

## STUDENTS' UNDESIRABLE BEHAVIOUR FACED BY TEACHERS IN CLASSROOM MANAGEMENT AT SECONDARY LEVEL

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### Abstract

*Undesirable classroom behaviours are sometimes referred to by other names, such as misbehaviour, inappropriate behaviour, and disruptive behaviour. Undesirable classroom behaviours includes, fighting and bickering about school-related issues, talking during lessons, distracting the teacher and other pupils, inappropriate clothing, and others. Today, Teachers face serious issues as a result of these disruptive classroom behaviours. Hence, controlling difficult behaviours in a classroom context is a challenge that all teachers must deal with. A mixed method approach will be used in current study. A philosophical paradigm of mixed method research are constructivism. The target population of this research will be all male and female school of Tehsil Shakargarh. The total numbers of secondary schools 62 (male=32 and female=30) in which total numbers of teachers are 378 (male=192 and female=186) (Sis, 2022). Sample will collect through multistage sampling technique. First of all, the researcher will identify two strata (male and female) by using stratified sampling technique. The instrument/tool of the study will be semi-structured questionnaire. The findings shows that unwanted behaviour is defined by the teacher as any conduct in the classroom that negatively impacts the learning environment or interferes with school-related instructional initiatives”.*

*Keywords: Undesirable Behaviour, Classroom Management, Secondary Level*

### INTRODUCTION

A pupil should not act in a certain way in the classroom; this is a behaviour concern. If repeated over time, these behaviours will have a negative impact on pupils' learning progress and inhibit their social acceptance inside and outside of the classroom. Ali, et al., (2014) lists a number of particular traits that are often used to define pupils that exhibit challenging behaviours, including as disruptive, non-compliant, impulsive, does not pay attention, or exhibits hyperactivity, violence, temper tantrums, stereotyping, and sadness. Children with disabilities experience more

behavioural issues than children who are usually developing. Additionally, behavioural issues present a host of management and behavior-related difficulties in the classroom. Increasing acceptable behaviour and reducing improper behaviour among children with special needs is the primary objective of behaviour management in special education classes. One of the signs of effective classroom management is how well teachers regulate student misbehaviour. Therefore, the earlier behaviour management programmes or interventions are implemented, the more successful they will be at shielding kids from the likelihood that their bad behaviour could negatively impact their academic performance. Therefore, it is crucial that special education teachers acquire the necessary abilities to handle a variety of disruptive behaviours among children with special needs during the teaching and learning process. Working with pupils who have exceptional needs and exhibit a range of distinctive behaviour is a new experience for special education teacher candidates. According to Borg, (1998) it is not always simple to educate pupils who have unique needs and frequently calls for perseverance and dedication. In order to prepare for these scenarios, it is crucial for aspiring teachers to arm themselves with the information and abilities connected to behaviour management. Teachers can get a head start on understanding the actual classroom atmosphere by being aware of the typical types of behaviours displayed by kids with special needs, the responses made, and the frequent difficulties encountered in managing their behaviour. According to Ali and Salleh (2008), teachers need specialised training before they can work with pupils who have special needs.

The efficiency of the process of education and learning is also diminished by a lack of training and expertise in dealing with pupils who exhibit challenging behaviour in the classroom. According to Ho (2005), nearly half (41.3%) of special education teachers of children with learning challenges in a sample research said they had trouble putting behaviour management strategies into practise in the classroom. Lack of exposure to these students or management expertise with students with special needs may be the root of this finding. Few studies have specifically discussed how teachers are exposed to student conduct issues (Hastings, et al., 2007). As a result, it is crucial to expose children to disruptive behaviour in the classroom early on, which is a key component of our study. In order to design and implement educational programmes that focus the strengths and requirements of individual students, teachers must have a thorough understanding of the distinctive qualities of students (Niesyn, 2009). Additionally, Smith et al. (2009) argued that teachers should help pupils change their behaviour by figuring out the causes of their behavioural issues. Due to their individual qualities, students with special needs should be evaluated on their own strengths and limitations. Additionally, a variety of tactics can be employed to control students' unruly behaviour. Positive reinforcement and rewards for good behaviour work better on all kids, especially the disruptive ones, than reprimands or punishments for bad behaviour. This is so because attention that is unfavourable can encourage further unfavourable behaviour (Cook, Cripps, 2005). Cook (2005) also recommended that teachers be urged to disregard unfavourable behaviour as long as it is still occurring at a low level. This indicates that they ought to put more emphasis on rewarding or reinforcing good behaviour. Even though a negative behaviour is not common, it should still be taken seriously if it results in an unsafe circumstance. This strategy will

stop the behaviour from persisting and having a negative impact on the kids who are engaging in the behaviour as well as other pupils. In conclusion, it is important to pay close attention to behaviour control in the classroom. Less motivated students typically exhibited violent behaviour, had attentional difficulties, did not comprehend concepts, and quickly forgot what they had been taught. Additionally, these kids engaged in unsavoury social practises like making noise, disobeying the rules, and chatting with friends in class. This implies that in order to solve these behaviour issues and protect the pupils' ability to learn, all parties must work together (Jelas et al., 2016). Therefore, this study sought to evaluate a range of inappropriate behaviours displayed by students with special needs, as well as the types of responses used and difficulties teachers had in managing those acts (Ali, Abdullah, & Majid, 2014).

Through the systematic process of education, a child or adult gains knowledge, experience, skills, and a positive attitude. It enhances morality, refinement, culture, and mental clarity. If students continue to act in ways that interfere with the learning environment in the classrooms, education will not be achieved. Any behaviour that hinders a child's ability to learn or develop properly or jeopardises the instructors' comfort and safety while managing the classroom is seen as unacceptable classroom behaviour. Unwanted classroom behaviour is sometimes referred to by the phrases misbehaviour, inappropriate behaviour, and disruptive behaviour. Fighting and bickering in class about academic issues, talking in class, distracting the teacher's or other students' attention, dressing inappropriately, and other bad classroom behaviours are examples (Al-Shebli, 2021). Teachers today face a serious challenge because of the disruptive behaviour in the classroom. Therefore, all teachers must find a solution to the issue of controlling difficult behaviours in the classroom (Martin, et al., 2023).

One of the most crucial components of controlling classroom behaviour is comprehending the reasons behind problematic behaviour (Petlak, Tistanová, & Juszczuk, 2019). This is why the issue of disruptive behaviour in the classroom worries parents, educators, politicians, and even young people themselves. However, there has also been a significant backlash against kids' haughty actions in public places like schools. Students' misbehaviour, which can range from rarely to frequently, mild to severe, and includes loud talking, persistent work procrastination, clowning, interrupting with academic activities, bothering students, verbal insults, harsh treatment of teachers, disobedience, and anger, is a challenging issue in everyday classrooms. Instructors frequently lament how unpleasant, frustrating, and challenging it is to control disruptive behaviour in the classroom. It should be obvious that student misbehaviour has an impact on both the individual student's learning and that of others in the class, as well as the effectiveness and efficiency of instruction (Selwyn, 2023).

The teacher has a crucial role in controlling the behaviour of the students. Teachers frequently suffer with poor communication skills and a lack of classroom discipline. Aiello and Sharma (2018) identified three crucial factors that may make it challenging for instructors to deal with behavioural concerns in the classroom. The ability to lead a diverse group of students, the inability to design educational interventions that ensure students' academic success and promote positive

social ties, the inability to correctly examine students' behaviour and pinpoint the root causes of bad behaviour are a few examples (Kayıkçı, 2009). There are a variety of strategies that can be used to curtail or control disruptive behaviours in the classroom. Simple warnings, all physical kinds of discipline, the use of rewards or temptations, conflict, psychotherapy, and social alienation are a few of them. Any of these strategies—and, of course, the most effective one—can be used by a teacher depending on a variety of characteristics, including personality, years of instruction, class size, qualifications, and gender (Elthia, et al., 2022).

As a result, it may be argued that teachers directly bear responsibility for observing student behaviour in the classroom. A teacher's response to students who engage in aggressive behaviour may depend on their educational background, training, and experience (Nooruddin & Baig, 2014). These factors influence how they view the students. Teachers and students should be close and understanding in order to prevent and manage student behavioural concerns in a school setting (Rangel, 2017). Although this is a factor that frequently influences a teacher's efficacy, Aloe, et al., (2014) discovered that teachers lack confidence in their ability to lead a classroom efficiently. According to Webster-Stratton, et al., (2011), dealing with challenging classroom behaviours is where teachers most typically perceive a need for "more training and assistance." The five basic facets of classroom management are defining rules and procedures, fostering caring connections, putting engaging, effective instruction into practise, and dealing with behavioural concerns (Garrett, 2015).

To improve learning and lessen distractions, teachers must be prepared to handle difficult student behaviour and be able to predict how students will behave (Ediger, 2013). One of two options exists for teachers to learn how to manage a classroom: training prior to employment, which they complete as part of their college coursework to get ready to become teachers, or through professional development training, which they complete as part of an on-the-job training opportunity offered by the school or school system as part of their jobs (Dada, & Okunade, 2014). Teacher education courses for aspiring teachers and professional development programmes for current teachers may improve instructional strategies and pupil achievement. Effective classroom management strategies encourage learning and improve academic achievement while reducing children's disruptive behaviours (Uysal, et al., 2014). To create and maintain a positive atmosphere for learning, professional educational administrators employ a range of instructional strategies.

### **1.1 Objectives**

1. To identify the reasons of students' undesirable behaviour faced by teachers in classroom management at secondary level.
2. To identify the teachers' strategies for dealing with secondary school students' undesirable behaviour in the classroom.
3. To compare the reasons of students' undesirable behaviour faced by teachers in classroom management among male and female students at secondary level.

4. To compare the teachers' strategies for dealing with secondary school students' undesirable behaviour in the classroom among male and female.

### **1.2 Socioeconomic / Rational / Practical & Scientific Applications**

The following categories of persons are expected to benefit from the study's findings: teachers, students, school administrators, the general public, decision-makers in the field of education, and principals. The findings of this study will be helpful to teachers in understanding the primary cause of kids' behavioral issues in the classroom. The current study investigates the causes of undesirable behaviours as well as methods for stopping them. Because of this, the current study is instructive for the journal's readers to understand more about one of the most important challenges, not just in Pakistan but also in many other nations. So the researchers firmly feel that the results of this particular study will direct them in formulating plans for lessening undesirable classroom behaviours and improving the teaching and learning environment.

### **1.3 Hypotheses**

H<sub>01</sub>: There is no significant difference regarding the reasons of students' undesirable behaviour faced by teachers in classroom management among male and female secondary schools.

H<sub>02</sub>: There is no significant difference regarding the teachers' strategies for dealing with secondary school students' disruptive behaviour in the classroom among male and female.

### **1.4 Research Questions**

1. What are the reasons of students' undesirable behaviour faced by teachers in classroom management at secondary level?
2. What are the teachers' strategies for dealing with secondary school students' disruptive behaviour in the classroom?

### **1.5 Research Gap**

There is still a paucity of research examining the causes of undesirable behaviours and what teachers do to combat them in the classroom while they are instructing, despite the fact that many researchers and educators in the field of education have acknowledged the significance of classroom management on the teaching and learning process and creating an effective classroom climate. This gap in the literature thoroughly demonstrates the need for additional study to identify undesirable behaviours and suggest solutions for them in actual classroom settings. According to Katsara (2012), good teaching strategies require relevant content, effective teaching strategies, and an organisational framework to facilitate productive learning. Classroom management is a crucial component of this three-way mix.

According to Abdulwahab, et al., (2023), students who exhibit undesired behaviours need to understand exactly what is expected of them and need to be reminded of these expectations

constantly. When instructed, these pupils are thought to be less likely to experience issues and find the instruction to be appealing. The goal of the current study is to better understand the undesirable behaviour that teachers encounter when managing classrooms at the higher secondary level.

### Methodology

A mixed-method approach was used in the current study. A philosophical paradigm of mixed-method research are constructivism. The target population of this research will be all male and female schools of Tehsil Shakargarh. The total number of secondary schools 62 (male=32 and female=30) in which total number of teachers is 378 (male=192 and female=186) (Sis, 2022). Sample will collect through multistage sampling technique. First of all, the researcher will identify two strata (male and female) by using stratified sampling technique. Then the researcher will select 50% (25% male & 25% female) schools by using simple random sampling technique because comparing tehsil Shakargarh to tehsil Narowal and Zafarwal, it has a higher literacy rate. The study's focus was chosen in this area due to an increase in inappropriate behaviour in classrooms, which teachers and parents have both noticed. Although policies specifically addressing students' classroom behaviour have not been effectively developed, Tehsil Shakargarh policymakers and educational administrators will benefit from this study's recommendations. After that, the researcher selected all teachers from 50% schools. The sample will comprise of all teachers of 50% schools.

The instrument/tool of the study will be semi- structured questionnaire. Strategies adopted by teachers for managing undesirable behaviour in classroom questionnaire adopted by the researcher from Okafor, (2022). The instrument's face and content were approved by three professionals. The reliability of the questionnaire is 0.88. For identifying reasons of undesirable behaviour open ended questions will be asked from respondents.

### 3.5 Data Analysis

Different techniques of analysis will be used through SPSS, version 27 to analyze the data. Descriptive statistics (mean, standard deviation, frequency) will be used to find the answer of 2<sup>nd</sup> research question, and inferential statistics (independent sample t-test) will be used to find the answer of H<sub>02</sub> hypothesis. For finding the answer of 1<sup>st</sup> research question and testing the H<sub>01</sub> hypothesis, the codes will first established by the researchers, who then combined the codes to produce categories. The researchers then combine related categories to emerge at the themes. Then comparative analysis will be used to testing the hypothesis H<sub>01</sub>.

### Quantitative part

#### Data Analysis at factor level

Table 1

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#### Descriptive Statistics

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Factors	N	Minimum	Maximum	Mean	Std. Deviation
Reinforcement	182	1.83	4.92	3.7491	.52843
Counselling	182	1.58	4.83	3.8516	.56415
corporal punishment	182	1.42	5.00	3.8855	.54193
Social isolation	182	1.33	4.67	3.8599	.54471
Constructive confrontation	182	1.83	4.83	3.9103	.49904

The above table illustrates that with respect to five factors (reinforcement, counselling, corporal punishment, social isolation, constructive isolation) the mean score ( $M = 3.85$ ;  $SD=0.370$ ) of teachers' perceptions about the undesirable behaviour of students was reflected toward a high level of agreement. The mean score ranges from  $M=3.74$  (reinforcement) to  $M=3.91$  (Constructive confrontation). Overall, teachers' responses were at a higher level of agreement.

### Data Analysis at item level

#### 1- Reinforcement

**Table 2**

Items	N	Mean	Std. Deviation
Teachers provide credit to students who follow laws and regulations but disregard offenders.	182	3.46	1.260
Teachers encourage students' desired behaviours by using nonverbal cues like smiles, nods, and thumbs up.	182	3.56	1.196
Teachers interact socially with students by having conversations and spending special time with them.	182	3.74	1.121
Students receive tangibles from their teachers, such as stickers, brand-new pencils, or washable tattoos.	182	3.68	1.183
Teachers grant their students exceptional privileges, such as the opportunity to play a particular game or take a particular seat in the class.	182	3.81	1.025
Teachers provide pupils particular tasks like writing, colouring, drawing, going to playtime early or spending additional time on the computer.	182	3.69	1.177
Teachers permit the student(s) to take part in unique school activities.	182	3.82	1.090
Teachers encourage their charges to act appropriately in the classroom by giving them praise.	182	3.73	1.073

Teachers successfully altered and reshaped students' behaviours by using concrete materials in the classroom.	182	3.90	1.043
By involving pupils in unique school activities, teachers can prevent unintentionally and carelessly encouraging undesirable behaviour.	182	3.90	1.038
A kid who receives reinforcement frequently exhibits a stronger inclination to act in an appropriate manner in the classroom.	182	3.73	1.107
Reinforcement is a technique used by teachers since it is a universal concept that actually happens pretty organically in every classroom.	182	3.98	1.022

This table displays the unfavorable student behaviour that teachers who meet reinforcement criteria/factors at a moderate level must deal with ( $M=3.74$ ;  $SD=0.52$ ). In other words, reinforcement was a topic on which the vast majority of respondents agreed. According to responses, teachers reward good behaviour and ignore bad behaviour ( $M=3.46$ ;  $SD=1.26$ ), they use nonverbal cues like smiling, nodding, and thumbs up to encourage desired behaviour in the students ( $M=3.26$ ;  $SD=1.19$ ), they provide social attention in the form of a conversation and special time with the student(s), and they reward good behaviour with tangibles like stickers, new pencils, or washable tattoos ( $M=3.68$ ;  $SD=1.18$ ), Teachers give students particular privileges like playing a game or sitting in a specific spot in class ( $M=3.81$ ;  $SD=1.02$ ), engage students in special activities like colouring, drawing or writing, send them out to playtime early or give them extra computer time ( $M=3.69$ ;  $SD=1.17$ ). Teachers permit the student(s) to take part in unique school activities ( $M=3.82$ ;  $SD=1.09$ ). Teachers used tangible goods in the classroom to successfully influence and reshape students' actions ( $M=3.90$ ;  $SD=1.04$ ), Teachers praised students to increase the display of proper behaviour in the classroom ( $M=3.73$ ;  $SD=1.07$ ), A student who receives reinforcement frequently exhibits a greater willingness to demonstrate positive behaviour in the classroom ( $M=3.73$ ;  $SD=1.10$ ), and Teachers use reinforcement because it is a universal principle that actually occurs quite naturally in each and every classroom ( $M=3.98$ ;  $SD=1.02$ ) were reflected towards. Teachers can avoid accidentally and haphazardly promoting inappropriate behaviours by involving students in special activities in the school ( $M=3.90$ ;  $SD=1.03$ ).

## 2- Counselling

**Table 3**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
To cut down on disruptive behaviour in the classroom, teachers assist students in integrating important teachings into their daily lives.	182	3.81	1.088



Teachers offer guidance to their pupils on how to handle and manage emotional conflict in the classroom.	182	3.72	1.196
Teachers provide students with the necessary advice on how to handle psychological issues that may result in disruptive behaviour in the classroom.	182	3.94	1.093
In order to prevent punishment, teachers talk to their students about how to handle the many circumstances they frequently encounter at school.	182	3.93	1.014
Students' behaviour is shaped by the discipline that teachers assist instill in them.	182	3.89	1.066
Teachers assist pupils in learning how to coexist peacefully and amicably within the school community.	182	3.96	.991
Teachers assist the kids in comprehending what is expected of them both during and after school.	182	3.91	.993
Students' difficult classroom experiences are discussed by teachers with the class.	182	3.81	1.143
In order to prevent conflict in the classroom, teachers assist their students in learning to appreciate others.	182	3.79	1.074
Teachers openly discuss issues that students are unable to discuss with their parents.	182	3.74	1.174
Teachers advise their charges on appropriate classroom behaviour to prevent needless reprimands.	182	3.83	1.087
The subject of personal feelings or any form of abuse in the classroom is openly discussed by teachers with the students.	182	3.91	1.001

This table illustrates the unfavourable student behaviour that teachers who meet counselling criteria/factors at a moderate degree ( $M=3.85$ ;  $SD=0.56$ ) encounter with their pupils. In other words, therapy was a topic on which the vast majority of respondents agreed. According to responses, Teachers provide guidance on how to manage emotional conflict in the classroom ( $M=3.72$ ;  $SD=1.19$ ), deal with psychological issues that can result in disruptive behaviour in the classroom ( $M=3.81$ ;  $SD=1.08$ ), and help students apply important lessons to their everyday lives to reduce disruptive behaviour in the classroom ( $M=3.94$ ;  $SD=1.09$ ). Teachers assist students in developing the necessary self-discipline to mould their behaviour ( $M=3.89$ ;  $SD=1.06$ ). In the school community, teachers help students learn how to live in peace and harmony with one another ( $M=3.96$ ;  $SD=0.99$ ), Teachers assist students in understanding what is expected of them during and after school time ( $M=3.91$ ); Teachers discuss with students how to deal with various situations they frequently encounter in their school life to avoid punishment ( $M=3.93$ ;  $SD=1.01$ ), Teachers assist students in learning how to live ( $M=3.81$ ;  $SD=1.14$ ), Teachers guide students on appropriate behaviour in class to avoid needless punishment ( $M=3.83$ ;  $SD=1.08$ ), Teachers direct students on possible behaviour in class to avoid unnecessary punishment ( $M=3.83$ ;  $SD=1.08$ ), Teachers discuss

openly with students on their personal feelings or any kind of abuse in the class ( $M=3.91$ ;  $SD=1.00$ ), and Teachers openly share the problems of the students that they cannot share with their parents.

### 3- Corporal punishment

**Table 4**

Descriptive Statistics			
	N	Mean	Std. Deviation
The usage of the cane by teachers allows them to control their class.	182	3.75	1.009
kids are motivated to behave well in class by the teacher's use of kneeling the kids down to establish clear boundaries.	182	3.80	1.079
Students probably act out in class when teachers don't can and smack them.	182	4.00	1.056
Excessive exercise drills used by teachers aid in encouraging pupils' desirable classroom behaviour.	182	3.82	1.063
When teachers tug students' ears, they convey a set of ideals that are advantageous for their exposure in the classroom.	182	3.86	1.116
The pupils will behave properly in class if the teacher uses crawling as punishment.	182	3.86	1.066
The utilisation of unpleasant bodily postures by teachers provides a shock effect that helps them control the class.	182	3.90	1.057
Electric shocks administered by teachers may help them educate their children appropriate classroom behaviour.	182	3.91	.984
For some kids in the classroom, the teacher's use of stool elimination instills the value of respecting others.	182	4.00	1.072
Pinching by the teacher fosters a climate of safety where kids can behave appropriately in class.	182	3.79	.993
Students are more likely to behave well in class when teachers utilise cutting and digging techniques.	182	4.03	1.011
Students behave appropriately because of the possibility of injury that the teacher's use of whipping and kicking poses to them.	182	3.91	.990

The pupils' unfavourable behaviour is shown in this table for teachers who meet the criteria/factors for corporal punishment at a high level ( $M=3.88$ ;  $SD=0.54$ ). Therefore, the majority of responders were in agreement about corporal punishment. The responses indicate that teachers can control their students with the cane ( $M=3.75$ ;  $SD=1.00$ ), that teachers can motivate their students to behave well in class by kneeling them down ( $M=3.80$ ;  $SD=1.07$ ), that teachers' absence of hitting and

caning likely causes students to act out in class ( $M=4.00$ ;  $SD=1.05$ ), and that teachers' use of excessive exercise drills aids in promoting the desired behaviour of students in the classroom ( $M=3.82$ ;  $SD=1.06$ ). The teacher's use of crawling as punishment will make the students behave appropriately in class ( $M=3.86$ ;  $SD=1.06$ ), the use of painful body postures by teachers creates a shock factor for maintaining student control ( $M=3.90$ ;  $SD=1.05$ ), and the use of teachers pulling students' ears communicates a set of values that are favourable for students' exposure in the classroom ( $M=3.86$ ;  $SD=1.11$ ). Electric shocks administered by teachers to kids can serve as a teaching tool for classroom behaviour ( $M=3.91$ ;  $SD=0.98$ ). Some kids in the classroom learn respect through the teacher's use of stool elimination ( $M=4.00$ ;  $SD=1.07$ ). The use of pinching by the instructor fosters a climate of safety for kids to act appropriately in class ( $M=3.79$ ;  $SD=0.99$ ), but the use of cutting and digging by teachers fosters a climate of dread for students to act appropriately in the classroom ( $M=4.03$ ;  $SD=1.01$ ). Students behave appropriately because of the possibility of injury that the teacher's use of whipping and kicking poses to them ( $M=3.91$ ;  $SD=0.99$ ).

#### 4- Social Isolation

**Table 5**

<b>Descriptive Statistics</b>			
	N	Mean	Std. Deviation
Misbehaving students are expelled from class by their teachers.	182	3.76	1.100
Teachers divide the class to make the pupils feel exposed to their inner critics.	182	4.04	.960
Teachers keep students apart to create stronger memories.	182	3.87	1.079
Teachers separate the students to focus without distractions from their peers.	182	3.86	.998
Teachers put the students in different positions for a flow state of learning.	182	3.91	1.001
Teachers carefully separate the erring student(s) to avoid the risk of getting frustrated.	182	3.87	1.077
Teachers reposition the student(s) in order to increase classroom productivity.	182	3.70	1.020
Teachers reposition the student(s) in order to boost classroom creativity.	182	3.87	1.019
Teachers allow the students' brains to recharge when disturbing the entire class by separating them.	182	3.84	1.043
Teachers carefully separate the erring student(s) to avoid feelings of depression.	182	3.80	1.091

Teachers reposition the student(s) in order to make them more innovative.	182	3.90	1.100
Teachers separate the students in order to cultivate better relationships.	182	3.91	1.089

This table shows the unfavourable student behaviour that teachers who meet the social isolation criteria/factors at a high level ( $M=3.85$ ;  $SD=0.54$ ) encounter with their students. In other words, social isolation was a topic on which the vast majority of respondents agreed. The responses indicate that teachers expel unruly students ( $M=3.76$ ;  $SD=1.10$ ), segregate students to make them feel exposed to their inner critics ( $M=4.04$ ;  $SD=0.96$ ), and keep students apart to foster stronger memories ( $M=3.87$ ;  $SD=1.07$ ), Teachers carefully separate the misbehaving student(s) to prevent the risk of frustration ( $M=3.87$ ;  $SD=1.07$ ), Teachers reposition the student(s) in order to increase classroom productivity ( $M=3.70$ ;  $SD=1.02$ ), Teachers reposition the student(s) in order to increase classroom creativity ( $M=3.86$ ;  $SD=0.99$ ), Teachers put the students in different positions for a flow state of learning ( $M=3.91$ ;  $SD=1.00$ ) ( $M=3.87$ ;  $SD=1.01$ ), When a student disrupts the entire class, teachers separate them to give their brains a chance to recover ( $M=3.84$ ;  $SD=1.04$ ), carefully separate the offending student(s) to prevent depression ( $M=3.80$ ;  $SD=1.09$ ), reposition the offending student(s) to encourage innovation ( $M=3.90$ ;  $SD=1.10$ ), and separate the students to foster better relationships ( $M=3.91$ ;  $SD=1.08$ ).

## 5- Construction confrontation

**Table 6**

Descriptive Statistics			
	N	Mean	Std. Deviation
Teachers can connect with students more intimately and learn about their concerns by engaging in civil conflict with them.	182	3.95	1.031
Teachers employ nonviolent confrontation to guide pupils towards completing certain classwork in order to keep them occupied.	182	3.98	1.000
To foster student awareness and lessen irritation, teachers employ effective confrontation.	182	3.95	.962
Teachers employ nonviolent confrontation to raise students' awareness and improve their behaviour in class.	182	3.95	1.096
Effective confrontation is a technique teachers employ to lower students' resistance to desired behavioural change.	182	3.85	1.087
To improve the alignment of students' aims and behaviours, teachers utilise effective confrontation.	182	4.01	1.041
Teachers employ nonviolent confrontation to encourage honest dialogue in the classroom and lessen disruptive conduct.	182	3.85	1.061

Teachers employ nonviolent conflict resolution to influence students' emotions for the better.	182	3.97	.994
To allay students' anxiety about receiving criticism for their mistakes, teachers employ effective confrontation.	182	4.10	.949
Teachers employ civil conflict to help students overcome their anxiety of being incorrect or making mistakes.	182	3.74	.990
Teachers alter students' beliefs and behaviours through nonviolent conflict.	182	3.70	.975
Teachers employ civil conflict to reestablish order and a secure environment conducive to learning and teaching.	182	3.88	1.044

This table illustrates the unfavourable student behaviour that teachers who meet the construction confrontation criteria/factors at a high level (M=3.91; SD=0.49) encounter with their pupils. In other words, the majority of responders were in agreement regarding the confrontation with Construction. According to the responses, teachers use peaceful confrontation to engage students more deeply and learn about their problems (M=3.95; SD=1.03), to direct students to focus on particular classroom assignments in order to keep them occupied (M=3.98; SD=1.00), and to encourage students' insight in order to lessen frustration (M=3.95; SD=0.96), Teachers use effective confrontation to reduce students' resistance to desired behavioural change (M=3.85; SD=1.08), to increase students' congruence between their goals and their behaviours, and to increase students' awareness in order to improve their stability in the classroom (M=3.95; SD=1.09) (M=4.01; SD=1.04), Teachers use effective confrontation to remove the student's fear of being wrong or making a mistake (M=4.10; SD=0.94). Teachers use effective confrontation to remove the student's fear of being criticised for failing (M=3.97; SD=0.99) To encourage honest dialogue in the classroom and cut down on disruptive behaviour, teachers utilise calm confrontation (M=3.85; SD=1.06) Teachers use peaceful conflict to restore order and a secure atmosphere conducive to teaching and learning (M=3.74; SD=0.99) Teachers use peaceful confrontation to alter students' beliefs and actions (M=3.70; SD=0.97).

### T-Test

**Table 7**

*Difference between male and female Sector Teachers' Perceptions*

Factor	Gender	N	Mean	Std. Deviation	t-Value (df = 180)	p (α = 0.05)
inforcement	Re Male	94	3.7039	.58424	-1.194	.199
	Female	88	3.7973	.45988		

The table shows that there was no statistically significant difference between the groups for the reinforcement of undesired behavioural factor. Regarding reinforcement in student behaviour, instructors in the public sector agreed more ( $M = 3.70$ ,  $S.D. = 0.584$ ) than did teachers in the private sector ( $M = 3.79$ ,  $S.D. = 0.459$ ). At the 0.05 alpha level, the difference between the groups' mean scores was not statistically significant ( $t(180) = -1.194$ ,  $p = 0.199$ ). Because there was no statistically significant difference in the reinforcement between male and female instructors, the null hypothesis was accepted.

**Table 8**

*Difference between male and female Sector Teachers' Perceptions*

Factor	Gender	N	Mean	Std. Deviation	t-Value (df = 180)	p ( $\alpha = 0.05$ )
Counselling	Male	94	3.7332	.67053	-2.992	.000
	Female	88	3.9782	.38748		

The table shows that there were statistically significant differences between the groups for the factor of unwanted behaviour (counselling). Regarding counselling in student behaviour, public teachers' ( $M = 3.73$ ,  $S.D. = 0.670$ ) and private sector teachers' ( $M = 3.97$ ,  $S.D. = 0.387$ ) levels of agreement were both low. At alpha level 0.05, the difference in the mean scores between the groups was significant ( $t(180) = -2.992$ ,  $p = 0.000$ ). Therefore, the null hypothesis was rejected since there was a statistically significant difference in counselling skills between male and female teachers.

**Table 9**

*Difference between male and female Sector Teachers' Perceptions*

Factor	Gender	N	Mean	Std. Deviation	t-Value (df = 180)	p ( $\alpha = 0.05$ )
corporal punishment	Male	94	3.7890	.66416	-2.520	.000
	Female	88	3.9886	.34445		

The table shows that there were statistically significant differences between the groups for the factor of undesirable behaviour (corporal punishment). Regarding the use of corporal punishment in modifying student behaviour, public teachers had a low level of agreement ( $M = 3.78$ ,  $S.D. =$

0.664), whereas private sector instructors had a higher level of agreement ( $M = 3.98$ ,  $S.D. = 0.344$ ). At alpha level 0.05, the difference in the mean scores between the groups was significant ( $t(180) = -2.992$ ,  $p = 0.000$ ). The null hypothesis was disproved because there was a statistically significant difference in the use of corporal punishment by male and female teachers.

**Table 10**

*Difference between male and female Sector Teachers' Perceptions*

Factor	Gender	N	Mean	Std. Deviation	t-Value (df = 180)	p ( $\alpha = 0.05$ )
Social isolation	Male	94	3.7030	.64764	-4.196	.000
	Female	88	4.0275	.33755		

The table shows that there were statistically significant differences between the groups for the factor of unwanted behaviour (Social isolation). Regarding social isolation in student conduct, public teachers' responses ( $M = 3.70$ ,  $S.D. = 0.647$ ) showed a low degree of agreement whereas private sector teachers' responses ( $M = 4.02$ ,  $S.D. = 0.337$ ) showed a higher level of agreement. At alpha level 0.05, the difference in the groups' mean scores was significant ( $t(180) = -4.196$ ,  $p = 0.000$ ). Therefore, the null hypothesis was rejected because there was a statistically significant difference in social isolation between male and female teachers.

**Table 11**

*Difference between male and female Sector Teachers' Perceptions*

Factor	Gender	N	Mean	Std. Deviation	t-Value (df = 180)	p ( $\alpha = 0.05$ )
Constructive confrontation	Male	94	3.7571	.57795	-4.501	.000
	Female	88	4.0739	.32958		

The table shows that there were statistically significant differences between the groups for the factor of unwanted behaviour (Constructive confrontation). Regarding constructive confrontation in student behaviour, public teachers' ( $M = 3.75$ ,  $S.D. = 0.75$ ) and private sector teachers' ( $M = 4.07$ ,  $S.D. = 0.329$ ) levels of agreement were both low. At alpha level 0.05, the difference in the groups' mean scores was significant ( $t(180) = -4.501$ ,  $p = 0.000$ ). Therefore, the null hypothesis

was rejected since there was a statistically significant difference between male and female teachers with regard to constructive confrontation.

### Qualitative portion

Perspectives of teachers regarding students' undesirable behaviour. Teachers were questioned about their thoughts on the phrase "unwanted behaviour of the students" and related follow-up questions.

Unwanted student behaviour was described by teachers as

*Any classroom behaviour that negatively impacts the learning environment, any behaviour that hinders educational endeavours at school, and any deliberate behaviour that is inappropriate for a school. Finally, Et4 is described as "every behaviour that interferes with, hinders, or changes the course of the target behaviour." Turkish teachers also defined it nearly in the same way, as "Any conduct that obstructs learning, jeopardizes the safety of the learner's classmates or the school, and "when students do not follow the rules of students, that is the so-called undesirable conduct," are all examples of "unwanted behaviour." Additionally, it was stated that "unwanted behaviour" occurs when pupils behave in a way that is contrary to how we anticipate them to. A student is typically expected to be a good citizen, a decent person, and have a good profession by completing their education, in accordance with the fundamental law of our country. undesirable habits linked to this procedure where the learner isn't returning to the desired behaviour.*

Below is a straight citation of the participants' views on the subject:

*In the later stages of the disagreement, students' tardiness, failure to finish assignments, picking up and leaving in the middle of class, rudeness, refusal to finish assignments, cheating, and exam-taking were some of the behaviours that bordered on violence.*

And,

*Most common classroom behaviours include talking during lessons without permission, being overly active and unfocused, acting disrespectfully towards teachers, complaining to them about friends, giving friends nicknames, interfering with other friends' learning, taking someone else's materials or belongings without permission, and failing to build healthy relationships with friends. The most frequent forms of bad behaviour include being present while engaging in off-duty activities, consuming alcohol and eating illegally, acting inappropriately, and damaging school property. Additionally, disobeying the teacher, lying and insulting others, talking excessively, making loud noises whether or not they are speaking, not working, not sitting properly, and not paying attention to personal cleanliness.*

*Pay no care to your personal cleanliness, don't finish the chores you've been given, like your homework, and don't be late, tell lies, or take someone else's schoolwork. At the end, a teacher made the following remarks: "It is not desirable to not attend class, arrive late, arrive at school*



*without preparation, speak to friends in class, harm oneself, friends, or school property, daydream for a long time, deal with extracurricular activities in class, not follow the rules of cleanliness and etiquette, cheat on the exam, be rude to teachers and friends, use abusive language, and disturb friends."*

At the last as mentioned by teacher:

*Unwanted behaviours include skipping class, arriving late, being unprepared, talking to friends in class, hurting oneself, friends, or school property, drifting off for a long time, dealing with extracurricular activities in class, breaking the rules of cleanliness and etiquette, cheating on exams, acting rudely towards teachers and friends, using abusive language, and upsetting friends.*

Due to space restrictions, the views of a few teachers on the topic are provided below:

*"Being late to school and making it a habitual behaviour, not doing their homework, stealing other students' work, and not paying attention in class when it is important, telling lies, frequently coming up with excuses, complaining, and showing disrespect, not abiding by the rules of the classroom, such as not participating in extracurricular activities and theatre productions that help students develop their social skills, and keeping quiet and smoking cigarettes covertly. Additionally, one of the most frequent undesired behaviour is when students fail to exhibit the required student behaviours while the teacher is teaching'.*

*There is a contract to read books in school for 20 minutes each day, but students' habits of reading books are typically weak, so they don't follow the contract. Other common student unwanted behaviours include being late, chatting in class without asking permission, not doing homework, and breaking the contract. Additionally, disruptive behaviour in the classroom include disrupting a teacher's regular lecture, not showing up, arriving late, lying, using foul language, disobeying the teacher, and others".*

*Being naughty, being careless, and having selfish habits are more prevalent.*

At the last as mentioned by teacher:

*"Do not follow the standards of decency, orders, or manners. Avoid using crude language, and pay close attention to the lecture. The main unfavourable behaviours seen in the classroom and throughout the school include dealing with other matters, not paying attention to lessons, interfering with friends' ability to learn and work, acting rudely towards them and even their teacher, damaging friends' property, arriving late and missing class without explanation, and making copies.*

## Causes of undesirable behaviour

### 1- School related factors

When a student perceives that their efforts to succeed are being thwarted due to a lack of resources in the classroom, they may engage in negative behaviours. For instance, as one instructor put it:

*"There are a variety of factors that affect pupils' attitudes and behaviour, including the physical aspects of the school, its standing, the number of students, rules, and management structure. Another reason why students behave badly is that they lack or have inadequate access to the tools, resources, and materials needed for education and training."*

### 2- Teacher-related factors

*The lack of instructors, a particular teacher's teaching methodology, and a teacher's credentials on the standard and efficacy of classroom management are among the most important teacher-related causes. Additionally, if the teacher imposes absurd and excessive limits or if she threatens the students with the notice, the students can behave badly.*

### 3- Family-related factors

*The issues that affect a student's behaviour may be related to their family, including the size of the family, its money, and its educational standing. One teacher gave the following example: "Students may behave inappropriately in the classroom when families over-supervise their children's education, enforce strict discipline, or show excessive disinterest, refusal, and neglect." In addition, there were no restrictions, no adult supervision, no boundaries as an adult, harsh consequences, and being an orphanage.*

### 4- Student-related factors

*The kids' degree of interaction with the teacher and his or her friends is low, they lack good friends, have poor social skills, don't love school, are dissatisfied with society, and feel the need to stand out.*

### 5- Environment-related factors

*Since proximity and a person's educational background have a big impact on their conduct, pupils have started acting in ways that are reflected in the classroom.*

### 6- Physical conditions of the class

*Students' behaviour may be impacted by the classroom's physical layout, inadequate seating arrangements, a loud environment, the quantity of students present, and other factors.*

### 7- Lesson-related factors

*A student who is disinterested in the instruction may behave badly. If a student's opinion is not valued in the classroom, the rules and activities, if the teacher abuses their authority, if the rules*

*are overly strict and have no real purpose, or if the teacher threatens them with a note, they may become bored with the lesson and behave badly or rebel against the teacher.*

### **Discussion and conclusion**

Interaction takes place in the classroom. It is crucial to note what kind of unfavourable behaviours stand out in this interaction. In this study, teachers most frequently mentioned chatting in class without requesting permission, wandering around without permission, whining nonstop about friends, and acting like characters from TV shows (Teyfur, 2015; Kumar, et al., 2022). These research-based findings concur with the findings of the researchers whose names are in brackets. It may be argued that as group activities have become more prevalent in education, negative habits have risen. The study's findings also showed that other problematic behaviours among students included being rude and disrespectful, interfering with other students' studies, exchanging course materials, having attention deficit disorder, and attempting to play games on gadgets like mobile phones. Based on these findings, young learners exhibit quite complex negative behaviours at the start of their academic careers. Students' actions are blamed by teachers for not carrying out their duties. These behaviours include being easily offended by others, making fun of their friends (Zer, 2009), trying to be funny, having bad feelings for their friends who are the opposite sex, calling their friends by nicknames (Tolunay, 2008), damaging materials belonging to their friends and the school, and having a propensity for using offensive and abusive language (Çetin,2013).

Family structure has been seen to change quickly, especially recently. Such actions may be attributed to a rise in divorces, an increase in single-parent families, neighborhoods where there is very little sharing, and poor connections with family members. Teachers who took part in the study claim that some students act in ways that go against social norms. These habits include disregarding environmental cleanliness, treating seniors with disdain and haughtiness, lying, and having a tendency to steal. The findings of our investigation are supported by a study conducted in 2006 by Karada and Ney. One of the most significant desirable qualities in our day is environmental sensitivity. It is significant that teachers believe their students exhibit unfavourable tendencies in this area. To change troublesome behaviours, there is no magic wand to wave. Both the cause of undesired habits and the remedy are not uniform. The majority of the time, they have a number of difficult and interrelated explanations. Unwanted behaviour can also be defined as conduct that puts the teacher in a challenging position. According to Emmer et al. (1980), the unfavourable behaviour is seen as a behaviour that for a long time substantially impedes the actions of the student and the teacher. Unwanted behaviours in this situation have a variety of causes. The study's conclusions demonstrate that unfavourable behaviours can be attributed to parents, kids, teachers, and the school's physical layout.

Participants in the study who were school teachers agree that parents play a significant role in the negative behaviour that students exhibit. These behaviours include interfering with the educational and teaching process, spoiling their children excessively, comparing them to their peers, failing to recognise students' accomplishments, acting as if they were teachers in their interactions with

teachers, being drawn to ceremony-focused schools, and using violence as a solution to problems. Some argue that there are still a few teachers today that enjoy positive interactions with parents. The research's findings demonstrate that parents interfere with the educational process rather than supporting it. The research's participating teachers believe that students' attention problems and lack of confidence are the two most significant student-related concerns. According to research findings, certain unfavourable behaviours are caused by teachers. Teachers who don't reflect a variety of teaching techniques, are careless with entering and exiting the classroom, don't check the homework they assign, don't comment on the positive traits of their students, are authoritarian, show more concern for some students than others, and have closer relationships with some parents than others are bad behaviours. The inadequate playgrounds in school yards, the lack of security in schools, and the crammed classrooms, according to teachers, are all school-related issues. The 2009 study by Ekinçi and Burgaz provides support for the findings of the investigation. Zmir, the third-largest city in our nation, experiences heavy migration. One could say that migration produces these outcomes. The application of behaviour modification techniques offers the instructor leading and guiding solutions to any issues they may face. There are numerous management techniques available in this situation to teach appropriate behaviour. The applied strategies are given below in decreasing order of relevance.

As tactics for warning using verbal and body language, teachers who took part in the study were seen to utilise calling out students' names, counselling, encouraging for apologising, and warning with eye contact. These findings could mean that the research's target teachers are using classroom rules to influence student behaviour. Punishment is just another tactic teachers employ. In this situation, teachers appear to engage in a variety of behaviours, including withholding affection, switching seats, correcting, complaining to parents, refusing to perform a desired task, preventing a break, sharing the issue with the school administration, excluding the student from activities, and forcing them to leave the classroom (Kılıç-Zmen, 2009). According to the study's findings, instructors employ psychological sanctions more frequently than other people. In this situation, psychological sanctions are thought to have an impact on pupils' future selves. Finding the cause of the misbehaviour is another method the researchers' teachers used to change student behaviour. When using this method, teachers appear to trace the origin of students' bad conduct, explain the cause of the behaviour to the student, get information from the family about the behaviour, and talk to the school counsellor about the issue. The research's findings are supported by the researches of Kahraman (2006), Keleş (2010), and Sipahiolu (2008). Retracing the steps used to develop the unfavourable behaviours may be seen as a contemporary approach to problem solutions.

Dealing with their pupils during breaks is the communication tactic that teachers use the most. As part of their communication strategy with the pupils, teachers also tell the students that they are valuable among their friends, plan field trips, and pay visits to students at home. The last method of behaviour modification that teachers employ is behaviour correction. Teachers who employ this tactic have been observed to enforce classroom rules, assign tasks and responsibilities, reach

agreements with students, describe appropriate behaviour, employ a variety of methods and techniques, and interrupt activities. Dealing with their pupils during breaks is the communication tactic that teachers use the most. As part of their communication strategy with the pupils, teachers also tell the students that they are valuable among their friends, plan field trips, and pay visits to students at home. The last method of behaviour modification that teachers employ is behaviour correction. Teachers who employ this tactic have been observed to enforce classroom rules, assign tasks and responsibilities, reach agreements with students, describe appropriate behaviour, employ a variety of methods and techniques, and interrupt activities. The goal of the current study was to look at the problematic actions that students exhibit towards teachers. Lewis (1991) recognised three categories of unfavourable behaviour that overlap: unfavourable that interferes with the student's own learning, unfavourable that one learner causes to another's learning, and unfavourable that is disrespectful, rebellious, or abusive to the teacher. Despite these distinctions, the present finding's sub-themes were very similar to Lewis's. Due to the variety of unwanted behaviours and their various root causes, which have a detrimental effect on classroom management (Dhaliwal, 2013). The first finding conflicts with a study by Tan and Yuanshan (1999), which found that teachers most frequently cited poor parenting, an unfavourable peer environment, and an uncondusive home environment as possible causes for behavioural problems. Adverse media influences that promote materialistic values came in second on the list of causes. However, the components as a whole are consistent, regardless of the frequencies. Peer pressure, family history, The primary causes of students' undesired behaviours were determined to be the school atmosphere, seeing the action as an adventure, and students' lack of vision (long-term objective). The current research also demonstrated that teachers dealt with students' undesired behaviour by employing a variety of instructional approaches, professional guidance or suggestions, collaborative strategies, engaging with students, positive action or reinforcement, and straightforward punishment. This discovery is consistent with Getiye's discovery (2015), which led to the employment of collaborative tactics and the strengthening of school and community ties.

### 5.3 Recommendations

The researchers have provided the following suggestions and practical implications in light of their findings:

- 1- The researchers also thought that any recommendations made by teachers should be taken into account and given credence.
- 2- Teachers should recognise that students' self-esteem is a positive strategy for reducing unwanted actions.
- 3- Rather than using punishment, which can have negative impacts, teachers can encourage and make home visits to deal with the unwanted actions.
- 4- Managers, principals, and help Teachers and principals should be committed to handling disruptive student behaviour in a professional manner.
- 5- It is necessary to conduct a study on students' perspectives by directly interviewing them to determine whether the results of the study will concur with those of this research.

6- Additionally, there is a need to do an action-research to scan the internal and external environment with regard to disruptive student behaviours, with greater involvement from all stakeholders of the school.

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