

# Student Misbehaviours Encountered in Private High School Classrooms

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Research Article  
Received: 30.06.2021  
Revised: 15.03.2022  
Accepted: 17.03.2022

## ABSTRACT

The aim of the present study was to identify student misbehaviours in private high schools, and the reasons for and teachers' reactions to such behaviours. The study was designed as qualitative research. In this qualitative case study, the participants were 21 teachers working in two different branches of a private school and 188 students registered in those schools. The data were collected utilizing two semi-structured interview schedules consisting of three questions each which were directed to students and teachers. The data were analysed using content analysis technique. Student misbehaviours included; noise, student-sourced misbehaviours, misbehaviours aimed at peers and misbehaviours aimed at teachers. The reasons for student misbehaviours were determined and classified as; student-sourced, family-sourced, peer-sourced, teacher-sourced, and education system and school-centred reasons. Teachers' reactions towards misbehaviours included; warning, shouting, scolding, having one-on-one or whole class conversations with students, explaining the consequences if the same behaviour is repeated, referring students to school administrators or the counselling service, and informing families. Ensuring that teachers understand the reasons for and how to react to student misbehaviours can make significant contributions to their main duty in classrooms which is "realizing learning objectives". As such, the present study informs teachers about the reasons for student misbehaviour as well as their solutions.

**Keywords:** High school, misbehaviour, discipline, teacher, student

## Özel Liselerde Karşılaşılan İstenmeyen Öğrenci Davranışları

### ÖZ

Bu araştırmanın amacı, özel liselerde öğrencilerin istenmeyen davranışlarını ve bu davranışlara öğretmenlerin tepkilerini ve istenmeyen davranışların nedenlerini belirlemektir. Araştırma nitel araştırma olarak tasarlanmıştır. Bu nitel durum çalışmasının katılımcıları bir özel okulun iki farklı şubesinde görev yapan 21 öğretmen ve bu okullarda kayıtlı 188 öğrencidir. Veriler, öğrencilere ve öğretmenlere yönelik her biri üç sorudan oluşan iki yapılandırılmış görüşme formu kullanılarak toplanmıştır. Veriler içerik analizi tekniği kullanılarak analiz edilmiştir. Öğrencilerin istenmeyen davranışları; gürültü, öğrenci kaynaklı istenmeyen davranışlar, akranlara yönelik istenmeyen davranışlar ve öğretmenlere yönelik istenmeyen davranışlardır. İstenmeyen öğrenci davranışlarının nedenleri öğrenci kaynaklı, aile kaynaklı, akran kaynaklı, öğretmen kaynaklı ve eğitim sistemi ve okul kaynaklı nedenler olarak belirlenmiştir. Öğretmenlerin istenmeyen davranışlara yönelik tepkileri ise uyararak, bağırarak, azarlamak, öğrencilerle bire bir veya tüm sınıf ile konuşmak, aynı davranışın tekrarlanması durumunda sonuçlarını anlatmak, öğrencileri okul yöneticilerine veya rehberlik servisine yönlendirmek, aileleri bilgilendirmektir. Öğretmenlerin, öğrencilerin istenmeyen davranışlarının nedenlerini ve bunlara nasıl tepki vereceklerini anlamalarının sağlanması, sınıflardaki temel görevleri olan öğrenme hedeflerini gerçekleştirmeye önemli katkılar sağlayabilir.

**Anahtar kelimeler:** Lise, istenmeyen davranışlar, öğretmen, öğrenci

To cite this article in APA Style:

Aydın, B. (2023). Student misbehaviours encountered in private high school classrooms. *Bartın University Journal of Faculty of Education*, 12(1), 16-29. <https://doi.org/10.14686/buefad.960307>

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## INTRODUCTION

Teachers -in order to facilitate student learning- should possess various knowledge and skills such as educational psychology, teaching methods, assessment and evaluation, curriculum development, materials use, and classroom management. Of those, classroom management includes further sub-topics such as time management, communication, rules, discipline, teaching management, and physical organization.

Establishing discipline in the classroom has been defined as; teacher reactions aimed at preventing student behaviours which disrupt learning (Karip, 2003; Ünal & Ada, 2000), the rules and regulations set up in order to organize the lives of a group of people brought together for a shared purpose as well as measures taken to ensure that those rules and regulations are abided by (Sarıtaş, 2000), establishing rules in the classroom in order to facilitate learning and minimize misbehaviours (Erdem, 2012), and teachers' responding to student misbehaviours in the best way possible (Borich, 1996). Student misbehaviours are one of the important concepts included within classroom discipline. In relation to this, teachers should be aware of what those are, which ones occur in the classroom, the reasons for their occurrence, and how to react when such behaviours emerge.

Student misbehaviours can take place within or outside the classroom. The definition of misbehaviours taking place outside the classroom can be different than the definition of the ones taking place within the classroom. Additionally, teachers encounter misbehaviours more frequently within the classroom. According to Dreikurs, misbehaviours are student behaviours which chronically prevent regular teaching activities (Charles, 1996). Similarly, according to Ilgar (2007), any behaviour that prevents reaching learning objectives is misbehaviour.

Various misbehaviours occur in the classroom. Aydın (2001) conducted a study with the participation of eighth grade students, teachers, and school principals. The results showed that students considered the following as misbehaviour; talking among peers, disturbing the person nearby, playing with cell phones, being occupied with issues not relating to the lesson, acting disrespectfully and irresponsibly, sending paper messages, throwing rubber, playing with pencil, walking around the classroom, talking without being given the right to, and making weird noises. Teachers, on the other hand, considered the following as misbehaviour; not paying attention to the lesson, noise, throwing pen and/or paper at each other, doing activities not related to the course, not studying, talking without being given the right to, interrupting peers, not listening to the lesson, and using swear words.

In another study conducted with high school teachers, Özgözlü (2007) found that the most frequently encountered misbehaviours within the classroom were; talking among peers, not listening to the lesson (i.e. dreaming, sleeping, paying attention to things unrelated to the lesson), talking without being given the right to, being late to the class, and not doing the tasks being assigned. The least frequently encountered misbehaviours were found to be; complaining about peers, throwing objects, and using peers' belongings without allowance.

Understanding the reasons for the occurrence of misbehaviours is a prerequisite for taking appropriate measures to find a solution (Aydın, 1998). Various factors such as the teacher, student, family, school, environment, physical conditions of the classroom, and curriculum can cause the emergence of misbehaviours in the classroom. Yıldırım and Aydın (2019) classified misbehaviours into two; within school (i.e. teaching and school management, teacher, student) and outside school factors (i.e. family, environment and society, formal education). Teachers are one of the important reasons for the emergence of misbehaviours in the classroom. Teachers' previous experiences, the training they have in terms of classroom management, the difficulty level of the lesson, not establishing rules, not getting students engaged enough, coming unprepared to the lesson, attitudes towards rewards and punishment, and incompetency in communication skills are among teacher-sourced reasons of student misbehaviours in the classroom (Yiğit, 2009). Similarly, not providing an appropriate response to student misbehaviours, not rewarding desirable behaviours of students, not having expectations that are parallel to students' abilities, not being tolerant enough of individual differences among students, not being role models for desirable behaviours, and utilizing punishment to deal with misbehaviours are among teacher-sourced reasons for student misbehaviours (Ada, 2003). Pagliaro (2011) stated that the majority of misbehaviours are teacher-sourced. In relation to this, Elma (2014) noted the following teacher actions to cause misbehaviours; having an attitude that looks down on students, bearing grudge, bestowing privileges on certain students, dramatizing small problems, interrupting students or not listening to them, being boring whilst teaching a lesson, utilising strategies which do not engage students or do not diversify materials, ignoring the strengths of students and focusing on their weaknesses, doing activities and assigning tasks without considering students' characteristics, and behaving inconsistently. According to Ataman (2005);

1. If the teacher does not react to students' behaviours appropriately or if the teacher does not explain the right and wrong behaviours clearly then students cannot learn how to behave in the classroom.

2. If the teacher does not reward desirable behaviours and only focuses on misbehaviours then the number of misbehaviours is likely to increase. The teacher should also reward desirable behaviours.

3. If the teacher's expectations are not parallel to students' abilities then the students would experience problems in responding to teacher's expectations and -therefore- would be more inclined to misbehave. For example, if the homework is at a level which the student cannot complete then the student will be more inclined to not do the homework.

4. If the teacher does not pay enough attention to students' individual characteristics and expects all students to show the same reactions then this can lead to misbehaviours.

5. If the teacher does not provide a role model for students to follow then students might copy and repeat the misbehaviour they observed their teachers do.

6. If the teacher often deals with misbehaviours by giving punishments and shouting at students even when they do small mistakes then this can result in misbehaviours among students.

Students' previous learning experiences, abilities and interests, values, attitudes, beliefs, and characters can also cause misbehaviours. Being too much dependant on the teacher, having difficulties in concentration, being unorganized, having negative attitudes towards teachers and peers, lack of self-care abilities, being introvert, being aggressive towards peers and teachers, being unmotivated, having low levels of academic achievement (Akçadağ, 2015), and mood swings caused by adolescence can cause students to exert misbehaviours. Students' desire to look independent might result in a number of misbehaviours such as rebellion, not listening to the authority, resistance, and angry responses to critics (Akar, 2003). Similarly, students' attempts to conceal their failures, attract teachers' and peers' attention, retaliate, external provocations, being bored of easy tasks, being bored of difficult tasks, uncertainties resulting from not understanding the directives given to complete a task, being emotionally disturbed, and having a lack of attention can result in misbehaviours (Montague, 1987). Prete (1981) and Myers et al. (1987) underlined the existence of a relationship between student behaviours and academic success. This relationship is bidirectional: students whose grades are low are more likely to exert undesirable actions and students who behave in an undesirable manner are more likely to become unsuccessful (Hartzell & Thomas, 1996).

Publications such as television, computers, cinema, newspapers, magazines, and novels can cause the development of bad habits and students might try to imitate movie characters (Akçadağ, 2015). Media which encourage violence and brute force can have an effect on student behaviours. Students who take movie characters as role models are likely to try to behave like them (Özdemir, 2004). And this pushes students to misbehave. Students who watch too much TV have been found to be too active, experience sleeping disorders, be unwilling to do homework, daydream, imitate TV characters, and be introvert (Küçük Kurt, 1989 as cited in Taş, 2015). It is possible to argue that cell phones, in today's world, also encourage student misbehaviour in the classroom (Nair, 2019).

A school which only praises academic success causes a tense, uneasy, and stressful atmosphere for everyone. Overcrowded environments, big classrooms, and administrators' groundless pressure can also cause misbehaviours. Physical conditions such as gloomy buildings and floors, lack of game and sports activities, lack of ventilation and heating, having a small teachers' room, lack of teaching materials, and not exhibiting students' academic, sportive and non-academics achievements are among the reasons for discipline problems (Humphreys, 1999).

Misbehaviours in the classroom can also be caused by the family factor. The negative developments affecting family lives following urbanization can cause many problems such as students not being able to express their ideas, becoming anxious quickly, not being able to perform their potential, lack of entrepreneurship, and socialization problems (Topses, 2000). Children whose parents are divorced can experience affective disharmony, various behavioural disorders, and failure in school. Furthermore, as a result of their mothers' not being able to care for them, students can become shy and abstain from participation in classroom activities (Tezcan, 1996). Families' indifference to their children's education, having negative attitudes towards their children (Aksoy, 2000), children not being able to meet their emotional needs, wrong and inconsistent reward-punishment practices, giving students responsibilities above their capabilities (Arıcak, 2005), being perfectionist, having high expectations from their children, overprotection, denial, neglect, and perceptions of teachers (Özdemir, 2004) can also cause misbehaviours in the classroom.

The way teachers respond to student misbehaviours affect what kind of individuals those students will become in the future. When responding to student misbehaviours, teachers should pay attention to students' physical and psychological health and teachers should prioritize not harming the learning atmosphere in the classroom. There is not a magical or unique method to deal with student misbehaviour. One method that works with a student might not work on the other. Moreover, it might be necessary to use different strategies for the same student at different points in time. Therefore, it is important to know about the various strategies that can be used (Çelikkol, 2015). Charles (1996) studied 20 different models developed to explain how various misbehaviours should be responded to. Furthermore, teachers' main duty in the classroom is to realize learning objectives. Student misbehaviours that teachers encounter in the classroom can prevent teachers from realizing those objectives. Studies that are conducted to understand the reasons for the emergence of student misbehaviours and generate solutions to such misbehaviours can allow teachers to focus their attention on their main duties, teaching.

In Turkey, education is carried out in state schools and private schools. Public schools and private schools are different in many aspects (i.e. resources). Consequently, the problems experienced and the solutions found to the problem can differ. Nevertheless, one of the shared problems in both public and private schools is the misbehaviours encountered in the classroom. Bingölbali (2018) states that students in private schools behave disrespectfully and rudely towards their teachers, do not want to do homework, do not obey the rules, and even put pressure on them. According to Gürler (2020), teachers in private schools are more tolerant and cannot apply pressure to students because they receive their salaries from the institution they work for. Therefore, it is considered it is a necessity to conduct research on the problems and solutions faced by teachers working in private schools regarding misbehaviours. It is thought that the study will benefit the teachers and school principals working in private schools in terms of what misbehaviours are their causes and solution methods.

The aim of this research is to determine the opinions of teachers and students about the misbehaviours encountered in private secondary school classrooms, their causes and solution methods. The answers to the following questions were sought for the purpose of the study. According to the opinions of teachers and students;

1. What student misbehaviours are encountered in the classroom?
2. What are the reasons for the misbehaviours encountered in the classroom?
3. What reactions do teachers show to misbehaviours?

## **METHOD**

### **Research Model**

The present study was designed as a case study which is one of the qualitative research designs. In case studies, one or more cases (i.e. an incident, a person or groups of people) are studied in depth (Cohen, Manion, & Morrison, 2005; Yıldırım & Şimşek, 2011). Since it aimed to undertake an in depth investigation of student misbehaviours in two private high schools via teachers' and students' perspectives, the present study fits the criteria of a case study.

### **Participants**

The participants in this study were selected among 35 teachers and 252 students who worked/studied in two branches of a private high school and 21 teachers and 188 students of that population participated in the study. The reason why the study included only one private school was the researcher's ease of access to and convenience of that particular school. Maximum variation sampling strategy was utilized in recruiting participants. Both male and female teachers who taught different subjects at different levels and male and female students who studied in different classes were included in the study sample.

17 of the teachers participating in the study were female and four were males. Five teachers taught mathematics, five taught literature, two taught chemistry, two taught history, two taught English, two taught geography, one taught biology, one taught physical education, and one taught physics. 91 students were male and 102 were females. 67 of those were in the 9th grade, 67 were in the 10th grade, 38 were in the 11th grade, and 21 were in the 12th grade.

### **Data Collection Tools and The Process of Collecting Data Collection**

Data were collected utilizing two semi-structured interview schedules (one for teachers and one for students) consisting of three questions each. The questions in the interview form were created by scanning the

relevant literature. While preparing the questions, attention was paid to the aim of the research, to be easy to understand and to include a single subject. The data was collected via the Internet utilizing Google Forms. The following questions were asked to the students in the interview form;

1. What misbehaviours do you encounter most in your classroom?
2. Why do students, who behave undesirably, behave this way in your opinion?
3. How do your teachers react when misbehaviours occur in your classroom?

The following questions were asked to the teachers in the interview form;

1. What are the misbehaviours you encounter in the classrooms?
2. What are the causes of misbehaviours in your opinion?
3. What kind of reactions do you give to the misbehaviours you encounter in the classroom?

### **Data Analysis**

Content analysis was used to analyse the data. Qualitative research data in content analysis can be analysed in four stages: coding data, finding themes, organizing codes and themes, and defining and interpreting findings. In the coding phase of data, coding was carried using a framework. In this type of coding, the general themes are determined beforehand and the codes under these themes are revealed after the analysis of data (Yıldırım & Şimşek, 2008). Moreover, the frequencies of the codes for teachers' and students' perceptions under each sub-theme were calculated and tables were created to represent the statistics.

External validity in qualitative research relates to the transferability of the findings to other situations, and internal validity relates to the plausibility of the findings and whether the findings are meaningful (Miles & Huberman, 1994). In order to increase the internal validity (plausibility) of the findings, the researcher paid special attention to the integrity and consistency of the findings. In order to increase external validity (transferability), the data were collected utilizing an interview schedule and stages of the analysis were detailed. Moreover, in order for other researchers who wish to study a similar topic to be able to compare the findings, the results (themes, sub-themes) were detailed and clearly described.

Reliability in qualitative studies is related to the consistency of research processes. In order to increase the external reliability of the data (confirmability), the researcher's stance, the theoretical framework utilized in the study, and processes involved were explained to the participants. In order to increase the internal reliability (conformability), the data were analysed utilising a pre-determined theoretical framework. The results of the study were presented clearly and as a whole (Miles & Huberman, 1994).

Additionally, the data were coded separately by two independent coders and inter-coder agreement between the coders was calculated. It has been stated that agreement levels above 70 % provide a satisfactory level of reliability (Miles & Huberman, 1994). The level of agreement between coders was calculated as 72 % which was considered to be a satisfactory level of reliability.

### **Research Ethics**

The current study follows all ethical issues in the research procedure. Additionally, XX University Ethical Committee approves the study.

## **FINDINGS**

Below student and teacher perceptions of student misbehaviours in the classrooms of private high schools are presented.

### **Findings in Relation to Misbehaviours in The Classroom**

Student misbehaviours encountered in the classroom are presented in Table 1 from the perspective of teachers and students.

**Table 1.** Teachers' Perceptions of Misbehaviours in the Classroom

Theme	Sub-themes	Codes
Student misbehaviours	Misbehaviours that prevent student learning (f=25)	Paying attention to things other than the course during the lesson (f=5; i.e. watching videos unrelated to the course using tablet PCs, attempting to play games using tablet PCs, checking mobile phones) Coming to the lesson unprepared (f=4; i.e. not having the course materials) Not doing homework (f=2) Being late to the class (f=2) Not paying enough attention to the course (f=2) Other (f=10; i.e. trying to pressure the teacher so that they can leave earlier, being reluctant to participate in classroom activities, not listening to the lesson, wanting to talk about things other than the course, not being able to identify goals about the future, putting their heads on the desk, not participating in classroom activities, being bored, being angry whilst establishing communication, and sleeping)
	Misbehaviours aimed at peers (f=6)	Communication problems with peers (f=5; i.e. being disrespectful towards peers whilst talking to them), not paying attention to peers
	Misbehaviours aimed at teachers (f=3)	Talking to teachers in a disrespectful manner (f=2), interrupting teachers whilst they speak
	Noise (f=3)	

Teachers underlined the following as misbehaviours they encountered in the classroom; misbehaviours that prevent student learning (i.e. paying attention to things other than the course, coming to the lesson unprepared, not doing homework, being late to the class, not paying enough attention to the course), misbehaviours aimed at peers (i.e. communication problems with peers), and misbehaviours aimed at teachers (talking to the teachers in a disrespectful manner, interrupting the teacher), and noise.

**Table 2.** Students' Perceptions of Misbehaviours in the Classroom

Theme	Sub-themes	Codes
Student misbehaviours	Noise (f=89)	
	Misbehaviours that prevent student learning (f=20)	Laughing (f=3), Asking unrelated questions during the lesson (f=3), Not being able to concentrate in the class (f=2), Other (f=12; i.e. eating, walking in the classroom, reluctance to participate, not paying attention to the course, using cell phone and playing songs/videos, being late to the class, asking the teacher for permission to leave the class, efforts to create a humorous environment, making comments to everything, providing the answer of a question whilst it is being answered by another student, talking without being given the right to, loud laughter, singing)
	Misbehaviours aimed at peers (f=16)	Mockery (f=8), Quarrelling with peers during the course (f=3), Considering oneself to be superior to peers (f=3), Other (f=2; provoking peers, insulting peers).

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Shouting  
(f=10)

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“There are no  
misbehaviours”  
(f=38)

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Students noted the following as misbehaviours in the classroom; misbehaviours that prevent student learning (i.e. laughing, asking unrelated questions during the lesson, not being able to concentrate in the class), misbehaviours aimed at peers (i.e. mockery, quarrelling with peers during the course, considering oneself to be superior to peers), and shouting. It is worth noting that students, unlike teachers, made more frequent references to noise and shouting.

### Findings on the Reasons of Misbehaviours

Findings on the reasons of misbehaviours from the perspective of students and teachers are provided below

**Table 3.** Students’ Perceptions of Misbehaviours in the Classroom

Theme	Sub-themes	Codes
Reasons of misbehaviours	Student-sourced reasons (f=39)	Being non-compliant (f=11), Characteristics of adolescence [ f=7; not being able to complete the process of adolescence (f=2), the desire to stand out as because of adolescence (f=2), not being able to complete the personal development that adolescence brings in, emotional confusion caused by adolescence, students’ focus on developing social skills rather than academic because of their age) Screen addiction starting from early ages (f=2), Students getting bored of the lesson (f=2), Students not being aware of their responsibilities (f=2), Other (f=15; lack of concentration, disliking studying, having everything prepared for themselves, sense of wonder, lack of dreams and ideals, not having goals, disliking the school, not being able to blend in to the school culture, lack of desire to learn, disliking studying and listening to courses, disliking the class and peers, lack of self-confidence, imitating behaviours of those in their immediate environment, tiredness, being uninterested in difficult subjects, not wanting to make an effort)
	Family-sourced reasons (f=2)	Having family-related problems, Lack of education received from the family

Teachers noted the following to be the reasons for encountering misbehaviours; student-sourced problems (i.e. being non-compliant, characteristics of adolescence, screen addiction, getting bored of the lesson, not being aware of responsibilities) and family-sourced problems (i.e. having family-related problems, and the education received from the family).

**Table 4.** Students’ perceptions with regards to the reasons of misbehaviours

Theme	Sub-theme	Codes
	Student-sourced (f=88)	Wanting to attract attention (f=12) Not wanting to listen to the lesson (f=9), Wanting to disrupt the lesson (f=8), The perception that they have fun when they create problems (f=8), Not caring about the lesson (f=5),

Reasons of misbehaviours		Disliking the lesson (f=4), As a reaction to annoying incidents (f=3), Adolescence (f=3) As a result of not having any goals or concerns for the future (f=3), Not being able to concentrate on the lesson (f=3), The desire to prove oneself (f=3), Irresponsibility (f=3), Not understanding the lesson (f=2), The course not being able to arouse any interest (f=2), Stubbornness (f=2), Lack of stimulation (f=2), Not knowing how to act in certain situations (f=2), Other (f=14; having too much energy, trying to explain everything they know, lack of punishment, not being able to control oneself, desire to be successful, jealousy, holding grudge, having a bad day, not being adult enough, disrespect, stress, being lazy, being smarty, and abusing teachers' actions)
	Getting bored (f=33)	
	Family-sourced (f=11)	The manner of upbringing in the family (f=8), As a result of family related problems (f=3),
	Teacher-sourced (f=3)	Teachers' inactivity, Teachers' covering too many topics in a given course, Since teachers treat students well
	Education system and school management (f=3)	Long lesson times, Having too many lessons on a single day, Lack of punishment by the school management
	Friends circle (f=2),	Friends circle, Experiencing problems with friends,
	"I have no idea" (f=26)	
	"There are no misbehaviours" (f=13)	

Students underlined the following as reasons of misbehaviours; student-sourced (i.e. wanting to attract attention, not wanting to listen to the lesson, desire to disrupt the lesson, the perception that they have fun when they create problems, not caring about the lesson, disliking the lesson, reaction to annoying incidents, adolescence), family-sourced (the manner of upbringing in the family, family-related problems), friend-sourced, teacher-sourced (teachers' inactivity in the classroom, teachers covering too many topics in the classroom, as a result of teachers' being too nice), and education system and school management related problems (long lesson times, having too many lessons on a given day, lack of sanctions).



It is worth noting that students, more frequently than teachers, mentioned getting bored in the classroom. Furthermore, whilst teachers generally considered students and family as sources of misbehaviours, students highlighted teachers, friend circles, and education system and school management as sources of misbehaviour.

### Findings on Reactions Towards Misbehaviours

Findings in relation to student and teacher perceptions of what reactions teachers show when they encounter misbehaviours are summarized below (see Table 5).

**Table 5.** Teachers' Perceptions of the Reactions that Teachers Give When They Encounter Misbehaviours

Theme	Sub-themes	Codes
Teacher reactions to misbehaviours	Having a one-on-one conversation with the student (f=7)	Explaining why a certain behaviour should not be performed (f=2) Trying to convince students that there will be a more productive learning environment, Trying to raise students' awareness by telling anecdotes
	Motivating students to the lesson (f=5)	Starting the class by attracting students' attention, Including 3D videos, experiments, and various animations in the lesson, Focusing on practical rather than theoretical information, Gamifying the lesson, Following various strategies in order to engage students
	Warning (f=5)	Giving a verbal warning to students who misbehave
	Referring students to the counselling service (f=4)	Referring students to the counselling service if the same behaviour is repeated
	Following a step by step approach (f=3)	Warning the student who misbehave in the class as the first step, If the student continues acting the same way then having a one-on-one conversation with him/her, If the misbehaviour continues then referring the student to the counselling service or contacting the school administration in an effort to find a solution, Referring the student to the disciplinary committee as a last resort
	Aiming to increase student success (f=3)	Asking students easy questions and waiting for a response, Making revisions of previous units prior to starting a new one, Making an effort to increase student success and, more importantly, eliminate bias
	Other (f=7)	Applying rules, turning off the internet, relocating the student to a new seat, contacting the school administration, making the student wash his/her face, making the student ask question to the teacher, good lesson preparation

Teachers indicated that they gave the following reactions when they encountered misbehaviours; motivating students, having one-on-one conversations with students, warning them, referring them to the counselling service, following a step by step approach, and aiming to increase student success.

**Table 6.** Students’ Perceptions of the Reactions that Teachers Give When They Encounter Misbehaviours

Theme	Sub-themes	Codes
Teacher reactions to misbehaviours	Warning (f=37)	Telling students to be quiet and asking them not to repeat the same behaviour,
	Shouting (f=31)	
	Getting angry (f=23)	
	Attracting students’ attention (f=16)	Waiting the student to be quiet (f=8), Teachers increasing their voice (f=4) Looking at the student in an angry manner (f=3), Using the ruler to hit on the table
	Having a one-on-one conversation with the student in the class (f=7)	Teachers talk to us (f=3), Teachers take us out of the class and talk to us, Teachers explain the problem regarding the misbehaviour, Teachers explain that they should teach course content, Teachers talk to the whole class and the whole class try to find a solution to the problem
	Explaining the consequences if the same behaviour is repeated (f=7)	Telling the student that s/he will be referred to the discipline committee (f=3) Telling the student that s/he will be referred to the school principal or the vice-principal (f=2), Telling the student that s/he will be sent out of the class, Telling the student that s/he will get a minus, Telling the student that s/he will be unsuccessful in the exam if s/he does not listen to the lesson
	Showing no reaction (f=6)	
	Referring students to school administrators (f=5)	Referring the student to the vice-principal (f=4), Noting down student names and giving the name list to the school administration
	Stopping to teach (f=5)	
	Changing students’ seat in the class (f=4)	
	Showing a step by step reaction (f=3)	Getting angry, warning the student, and getting angry after a while (f=2), Teachers talk to the student nicely, maybe, get a little bit angry and then ask the student to leave if s/he continues the same behaviour
	Informing the family (f=2)	Teachers note down our names and inform our families (f=2),
	Other (f=12)	Teachers show a reaction to students whom they do not like, punish the student, leave the class, increase students’ participation in teaching/learning activities in an effort to prevent talking, do not treat students badly since they have good intentions, discuss issues with students, give advice, send students out of the classroom, remorse, get angry and hit an object, confiscate cell phones, warn the student once and then do nothing.
	“I do not know” (f=13)	
“There are no misbehaviours” (f=9)		

Students noted that their teachers showed the following reactions when they encountered misbehaviours; warning, shouting, getting angry, attracting students’ attention, having a one-on-one or a whole class conversation with students, explaining the consequences if the same behaviour is repeated, showing no reaction, referring

students to school administrators, not teaching the lesson, showing a step by step response, and informing the family.

Unlike students, teachers did not mention reactions such as shouting, getting angry, attracting students' attention, and referring students to school administrators, or informing family members. It is clear that teachers' and students' perceptions of teacher reactions to student misbehaviour are different from one another.

## DISCUSSION & CONCLUSION

The present study investigated student misbehaviours experienced by teachers in private schools. The study aimed to identify the misbehaviour, the reasons for their emergence as well as the reactions teachers gave. A qualitative research methodology was adopted for gaining insights into teachers and students' perceptions of misbehaviour. Misbehaviours that are student-sourced (i.e. paying attention to other things than the lesson during the class, coming to the lessons unprepared, not doing homework, being late to the lesson, not paying enough attention to the lesson, laughing, asking unrelated questions), aimed at peers (communication problems with peers, making fun of peers, quarrelling during the lesson), and aimed at teachers (talking to the teacher in a disrespectful manner, interrupting the teacher) were reported to be experienced in private high schools. Talking in the classroom have been found to be the most frequently encountered misbehaviours in the studies conducted by Kesici and Sarpkaya (2019) and Siyez (2009). The findings (i.e. speaking during the lesson without being given the permission to, paying attention to other things than the course during the lesson, being late to the lesson, and being disrespectful to the teacher) of the meta-synthesis study carried out by Yıldırım and Aydın (2019) which analysed 11 studies are parallel with the results of the present study. On the other hand, Dirlikli et al. (2015) identified misbehaviours such as indifference to the lesson, coming unprepared to the lesson, noise, paying attention to other things than the course during the lesson. Moreover, results (i.e. indifference to the lesson, not being able to concentrate on the course content, paying attention to other things than the course, not doing homework, coming unprepared to the lesson, and walking in the classroom) found by Gökyer and Doğan (2016) are parallel with the findings reached in the present study. The reasons for making noise, paying attention to things other than the course, not being able to concentrate enough to the course content could be that teachers teach following only one strategy, do not diversify their teaching materials or strategies, thus, become unsuccessful in engaging students in the classroom as well as teachers' incompetency in classroom management and dealing with student misbehaviours.

The reasons for student misbehaviours have been reported to be; student-sourced (i.e. wanting to attract attention, not wanting to listen to the lesson, to disrupt the lesson, the perception that they have fun when they create problems, not caring about the lesson, disliking the lesson, as a reaction to incidents that annoy the students, adolescence, being non-compliant, screen addiction, and not being aware of responsibilities), getting bored, family-centred (i.e. the manner in which families raise their children, family-related problems), and education system and school management related problems (long lesson times, having too many lessons on a single day, lack of sanctions by the school management). Findings such as students' lack of goals, characteristics of adolescence (Yıldırım & Aydın, 2019), disliking the lesson, jealousy, lack of concentration, not having goals (Gökyer & Doğan, 2016), adolescence, family, media, and friend circles (Bilir, Kuru, & Tezcan, 2007) are in line with the findings of the present study. In this study, while the teachers expressed students and their families as the source of misbehaviours, the students reported the factors as following; fellow students, boredom, family, the education system and friend circles. According to the teachers, the source of misbehaviours is the fact that students break the rules. Starting as early as primary school, it is necessary to try to teach students the ability to obey the rules. Primary and secondary school teachers should also make the necessary effort to establish the rules in the classroom. In this sense, there is a need for all teachers, even school administrators, to act jointly. The students indicated that trying to draw attention and interest were the causes of misbehaviours. It is important for primary school students to receive the appreciation of the teacher. Beginning from middle school, the liking of friends begins to gain importance for children. Students may engage in misbehaviours in order to attain the appreciation of their classmates. For example, starting from middle school, students may oppose the teacher in the classroom. There may be different reasons for their opposition. One of these reasons may be to gain the admiration and appreciation of his friends as "Wow, how did he go against the teacher?".

Another reason for misbehaviours mentioned by the participants was "getting bored". It is possible that teachers' continuous presentation of course content tires students' minds which result in distraction and, consequently, the emergence of misbehaviours. Media tools such as TV and smart phones cause students to

become accustomed to dynamic and continuously changing stimulators. Therefore, students can get bored of activities in the school (Erden, 2008). Aydın's (2001) study indicated that students got bored of the lesson because of various factors such as; not being able to understand the course content, teachers' not being active whilst teaching the course content, students' not studying to the course content, course difficulty, long lesson times, not having understood course content covered in previous lessons, and teachers' being unsuccessful in teaching course content.

It was identified that when encountered with misbehaviours, teachers showed reactions such as; warning, shouting, getting angry, having one-on-one or whole class conversations, explaining the consequences if the same behaviour is repeated, showing no reaction, referring students to school administrators, not teaching the lesson, showing a step by step reaction, informing families, motivating students, referring students to the counselling service, and aiming to increase student success. While students more frequently stated that they encountered teachers' reactions such as getting angry, shouting, and warning students, teachers reported that they reacted to misbehaviours by motivating students to the course as well as having a one-on-one conversation with students exerting misbehaviours. The reason why teachers and students give different reactions to misbehaviours may be due to the teachers' desire to convey what they want to say by softening their reactions. A number of teacher reactions to misbehaviours are in line with the findings of related studies in the literature; warning, having one-on-one or whole class conversations, referring students to the counselling service or the principal, getting angry, changing students' seat, shouting, staring at students angrily, acting as if they do not care (Atıcı & Çekici, 2009), scolding, warning, asking students to leave the classroom, making changes to the course (Maya, 2004), having one-on-one conversation, warning, informing families, asking for support from the counselling service, getting angry, and shouting (Siyez, 2009). It does not seem possible to say that there is only one effective method for misbehaviours. The teacher can determine a reaction style by looking at the low, medium and high level of the behaviour, the conditions under which the misbehaviour occurs, the characteristics of the student, etc. While overcoming misbehaviours, teachers can use different ways such as their reactions during the behaviour, the techniques they use to prevent the misbehaviour from occurring, and getting support from the families, school administration or school the counselling service. Teachers should take into account the psychological health of students when reacting to the occurrence of misbehaviour. They should be able to control their own negative emotions. In a tense environment, it is the teacher, not the student, who should be patient first. It does not seem possible for teachers to overcome all misbehaviours in the classroom.

In conclusion, in private high school classrooms, noise is encountered the most. In addition to this, misbehaviours that prevent the student's own learning, misbehaviours towards students' friends and misbehaviours towards teachers are encountered. Misbehaviours can be caused by the students themselves, boredom in the lesson, families, teachers, the system or the school management. Teachers' reactions to misbehaviours are warning, shouting, getting angry, drawing attention to the lesson, speaking one-on-one or with the whole class, etc. Teachers should identify the causes of misbehaviour and react according to those reasons. Teachers should receive in-service-training on what misbehaviours are, their causes and how to solve them. Considering teachers' reactions to misbehaviours such as getting angry, shouting, expelling from the class, threatening with a grade, leaving the class, it can be argued that teachers should receive adequate training on how to deal with misbehaviours via in-service training as well as during pre-service education. In particular, teachers should be informed about the models developed to deal with misbehaviours.

#### **Recommendations**

Teachers will always encounter misbehaviours in the classroom. What is important is to identify the reasons for their emergence in an attempt for giving the kind of reactions that will allow students to change their behaviours. Teachers can focus on realizing student outcomes so long as they can deal misbehaviours. It is not possible to argue that there is a single method to deal with student misbehaviours. Teachers can decide on what reactions they would show by considering various parameters such as the seriousness of the misbehaviours, the conditions in which they occur, and student characteristics.

#### **Statements of Publication Ethics**

This research was approved by XX University Ethical Committee. Besides the author states that he/she followed all ethical issues in the study.

#### **Researchers' Contribution Rate**

The author of the article prepared all of the manuscript.

#### **Conflict of Interest**

There is no conflict of interest.

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