decrease in the academic success of the school (f=5), preventing students' learning (f=3), negative effect on exam results (f=3), and decrease in student's success (f=2) were also emphasized. Opinions about this subtheme are as follows with some of the participants' statements:

T2: *"These situations really affect both my success and the success of the students negatively."*

T10: *"This situation negatively affects the academic success of the students and the class."*

T14: *"In classrooms where undesired behaviors are common, students get lower results compared to the ones in other classes."*

In the subtheme of the effects of students' undesired behaviors on school, the code of unrest at school atmosphere (f=7) was emphasized the most. Nextly, having problems with the school administration (f=5), problems at school (f=3), increase in discipline problems at school (f=3), damage to school equipment (f=3) and affecting the school atmosphere negatively (f=2) codes were emphasized. The opinions about this subtheme are as follows with the participants' expressions:

T2: *"This situation sometimes reflects on the school management and it also disturbs the peace at school as it causes problems between the principals and me. I think an important effect of students' fighting is that they damage the school equipment."*

T4: *"These problems also negatively affect the environment within the organization. It lowers the energy of the environment. Sometimes I get negative reactions when I explain these problems to the management."*

T12: *"It affects the school negatively and the peace of the school may be disturbed. Sometimes smart boards and cabinets can be damaged due to fights in the classroom."*

T13: *"Discipline problems are increasing at school.*

Findings of the Third Question of the Research

The third question of the study is "How do **secondary** school teachers deal with undesired student behaviors they encounter in the classroom?" The findings are given in Table 4.

Table 4

Teachers' Methods of Coping With Undesired Behaviors

Theme	Subthemes	Codes	f
Teachers' Methods of Coping with Undesired Behaviors	Preventive Methods	Warning for undesired behaviors	11
		Creating classroom rules	8
		Taking precautions	5
		Interfering with behavior that disrupts the pace of the lesson	5
		Controlling with authority	4
		Ignoring the behavior	6
		Expecting the student to give up on the behavior	1
		Showing the right behavior	2
		Making eye contact with those involved in other activities	1
		Depriving of favorite activities	1
		Giving responsibility	3
	Applying the Intramural Channels	Telling the situation to the classroom teacher	6
		Directing to guidance service	6
		Informing the administration	5
	Using Communication Channels	Communicating with family	9
		Showing love	2
		Empathizing	2
		Trying to get to know the student	1
		Caring for the student	2
	Making the Lesson Interesting	Trying to attract attention to the lesson	7
		Using games and competitions	3
		Using materials that will take students' attention	2
		Rewarding	3

In line with the findings obtained from teachers' opinions, four subthemes related to teachers' methods of coping with undesired behaviors were obtained (Table 4). In the subtheme of preventive methods, the code of warning for undesired behaviors (f=11) was emphasized the most. The codes of creating classroom rules (f=8), taking precautions before problems arise (f=5), ignoring the behavior (f=6), interfering with behavior that disrupts the pace of the lesson (f=5), giving responsibility (f=3), showing the right behavior (f=2), controlling with authority (f=4), expecting the student to give up on the behavior (f=1), making eye contact with those involved in other activities (f=1) and depriving of favorite activities (f=1) were also emphasized. The opinions about this subtheme, with the participants' expressions, are as follows:

> T1. *"First of all, I speak to the student who disturbs his/her friends and warn him/her. If he/she repeats the same behavior, I will deprive him/her of his/her favorite activities."*

> T5. *"In cases where the instructions are not followed, I give responsibilities to those students."*

T11. *"Firstly, I set classroom rules to deal with undesired behaviors. I take precautions before problematic behavior occurs. To prevent undesired behavior, I make the students feel that I have control of the class."*

T13. *"I ignore it at the first time I see it, if it continues, I warn the student not to do it."*

In the subtheme of applying to intramural channels, the codes of telling the situation to the classroom teacher (f=6), directing to the guidance service (f=6), and informing the administration (f=5) were emphasized.

T1. *"I would like to share the situation with the advisor teacher of the student who insists on negative behaviors and to meet with the guidance service."*

T2. *"If the behavior continues, finally, I will definitely inform the administration."*

T10. *"I will meet with the family if necessary, based on the behavior. Sometimes I inform the classroom teacher and guidance teacher to solve the problem at school."*

In the subtheme of using communication channels, the code of communicating with family (f=9) was emphasized the most. Later, the codes of showing love (f=3), empathizing (f=2), caring for the student (f=2), and trying to get to know the student (f=1) were emphasized. Some of the opinions about this subtheme are as follows with the participants' expressions:

T2. *"That's why I visit every student at home. I spare time for them and their family. I create a friendly atmosphere by talking about myself and my family. To make the student feel valued is made not by spoiling him/her at school, but by sparing special time for him/her. Also, thanks to home visits, I discover the environment where my child grew up, and I act accordingly. So, I try to understand his/her feelings by empathizing."*

T3. *"For the students whose love for the lesson is shaped according to the teacher, as I said before, one glance or one word sometimes will be enough to give the love they need."*

T9. *"I behave warmly and try to show love and affection to the student."*

T13. *"If the student continues to do the undesired behavior despite everything, I will inform the family."*

In the subtheme of making the lesson interesting, the code of trying to attract attention to the lesson (f=7) was emphasized the most. Nextly, the codes of rewarding (f=3), using games and competitions (f=3), and using materials that will take students' attention (f=2) were emphasized. Some of the opinions about this subtheme are as follows with the participants' expressions.

T2. *"If the student is bored, he/she tries to disrupt the lesson. Even before that begins, I draw attention by making a joke or sometimes acting like a famous character."*

T7. *"I try to get the student interested in the lesson by giving him/her a voice or asking questions like 'what do you think about it?' by drawing attention to the subject."*

T9. *"I also give prizes to make the lessons enjoyable, I try to use remarkable tools and equipment in the lessons, and I try to make the lesson interesting by organizing competitions."*

T10. *"To prevent the distraction I have seen recently, I try to use interesting materials and make the lesson interesting with games.*

Conclusion, Discussion and Implications

For the first question of the study, teachers' opinions about the undesired behaviors of the students encountered in the classroom were collected under the subthemes of irresponsibility/indifference toward the lesson, disrupting motivation, tendency to violence, communication problem with the teacher, and distraction.

It has been determined that the behaviors that disrupt the motivation of the lesson and the teacher are disturbing the peace of the class by disturbing friends, speaking without permission, standing up without permission, trying to make friends talk during the lesson, trying to disrupt the lesson, and coming late to the class. In another subtheme, the tendency to violence came to the fore. This was explained as fighting with friends, making fun of friends, hitting a friend, and pushing a friend. Students' misbehavior is rooted in the influence of complex factors inside and outside of schools. The primary causal factors can be listed respectively as parents, students, schools, and teachers. Besides, not getting enough support from the education system and society are among these factors (Makuria, 2012; Menikdiwela, 2020). Not being able to distinguish between in-school and out-of-school factors is a crucial problem for a teacher. For example, a teacher who believes that a student's misbehavior is caused by problems at home may not feel "ownership" of the problem. Therefore, the possibility of using different teaching styles and implementing intervention strategies may decrease. If the teacher believes that the misbehavior is affected by household factors, s/he may consider including parents in the intervention (Kulinna, 2008). Undesired behaviors have different backgrounds. Therefore, it may not be easy to deal with problems based on multivariate causes. Misdiagnosing problems and applying wrong solution methods will cause a waste of time and energy. For this reason, it may be necessary to make arrangements for teachers to receive professional support.It has been seen that the behaviors expressed in the subtheme of the communication problem with the teacher are generally being arrogant, seeking the teacher's fault, behaving indifferent and disrespectful towards the teacher, being rebellious towards the teacher, making fun of the teacher, and not obeying the rules. These behaviors are called superficial behaviors because they are typically not the result of any personal problems, but rather the normal developmental behavior of children. Even so, they tend to be quite destructive in both teaching and learning. They can often be easily observed by an experienced teacher. Some teachers have always been able to manage such behaviors using proactive coping skills (Rathod, 2018). Teacher's behavior towards students has a significant effect on students' enjoyment of learning, behaviors, learning styles, and overall academic achievement (Vijayan et al., 2016). For this reason, the teacher's attention to classroom behaviors will affect the level of interest in the lesson.

Another problematic behavior expressed by teachers is distraction. In this subtheme, undesired behaviors were expressed as getting bored from the lesson quickly because of distraction, difficulty in concentrating, and lack of attention. Similar to the results above, Elban, (2009), Özer et al., (2014), Yumuşak and Balcı (2018), Balay and Sağlam (2008), and Uğurlu

et al., (2014) stated that students' undesired behaviors were "dealing with different things during the lesson", "not listening to the lesson", "not doing homework", "doing something different in the lesson", "not being prepared for the lesson". It was also seen that students do not take responsibility. In their studies Aydın (2004), Çetin (2013), Medikoğlu and Dalaman (2018), and Siyez (2009) found similar results. Puspitaloka and Syafitri (2019) identified undesired student behaviors as trying to attract attention, daydreaming, looking out the window, talking to friends, laughing inappropriately, and shouting, provoking, teasing, and annoying others during the lesson. Makuria (2012) found that school absenteeism, being late and entering the class without permission, talking without permission, using mobile phones, fighting, extortion/coercion, cheating in exams, and copying homework were determined as undesired student behaviors. The results of this research and Makuria's research show that social, economic, and cultural conditions affect the undesired student behaviors in the classroom. In other words, studies conducted in different schools and countries have both similar and different results.

For the second question of the study, teachers' opinions on the effects of undesired behaviors on teachers and students, classroom management, academic success, and school were collected under subthemes. The effects of undesired behavior on academic success are decrease in the academic success of the class and the school, preventing students' learning, the negative effect of this on exam results, and decrease in student success. The most important effect of undesired behavior on school is that it causes unrest at school. Problems with the school management, increased discipline problems at school, damage to school equipment, and affecting the school environment negatively are other effects. Students' undesired behaviors interrupt the teaching process. Indifference, lack of motivation, desire to draw attention, teachers' attitudes, and students' family background are the factors that contribute to undesired behaviors (Shamnadh & Anzari, 2019). In the literature, it is possible to find similar results regarding the effects of undesired behaviors. In Karahancı's (2013) study, "affecting the teachers' and students' motivation negatively", and "distracting the teachers and students"; in Sarıtaş's (2000) study, "inability of the teacher to do his/her job", "preventing teachers from using their right to teach and inform", "teacher's tense", and Temiz's (2020) study, "the negative effect in education process" and "the decrease in teachers' motivation" were determined as the effects of undesired student behaviors. Similarly, Menikdiwela's (2020) study found that students' undesired behaviors in the classroom were disrespect for teachers, doing other things during the lesson, and verbal aggression. Besides, disrespect for school officials, using drugs, and inappropriate and harmful relationships are school-based undesired behaviors. Although there are not any research results on drug use in schools in Turkey, it is possible to see such a potential danger on the news. For this reason, the measures taken by the politicians will be beneficial not only for classroom management but also for other problems.

When the literature is reviewed, similar results are found regarding the effects of misbehavior on classroom management. In the study of Yılmaz (2008), "disrupting the pace of the lesson", in the study of Temiz (2020) and Akyavuz (2019), "difficulty in classroom management"; in the study of Sarıtaş (2000), "affecting the classroom atmosphere negatively" and in the study of Karahancı (2013), "interrupting the lesson", "preventing other students from learning" and "decreasing the course/classroom success" are seen as the effects of undesired behaviors by teachers. In Mekuria's (2012) study, it was stated that undesired student behaviors decreased academic achievement by negatively affecting the school environment and interrupting students' performance. Besides, undesired student behaviors are among the

harmful consequences of anti-social behaviors and misbehaviors at later ages (Makuria, 2012). The negative impact of undesired behaviors on both learning and teaching processes can be seen on the teacher's ability to teach and the student's satisfaction with the school (Granero-Gallegos et al., 2020; Kulinna, 2008; Puspitaloka & Syafitri, 2019). In other words, undesired behaviors can cause a negative climate in the classroom and student dissatisfaction. For this reason, such behaviors should not be tolerated, and precautions should be taken without deviating from the effective classroom management approach.

Teachers' views on how to deal with student behaviors, which are *the third question of the study,* were gathered under the subthemes of preventive methods, using intramural channels, using communication channels, and making the lesson interesting.

It was determined that most teachers adopted the methods of warning students for undesired behaviors, controlling with authority, giving responsibility, establishing class rules, taking precautions before a problem occurs, ignoring the behavior, expecting the student to give up the behavior, and showing the right behavior. The reasons for undesired behaviors may be due to their peers' influence or teacher's actions as well as their personal life. Therefore, to successfully manage a group of students and solve disciplinary problems, the teacher must use coping methods that are effective for each situation. First, when dealing with any wrong behavior, the teacher should try to avoid anger and focus on the wrong behavior itself, not the inappropriate behavior of the student. Moreover, as it is far more important for adolescents to seek their own identity and the approval of their peers than obtaining the teacher's approval, teachers should try not to raise their voice, not to humiliate the misbehaving students, and not cause them to lose their self-confidence. When teachers cannot cope with the discipline problem on their own, they may need to get support from school and parents (Marciniak, 2015).Some studies (Aldrup et al., 2018) show that teachers, who witnessed undesired student behaviors a lot, experience increased emotional exhaustion and decreased work enthusiasm. This situation indicates the necessity of this support.

Teachers mostly use the verbal warning method to prevent undesired student behaviors. This result overlaps with previous studies. Some studies show that teachers use face to face talk and verbal warning methods to cope with problematic student behavior (Özmen, 2009; Mardliyah, 2019). The findings in related literature show that teachers mostly use the warning strategy to cope with undesired student behavior (Sipahioğlu, 2008; Tolunay, 2008; Türnüklü, 2000). Also, creating classroom rules has emerged as an important strategy yo cope with undesired behaviours. In previous studies (e.g., Başar, 1996; Sadık & Aslan, 2015; Şahin & Arslan, 2014; Tertemiz, 2000), it is seen that creating classroom rules is the most recommended approach. The strategies, which teachers adopt to cope with students' problematic behaviors are "giving responsibility", "reprimanding", "warning", "scaring", "ignoring", "modeling", "precautionary approach" and "behavioral regulation" (Çankaya & Çanakçı, 2011; Uğurlu et al., 2014). Since every student has a different character, teachers must use a different approach for each child. There is no stereotype to solve this problem. An inappropriate reaction to cope with undesired behaviors in the classroom can make the issue worse (Shamnadh & Anzari, 2019).

Another method that teachers use to deal with student behavior is to make the lesson interesting. For this purpose, applying attractive teaching methods, using materials that will attract the attention of students, using games and competitions, and awarding students who fulfill their responsibilities in the course are used by participants. This result overlaps with findings of the research showing that teachers should organize their lessons according to the

learning, interest, and motivation needs of their students to minimize undesired behaviors (Knowlton, 2014). Some studies have shown that children who often misbehave and are often difficult to manage are less involved in education than children who occasionally misbehave (Castle, 2005).

Another method used by teachers to deal with undesired student behavior is communication. For this, first, the family is interviewed, then the teacher shows empathy towards the student, and it helps the student to feel valuable. Also, undesired behaviors are tried to be coped with by showing affection, trying to get to know the student, and caring.

It is understood that some of the teachers can cope with undesired behaviors by applying to intramural channels. It was determined that while applying to intramural channels, strategies like explaining the situation to the classroom teacher, directing the counseling service, and informing the administration were used to cope with undesired behaviors.

It is possible to find similar results in the literature on dealing with undesired student behavior. In the literature, the strategies most frequently used by teachers to cope with undesired student behaviors are; "teaching the lesson in an attractive way to get the attention of the student" and "rewarding the student for their positive behavior", "being in personal contact", "social activities", "school-family and teacher cooperation", "guiding", "providing psychological support", "providing family support", "positive communication", "care of the counselor" and "parents' efforts" (Çankaya & Çanakçı, 2011; Elban, 2009; Özer et al., 2014; Türnüklü, 2000; Uğurlu et al., 2014). In their study Aydın (2004); Çetin (2013); Medikoğlu and Dalaman, (2018) and Siyez (2009) found similar results in their research. In the study conducted by Halimah et al., (2019), it was determined that teachers use methods such as ignoring, softly reminding, calling the student, reminding the rules, making eye contact, facial expression, intimacy, and warning to cope with undesirable behaviors. As can be seen, it is possible to say that similar reactions are given to different undesired behaviors in the classroom.

Another result of the study revealed that teachers do not have a specific method to cope with undesired behaviors and they try to cope with undesired behaviors with instant solutions. This is because the frequency and type of students' undesired behavior differ significantly from class to class (Oliveira & Graça, 2013). Besides, secondary school students are very active, which makes them misbehave. Different misbehaviors should be dealt with various strategies. This is because different strategies are used for each misbehavior (Mardliyah, 2019). When the literature is reviewed it is seen that each teacher produces instant solutions with various methods and develops instant solutions to overcome the problem with a behavioral approach instead of determining methods/strategies for classroom management and acting accordingly (Çankaya & Çanakçı, 2011; Elban, 2009; Özmen, 2009; Öztürk & Gangal, 2016). Undesired behaviors create discomfort in the learning-teaching process and drive the teacher away from educational goals. Therefore, interactive teaching methods should be used, and classroom activities that require the student participation should be implemented. Implementing educational activities that encourage students to pay attention to the lesson in the classroom can be effective in preventing undesired behaviors. Besides, raising students' awareness of inappropriate behaviors in the class and applying disciplinary approaches appropriate to the type of inappropriate behavior are the suggested ways to eliminate or reduce inappropriate behavior in education (Ghasemi et al., 2019).

To summarize, according to the results, it was determined that teachers described behaviors such as indifference/irresponsibility towards the lesson, disrupting motivation, tendency to violence, distraction, and having communication problems with the teacher as undesired behaviors in the classroom. They classified the effects of undesired student behavior as the effects on teachers and students, on classroom management, on academic achievement, and the school. To cope with negative behaviors, it was determined that they used methods such as creating rules, using intramural channels, using communication channels, and making the lesson interesting. It was stated that teachers who encountered undesired behaviors mostly used the methods of warning to prevent the behavior, trying to attract attention to the lesson, communicating, and talking with the family.

Research results and the literature show that students' undesired behaviors in classrooms have similar characteristics and teachers use similar coping methods. In other words, undesired behaviors and coping methods have not differed greatly from past to present. In this context, knowing the causes of undesired behaviors and trying to minimize the effects of these causes seem to be a more effective solution. Minimizing these effects falls under the responsibility of policymakers. However, the tools that help children and teens who are open to many stimuli to adopt terminal behaviors are variables that are not within control. For this reason, the cooperation between family and school is important.

Teaching in a way that attracts the attention of all level groups and taking individual differences into account may reduce undesired behaviors. Providing professional support for the student by collaborating with the teacher, counselor, school administration and family may be beneficial. It may be helpful to play attention-enhancing games and activities in the classroom with students. It may be beneficial for teachers to participate in in-service training activities that improve their communication skills and to get support or training from experts on how to cope with undesired student behavior encountered in the classroom. Further research can be conducted in this topic in quantitative methods.

Contribution of the Researchers

The conceptual, theoretical, data collection, and discussion-conclusion parts of this research were conducted together by the authors.

Statement of Conflict of Interest

There is no conflict of interest between the authors and any person or organization.

References

Ağaoğlu, E. (2002). Sınıf yönetimiyle ilgili genel olgular. In Z. Kaya (Ed.), *Sınıf yönetimi* (pp. 1-14). Pegem Yayınları.

Akyavuz, E. K. (2019). İlkokul öğrencilerinin sergiledikleri istenmeyen davranışlar. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, 35*(1), 30-40. Retrieved May 25, 2020, from https://dergipark.org.tr/tr/download/article-file/798678

Aldrup, K., Klusmann, U., Lüdtke, O., Göllner, R., & Trautwein, U. (2018). Student misbehavior and teacher well-being: Testing the mediating role of the teacher-student relationship. *Learning and Instruction, 58,* 126–136. https://doi.org/10.1016/j.learninstruc.2018.05.006. Retrieved February 25, 2021, from https://www.researchgate.net/publication/327205486

Aydın, B. (2004). Disiplin sorunları ve çözüm yöntemleri konusunda ögretmenlerin görüşleri. *Kuram ve Uygulamada Eğitim Yönetimi,* 39, 326-337. Retrieved February 25, 2021, from https://pegem.net/dosyalar/dokuman/688-201106241487-aydin.pdf

Balay, R. & Sağlam, M. (2008). Sınıf içi olumsuz davranışlara ilişkin öğretmen görüşler. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 5*(2), 1-24. Retrieved May 25, 2020, from https://dergipark.org.tr/tr/download/article-file/146330

Başar, H. (1996). *Sınıf yönetimi.* Milli Eğitim Bakanlığı Yayınları.

Başar, H. (2006). *Sınıf yönetimi (13th Ed.).* Anı Yayıncılık.

Bingham, S. G., Carlson, R. E., Dwyer, K. K., & Prisbell, M. (2009). Student misbehaviors, instructor responses and connected classroom climate: Implications for the basic course. *Basic Communication Course Annual, 21*(7), 30-39. Retrieved May 25, 2020, from https://core.ac.uk/reader/232829330

Castle, M. H. (2011). *Classroom misbehavior as a context for learning during early elementary school* (Unpublished master's thesis). Bachelor of Arts, Cornell University. University of Pittsburg. Retrieved December 06, 2020 from http://d-scholarship.pitt.edu/9062/1/Castle_2011.pdf.

Çankaya, İ. & Çanakçı, H. (2011). Sınıf öğretmenlerinin karşılaştıkları istenmeyen öğrenci davranışları ve bu davranışlarla başa çıkma yolları. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic, 2*(6), 307-316. Retrieved May 25, 2020, from https://www.acarindex.com/dosyalar/makale/acarindex-1423934139.pdf

Çetin, Ş. (2001). *İdeal öğretmen üzerine bir araştırma. Millî Eğitim Dergisi,* 149. Retrieved May 25, 2020, from https://dhgm.meb.gov.tr/yayimlar/dergiler/Milli_Egitim_Dergisi/149/cetin.html

Çetin, B. (2013). Sınıfta istenmeyen öğrenci davranışlarıyla ilgili sınıf öğretmenlerinin karşılaştıkları sorunlar ve çözüm önerileri. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD) 14*(1), 255-269. Retrieved May 25, 2020, from https://kefad2.ahievran.edu.tr/archieve/pdfler/Cilt14Sayi1/JKEF_14_1_2013_255-269.pdf

Demir, M. K., Şahin, Ç. ve Kartal, O. Y. (2012). Öğretmen adaylarının sınıf içi disiplin sağlamada tercih ettikleri ceza uygulamalarının incelenmesi. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi, 14*(2), 71-86. Retrieved May 25, 2020, from https://www.pegem.net/dosyalar/dokuman/138288-20131225104246-4.pdf.

Demirel, Ö. (1994). *Genel öğretim yöntemleri.* USEM Yayınları.

Egeberg, H. M., McConney, A., & Price, A. (2016). Classroom management and national professional standards for teachers: A review of the literature on theory and practice. *Australian Journal of Teacher Education, 41*(7), 1-18. Retrieved December 08, 2020, from https://ro.ecu.edu.au/cgi/viewcontent.cgi?article=3239&context=ajte

Elban, L. (2009). *İlköğretimdeki öğretmenlerin istenmeyen öğrenci davranışlarıyla karşılaşma ve çözüm bulma durumlarının incelenmesi* (Unpublished master's thesis) Selçuk University. Retrieved December 09, 2020 from https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

Erdoğan, İ. (2001). *Sınıf yönetimi.* Sistem Yayıncılık.

Erol, O., Özaydın, B. & Koç, M. (2010). Sınıf yönetiminde karşılaşılan olaylar, öğretmen tepkileri ve öğrenciler üzerindeki etkileri: Unutulmayan sınıf anılarının analizi. *Kuram ve Uygulamada Eğitim Yönetimi, 16*(1), 25-47. Retrieved May 25, 2020 from https://dergipark.org.tr/tr/pub/kuey/issue/10336/126661

Ersoy, A. F. (2016). Fenomenoloji. (Ahmet Saban, Ali Ersoy, Ed.) *Eğitimde nitel araştırma desenleri*. (s. 51-109). Ankara: Anı Yayıncılık.

Ghasemi, F. Z., Arbabisarjou, A., & Arbabisarjou, T. (2019). Investigating educational misbehavior in students of Zahedan University of Medical Sciences: A case study. *Drug Invention Today, 12*(11), 2812-2817. Retrieved February 25, 2021, from https://jprsolutions.info/files/final-file-5e022743576ae8.59899442.pdf

Girmen, P., Anılan, H., Şentürk, İ. & Öztürk, A. (2006). Sınıf öğretmenlerinin istenmeyen öğrenci davranışlarına gösterdikleri tepkiler. *Sosyal Bilimler Dergisi, 15*, 235-244. Retrieved December 09, 2020 from https://dergipark.org.tr/tr/download/article-file/843870

Granero-Gallegos A., Baños R., Baena-Extremera, A., & Martínez-Molina, M. (2020). Analysis of misbehaviors and satisfaction with school in secondary education according to student gender and teaching competence. *Front. Psychol., 11*(63), 1-9. Retrieved February 25, 2021, from https://www.researchgate.net/publication/338854656

Gündüz, Y. & Balyer, A. (2011). Eğitimde ödül ve cezanın yeri ve buna ilişkin alternatif yaklaşımlar. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi, 40*(2), 10-23. Retrieved May 25, 2020 from https://app.trdizin.gov.tr/dokuman-goruntule?ext=pdf&path

Halimah, S., Fitriana, R., & Ariyanti, M. (2019). Teachers' strategies in responding students' minor misbehavior (A Case Study in SMP Negeri 26 Samarinda). *BORJU: Borneo Educational Journal, 1*(1), 29-36. Retrieved February 25, 2021, from https://jurnal.fkip-uwgm.ac.id/index.php/Borju/article/view/257/159

Johnson, Z. D., Goldman, Z. W. & Claus, C J. (2019). Why Do Students Misbehave? An Initial Examination of Antecedents to Student Misbehavior, *Communication Quarterly, 67*(1), 1-20. Retrieved February 25, 2021, from https://www.tandfonline.com/doi/abs/10.1080/01463373.2018.1483958

Karahancı, E. (2013). *Sınıf öğretmenlerinin öğrencilerin düşük düzeyde stenmeyen davranışlarına yönelik tepkilerinin nitel bir analizi* (Unpublished master's thesis). Hacettepe University. Retrieved December 09, 2020 from https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

Knowlton, K. A. (2014). *Student perspectives of misbehaviour* [Unpublished doctoral thesis]. University of Western Ontario. Retrieved 08.12.2020 from https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=3891&context=etd.

Kulinna, P. H. (2008). Teachers' attributions and strategies for student misbehavior. *Journal of Classroom Interaction, 42*(2), 21-30. Retrieved February 25, 2021, from https://www.researchgate.net/profile/Pamela-Kulinna/publication/263766793

Marciniak, A. (2015). Effective ways of dealing with discipline problems when teaching adolescent learners. *World Scientific News, 7*, 53-72.

Mardliyah, I. (2019). *Teacher's strategies in handling students' misbehavior in English class of junior high school 22 Surabaya* (Unpublished thesis). Sunan Ampel State Islamic Unıversity. Retrieved 08.12.2020 from http://digilib.uinsby.ac.id/30270/1/Istianatul%20Mardliyah_D75214037.pdf

Maxwell, J. A. (2018). *Nitel araştırma tasarımı*. (M. Çevikbaş, Trans.). Nobel Yayınları.

Medikoğlu, O. & Dalaman, O. (2018). Öğretmenlerinin derste karşılaştıkları istenmeyen öğrenci davranışları ve bu davranışlara yönelik çözüm stratejileriyle ilgili öğretmen görüşlerinin belirlenmesi. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi, 4*(3), 20-32. Retrieved May 25, 2020 from https://dergipark.org.tr/tr/download/article-file/602313

Mekuria, A. T. (2012). *Assessment of students misbehavior and coping strategies (In the case of Shashemene Secondary School)* (Unpublished master's thesis), Addis Ababa University. Retrieved February 25, 2021, from http://etd.aau.edu.et/bitstream/handle/123456789/3859/

Menikdiwela, K. R. (2020). Student misbehavior: An exploratory study based on Sri Lankan secondary school teachers' perceptions. *Journal of Education and Practice, 11*(17), 103-113. Retrieved February 25, 2021, from https://www.researchgate.net/publication/343381689

Merriam, S. B. (2018). *Nitel araştırma desen ve uygulama için bir rehber.* (S. Turan, Trans.). Nobel Yayınları.

Miles, M. B. & Huberman, A. M. (2016). *Nitel veri analizi.* (S. Akbaba Altun & Ali Ersoy, Trans.). Pegem Akademi.

Oliveira, M. T. M. & Graça, A. (2013). Teachers procedures related to students misbehaviour in the physical education lesson. *Millenium, 45,* 9-24.

Özer B., Bozkurt N. &Tuncay A. (2014). İstenmeyen öğrenci davranışları ve öğretmenlerin kullandıkları başa çıkma stratejileri. *Turkish Journal of Educational Studies, 1*(2), 153-189. Retrieved May 25, 2020 from https://dergipark.org.tr/tr/download/article-file/402886

Özmen, Z. K. (2009). *İlköğretim öğretmenlerinin duygusal zekâ düzeyleriyle öğrencilerin istenmeyen davranışlarını algılamaları ve başa çıkma yöntemlerin arasındaki ilişki* (Unpublished doctoral dissertation). Marmara University. Retrieved December 09, 2020 from https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp

Öztürk, Y. & Gangal, M. (2016). Okul öncesi eğitim öğretmenlerinin disiplin, sınıf yönetimi ve istenmeyen davranışlar hakkındaki inançları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 31*(3), 593-608. Retrieved May 25, 2020 from http://www.efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/2181-published.pdf

Pehlivan, Z. (2012). Beden eğitimi derslerinde istenmeyen öğrenci davranışları, öğretmenlerin sözlü dönüt biçimi ve dönüt biçiminin öğrenci güdüsüne etkisi. *Hacettepe Spor Bilimleri Dergisi, 23*(3), 144-158. May 25, 2020 from https://dergipark.org.tr/tr/download/article-file/151237

Patton, M. Q. (2014). *Nitel araştırma ve değerlendirme yöntemleri* (Bütün, M. & Demir, S. B., Trans.). Pegem Yayınları.

Puspitaloka, N., & Syafitri, I. K. (2019). *The analysis of student's misbehavior in learning English lesson.* 3rd English Language and Literature International Conference (ELLiC) Proceedings– (ELLiC Proceedings Vol. 3, 2019).271-276. Retrieved February 25, 2021, from https://www.google.com/search?q

Rathod, A. (2018). Managing common misbehaviour problems of students. *International Journal of Advanced Educational Research, 3*(1), 371-373.

Sadık, F. (2008). İstenmeyen davranışlarla baş etme stratejilerinin öğretmen ve öğrenci görüşlerine göre incelenmesi. *İlköğretim-Online, 7*(2), 232-251. Retrieved May 25, 2020 from https://dergipark.org.tr/tr/pub/ilkonline/issue/8601/107106

Sadık, F. ve Aslan, S. (2015). İlkokul sınıf öğretmenlerinin disiplin problemleri ile ilgili görüşlerinin incelenmesi. *Electronic Turkish Studies, 10*(3), 115-138. Retrieved May 25, 2020 from https://dergipark.org.tr/tr/pub/ilkonline/issue/8601/107106

Sarıtaş, M. (2000). Sınıf yönetimi ve disiplinle ilgili kurallar geliştirme ve uygulama bölümü. In L. Küçükahmet (Ed.)*, Sınıf yönetiminde yeni yaklaşımlar.* Nobel Yayınları.

Sezer, G. & Özyürek, M. (2015). İpuçları ve dönütlerle öğretmen ödüllerini artırmanın öğrenci davranışlarına etkililiğine ilişkin öğretmen görüşleri. *The Journal of Academic Social Science, 3*(15). Retrieved May 25, 2020 from 246-265. https://asosjournal.com/?mod=makale_tr_ozet&makale_id=33270

Sezgin, F. & Duran, E. (2010). İlköğretim okulu öğretmenlerinin öğrencilerin istenmeyen davranışlarına yönelik önleme ve müdahale yöntemleri. *Gazi Eğitim Fakültesi Dergisi, 30*(1), 147-168. Retrieved May 25, 2020 from http://www.gefad.gazi.edu.tr/tr/pub/issue/6742/90652

Shamnadh, M., & Anzari, A. (2019). Misbehavior of school students in classrooms - main causes and effective strategies to manage it. *International Journal of Scientific Development and Research (IJSDR), 4*(3), 318-321. Retrieved February 25, 2021, from https://www.ijsdr.org/papers/IJSDR1903053.pdf

Sipahioğlu, E. (2008). *İlköğretim I. kademesinde sınıf içi istenmeyen öğrenci davranışları ve çözüm önerileri (Narlıdere Örneği).* (Unpublished master's thesis). Beykent University. Retrieved December 09, 2020 from https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp.

Siyez, D. M. (2009). Liselerde görev yapan öğretmenlerin istenmeyen öğrenci davranışlarına yönelik algıları ve tepkileri. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 1*(25), 67-80. Retrieved December 09, 2020 from http://pauegitimdergi.pau.edu.tr/Makaleler/334748244_Di%C4%9Fdem%20M%C3%BCge%20Siyez1.pdf

Sun, R. C. F. & Shek, D. T. L. (2012). Student classroom misbehavior: An exploratory study based on teachers' perceptions. *The Scientific World Journal, Article,* 1-8. Retrieved December 08, 2020 from http://dx.doi.org/doi:10.1100/2012/208907

Şahin, M. & Adıgüzelli, Y. (2015). Sınıf yönetimi sürecinde istenmeyen öğrenci davranışlarına yönelik öğretmen adaylarının görüşleri. *Turkish Studies, 10*(3), 799-816. Retrieved May 25, 2020 from http://dx.doi.org/10.7827/TurkishStudies.7838

Şahin, S. & Arslan, M. C. (2014). Öğrenci ve öğretmen görüşlerine göre istenmeyen öğrenci davranışlarına karşı kullanılan öğretmen stratejilerinin öğrenciler üzerindeki etkileri. *Turkish Studies, 9*(2), 1399-1415. Retrieved May 25, 2020 from https://doi.org/10.31795/baunsobed.489128

Temiz, S. (2020). Okul öncesi öğretmenlerinin sınıflarında karşılaştıkları öğrenci davranış problemleri, bu problemlerin öğretme-öğrenme ve bunları yönetme stratejileri. *Uluslararası Liderlik Eğitimi Dergisi, 1*(1), 1-15. Retrieved May 25, 2020 from https://dergipark.org.tr/tr/download/article-file/1095109

Tertemiz, N. (2000). Sınıf yönetimi ve disiplin modelleri. In L. Küçükahmet (Ed.), *Sınıf yönetimi (*13th ed, pp. 49-70). Pegem Akademi.

Tolunay, A. K. (2008). *Sınıf öğretmenlerinin sınıfta karşılaştıkları istenmeyen öğrenci davranışları ve bu davranışlara karşı kullandıkları baş etme yöntemleri* (Unpublished master's thesis). Uludağ University. Retrieved December 08, 2020 from https://tez.yok.gov.tr/UlusalTezMerkezi/tezSorguSonucYeni.jsp .

Türnüklü, A. (2000). Türk ve İngiliz ilköğretim öğretmenlerinin sınıf içi davranış yönetim stratejilerinin karşılaştırılması. *Kuram ve Uygulamada Eğitim Yönetimi, 44*, 449-466. Retrieved May 25, 2020 from https://dergipark.org.tr/tr/download/article-file/108531

Uğurlu, C. T., Doğan, S., Şöförtakımcı, G., Ay, D. & Zorlu, H. (2014). Öğretmenlerin sınıf ortamında karşılaştıkları istenmeyen davranışlar ve bu davranışlarla baş etme stratejileri. *International Periodical for the Languages, Literature and History of Turkish or Turkic, 9*(2), 577-602. Retrieved May 25, 2020 from http://dx.doi.org/10.7827/TurkishStudies.6175

Vijayan, P., Chakravarthi, S. & Philips, J. A. (2016). The Role of Teachers' Behaviour and Strategies in Managing a Classroom Environment. *International Journal of Social Science and Humanity, 6*(3), 208-215. Retrieved May 25, 2020 from http://www.ijssh.org/vol6/644-H006.pdf

Yıldırım, A. & Şimşek, H. (2018). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (11th Ed.). Seçkin Yayıncılık.

Yılmaz, N. (2008). Dersin akışını bozan istenmeyen davranışları yönetme stratejilerinin incelenmesi. *Erzincan Eğitim Fakültesi Dergisi, 10*(1), 1-38. Retrieved May 25, 2020 from https://dergipark.org.tr/tr/pub/erziefd/issue/6003/80049

Yuan, X. & Che, L. (2012). How to deal with student misbehaviour in the classroom? *Journal of Educational and Developmental Psychology, 2*(1), 143-150. Retrieved May 25, 2020 from http://www.ccsenet.org/journal/index.php/jedp/article/view/16609

Yumuşak, G. & Balcı, Ö. (2018). Öğretmenlerin istenmeyen öğrenci davranışları ile başa çıkma yöntemleri ve bu yöntemlerin etkililiğine ilişkin görüşleri. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 21*(40), 223-254. Retrieved May 25, 2020 from https://dergipark.org.tr/tr/download/article-file/583553