

Republic of Turkey
Firat University
Institute of Educational Sciences
Department of Educational Sciences
Division of Educational Management



**STUDENTS' CLASSROOM MISBEHAVIOURS
AND METHODS TEACHERS USE**

Master Thesis

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Elazığ – 2017

Republic of Turkey
Firat University
Institute of Educational Sciences
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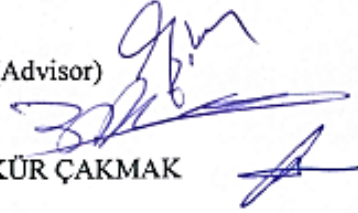
This thesis entitled" "Students' classroom misbehaviours and methods teachers use" and prepared by Saman Kurdo Hamad AMEEN has been deemed successful in exam held on the date of 22 December 2017 by the jury decisions of the Board of Education of The Institute of Educational Sciences

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DECLARATION

According to Firat University Educational Sciences Institute thesis writing guide, Assoc. Professor. Dr. İ. Bakır ARABACI I declare that I will accept all kinds of legal sanctions in the event that my master's thesis titled " Student's Classroom misbehaviours and methods Teachers use " prepared by in his consultation "Scientific Ethical Values and Rules".

Saman Kurdo Hamad Ameen
..... / / 2017

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First and foremost, I have to thank the almighty God who enlightened my path of knowledge to write this research. I also want to thank my parents for their endless love, support, and encouragement. Thank you, both for giving me the strength to reach for the stars and chase my dreams in every aspect of life. My wife, sisters, and brothers deserve my wholehearted thanks as well and for their constant support in my academic career. I would like to sincerely thank my supervisor Prof.Dr.I. Bakir ARABACI. And thanks to all my friends, thank you for your understanding and encouragement to help even by a single word.



ABSTRACT

Master Thesis

Students' Classroom Misbehaviours and Methods Teachers Use

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Republic of Turkey

Firat University

Institute of Educational Sciences

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Educational Management Department

Elazığ-2017; Page: XI+90

There is no doubt that researching in classroom management's this field is very important and necessary because misbehaviours of students have been widely spread and it's one of the biggest obstacles in front of progression and implement the process of education, conducting such a behavior may be caused to ruin the environment of class and has the effect on teachers and students psychology in a negative way. The teachers should conduct these behaviors very carefully and skillfully so as to overcome and block them in destroying students thought and thinking. The purpose of this study is to find out student misbehaviors in the classroom, study the strategies of the teachers to cope with them and suggest some ideas.

The study's universe consists of teachers in primary schools in Sulimaniyah governorate in Iraq. Randomized cluster sampling method was used in this study. To entitle the instance of this research we chose the random method via some state schools and primary stages, in Sulaymaniyah city (Sulaymaniyah, Ranya, Qaladza, and Dukan) and to accomplish the result of the survey the social researchers have given permission to all of the authorized places. All of the schools that the opinion poll was done in it are 40 schools with the rate 2-13 teachers to every school and the researcher begun to distribute 500 forms to all of the teachers and the returned from were 364 forms, but

four forms have been taken away as a result of filling in a mistake way, the forms which lasted 360 form.

It was used the scale developed by Kapucuoğlu Tolunay (2008) in this study. Research-related statistics were conducted through the SPSS program. f, %, arithmetic mean, standard deviation and chi-square tests were used in the study. According to the research, the gender of the students has an effect on misbehaviour. Male students are more dominant than girls in terms of gender in shown misbehaviours The most observe unwanted student behaviors were: Not listen to lessons, cheating, not making homework and not bring materials but the least observed undesirable student behaviors were hostile to criticisms and stealing. Teachers reacted differently to each behavior. Teachers' most common reaction is "oral warning" According to the thesis result the teacher's gender, age, seniority, teacher's degree (certificate) and student's number of the class have the effect on the response of teachers.

Key Words: Classroom management, Students' misbehaviours, Teachers' response

ÖZET

Yüksek Lisans Tezi

Sınıf İçinde İstenmeyen Öğrenci Davranışları ve Öğretmenin Kullandığı Yöntemler

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Sınıf yönetimi alanındaki araştırmaların çok önemli ve gerekli olduğuna kuşku yoktur. Çünkü istenmeyen öğrenci davranışları yaygınlaşmaktadır ve bu eğitim süreci uygulamalarının önündeki en büyük engellerden biridir. Bu tür davranışlar sınıf ortamını bozmakta, öğretmenler ve öğrencilerin psikolojisi üzerinde olumsuz etki oluşturmaktadır. Öğretmenler, öğrencilerin istenmeyen davranışlarını değiştirmek, onları aşmak ve engellemek için çok dikkatli ve ustalıkla davranmalıdırlar. Bu araştırma, öğrencilerin sınıftaki istenmeyen davranışlarını belirlemeyi ve öğretmenlerin bu davranışlara karşı gösterdikleri tepkileri ortaya çıkarmayı amaçlamaktadır.

Araştırmanın çalışma evrenini Irak'ta Süleymaniye Eyaletinde ilkokullarındaki öğretmenler oluşturmaktadır. Araştırmada randomize küme örnekleme yöntemi kullanılmıştır. Süleymaniye, Ranya ve Dokan'daki ilkokullarda ortalama yaklaşık 12-13 öğretmen bulunmaktadır. Bu nedenle 40 okul örnekleme alınmıştır. Yerel otoritelerin izinleri doğrultusunda anketler uygulandı. Bu okullarda görevli 500 öğretmene formlar dağıtıldı, ancak 364 form geri döndü. Bunlardan dört form hatalı doldurulduğu için iptal edildi. Böylece 360 anket formu işleme alındı.

Araştırmada veri toplama aracı olarak Kapucuoğlu-Tolunay (2008) tarafından geliştirilen veri toplama aracı kullanıldı. Verilerin analizinde SPSS istatistik

programında f, %, aritmetik ortalama, standart sapma, Ki kare gibi istatistiki teknikler kullanıldı. Araştırma sonucuna göre öğrencilerin cinsiyeti istenmeyen davranışların gösterilmesinde önemli bir faktördür. Erkek öğrenciler, gösterilen istenmeyen davranışlarda cinsiyet açısından kızlardan daha baskındırlar. Araştırmada istenmeyen öğrenci davranışlarından ilk sırayı ödev yapmama (% 62,70), dersi dinlememe- kopya çekme-Dersle ilgili materyalleri getirmeme (% 59) en üst sıralarda yer alırken, eleştirilere düşmanca tepki vermek (% 44) ve Hırsızlık yapma (%40.30) en az gösterilen istenmeyen öğrenci davranışları olmuştur. Öğretmenlerin her davranışa farklı tepki verdikleri görülmüştür. Öğretmenlerin en fazla gösterdikleri tepki “Sözlü uyarı” (% 32) olmuştur. Öğretmenlerin gösterdikleri tepkiler cinsiyet açısından erkek öğretmenler, yaş ve kıdem açısından daha yaşlı ve kıdemli olanlar, sınıftaki öğrenci sayısı açısından daha küçük sınıflar, eğitim düzeyi açısından eğitim fakültesi olmayan öğretmenler lehinde anlamlı farklılık görülmektedir.

Anahtar Kelimeler: Sınıf yönetimi, İstenmeyen öğrenci davranışları, Öğretmen tepkileri



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CHAPTER ONE

I. INTRODUCTION

The school will be looked and viewed as an important, effective, and strategic creative of education system. It also supposes and assumes as a second shelter after home. The aim of the school is to make individuals better in terms of physical, cultural, and their spirit perception generally. The duty and responsibility of the school are to prepare students in a proper and appropriate way of how to behave and adapt to public life.

Despite the fact that, there are some impolite and misbehavior of the student will happen at class most often. And this is a natural and certain non-optional behavior that the teacher will face unexpectedly at class. If any sort of physical conduction, speech, and gesture contrast to the rules and regulations of class or social and educational principles, it will be considered as unwanted and discarded behavior. This will cause a bad and destructive effect on teachers and students, at the same time it will affect the psychological order of students and teachers.

The unbidden and misbehaviours of students causes to stop and suspending study at class and wasting time in the period of school, on the other hand, it will involve teachers to get indulged and preoccupied to solve and modulate class environment. Those reasons and factors which cause to appear and occur of misbehaviours of the student and the rise of that conduction at class, attitude and behavior of teachers and educational atmosphere (environment) surroundings, students family, history of life, media and other effective reasons. The way of how to conduct and prevent from emerging it also taking good and suitable procedures toward the misbehaviours of students in the class. In order to have a better surrounds and class, the teachers should prevent and block the occurrence of having bad and misbehaviours in the class, at the same they should try to talk about his rules and orders at first.

Moreover, the teachers should monitor and look at the cultural aspect and level of student's behavior including class environment, students manner, and warn them

directly so as not to act misbehaviours and get them away from unwanted manner. As stated above, it's all belong to the ability and aptitude of teachers.

That's why the teacher should be skilled and has the capacity to do that like; proficient at amending and regulate conduction, and he needs to have the experience of how to behave and create a sloppy social atmosphere, conduction with group and individuals, and all of these are the reason to help teachers to create and make a proper and good environment in the class and maintain his influence.

According to Cooper and Upton (1990) "Human beings are neither wholly free, in an existential sense, to behave as they choose, nor is their behavior wholly determined by environmental forces."

On the other hand state the issue of children's challenging behavior in schools is highly relevant in today's society and is one of the most common causes of stress for teachers (Johnstone, 1993; Borg, 1989; Evers, *et al* 2004; Head, 2005).

In other words (Porter, 2000) describes the main focus of such research which has been upon developing an understanding of misbehaviours in order to develop strategies which can be employed within the classroom to assist the teacher in dealing with such behavior.

Sternberg & Williams, (2002) clarifies and reach the bottom point of this reason when students are disruptive and off-task, learning ceases, at the same this will happen frequently when students ignore rules and challenge their teaches authority, and learning again takes a backseat or in the time when students fight with one another and create a hostile environment filled with fear and uneasiness, learning is the last thing on anyone's mind.

In other terms and definitions (Fromm-Reichmann, 1959) the psychodynamic approach, evolved from Sigmund Freud's psychoanalytical theory with its great emphasis on the analysis of the unconscious mind, looks beyond the disruptive behavior towards the underlying cause of the behavior.

The main aspects of this theory relate to the belief that the unconscious mind holds repressed memories of traumatic events which have an effect on conscious thought and behavior.

According to (Brophy, 2006), the classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction -

arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities.

There are a lot of approaches to cope with misbehaviors in the classroom, some of which are listed below:

Gordon states that before deciding on a course of action in response to a problem, a teacher must decide who "owns the problem." If you own the problem, you must direct the student to solve the problem. If the student owns the problem, however, your role becomes one of providing a sympathetic ear and of helping the student find his or her own solutions. When you own the problem and must, therefore, create a change in the student's behavior, Gordon advocates use of a no-lose method to resolve the problem (Sternberg and Williams, 2002).

At this aspect, the Rogerian approach underscores the importance of teacher attitudes such as understanding, empathy, and acceptance. The person-centered approach, where the student as the client is made responsible for his or her own behavior, could be part of the solution. This could be the focus of an educational yet assertive discipline program (Gatongi, 2007).

Sternberg and Williams (2002) also introduce another approach to handling student misbehavior is to use an "I" message. A "message is a clear, direct, assertive statement about exactly what a student did that constitutes misbehaving, how the misbehavior affects the teacher's ability to teach, and how the teacher feels about the misbehavior. The goal of an "I" message is to effect a voluntary change in the student's behavior by appealing to the student's conscience and desire to do the right thing

Clarizio, Craig, & Mehrens (1970) describes that the behavior modification approach is little concerned with understanding the underlying problem and its remote causes. The focus, instead, is always on the deviant behavior and its modification. As for teaching techniques, the behavior modification approach stresses the teachers need to direct, to control and to manipulate the classroom environment of the misbehaving student.

1.1. Research Problem

The process of education is one of the essential reasons to improve and progress society because this process is the main pillar of education and forming the community to build. That's why a good and successful education process will cause a fruitful and result for the community and other generations in terms of health, psychology, humanitarian relations that are based on love, national intimate, and to feel a responsibility to make it happen. It also causes to improve the and indicate humans ability in terms of duties and sensation in responsibilities.

Moreover, that stated above, but man is a complicated and vague creature as a result of this behavior will be on the top level. For this reason, in terms of creation and reformation, there will be many factors that would affect by which can't be counted. Or there might be naming to inlet those factors with effective exchanges which do not give any opportunity to put the general law that will judge on those habits and behavior.

Most of the time students will try to behave improperly for two reasons, either for show off or for the purpose of messing the class. In both cases, there will be a bad effect on teachers and students psychology, and this causes to destroy the class atmosphere. This bad behavior that will conduct by the student there are various behaviors which found (hurting his classmate, playing with books and pens, eating inside the class, using mobile, and confronting with teachersetc)

This kind of behavior affect teachers psychology and sometimes it causes teachers to get angry, also it will have bad effects on teachers reaction towards the bad and misbehaviours.

If it's not appropriate and suitable it causes group punishment and using bad words toward them like throwing chalks, pens, and taking the class issues to the headmaster and this will cause the spread of these problems or get into great issues, it also causes to waste time and disharmonize the class.

Despite to all these issues, it should take into consideration that this elementary level of children is kind of sensitive and important stage, while the scope to any circumstance that will happen like misbehaviours and issues are more predictable and likely to take place. Thus, it will get the teachers to be overloaded and taking them to more responsibilities and duties, and the way of how to conduct with students to that

age. In case of conducting unwanted and bad behaviors, this will make and cause a negative effect on personal psychological status.

Schools are distinguished from other social foundations because schools have interactions with people. That's why the nature of this sort of interaction and conduction inside schools will bring an important part of success in both process of teaching and education. Because schools will create a proper and good atmosphere for students, like the interaction between students, teachers, rules and regulations of school procedures at the same time. They all have a great influence on the acquaints to meet. It also creates a good moral and getting them away from unacceptable and unpredictable situation (Habib, 1990).

Learning and class rules (procedures) are one of the most prosperous scales to assess the level of interaction of students with their teachers at school, and the level of active process in education that will perform to the student. Furthermore to arrange and class rules are present and perform by teachers inside the class for the sake of arranging educational environment. It also plays more than one role of warning them continuously for the sake of amending and affirming the rules inside schools and class, with the aim of evaluating students, as a matter of fact, that case.

In fact, the class rules are an equivalent that will spread around to all class stations which have already been planned for. And all these stages have been limited in for students, as well as the role of teachers and teaching experience have been limited and selected that should achieve (Qutami, 1989).

It also occurs the duty of school in terms of class rules and teachers rules are both in cooperation to help and support students so as to achieve those behaviors which supposed to be taken.

This will make a promise to students so as to be a healthy, creative, fortunate, and active in society, but despite to all of this some teachers will face toward unpredictable behavior inside the class and it will cause to prevent from learning and social adjustment. Moreover, of having and creating bad effects on others education, that will be found in the same class (Alimani, 2007).

In reality, acting this kind of behavior inside the class are one of these things that will preoccupy and indulge the mind and conscious of teachers, managers, and

employees of education field and scope. Because this sort of conduction takes lots of time that will definitely dedicate to a learning system (Tiabya, 2007).

Scott, de Simone, Foewer and Webb (2000) remarks that unexpected behavior of students will have a bad effect on learning rules and weakening, it also has the effect of increasing the hesitation of teachers inside the class with 80% percent that will waste the whole time on this issue, this means to lessen and lose the chance to learn to all the students who are present in the class (Alimani, 2007).

Literary education and psychology will confirm on increasing kind of students that could be the obstacle in front of the education process and most of them will face getting failed as a result of abiding by some unwanted and unexpected behavior away from educational principles and rules. That's why these behaviors will be counted and considered as a confrontation toward someone who has not been respected by them even of contrast features to defend (Amerine, 1999).

And the researchers of (Eslea,1999; Heptinstall and Gamer,2000). emphasize on that those behavior which has been increased during the two decades in which that unwilling conduction that is far away from all educational aspects has been creating inside the British school. And the rate of fire students are increased constantly, especially in the last year, and most of them have been fire because of their unpredictable behavior, and some of the researchers mention of having precise connection between descent of scientific level and the troubles inside the class by the student, that include (unwilling behavior, playing inside the class, and an over vibrancy) inside the class (Bevingto&Wishart,1999).

On the other hand, the researchers of each (Zahran, 1975& Halbws,2001). referring to that the unpredictable conduction of student inside the class has a direct contact to descent the scientific level of the student, not being successful at studying and falling down and running from the school. From here we see that unwilling conduction and behaviors are becoming a big obstacle in front of the aim of learning that includes student's ability to learn (Rashoud,1999).

1.2. The Importance of The Research

The importance and role of this research lie in bringing to light that unpredictable behavior which is done by the student that is contrary to the rules of class, social customs, and the educational laws. And choosing that healthy and educational method in which the teacher should take to respond to that behavior of the student inside the class.

There are plenty of methods that the teacher must take in accordance to the behaviors like warning the student by eye or by the gesture, advising the student after the lecture, overlook that behavior, and sometimes taking the military way towards the doer of the action.

By taking these ways as a result of reacting to that behavior the teacher can impose his/her personality on the students inside the class. And this makes the teacher can convey his /her message in a good way to the students and create an amazing atmosphere and environment inside the class.

Arranging the class and administration has no related to the a certain society or an educational organization because in all educational organization we have this kind of educational problems, and all the organization agree on that the misbehavior of the student has a bad effect on educational and learning scope in general and on the teachers specifically (Feitler and Tokar,1982).

The Importance of This Research Will be Found in The Following:-

The freshness (modernization) of this subject considered as one of the initial investigation in the term of knowledge of the researchers which happen inside Iraqi community under unstable and unnatural circumstance that goes through, and this makes these researchers have more relation to the problems of students behavior in the view of the teachers. There no doubt the being familiar with misbehaviours in the social and educational perceptions are the cooperative to launch educational and learning capacities for the sake of better learning in the class, and to reduce the the freshness (modernization) of this subject considered as one of the initial investigation in the term of knowledge of the researchers which happen inside Iraqi community under the

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This research pays the great heed to the importance of teachers role of how to behave and challenging unpredictable misbehavior inside the class. Selecting and limiting unexpected behavior of students inside the class would deem as an acceptable and good action. It also considered as a successful and important point in managing class whether they are teachers or managers.

Being familiar with students unpredictable behavior are important to enrich the scientific researchers in terms of education but in terms of vocational this acquaintance causes to achieve reading and variety of researching. to tackle and investigate on this phenomenal and solving it, it's a helpful way for learning and managing process of education so as to build and create a healthy individual in terms of psychology, morality, and education.

Getting rid of the unwilling behavior of the class is helpful for the student to achieve knowledge and experience in a correct way without interruption in the learning process at the time of teaching. This trail and collapses in which the made by the war in Iraq have a direct effect on the student in general, in a way it becomes of appearing some of the new phenomena, and being familiar with that phenomena and selecting them is helpful in a good way in achieving educational and learning aims, and its participating in preparing a generation in youth that they can survive the life .

1.3. The Aim of This Research

The purpose of this study is to find out student misbehaviors in the classroom, study the strategies of the teachers to cope with them:

1. What are the misbehaviors student in classroom?
2. Does gender has impact on student's inappropriate behaviors?
3. What are methods used by teacher to treat against student's misbehaviors?
4. Are there significant different the methods that teachers use against misbehaviours according to variables such as gender, age, seniority, class, number and gender of students in the class?

1.4. Hypothesize of Research

It is an initial response to research conclusion. Or we can say it is a tool to treat and resolve the troubles, there is not any scientific research without presumption. Cause this presumption reaches the researcher to a proper and right result. That's why the principal of research presumption based on the following:

1. Participants gave sincerely answers.
2. The scale used in the research is provided for the purpose of the research.

The Researcher Already Took the Two Assumptions, and We are Trying to Show the Answer of Theses Assumptions:-

- 1- Participants gave sincerely answers.

Regarding the first assumption to know the level of honesty, loyalty, and the reply of participants during the opinion poll the researcher begun to distribute (75) from randomly then the singular and pair (double) items separated, also summed differently, after that, we took out the (reliability) by Cronbach that amounted to %89 this a high rate and it can assure us that the participants responded honestly and sincerely.

2. The scale used in the research is provided for the purpose of the research.

About the second assumption, its certainly the use of this scale as the purpose of this research to be set and there was a prepared scale (students misbehaviour and those

procedures that the teachers take) this criteria used in a master research named (Sınıf Öğretmenlerinin Sınıfta Karşılaştıkları İstenmeyen Öğrenci Davranışları ve bu Davranışlara Karşı Kullandıkları Başetme Yöntemleri) by (Aycan Kapucuoğlu Tolunay) the year (2008) in Turkey, as a result of having close relationship between the Iraqi and Turkish community this scale didnt need to make any changes and editing thats why none of the items added. As the purpose of having (reliability) and goodness of the criteria for out work the researcher begun to use this scale and translated in the same way, the criteria translated from the Turkish language into English, then it has been assessed by three English teachers just to make sure the validity of the criteria. The rate of this approval or agreement to one teacher 96% and the same rate of being accepted by a teacher was 93 %, also the same number of a teachers approval was 90 %.

Also, the arithmetic mean of teachers agreement (approve) 93% and this is a high rate and suitable that we can make sure from the validity and verify of that survey (scale&criteria)

1.5. The Bounds of This Research

The context of this research will consist of primary schools in (the center of Sulaymaniyah city, Ranya, Qaladza, and Dukan) that the teachers and students of this stage for the study years 2016-2017 will be included, and the age of students is between 6 to 12 in Iraq.

1.6. The Definition of Terms in Research

1.6.1. Education

In the definition of universal foundation (UNICCO) comes that education is one of the social processes in life through them the individual and group learn and grow in term of morality, individual capacity, attitude, and preparations (Kareem, 2017).

1.6.2. Discipline

The word discipline is understood today to mean conforming to rules, to supervisors' orders, and to demands of the community or an institution. Even its derivation is inseparably connected with education; it comes from the Latin word discipline, which means student. Latin discipline refers to the way of treating students (Oko'n, W, 1975).

1.6.3. Classroom Management

All of the things that a teacher does to organize students, space, time, and materials so that student learning can take place (Evertson, 2006).

1.6.4. Student's bad Behavior/ Misbehaviour / Undesirable Behavior

Student unpredictable behavior inside the class: is that behavior in which describe as a physical antagonistic action, and lots of movement inside the class, and raising annoying voice, and confrontation with elder authorities, complaining a lot and criticizing others people (Alomar, 1990).

Student's misbehaviours inside the class: is a kind of unwanted conduct inside the class in which pupil do it inside the class and the teacher see its necessary to change it, correct it or build it again or at least less it to lower level if he can, so as not to be an obstacle for the learning process (Khatib and Hamdi, 1997; Hamdan, 1990).

Misbehaviours is defined as the behavior that is not suitable for the situation or the Environment, but it is acted consciously (Erben & S & Ö, 2013).

CHAPTER TWO

II. THEORY FRAMEWORK

2.1. The Characteristics of Human's Behavior

Human's behavior has many general characteristics the most seminal ones are the following:

- 1- An objective or purposeful behavior which tries to achieve a specific aim or intention (Rajih, 1987).
- 2- Human's behavior is a factored behavior to indicate and mean of having a private reason, which causes to appear out of nothing (Fatlawi, 2005).
- 3- It's not a complicated and rigid behavior but it would rather prove and movable. It has to state that it's a various behavior with different views which will be appeared (Glarizo, 1995).
- 4- Its oral behavior which will be found in every meaningful behavior that will release by individuals at a specific unit. It's also a non-oral which can be found in body language gestures and eye expressions of many specific units (Huadi, 2002).
- 5- It will compile and collect the contradictory behaviors, according to the personal features and nature of the attitude. That's why it probably appears as a coward and unskillful behavior, its weak and strong, quick and slow, positive and negative, suitable and unsuitable, extreme and calm, erupted and balanced (Barajat, 2005).
- 6- It's a kind of behavior with the high rate of flexible and self-adaptable but it's not stuck that could be changed over a special period of personal characteristics toward the direction and intention of an owner (Quds open university, 1997).

2.2. The Nature of Human Behaviors

Human's behaviors are divided into two types:

- 1- Good behavior (polite): it's a positive behavior like a normal conduction which is known by most of the people. And it's a kind of behavior that anyone can adapt and acclimatize with others around that environment.

2- Misbehaviour (exception or rude): it's a sort of undesirable behavior which is indicative of the weakness and lack of adaptability inside the person. Sometimes it could abnormal and violent one (Barlow, 1995).The theoretical researches will denote that human's behavior has different type and various, Individual behavior: will be found in a very simple way of conduction.

Social behavior: It's a kind of behavior which connect and show the relationship of individuals among the others in society. And this is reflected in that cultures intelligence or community. It also group behaviors will be noticed and perceived in those social behaviors which are specified to a squad of individuals and other minority strata's (Khatib, 1994).

2.2.1. Criterion of well-mannered and ill-mannered Behavior (Positive and Negative)

Human's behavior will be distinguished as complex which is the combination and piled skills via different stations of individual's age. That's why the process of how to decide and assess to rectify is not easy and simple, for this reason, it could be a duty to scientists in the term of behavior or conduction to make and compounds some scales that should be dependent on to comprehend the nature of those behaviors to decide on it. This is just to make sure whether the behavior wanted or unwanted, proper or improper, some of these criterions could be clarified, like (Rafahi, 1987, Khatib, 1994, Jsmani, 1994, Barlow, 1995, Richman, 2002). as the following;

1- Self-Criteria

Self-criteria will rely on the outline dependent of individuals, this means when we are talking about what it's right or wrong according to the stages we decide among the circular and self-decision of personality types, proper and good behavior in the view of our perception are to be adaptable and appropriate with the wants and intentions deem to be right. And the improper or misbehaviours is the contradiction one completely.

2- Social Criteria

According to the social criteria, the individuals shouldn't only adjust to

the environment they live in, but it should work on achieving and building the merits and Intentions of special activities in society that would be helpful to improve.

3- Census Criteria

Census criteria will depend on the rate of repetition behavior and dispersion among people, even among the individuals. The majority of behaviors that are out emerged are around the appropriate conduction, but the minority behavior which is released will be improper and misbehaviours.

4- Ideal Criteria

This scale or criteria will be suited for the negative direction to specify the health psychology. And it's contradictory to negative direction to specify a proper adjustment that will guess to get away from disease.

5- Psychology and Subjective Criteria

These criteria will look into personality to the principles that are based on. It's a sort of foundation that will include some effective systems for involvement. This kind of bewildered of behavior which will happen is as a result of hurting to one of the commands of different behaviors inside the personal foundation, it also affect the other psychological commands.

6- Natural Criteria

The owner of this approach will notice that the right and proper in behavior according to the natural way they wish, but this will happen when a human has a confrontation behavior to do with nature or the individuals will divert this sort behavior from the natural origin.

7- Practical Criteria

As a result of not having the same opinion to agree upon the specific theoretical scale, and having some obstacles that will face the theoretical criteria during the implementation of the task. That's why some of the scientists have advised to get a practical conduction to separate the right and proper in direction forms.

2.3. The Educational and Psychological Theory for Analyzing and Diagnosing the Misbehaviours in The Term of Education and Societies

1- Theory of Stipulation Responding: the concept of Scner consider as one of those concepts that are used in the practical curriculum, and this concept has the part of putting into action in term of education and management because a practical curriculum is used for solving educational problems, conductions, growing. But the rules of this idea are derived from learning, and it insists on achieving a proper behavior and reducing unwilling behavior (Paul & Epanchin, 1992).

Score thinks that the unwilling behavior is creating through the society via pupils interacting with environment, and this type of pupils behavior occur as a result of previous experience, and these behaviors are relying on the basic of those results in which the environment chooses and these results have effect on the probability of happening in the future, if this conduct has a negative results that expected the happening may be increased and the pupil may get them (Arish, 2004). For instance, the spoiled behavior through this student wants to attract other pupils attention and ruin the atmospheres class, this behavior increases the occurring and it repeats in the future, and this is the time in which the spoiled pupil feels that other students pay attention to his behavior and praise his behavior in the class.

2- Cancellation Theory Antagonistically (Destruction and Prevention)

Those who support (Dolard and Miller) s idea, this idea thinks that the unwilling pupils conduct create as a result of prevention fail of (school, educational passage, teacher, friends, circumstance of families) which means failing in preventing become a cause and a pusher for this behavior from pupil's side (Abuqwra, 1996). And there is the time in which that behavior happens as a result of failing prevention) become out of the (teachers and pupils) control or the needs (like school, teacher, and pupils) because this concept is presenting in front of gratifying pupils needs and desires of contravening pupil (Hantul,1996). Also according to this theory when a pupil is about doing unwilling behavior in front of the prevention source at that point this prevention going to be weaken and at that time pupil feels comfortable, but if that kind of prevention is being pent up, in that case, he will confront with such of people who have less level and power than the prevention source like pupils and schools goods, or the direction of the pupil will be (Abuqwra,1996).

So that pupil feels of cancelling and preventing his goal and those group of pupil around him feels that this pupil is less intelligent than the others or himself don't know whether he is a successful person or not, or when his teachers harshly behave with him and they show that he is weak and his character level is down, these are all helpful for growing the feeling of down and depression inside pupils' psychology, as a result this act threatens the own pupil, for that reason he is trying to avoid himself from irresolution and the feeling of destruction via disrespecting, hating or doing unacceptable act toward them by all means (Alshamry, 2000).

2- Theory of Analyzing Vocation: according to the followers of that theory, the pupil's misbehaviors have three probabilities:

A) This behavior may be is a result of the pupil's acquaintanceship for being away from important subjects or they have been asked by their teachers and they want to get a ride from those requirements.

B) And sometimes there are pupils who show off their misbehaviors because they think that these behaviors are reasons for achieving the required aim of attracting others' attention.

C) But this probability is related to occurring some specific interactions in which they cause these misbehaviors like the feeling of disconsolation or those behaviors which are created as result of teacher's weak personality (Huidy and Al-Yamani, 2007).

3- Learning Social Theory: According to the writer of this theory who is (Albert Bandura) the unwilling conducts are created as a result of learning, as a result of seeing the specific behaviors, getting and responding of those behaviors are occurring for achieving some certain aims (Yahia, 2000). Because most of the conducts is created as a result of learning them through remarking the others and imitating them, in a way that pupil learns the misbehaviors because of noticing a bad model in behaving when the member of the families practice it or from his friend in school or those who are surrounding the pupil in his environment, also there are other undirected sources in which pupil may be affected by them like TV..... (Al-Akad, 2001). And this theory has been built upon three major dimensions in which through this the unwilling behavior achieves, which are:

A) The pupil's behavior, noticing and imitating.

B) Outside force encouraging for behaving (model encourages)

C) Strengthen the conduct (the good result in that conduction) (Abu qwra,1996)

which means that unwilling behavior is getting via pupils interacting and observing the surrounding members, according to this he is creating his behavior upon that idea in which it seems its compatible for him after a deep thinking (Huidy and Alyamani, 2007).

***And it's Possible to Summaries (Bandura) s Thought for The Following**

A) Most of the unwilling behavior are crating through learning them via noticing others model and specifying behavior in which others show them who are closing with the pupil or through undirected sources which have effect on them.

B) Pupil will learn some of the misbehaviors when there is a suitable scope for practicing that continent claiming, when he knows that he will not be punished or when he achieves success and he rewarded for torturing that person who assaults on him.

C) This kind of behavior repeating again and fixed if he has been rewarded or forgiven (Abu- Qwra,1996).

5 - Information Theory

Scholars of psychology try to interpret the misbehaviors through pupils understand the acts and events in the scope of feeling or via that active environment where he lives in, it appears that in most of the different acts in his life, and this will have effect on the pupils psychology, which creates the feeling of anger, disagrees and bad behavior, furthermore this information theory describes how these feelings are changing for (inner feeling) and take the owner through practicing those behaviors(Alaqad,2001).

Allis, who is one of the owners of that theory he believes that the unpredictable conducts have a strong connection with the tradition and those attitudes in which created from pupil's part and they work on them, moreover (Allis) Thinks these type of pupils their behavior gets worse, because they do a lot of inconvenient behaviors which is effervesced from their bad attitudes because these behaviors go back for disability of

information for behaving with subjects and things (Hantul, 2004). While according to (Kabrar,1996) whose belief is closer with (Allis) the misbehaviours goes back to the attitudes, the level of personality and tradition, in which those are the pusher for behaving in such a way (Al - Akad,2001).

6- Fishcake Theory: according to this theory the unpredictable conducts from the social view its aim is free, which means the bad behavior may be has a good taste for its owner, because some of the pupils feel relax when they saw others torture like his (teacher or classmate) they can do favor with him, the can show that they are important, and they deserve to pay attention and they have their own role in the society and between their friends (Berkowitz,1993).

7- The Dynamic Interaction Theory: this theory emphasis on interacting with pupils and teachers characters, because teacher's behavior is important for the pupil (Muhammad,2005). moreover this theory emphasis on the relations between some of the pupils with each other, instead of emphasizing or behaving with pupils like a normal individual(Huidy and Alyamani,2007).According to Barbara Clark (1985). educational environment is needed without threaten being involved from the side of the teachers , also the bad behaviors must be reduced between pupils inside that educational environment between teachers and pupils, so as each part and group of pupils and teachers to have the same view, so as not to look any group or bloc in an unfamiliar way in this educational relationship (Mohamed,1999) .

According to this theory, the unwilling behavior is creating as a result of the inactive relationship between pupil and teacher and as a result of being teachers not acquainted with the pupils at the time of creating unwilling behaviors. And this theory emphasis on that the pupil's repetitive behaviors are not a result of the individual fault, but it returns to the nature of the relationship between pupils and teachers when tension occurs. And the teacher can change the bad behaviors via changing the nature of interaction and be acquainted with the pupils (Huidy and Alyamani,2007).

2.4. Student's Misbehaviours in The Class

This research will dedicate an account to know and show the undesirable behaviors that students conduct in the class and those procedures whom they are being

taken by the teachers to face such a behaviors. Those students who perform and act misbehaviours they will be controlled by the following conduction and phenomenon:

1. The oral misbehaviour.

- talking to others or his friends of the same age.
- speaking without permission.
- to reply without asking.
- making familiar sounds and noise at the time of solving lesson by teachers.
- to call friends with the loud and undesirable way.
- humming and singing.

2. Unwanted movement behavior, the important ones including the following;

- to stand up without getting permission from the teacher
- moving around the class.
- to make moves with the chair.
- to clink and swish with the legs on the ground.
- some physical movement like itching nose, head, and hair.
- clapping and crackling fingers.
- writing on the walls and chairs.
- permanent looking from the window to outside.
- messy and untidy some of the students remarkably.

3. Troublemaking and riots of misbehaviour; here are the most important followings (phenomenon);

- to break and demise school goods and stuff in summer.
- to kick and making trouble for his girlfriends.
- to defame and threatening others.
- to boot and kick others.
- swearing at others and insult them.
- to answer teachers by using bad words that are against the tips and instructions.
- taking others stuff by force (Khatib, 1994).

2.4.1. Types of Misbehaviours

According to this concept and part, there are a variety of ways a student might behave in an unwanted manner. Some are minor and often easily ignored, but a few types of misbehaviours go beyond rudeness. A student who monopolizes discussions or speaks on particular subjects with no relevance to the current lesson is exhibiting a disruptive behavior called grandstanding, or showing off. Excessive talking with other students during class or passing notes is another type of misbehaviour which can affect the entire class by making the teacher difficult to hear or forcing the teacher to interrupt the lesson in order to stop the chatter.

On the other hand, there is another type of misbehaviour occurs when a student challenges the teacher's authority or knowledge on a subject because of anger over a grade or a general dislike of that particular teacher. This type of behavior can evolve into verbal or physical threats to the teacher or other students. Less obvious misbehaviours include lateness, sleeping in class, and bringing in and using phones or other electronic devices (Rutherford, 2015).

2.4.2. Misbehaviours Categorization

According to Appleby (1990), student behaviors perceive as most negatively affecting the teaching and learning process, for this reason, an interview study of professors at a liberal-arts college, found considerable consensus among faculty members about student behaviors that they regarded as most irritating. Behaviors were sorted into three categories:

- (1) Immature behaviors such as talking during lectures, chewing gum, eating or drinking noisily, being late, and creating disturbances;
- (2) inattentive behaviors such as sleeping during class, cutting class, acting bored or apathetic, not paying attention, being unprepared, packing books and materials before class is over;
- (3) Miscellaneous behaviors such as cheating, asking “Will it be on the test?” and expressing more interest in grades than in learning.

2.4.3. Methods for Measuring Misbehaviour

There are some ways which are used to measure unwanted direct behavior (Amair, 2002. Quds open university, 1997, Cooper, 1981). and they will be explained in the following:

1- Method of Measuring Repetitions in Behavior: this method is implemented by the number of registered multiplication in a specified time; this method is one of the simplest ways to measure behaviors to the condition that all the behavioral repetitions or those characteristics which are short in terms of time and their outcomes will be repeated. The time of happening and number of multiplications should be registered closely, the one who record the whole manner or conduction like the register of releasing students behavior in his position, and the tools can be used for making the task easier, special totalizer to a piled behavior, or counting tools (calculator) using beads or small balls, and print counting (publication).

2- Method of Measuring Behavioral Occurrence: (duration) in this way the length duration can be recorded when it takes the conduction accuracy by selecting the start and ending point, one of the practical spread phenomenon that would be pointed as hatred and violence case. Also a usual oral behavior and non-oral, here are some suitable tools for this method; match timer watch, cassette recording.

3- Method for Registering Some Instance Times: this will be used when the time of behavior occurrence can't be recorded continuously, this method will try to register a short period as an example to all other times; here are some suitable tools for this register including computer and spool record.

2.4.4. Assessing Misbehaviour

The purpose of assessing undesirable behavior is to collect the data of using them directly to improve the solving program, a personal appearance should be used in assessing behavior so as to give a clear concept about we want to achieve it. For this reason, we should not agree upon what could be named or guessed to discuss. Evaluating misbehaviour has four main dimensions (Taylor, 2001).

- 1- **Solving Problem Manners or Behaviors Precisely:** this will be done that emerge and involve them; to inflate the behavior, means to reduce and demise of the behavior or to arrange the supportive or courageous. Interview deemed to be one of the suitable tools to solve and assess behavior.
- 2- **Occupational Analysis:** to all the environmental factors that enforce this behavior to pick those factors that might be postponed for the sake of assessing and rectifying troubled behavior, to take care and pay attention are suitable tools for this purpose.
- 3- **Precise Objective Registry to Evaluate the Behavior Before Solving and re-correcting;** compiling information's and data's precisely and objectively before the use of program solving it's not just beneficial but its rather an urgent and food thing.
- 4- **Collecting and Compiling Information About The Behavior After Being Solved:** to make sure about the solving program we either need a precise phenomenon conduction or during the time of being treated even after that period.

2.4.5. The Impact or Effects of Student's Misbehaviour Inside The Class Upon Teachers and Students

Unwanted and awkward behavior will have the impact on teachers and students in different ways and types, like; to stop teachers from doing the duty and depriving students to get advantage from the lesson. It also damages the efforts and abilities of teachers during performing his duties as teachers, that's why when teachers face such a negative effect it will make him feel disappointment, self-contemptuous and down. It also makes teacher to terminate his desire and intentions toward his occupation.

These misbehaviours will make others imitate and get them to involve that will make the unstable and messy environment for education, teaching and decreasing the rate of exam results to get passed. If this sort of behavior won't be blocked it will affect many filed of society including; improving, culture, invention, and health because it causes to bring up a sort of generation of getting low qualification and level of the qualities stated above. Also, the awkward behavior deemed to be a natural response by

those children who are underage, this behavior by its simple meaning will appear when individuals need to be protected with having social welfare. Awkward behavior or truculent can be defined as a kind of conduction that will lead to hurting others whether can be physical or psychological even assaulting, kicking, slapping, throwing things away, pushing, spitting, and so on. But sometimes this kind of torture can be oral like; swearing, hated, make them angry, infamy nicknames, and confronting others (Shifr and Hward, 1996).

Occurring most of the negative phenomenon behavior in learners toward the friends and teachers whether directly or indirectly will effect on their relationships among the learners in both teaching and education process, when the teachers frequently notice that some of the students would like and tend to assault their colleagues and classmates or to hurt and disturb them whether directly or indirectly. But they sometimes try to punch with pens and need pins or another sort of stuff, on the other hand, they try to take over and confiscate their baggage including books, copybooks, pens, other kinds of stuff. This type of conduction in the class will make untied and disorder in front of teaching process that most of the time cause student as individuals and groups which causes the negative feeling and disharmony or dissension (Hamdan, 1990).

2.4.6. Those Factors Which Have Impact and Effect on Conducting Misbehaviour by Students in The Class

Educational and psychological research in this field (Brakat, 2006, Fatlawi, 2005, Hwaidi, 2002, Hamdan, 1990 Moore, 2001Fredrck, Abdullah, 2000). will remark and emphasize that there are many interpretations of negative factors of behavior which some of them refer to social, physical, and educational, here are some of the interpretations including;

- 1- To follow and impersonate of people with having bad behavior which can be from the behaviors of friends, parents, brothers, kids, children's of relatives, or watch those behaviors via the organization of found screen or the violence in personality chasing and being recorded to kill and taking more than that.

- 2- Rewarding tough and tyrannical behavior toward the truculent that will increase the aggression, though it will raise this sort aggression respond can be comprehensive in most of the places.
- 3- To punish learners as a result of doing misbehavior in a different way or inappropriate one can lead to a tough reaction to remarkably repeat undesirable behavior.
- 4- Solitary or social isolation will make the acquaintance circle smaller and narrow, and the opportunity to make and build friendship to be lessened because to any extent they feel that they close to the learners these behaviors will be reduced, whereas, conducting activities and games will give a chance to feel relax psychologically in a very simplest way. Or to get out of this situation by mixing the opponent of psychological eruption to express them through playing.
- 5- To get away from dedicating and giving any opportunity to self-control and overcome the unstable feeling in variety of attitudes. This will make students that they can't keep the balance between the attitude and proper react way on, it also make the aspects of eruptions social aspects could grow in a very inappropriate way.
- 6- Disability and disharmony of personal and families between students.
- 7- Controlled characteristics of students in terms of physical weakness or strength or personal, sanely, confrontation, student's feelings will be making in front of parallel age. As a result of having strong point by his encounter in terms of academy and social or the opponent to discordance that will lead to unwanted behavioral phenomenon.
- 8- Quality of family educations that accept this sort of tradition and appreciate toward the individuals of daily conduction which can be achieved like to exaggerate in protection or violence even to ignore or being inattentive...etc.
- 9- The experience of students failure and to feel pessimism and get failed to achieve a specified aim as a result of having personal or family problems and expressing the problem with an unfair way like, to hit and punching pins or sharp stuff even taking others stuff away.

- 10- The nature of both education and teaching process. The investigation and researching educational have shown that there are a strong relationship between the methods and way of managing class and appearing some sort of unfair eruption in the class, for instance they of how to advice and solve that most of the teacher abide by, and this will lead to limit students role and this makes to feel frustration and tired, it also cause to leak for someone's psychology and won't be able to let them pay attention and care for any information in the class. This is cause to make some troubles in terms of education and procedures.
- 11- Interactive feelings (sensory) it will play a seminal role in the process of arrangement class of both process of education and teaching, not to use tools and teaching goods of technological improvement, it also the attractive things that will lead to distract from the right path in unpredictable way. This causes to emerge some misbehaviour. Because one of the share of education is the gender of courage and attraction.
- 12- The quality of family education and some roots among individuals that will cause to transfer some unwanted tradition at spoken and discuss with others like using bad words, and swearing in a way that's not suitable to other environment. Eventually, it cause to make student no to get acquainted and know the deserved ritual in the class.
- 13- Friends and bad bands or squad will cause to create some misunderstanding of behaviors and some unwanted traditions could be bolded that make them to perform in the class whether to confront to teachers or one of his friends, sometimes they perform to show off in front of others to get their respect and love.
- 14- Envy feelings or instinct by a student when he or she notice the success of others and colleague in terms of social or academy. This causes to have a hatred feeling toward to pour such feeling to others. While, it can be a method to act an misbehavior by most of the student in the class.
- 15- Sometimes the vivacity factors and the structures of constructive relation will be different in variety of controlling minds and disability of physical

organs that will cause to appear some undesirable behavior by most of the students in the class.

- 16- Rules and regulations which deemed to be tough on students when it can't allowed to speak and express themselves in the class, and the procedures of reproaching them harshly or the lack of cloths to keep them clean tidy according to the regulation of schools. This will make students in every situation and opportunity expresses his or her disturbance and anxiety in front of this military rules and tough procedures at school.

There are many theoretical, psychology, educational researchers, and investigations which are supporting those factors that cause misbehaviours, and they are the same attitude to be harmonized while student's psychosocial and social necessities can be fulfilled (Barakat,2005, Amair, 2002, Glarizio, 1995).

Something other clues have been occurred in those researchers while language improvement, passion, desires, values, merits, traditional social behavior, wisdom, physical growth, social relations, assault, crime, security, luckiness, and sympathy, all of these will have effects and related to social improvement which are came true around the social family, friends and school framework (Fatlawi,2005, Richman, 2002, Taylor, 2001).

But none of these true statements can be deduced that the teachers are the most effective and important factors to affect students on their behaviors whether oral or non-oral they express in the class, the type of teachers respond will be decisive for the probability of doing the same conduction by students in the future. Sometimes negative and tough respond will make the students insist on his behavior and this could be a reason to increase such a behaviors in the future. But negative respond or reply to ignore at the same time will be a sort of punishment and it might be a total reduction of these behaviors similar to other attitudes (Fontana,2005). From this point and way, the ability to arrange behavior in the class will connect to teachers and types of these behaviors in a way that their response will affect the way of being expressed and stated by students (Glarizio, 1995). Though, this kind of supposition can be true and has its own regulation in most of the time, but this means to forget the self-factors and the one which is called the local environment that can be seen and found in special passion, though, feeling directions of students or the outdoor environmental factors which are happening outside

of individuals in a way that they lead to get out from behavioral criterions of students and to disrespect the principles of acceptable conduction rules (Alberto&Troutman, 1990).

2.5. Management Methods and Those Ways That The Teachers Will Take To Challenge For Misbehaviour

2.5.1. Classroom Management Versus Classroom Discipline

To state and clarify upon this part it is important to draw attention to the difference between the terms classroom management and classroom discipline. Although they are often used interchangeably, they are actually two different topics. Classroom management refers to how things are generally carried out in the classroom, whereas classroom discipline is the specific management of student behavior.

According to the same opinion, Dr. Marvin Marshall explains that “Classroom management deals with how things are done; discipline deals with how people behave. Classroom management has to do with procedures, routines, and structure; discipline is about impulse management and self-control. Classroom management is the teacher’s responsibility; discipline is the student’s responsibility” (Marshall, 2003).

He also focuses that the Class management is one of the most significant aspects of teaching because of the reason that teaching could be more effective when a proper class management is applied. It does not matter how excellent a teaching is set, it is not possible to be successful unless a class is managed accurately. As a result, class management should be regarded as the basic ingredient in making the teaching successful (Erdoan, 2003; YÖlmaz, 2009; Halstead and Jiamei, 2009).

2.5.2. Goals of Classroom Management

- 1-Foster student engagement and cooperation for all classroom activities.
- 2-Establish a productive work environment.
- 3-Increase student achievement (Özdemir , 2017).

2.5.3. Tips For Arranging The Classroom

1. To have extra supplies available at a location in the classroom where students who have forgotten supplies will be able to go without disrupting other students (i.e. a cup of pencils at the center of each table or the back of the classroom).
2. Setting a good example for students by providing a neat and organized classroom.
3. Making the classroom look attractive. Use plants, bulletin boards, banners, warm colors, or anything to help the classroom look aesthetically pleasing.
4. Structuring classroom as to avoid chaos and promote learning. For instance, do not place a talkative student next to the pencil sharpener because this creates many opportunities for disruptive behavior.
5. The teacher should be able to observe all students at all times and be able to see the door from his/her desk.
6. Students should be able to see the teacher/presentation area without having to move or turn around.
7. Arrange the room as to allow easy movement.
8. Main idea: Make the classroom fun, attractive, motivating, & functional. (Özdemir , 2017).

2.5.4. Golden Rules About Classroom Management

1. To make sure that rules and procedures have clearly stated with established consequences to expect and view regularly. Also the students must know the rules, routines and expectations.

2. It should never continue with instruction when the rules are being broken - pause, delay and ensure that student's attentions are perceivable.
3. To catch students using appropriate behavior and praise them!
4. Using behavior contracts when necessary and follow up with appropriate incentives.
5. To make sure that the instructional periods are not too long, students need to be mobile throughout the day.
6. To provide individual, personal cueing and prompts to certain students as needed. Sometimes just touching a student's shoulder will bring them back to task.
7. Post the important rules – to keep it short, no more than 6 and refer to it often. These should be posted after the class has brainstormed them.
8. Make sure to have a sort of teaching to all the various learning styles the students have. A students who is not being reached is more likely to be a problem (Katzenmeyer, 2001).

2.6. Definition of Teacher Leadership

Defines the teacher's leadership as Knowledge, skills, and dispositions that are demonstrated by them who positively impact student learning by influencing adults, formally and informally, beyond individual classrooms In order for Teacher Leaders to flourish, certain characteristics and conditions must be present. He also emphasizes on Teacher leaders that must possess the knowledge and skills needed to lead. In order to be seen as a leader, they must also have a set of positive dispositions and attitudes. Finally, there must be opportunities for leadership in the school, district or larger context (Katzenmeyer, 2001).

2.6.1. Knowledge and Skills Needed by Effective Teacher Leaders

The skills teacher leaders need to be effective in a variety of roles can be broken into five main categories (Fullan,2005).

1. Working with adult learners

2. Communication and Collaboration
4. Knowledge of content and pedagogy
5. Thinking system

2.6.2. Dispositions of Effective Teacher Leaders

According to Fullan, 2005 the Effective teacher leaders share a set of dispositions and attitudes. They are energetic risk takers whose integrity, high efficacy, and content knowledge give them credibility with their colleagues. Their desire to work with adults is grounded in their belief that systems-level change will positively impact student learning, and that their contributions to the profession are important and needed. Teacher leaders often seek like-minded colleagues with similar positive intentions as allies, however, they also value different ideas and approaches that move the work forward. Difficult challenges require teacher leaders to tap into their deep sense of courage, and their unwavering perseverance helps them to follow through. They reflect on their experience, learn from it, and then with resilience move forward to the next challenge.

2.7. In Order to Have a Good and Appropriate Environment in The Class The Teachers Should Take The Following Aspects Into Consideration;

There is no doubt that the successes of teachers are as a result of having and conducting various and different educational tasks, or it may be the role to rectify the behaviors in the class and challenge of misbehaviours. This is up to the ability of those teachers that have the attendance to take the action for those difficulties in this role.

Teachers success are connected to the methods of teaching and those ways they take inside the class, it also related to those feathers and behaviors that the students should array of them because they are parallel to that equation as it should be to dedicate sufficient and needed environment in the class, for the sake of prosperous education process, and it's necessary for teachers to take the following aspects as an important and seminal ones; (Moore, 2001, Barkat, 2005, Al-Fatalawi, 2005, Amayir, 2002).

- 1- To take care of the students and get acquainted in close of personal feathers and pursuit those vibrancy they do.
- 2- To listen to the students and knowing the way they think about the personal thoughts and other topic concepts which are currently ongoing.
- 3- To arrange and manage in a well-mannered way with good behaviors to all different levels of students.
- 4- To take care and pay heed of attracting their attentions and those things they state and conduct by using proper and suitable procedures.
- 5- To use the conversational and discussion ways and make them to participate continuously instead of telling them in practical topics.
- 6- Trying to solve the private personal issues and those problems that are connected to the general issues, and confirm on solving behavioral problems in the scope what should be stated to him or her
- 7- Making some general rules to communicate and interact with students in the class.
- 8- Using gentle behavior with students and showing respect and trying to prevent from insulting, disdain, and making fun of others thought.
- 9- Having a kind of relationship with students parent (sponsor and pupil-minder and discuss them about personal and educational circumstance of their children.
- 10- To give opportunities to students so as to define and denote their inner thoughts to coursing them in emerging perceptions.
- 11- To keep going on students mean to improve their abilities in carrying out of their responsibilities.

2.7.1. Dealing with Troublesome Behaviors in The Classroom

According to Appleby, 1990 it's to shed the light on this issue cause this sort of prevention is to be preferred to confrontation. Also defining a class at the outset, decreasing student anonymity, seeking feedback from students, and encouraging active learning are preventive measures that allow instructors to work smoothly with students and to create an atmosphere that is conducive to positive, respectful attitudes.

However, instructors may still run into some students or classes that present problems. In this section, there is some practical advice for dealing with such situations. All of the suggestions given here address the immature and inattentive behaviors that faculty members report as most troublesome. Some of the recommendations are adapted from. They include strategies for handling (1) talking and inattention, (2) unpreparedness and missed deadlines, (3) lateness and in attendance, and (4) direct challenges to authority (Weimer,1988) and (Sorcinelli, 1990).

2.7.2. Talking and Inattention

Usually the best time to handle a problem is when it occurs as pointed out below here.

1. If students are chatting, make direct eye contact with them so that they know you notice them sometimes stopping the lecture, looking directly at the students, and resuming the lecture when talking stops is enough to resolve the problem.
2. Direct a question to someone right next to the students. That focuses attention to that area of the class but avoids confrontations or putting anybody on the spot.
3. Physically move toward that part of the room, again making eye contact with the students.
4. As mentioned earlier, break the class into mini discussion groups or in some other way vary the method of presenting or processing the material.
5. Speak to the student or students privately after class or before the next session. Tell students who talk in class that their behavior distracts you and the other students, and ask them please to refrain. With chronically inattentive students, try to ascertain the cause.

2.7.3. Unpreparedness and Missed Deadlines

There are logical consequences that make it clear to students if they don't do their homework or if they turn in assignments late;

1. If students are coming to class unprepared, then require evidence of preparation in the form of chapter summaries, homework, writing exercises, but avoid a primitive tone, stance, or attitude.
2. Consider requests, short assignments (e.g., a list, an outline, a paragraph, a solution to a problem) to help students keep up with their work and study productivity.
3. To ease the burden of grading, scan the assignments, evaluate them with a check or check plus (or minus for no assignment), and figure them toward the total grade.
4. If the policy is not to accept late papers, then don't accept them, except under the most extraordinary circumstances – and then in private. Always document the rationale for a change in policy should your decision be challenged by a third party.
5. Regularly meet deadlines. If you say tests will be graded and returned Friday, then get them back on Friday.

2.7.4. Lateness and in Attendance

Despite the fact that, students should not skip classes or miss half of each one. However, some do. Again, the notion of reducing lateness and in attendance by taking preventive steps makes sense.

1 . Establish an understanding with students: you expect them to come to class on time; in return this will start and finish as scheduled.

2. In large lecture classes in particular, establish a starting ritual: moving to the podium, dimming the lights, reading a notable quotation or passage – whatever suits your teaching style.

3 . Many instructors leave the question of attendance up the individual students. If it requires attendance, be sure to have a system for reliably recording it and a policy to follow up on those who are absent. Some instructors make attendance or participation worth a specific percentage of the final grade.

4. If it comes to happen to feel that a student's absences are excessive and are jeopardizing academic performance, call or submit a letter to the student's advisor, dean of the student's college, or the dean of student's office and discuss it with the student.

5. If a large percentage of students don't come to class, consider the possibility that they do not find sessions useful. Make sure not only that the material covered in the class is vital to students' mastery of the subject and their performance on tests and papers but also that students understand the connection, too. On the day you give a test (attendance should be high), ask students to write on a piece of paper the reasons why they are not attending classes regularly.

2.7.5. Challenges to Authority

At some point in their career, most teachers will have to face a student who is resentful, hostile, or challenging. The following are a few suggestions for gaining the cooperation of an oppositional student.

1 . Avoiding to become defensive and take a confrontation personally. Respond honestly to challenges, explaining – not defending – your instructional objectives and how assignments and exercises contribute to them. Although the purpose of class activities and lectures may be obvious to the teacher, students often need to have these objectives made explicit.

2. As a rule of thumb, avoid arguments with students in class. If a student continues to press, table the discussion until later and then continue it with the student privately. Listening carefully, openly, and calmly to the grievance. Sometimes the opportunity to express a felt grievance may be more important to a student than is a resolution.

3. When talking to a disruptive student, tell the student that you value his or her good contributions, but point out how the behavior that he or she is engaging in negatively affect teachers when they are teaching. Try to enlist the student's cooperation in setting ground rules for acceptable behavior.

4. being honest when something doesn't work as it had planned. Students respond positively when they see that they truly have their best interest in mind and aren't just making things difficult in order to save face.

2.7.6. Techniques for Better Classroom Control

According to Ritu, (2005). Teacher needs to Focus attention on entire class and must not talk over student chatter. At times Silence can be effective. Students should know what is going to happen in the class and monitored to check progress. Teacher should move around the room so students have to pay attention more readily and give students non-verbal cues. Lessons should be planned to ensure that the period is filled with learning.

2.7.6.1. WITH-IT-NESS

Kounin, J. (1977). Defined that Withitness is a term created by Kounin to describe the teacher's awareness of what is going on in all parts of the classroom at all times. Its commonly refer to this as "having eyes in the back of the head."

The effectiveness of withitness is increased when the teacher can correctly identify the student who is the instigator of the incident. Teachers who target the wrong student for a desist or a reprimand are perceived by the students are not knowing what is really going on (i.e., not "withit").

When several incidences of misbehavior occur at the same time, it is important that teachers deal with the most serious incidence first. Timing is another aspect of withitness. Teachers should intervene early and quickly in dealing with misbehavior. Failure to do so allows the misbehavior to spread.

With-it-ness refers to a teacher's awareness of what is going on in the classroom behaviors before they get out of line, keeping learners on tasks. Many problems occur during transitions. Theorist Jacob Kounin stressed the importance of "with-it-ness," which is the idea that the teacher knows what is going on in their classroom at all times. They understand the importance of having a close eye on students (Ritu, 2005) .

2.7.6.2. Model Classroom

The Canters believed that teachers should teach and model classroom behaviors. By doing so, students are able to visually see what is expected and what is not allowed

in the classroom. This is important so that students fully understand what it looks like to participate in positive behavior management, it is important to sit down with the student and counsel.

By having close student-teacher relationships, we will be able to get to the cause of the behavior and help the student come up with alternatives to prevent the misbehaviour from occurring in the future. B.F. Skinner gave Behavior Modification theory and believed that behavior is shaped through systematic reinforcement and punishment has limited effects. Likewise, William Glasser contributed Choice Theory which emphasizes human behavior is purposeful .

Students are responsible for their own behavior. The basic needs of students must be met. Jacob Kounin emphasized on Lesson Management to prevent misbehavior. Rudolph Dreikurs proclaimed human needs & democratic classrooms He believed that students have a need for belonging. And that misbehavior occurs when needs are not met and moreover democratic classrooms support effective learning. Lee & Marlene Canter focused on Assertive Discipline, Students have the right to learn in a calm, organized classroom and teachers have the right to teach in a classroom free of interruption and misbehavior. Assertive teachers model classroom expectations clearly, confidently and consistently. Alfie Kohn Learning Communities believes that traditional instruction is ineffective and meaningful learning takes place when students have a choice, feel respected, feel like a part of something, and can construct their own learning (Ritu, 2005).

2.7.7. Therapeutic Methods

1. This might be found the causes of the rioting its own and without the guilt of misconduct. There is no single way to deal with the rioters each unique in its kind, motives, and degree. All that can be said here is that there are many methods of treatment include the following:
2. Increase the involvement of the naughty pupil in the course of the lesson through the questions, for example.
3. Naughty cost even helps in matters of formality Chapter tuning.
4. it may be useful to be charged word of caution or censure or reprimand these methods, ranging in intensity as you can see.

5. It may help to offset individually and advises him to amend his behavior.
6. it May be useful to examine his case, to know what behind his misconduct.
7. it might be useful to give naughty leadership tasks inside or outside the classroom.
8. it May is used to dealing with some sympathy if what is going on behind is a kindness.
9. it May is used to requesting the assistance of the school principal if the previous methods have failed.
10. it May is used to summoning a guardian to explain his condition to him.
11. it May be useful to consult with other teachers to know whether or usually is limited to certain cases.
12. An Unconditional positive regard from their teacher.
13. Opportunities for pro-social relationship modeling (Samer, 2007).

2.7.8. Those Factors That The Teachers Should Abide by and Apply for Challenging Misbehaviour

With the exception of what method the teacher should apply and abide by to lessen and reduce the undesirable behavior inside class, the following factors should be taken into consideration (Axelrod, 1997, Barkat, 2006, Qatami, 2001, Harold, 1992) and (Koegel and Rincover, 1992, Martin, 1993).

- 1- To mark behaviors subjectively and closely in terms of quantity and modality, it's better to remind students that they should quit such misbehaviours, it also makes sure what sort of behavior should be quitted by the student.
- 2- To prevent teasing and eruption at the time of challenging misbehaviours and trying not to affirm more that could be clearly noted from other students of their own behavior. Sometimes it's better to forget the undesirable behavior that could be a proper way to stop, and this will be defined by (behavior modification) in behavioral science which means erase or default close in conduction as it can be seen in researches and investigations (Bently, 2001, Fontana, 2005).

In this field they remark that the negligence methods have been effectively used to treat so many misbehaviours like; destabilize, chaos, speaking in unsuitable time, tough conduction, range, extra activity and movement. But it's up to the teachers in the

time of doing and following negligence method or eradicates those behaviors should be aware of all aspects and take them into consideration:

- a- This procedure is not something easy, but it should be considered as a hard practical one and takes a long time to drift the misbehaviour. For this reason, it needs a wide range of training and skills cause to ignore means to be neglected by all means of misbehaviours.
 - b- Misbehavior won't be ended immediately after the negligence process and removing, but it needs time somehow as the traditional behavior gesture ignored it will worse suddenly on teachers effect. While it can't be surrendered quickly, but it will try to perform an act that could be acceptable on the approved results.
 - c- Most of the time negligence will lead to turn unfriendly behaviors that react to be acted and affected on success in the plot.
 - d- Ignoring an misbehavior may pressurize and affect others to imitate the same conduction because it may not get punished, that's the problem which has to be questioned and tackled to take good decision at a proper time.
 - e- We should take a care and aware of that some types of behaviors must not be ignored like; unfriendly and tough behaviors which cause to hurt others, and some other destructive behaviors whether it will be public or private. These sorts of behaviors must be stopped and prevented immediately not step by step.
 - f- To apply negligence method in a very successful way that require every supportive ways to keep stopping misbehaviours, but this is not an easy process it needs and takes a lot of cooperative effort.
- 1- Choosing those methods or ways that probably suited to achieve negative changes to be made in misbehaviour, all of these will go under the light of every characteristic when teachers and students know about.
 - 2- To prevent and get away from using challenge methods of misbehavior in case of being need and urged.
 - 3- To use and put challenge procedures into action directly and without delay. It also trying to implement those procedures into programmed and planned way. Those things which have been stated should be away from random and

eruptions that sometimes cause failure to achieve predictable aims. But it rather causes a sort of contradiction to keep going under the misbehaviour deeply with problems.

- 4- To keep endure to use procedures and take away the most and majority of modulus of capability in recent events and factors, whereas to have a reason for undesirable behavior before starting the steps of that conduction.
- 5- To defend on respecting students as a human being that most of the time worth to be respected and appreciated but it's his or her wrong behavior that needs to be rectified and revised.
- 6- It should not pay heed to student's punishment only for misbehaviour, but it needs to support the desirable and good behaviors as well.
- 7- To arrange environmental situation in a way to remove all things alike to negative supports for misbehaviours, the one which called time out behavior.

This will be done and performed in two different ways:

First: to isolate all inclusive which is called social isolation to all of things that make the student to feel misbehavior by moving from place to another?

Second: they find themselves in factor elimination which is giving chance to misbehaviour, this is called stimulus change like moving or transferring a student from mates to reduce undesirable behavior, this sort of procedure will be used successfully to solve many problems like cheating, rioting, speaking during the class and conversational pet peeves.

2.8. Related Reserchs

The features of the misbehaviors subject inside the class and the way of confronting from teachers side become one of the most important points for the psychological and educator scholar's, especially after the bad behaviors become a kind of obstacle for the schools to achieve their aims, and they deactivate the teaching process. This research shows those researchers that we have in which they are connecting with this research, and they are also classified into two groups:

First: Those Researches That Their Aims to Show The Most Seminal Features of Misbehaviour by Students:

1- Morgan's Research (2005): The aim is to look for the relationship between the minds control and it's responding for the unwilling behavior by two samples of the learners: 10 of those learners have the left control, 10 others of those learners possess the right control. The research shows that there is a positive relationship between the left side control and appearing unwilling behavior and negativity by the learner. This research refers the reasons for that personal characteristic and rashness of those who possess the left control like the tough rash and psychological disorder.

2- Lekie's Research (2004): the aim of this research is to know about the unwilling conduct on behalf girls pupil at an intermediate stage in a view of samples which is consisting of (348) female teachers. The results turn out that the most remarkable unwilling behavior from girls behalf is like that: heat and self-assertive, stolen others means, cursing, general rate for these kinds of behaviors between pupils is being in the medium level.

3- Hoffman's Research (2004): the aim of this story is that to figure out the type of misbehavior of the intermediate pupils in a term of a sample which consists of (280) female and male teachers .the results show that the attitude and speaking mold are more popular by the pupil: then the shape of dynamic attitude, the attitude of bullying and ruin. Also, the researchers show that the level of unwilling behavior from pupil's behalf is medium in general.

4- Marie's Research (2004): this made to show the teachers view toward the unwilling behavior and bully inside the class, and to know the shape of unwilling behavior by the pupil, the taken samples is about 150 female and male teachers, in which the positive attitude has been underline from teachers behalf toward the pupil, moreover this research remark that most shape of unwilling behavior that's shown like speaking, then dynamic, and finally bullying and destructive.

5- Cooper's Research (2004): This research has been made to show the important of trouble unwilling conduct mold and knowing effective factors on those troubles by the intermediate learners , the results has shown that the most important misbehaviours shape are: speaking with a loud voice, and making noise while teacher is speaking, but the medium rate of these behaviors was at lower level.

6- Mason's Research (2003): This research's aim was to search for unwilling behavior from intermediate levels behalf and the factors of being made, and the result shows these most remarkable behaviors: moving a lot inside the class, uttering loud voices, speaking without taking permission, also the results show that the most important factors of these behaviors id psychological factor.

7- Wai's Research (2003): He conducted a search for looking for the types of misbehaviours in a view of a sample which consists of (164) female and male teacher, the results have shown that the most mold of misbehaviours of pupil that's popular is: those behaviors in which related to the attacking via speaking, cursing and shouting on others, min while corruptive and agitate , after that those acts like steal , assault others goods, and the medium rate for these behaviors have been at higher level among pupils.

8- Richman's, Research (2002): this research selects two groups from the unwilling behavior of children; the first group includes those troubles: strife (conflict) and truculent, don't listen to their teacher, disconsolate, moving a lot, not paying attention, and the second group is consist of those troubles in which have reacting and tizzy like being hopeless, hesitance, fear, ignore, and the results show that having those troubles among pupils are in a medium level.

9- Abdulla's Research (2000): the intent is to know about these crises that are confronting the pupil inside class in north of Palestine schools in the term of educational guide, the samples have been taken from that research consist of (281) manger, guide from female and male, and the results show that the social scope is taking the first rank, the second rank is educational scope, and the third ranks is psychological and health scope, also the natural scope is taking the fourth rank.

10- Jamil's Research (1999): the aim is to cognate the trouble of pupil's behavior in the intermediate school in sacred Mecca has been done by teachers view, samples have been taken were (412) teachers: the results have shown that the conducts problems according to teachers view are in this way: less paying attention, eager for playing, not doing the homework, and not paying attention to the schools work, and these problems are shown in a medium level.

11- Alemam Mansour's Research (1988): the aim of this research is to know about the pupil's attitude problem in high school in a view of sport teacher, the sample that is taken consist of (76) female and male teachers, the results have shown that some of the negative attitudes are taken a great rate among girls like cheating, lying, stealing, confusing, neglecting, instability of psychology, attracting others attention, accusing others, attacking others, also disrespecting his her friends ignoring her by other girls. On another side there were behaviors that have a higher rate of bad words, kidding, attracting others attention, smoking, these are the most features among the boys.

12- Salama's Research (1994): the purpose behind this research is to know the behavioral problems in Qatar, level of popularity and types of difference in every teaching stages, the research is a structured instance of (543) teachers including both male and female of at every three stages of education: primary, secondary, and high school. The result of the research showed that those behavioral problems which are obvious among the students of secondary and high school according to the view of male teachers and their dedication; cheating, bad words, swearing, and confronting teachers. According to the female teacher's mind include the following; cheating, lying, make troubles for others, swearing. But lots of activities, psychological depressor, and movements were less emerged among them.

13- Abu Alshahab's Research (1985): The aim of this research is to enumerate and survey the behavioral problem at the intermediate schools in Gordon, also to know about connection level of those problems in a term of gender and stage of teaching in the area, the instant in which is taken is consist of (236) teacher from both gender, and the result shows that there are some of the behavioral problems at a high rate among the

pupils which are: paucity (lack) of ability to pay attention for a long time during of analyzing lesson, turn around, talking with a classmate, moving a lot, and there is pupil who is speaking in a tough way with their teacher, but the truculent behavior is in lower level.

14- Alzaman's Research (1984): The aim of this research is to know the rank and the outspread of behavioral problem among teenager pupils at the upper-class school in Gordon, the aim of this research refers to those troubles in which appear by the pupil's side which are: hesitating, depending on others, saying, connection problems, cowardly behaviors, not participating. Those behaviors which are shown less are the following: instability and delinquency, deception and truculent behavior, moreover the research comes to that conclusion that the reasons behind spreading that behaviors among teenagers go back for three causes: some of the causes are related to the way of social upbringing among the families, others are related to the atmosphere inside the class, finally there are other reasons which are related to those friends in which the teenagers conduct with them .

Second: Those Researches in Which The Aim Behind Them is to Introduce the Most Important Teacher's Methods to Interact With The Student's Misbehaviours Inside the Classroom:

1- Norman's Research (2005): The aim of this research was to look after for some of the methods in which maintain by the teachers for interacting with misbehaviours of a pupil at the state schools, the samples in which are taken as consisting of (594) female teachers, and (34) male teachers. They come to that point that the violent behavior from pupils behalf is at a higher rank, and those programs in which put according to educational basis were the most successful program for conducting with these kinds of behaviors.

2- Yowkon's Research (2005): This research has been made for introducing those methods that the teachers take to conduct with bully pupils, the samples in which taken consist of (144) teacher from both gender and the results show that the most important way for behaving with bully pupils are the following: quit, and ignoring, then

creating a human relationship through cognizing of their problems, after that relying on teaching group methods, and pupils participating in physical psychology, art activities.

3- Lois&Greer's Research (2004): This research has been made to underline the most ;important ways and methods that usually teachers take for interacting with disorder acts inside the school, the results show that the most important methods in which to conduct with pupils misbehaviours are like the following: **body's method** (in which emphasis on with mixing pupils with social activities,, using sports activities), **social method** (which emphasis on using social connection and understanding the troubles), **psychological method**(depend on solving and giving psychological advise for getting rid of some of psychological phenomena).

4- Sujin's Research (2004): The aim of this research was to seek for the effective methods for conducting with pupils unwilling behavior inside the school like cheating, confronting others, not paying attention to the healthy scope and making fun of teachers opinion, the taken sample was (338) teachers from both gender which they were teaching at secondary school, and the results have shown that teachers believe that the using the educational methods is better than using taunt, punishment, teaching in group, after that using psychological methods and the elements of correcting behavior like exclusion and deletion, and ignoring, then finally using social relationship, also this shown that using those methods by teachers is at high level.

5- Medway's Research (2003): this research has been made so as to highlight the school trouble factors in a view of primary teachers to know about those effective ways of behaving with these issues, this research reveal that teachers believes that those reasons in which most related to pupil are responsible of those problems inside the class, and the results show that teachers praising for their pupils in which they have problem inside the class give better result than punishing or criticizing them.

6- Brophy&Rohrkember's Research (2003): The aim of this research was to look for those problems in which appear on pupil in the class, in a teachers view, knowing the long term plans for behaving with those pupils in which they do unwilling behavior, taken samples were (312) teachers in both gender, from those teachers who

are teaching at primary school, the results show that teachers believe that they may be the causes for that behavior inside the class, and they think that those reasons are specified and have relation with pupils self- feature, and they believe that the most important strategy for conducting with trouble owner is to emphasis on families helping with school, and must reactivate the role of guidance psychology and social at school. And they think that the direct role of the teacher is in curing those simple issues.

7- Monty's Research (2003): This research's aim was taking (45) teacher's opinion from (7) different school in one of America's statement about the used methods and solving some of the practical and academic problems like an interacting issue with his classmate and bad behaviors trouble and getting down his level. The research comes to that point that treating methods via advising and directing, teaching through interacting group inside the class, is the most successful method in solving the behavioral and academic problem as the same.

8- Brodesk's Research (2002): The aim of this research was to know about parents view about destructive behaviors and the violence of primary pupils, taken samples were (210) parents in which each one of them have at least one or two children in primary school , the research comes up to that conclusion that parents opinion were that their boys confronting the oral violent more than physical, this was in charge of the girls, and on the contrary for boys, for solving these acts it's better to get proper psychology and education ways in a high level.

9- Fry's Research (2002): The aim of this research was to know about the relationship between pupils and teachers inside the school and the effect of this relationship on appearing behavioral problems, the results show that the behavioral problems are more shown from those pupils behalf in which they less conduct with their teachers and they have been prevented to express their opinion. On the contrary those who are allowed to express themselves and express their problems and ask about these troubles the rate of that problem are reducing these are all reduce the size and level of behavioral problems especially overturn ,assault, creating chaos , cursing , taking others

goods, the research comes to that point that this kind of methods stress on the social side and human side in relationship between teacher and pupil this is the most important point to solve most of the class problems, and the teachers use these methods in a high level .

10- Sloan, et al Researches (2002): this research has been made to use social aspect in solving firm awkward by pupils, that's why they put a specific schedule in which if any of pupil attacks another one the teacher allowed to solitude him/her for around 5 minutes. The research comes to that conclusion that this kind of punishment has a great impact on reducing verbal and physically truculent behavior by kids.

11- Hoover&Susan's Researches (2001): its aim was to know about the quantity of behaving with pupil's misbehaviours during studding by students who are at (9-10) stages of secondary school , also knowing about the effective way of conducting with these kind of behavior , the result of the research shows the significant of this cooperative that offer to pupil by families , health center, local organization near school and private sector which have been put for advising teenagers as purpose of presenting cooperation for themselves and their families , and it turnout that the rate of the psychological aspect and awkward behavior, activity, more than needed movement at school is lesser than those they have instructional center.

12- Marilyn's Research (2004): This research has been made to introduce the most important methods that are used by the teachers for conducting with unwilling behavior by the pupil at primary school, taken sample in this research is consist of (122) teachers from both gender, and the results come to that point that teachers believe the best way to intercourse with pupil who has unwilling behavior is debating and talking. Moreover, teachers have shown that those teaching activities which are stressing on teaching in a group are the best way to get rid of those bad behaviors. And the result shows that those teachers who are using this kind of methods are at the highest level.

13- Gilliam's Research (2001): The aim of this research is to know about the way of behaving with tizzy problems, being thrilled by the side of that pupil who is suffering

from affection problem in a view of (643) teachers from both gender, this research show that there are three ways for managing fondness problems by pupils and these are the following: before creating the problem, during the problem, after the problem, the research has its recommendation of entering to the problem in an effective way with using technology elements for reducing repetitive behavioral problem which are in a high level.

14- Bently's Research (2001): Its aim was knowing about the awkward behavior by learners from both class (4-8)the secondary, this research has been made on a sample in which it consisted of (379) learners from both gender, and the results have shown that the most important way of interacting with those pupils who have truculent behavior according to those pupils who have assaulted, is that to be isolated from social part, be separated , and the physical and verbal ways must be used.

15- Sahel's Research (1994): The aim of this research was to know about those methods in which used by teacher for confining for unwilling behavior by pupils side at the intermediates stage in Kuwait, taking sample for getting information which consists of (296) teachers from both gender , its prime aim was to know how to extend those unwilling behavior spread , and the second aim is to know about those methods that are used by teacher to restrict those behaviors .this research shows that the most popular problems are the following: lack of stainless, lye, assault, not bringing school's needs, also the results show that teachers believe that using the old methods like(physical punishment) is much better than the modern methods for correcting unwilling behavior.

CHAPTER THREE

III. METHOD

This part will include all the procedures and ways that the researcher wants to reach of carrying out the aims of the research, and the population of the research has been selected. The modality of choosing research instance has been remarked with all preparations of those tools which are used to implement them and those census or statistic tools that the researcher used to show the outcome of this research.

In this study, descriptive and survey method was used. Descriptive is statistical operations that allow the collection, description, and presentation of values for a variable (Büyüköztürk, 2010).

3.1. Description of The Population and Sample Selection

In Sulimaniyah province there are 39.705 teachers with all stages, the researcher chose the teachers of primary stages to carry out this research which owns 28882 teachers of this stage. It has chosen 500 teachers in Sulaymaniyah Governorate for the research, and in Sulaymaniyah governorate and Ranya and Dwkan and Qaladze as an example. It used 500 forms in the research as instruments gathered data. The research population is the whole teachers of primary state schools in Sulaymaniyah governorate for study year (2016-2017).

To select and specify our research we followed and abide by a random form by sampling some primary state schools randomly including the following cities (Sulimaniyah, Ranya, Qaladza, Dukan) and to hold the survey the researcher has given permission from holding the process among the schools and all the related places which have been mentioned above.

The total schools that the survey held in were 40 schools with rate of 12-13 teachers for each school, the researcher started to divide 500 forms to the teachers but the total forms that returned for the researcher are 364 forms but four forms have been taken because they were filled incorrectly and the rest of the available forms are 360 .

Table 1. Number of Schools and Teachers

City	Number of Schools	Number of Teachers
Sulimaniyah Center	5	88
Ranya	17	196
Qaladza	10	120
Dukan	8	96
Total	40	500

3.2. Research Instruments

Because of having a ready-made scale on (students misbehaviour in the class and those ways that the teachers take) the researcher exactly begun to use this scale in the primary schools.

The researcher rely on some specialists of English teachers to show the reliability and validity of the translation.

3.2.1. Reliability

This is considered as one of the seminal conditions to assess an active scale; because of having the ability to measure and solve the events we will come to a conclusion that the event or attitude has the most rate of honesty (Habib, 1999)

Honesty is the necessary feature to any of scientific scale that has been put subjectively to scale because every scale or criterion which deemed, to be honest, it won't scale the phenomenon that has been chosen to be measured (Bazaz, 2006).

Honesty means the ability to measure for the sake of what has put on its behalf or the phenomenon that we want to measure (Russan, 1999).

There was a ready-made scale about (student's misbehavior in the class and those ways that the teachers take) this scale is a master research named

(Sınıf Öğretmenlerinin Sınıfta Karşılaştıkları İstenmeyen Öğrenci Davranışları ve bu Davranışlara Karşı Kullandıkları Başetme Yöntemleri) by (Aycan Kapucuoğlu Tolunay) in the year (2008) used in Turkey, a cause of the close relationship between the Turkish and Iraqi societies this scale it didn't need any changes and modifications any of the articles.

That's why the researcher began to use this scale exactly which is only translated into language. The scale translated from Turkish to English then the assessment was done by three English teachers to show the validity of the scale in terms of translation. And the degree of acceptance from a teacher 93% and another one 96% and one more teacher 90% also the arithmetic mean, the rate of approval of the teachers 93% after that the scale translated into Kurdish language because in northern Iraq the Kurdish language is the formal language, and lastly the scale distributed to the teachers of primary schools.

Table 2. Percentage or Rate of English Language Teacher's Acceptance on The Translation of Survey Terms.

Items	No. Item	Rate	Total Sum
1,2,3,5,6,8,11,12,17,19,20,21,22,23,34,35,36,41,43,46,50,52,56,57,61,64,68,69,66,70	30	%100	
7,9,10,13,14,15,16,18,24,25,26,27,28,31,32,33,47,48,55,58,	20	%97	70 items
29,30,37,38,39,42,44,45,49,51,53,59,60,	13	%93	
4,40,63,65, 67,	5	%89	
62,54	2	%86	

3.2.2. Validity

Steadiness means meticulous or rates similarity if there is an exact or same degree even close to that degree which could be taken in advance, thus it will be described as a steady and stable degree (Abu Alaam, 2004).

3.2.2.1. First: Stability for Student's Behavior

For the purpose of taking out steadiness for students we come up to take 75 forms randomly and we lastly separated the singular and plural items to sum up in a different way, after that we took out via Cronbach Alpha that made 78% for this reason, we can say that it's a suitable rate so as to take it and work upon it.

3.2.2.2. Second: Stability for Teacher's Best Solution

For the purpose of taking out the best solution for teachers we began to take 75 forms randomly and we lastly separated the singular and plural items, to sum up in a different way, after that we took out via Cronbach Alpha that made 89% for this reason, we can say that it's a suitable rate so as to take it and work upon it.

3.3. Statistical Instruments

The following statistical implements used in the fieldworks.

- 1- It was used statistical programme.
- 2- Cronbach Alfa to take out reliability of the scale
- 3- Percentage rule to take out the reliability of the scale.
- 4- Fisher rule to take out the most notable and apparent misbehaviour.
- 5- Chi square rule for one example, to know the level of modifications.
- 6- Chi square rule for two independent instances to take out differences between changes generally.

3.4. Results of The Demographical Section

This part gives the main idea of the descriptive statistic calculated on the basis of variables contained in the demographical section. The most important demographic variables in this study are:

- Gender of the teachers.
- Teacher's age.

- Seniority.
- Type of Degree.
- Class size.

Table 3. Gender of The Teachers

Gender	Frequency	Percent
Male	220	61.10
Female	140	38.90
Total	360	%100

Table 3 will show and emerge the difference between the number of the teachers of both genders in a way that the number of male teachers is more than the female teachers. And the number of male teachers are 220 teachers with the percentage of 61.10. and the number of female teachers are 140 with the percentage of 38.90.

Table 4. Teacher's Age

Age	Frequency	Percent
Twenty-five years or less	63	17,5
(26 - 35) years	192	53,3
(36 - 45) years	90	25
(46 – 55) years	14	3,9
Fifty-six years or older	1	0,3
Total	360	%100

Table 4 deals with the teacher's age that are categorized into five categories namely (less than 25, 26-35, 36-45, 46-55, more than 56). It gives the percentage and frequency of all categories. As can be seen, most of the teacher's age is between 26 to 35 years old followed by those between 36 to 45 years. They have the highest frequency and percentage of the sample size, 192 (53,3%) and 90 (35%) respectively. By contrast, teachers who are above 56 recorded the lowest amount, just 1 (0.3%) of the sample.

Table 5. Seniority of The Teachers

Seniority	Frequency	Percent
(0 - 5) years	96	26.7
(6 - 10) years	127	35.3
(11 - 15) years	88	24.4
(16 - 20) years	31	8.6
Twenty-one years or older	18	5.0
Total	360	100%

Table 5 highlights the seniority of teachers which grouped into groups namely (0-5, 6-10, 11-15, 16-20 and above 21). It indicates that 127 (35.3%) of the teachers have between 6 to 10 year of service with education. On the other way, 18 (5.0 %) of the teachers have been in primary school for a period of above 21 years.

Table 6. Type of Degree

Type of Degree	Frequency	Percent
Faculty of Education	211	58.6
Institute of Education	128	35.6
Open Education	11	3.1
Another	10	2.8
Total	360	100%

Table 6 compares teacher's type of degree that classified into four groups namely (Faculty of education, Institute of Education, Open Education and Another). It clearly shows the percentage and frequency of all type of degree. As can be seen from it the majority of the sample size, 211 (58.6%), graduated from faculty of education. This indicates that more than half of the sample population graduated from faculty of education. By contrast, those who hold (another) comprise the lowest total of sample size which recorded 10 (2.8 %).

Table 7. Class Size

Class Size	Frequency	Percent
(10-20)	48	13.3
(21-30)	183	50.8
(31-40)	116	32.2
(41-50)	7	1.9
Fifty-one or many	6	1.7
Total	360	100%

Table 7 will indicate that some items showed to select the number of students in the class which include 10-20, 21-30, 31-40, 41-50 and It gives the percentage and frequency of all categories. As can be seen, most of the number of students per class is between 21 to 30 students followed by those between 31 to 40 students. They have the highest frequency and percentage of the sample size, 183 (50.8%) and 116 (32.2%) respectively. By contrast, class size who are above (Fifty-one or many) recorded the lowest amount, just 6 (1.7%) of the sample. we will come to an explanation that the majority numbers of students are in the primary schools between 21-30, 31-40 students.

CHAPPEAR FOUR

IV. RESEARCH RESULTS

The researcher will show the result and solution according to the aim that he plotted in advance as the following.

1-What are The Misbehaviors Student in Classroom?

Table 8. Student's Misbehaviors

Number	Student's Misbehaviors	F	Percent
1	Do not perform assigned tasks(homework, classroom tasks)	226	62.7
2	Do not listen to the lesson(to go day dreams, to sleep, to take care of things outside of the lesson)	216	59.9
3	Doing cheating or cheating by others	215	59.7
4	Not doing homework	213	59.3
5	Do not bring the necessary materials to the class	213	59.2
6	Speaking in the class without permission	206	57.1
7	Do not make classroom and surroundings cleanly(do not pollute the trash and drawing lines on the walls, and to make chairs dirty)	204	56.7
8	Sitting in the class and do nothing even knowing about the subject or the answers of the questions.	197	54.8
9	Entering and existing in class with noisy and pushing other students	197	54.6
10	To blame others for self-failure	196	54.4
11	To attend late or to leave early in the class or to leave without permission	194	53.8
12	Constantly complain about friends	193	53.6
13	Trying to be funny by doing irrelevant behaviors	192	53.2
14	Using your friends things without permission	190	52.9
15	To make absenteeism without reason	190	52.9
16	To do not follow the rules of etiquette and cleanliness	188	52.2
17	Bullying friends in physical or other forms (crying, face to face, domination, attacking.....etc.)	186	51.8
18	Do not use things properly and harm things	183	50.9
19	Making nicknames to friends	183	50.7
20	To make angry and annoying other students	183	50.7
21	Using vulgar or abusive language (breaker, slang, rude, offensive , arrogant, or using inappropriate language)	182	50.6
22	The act of lying	181	50.2
23	Constantly asking for toilet permission	180	50.1
24	Orally or physically threatening other students and teachers.	177	49.2
25	Making baseless accusation against friends	177	49.1
26	Attracting students attention by making distracting sound and noise(whistling, constantly speaking, making noise by hitting objects)	175	48.6
27	To go around the class constantly and do not sitting in a place for a long time	173	48.1
28	To harm your friends` or class or teachers` things	167	46.3
29	Messaging with friends during the class(writing and sending notes on paper)	164	45.5
30	Going on the top of the tables and chairs	163	45.3
31	To react unfriendly to criticism	159	44.1
32	Stealing	145	40.3

After the use of percentage rule then fisher rule as a purpose of knowing the most prominent misbehaviour of students the results were a eared as the following;

As we see the items (doing those duties they should have, homework, class duties, ...etc.) they mostly have the teachers opinion about that, and most of them thought that this item is the strongest which achieved the rate 62.7% according to the number of 226 teachers.

Next, the item of (neglecting to listen, distraction, he may sleep, getting busy with other stuff around of the class) this is the highest second misbehaviour of teachers view which achieved the rate 59.9% .

After that, it's another turn of the item (cheating or getting other to involve even make them to cheat) this is the third and most disgusting behavior on teachers view with the rate of 59.9% according to the number of 216 teachers.

Then the item of (evading from doing homework) the fourth and most bad behavior on teachers view with the rate of 59.3% according to the number of 215 teachers.

And the item of (doesn't bring the main class stuff) will come as the fifths unwilling behavior that the teachers given 59.2% of rate according to the number of 213 teachers.

And one of the other items is (speaking inside the class without permission) that the teachers given 57.1% of rate according to the number of 213 teachers.

The item of (prevent from cleaning the class and around it/throwing trash away and writing on the walls that the teachers given 56.7% of rate. according to the number of 206 teachers.

The item of (he may sit and doing nothing even he may know the answers of the topic but doesn't want to participate) will come as the eighths students unwilling behavior that the teachers given 54.8% of rate.

Another item is (entering and going out with noisy or pushing other students) will come as the ninth unwilling behavior that the teachers given 54.6% of rate according to the number of 204 teachers.

Another item is (his failure factor and blaming others in return) will come as the tenth unwilling behavior that the teachers given 54.4% of rate according to the number of 197 teachers.

And the item of (being late to the class or lesson, going out to somewhere without getting permission) which achieved the rate 53.8% according to the number of 197 teachers.

Also, the item of (constant claims on his friends) achieved that rate of 53.6% and the item (trying to be someone else) achieved the rate of 53.2 %. Another item is (using others stuff without permission) that given 52.9% of rate.

Another item is (being absent without reason) which the given rate 52.9% that can be considered as the fifteenth of students misbehaviour, after that there is another item (prevent from abiding by rules of moral, clean and clearance) which received the rate 52.2% by the teachers.

The item of (wronging to his friends whether physically or any other ways) it was given 51.8% of the rate in the point of teachers view.

And another of an item is (to get damage with his stuff and using them improperly) that was given 50.9% of the rate in the point of teachers view, then the item (giving nicknames to his friends) which achieved the 50.7% of rate.

Another item is (make students angry and confrontation with them) that according to teacher's point of view achieved 50.7% of rate and it will come as the twentieth of student's unwilling behavior. Later the item of (using aggressive language) that reached 50.6% of rate and the item of (telling a lie) which takes 50.2% of rate.

Also, the item of (permanent seeking for going toilet) that received 50.1% and it will come with the series and sequence till reaches 32 item as it's the last item. But the point that's worthy of being glad is the last item which includes (stealing/thief) that was pleasantly thought by teachers view as it can be the least phenomenon among the student and achieved the lowest point 40.3% according to the number of 145 teachers.

Table 9. Frequency levels of Student's Misbehaviors

Number	Student's Misbehaviors	Never		Rarely		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	f	%
1	Do not perform assigned tasks(homework, classroom tasks)	24	6.7	128	35.6	146	40.6	45	12.5	17	4.7
2	Do not listen to the lesson (to go day dream,to sleep , to take care of thing to outside of the lesson)	35	9.7	127	35.3	165	45.8	26	7.2	7	1.9
3	Doing cheating or cheating by others	90	25.0	153	42.5	77	21.4	34	9.4	6	1.7
4	Not doing homework	53	14.7	141	39.2	123	34.2	36	10.0	7	1.9
5	Do not bring the necessary materials to the class	59	16.4	113	31.4	130	36.1	48	13.3	10	2.8
6	Speaking in the class without permission	65	18.1	77	21.4	133	36.9	75	20.8	10	2.8
7	Do not make classroom and surroundings cleanly(do not pollute the trash and drawing lines on the walls, and to make chairs dirty)	60	16.7	94	36.1	86	23.9	31	8.6	89	24.7
8	Sitting in the class and do nothing even knowing about the subject or the answers of the questions.	17	4.7	80	22.2	176	48.9	75	20.8	12	3.3
9	Entering and existing in class with noisy and pushing other students	23	6.4	123	34.2	115	31.9	82	22.8	17	4.7
10	To blame others for self-failure	56	15.6	125	34.7	122	33.9	46	12.8	11	3.1
11	To attend late or to leave early in the class or to leave without permission	38	10.6	104	28.9	174	48.3	35	9.7	9	2.5
12	Constantly complain about friends	81	22.5	125	34.7	97	26.9	41	11.4	16	4.4
13	Trying to be funny by doing irrelevant behaviors	32	8.9	154	42.8	108	30.0	55	15.3	11	3.1
14	Using your friends things without permission	35	9.7	114	31.7	138	38.3	61	16.9	12	3.3
15	To make absenteeism without reason	12	3.3	89	24.7	174	48.3	59	16.4	26	7.2
16	To do not follow the rules of etiquette and cleanliness	35	9.7	113	31.4	157	43.6	49	13.6	6	1.7
17	Bullying friends in physical or other forms (crying, face to face, domination, attacking.....etc.)	41	11.4	140	38.9	130	36.1	43	11.9	6	1.7
18	Do not use things properly and harm things	112	31.1	103	28.6	34	9.4	89	24.7	22	6.1
19	Making nicknames to friends	47	13.1	153	42.5	104	28.9	42	11.7	14	3.9

20	To make angry and annoying other students	57	15.8	132	36.7	141	39.2	20	5.6	10	2.8
21	Using vulgar or abusive language (breaker, slang, rude, offensive , arrogant, or using inappropriate language)	97	26.9	118	32.8	108	30.0	27	7.5	10	2.8
22	The act of lying	14	3.9	66	18.3	151	41.9	116	32.2	13	3.6
23	Constantly asking for toilet permission	29	8.1	149	41.4	112	31.1	61	16.9	9	2.5
24	Orally or physically threatening other students and teachers.	66	18.3	171	47.5	88	24.4	28	7.8	7	1.9
25	Making baseless accusation against friends	28	7.8	116	32.2	147	40.8	60	16.7	9	2.5
26	Attracting students attention by making distracting sound and noise(whistling, constantly speaking, making noise by hitting objects)	30	8.3	132	36.7	130	36.1	59	16.4	9	2.5
27	To go around the class constantly and do not sitting in a place for a long time	50	13.9	144	40.0	110	30.6	46	12.8	10	2.8
28	To harm your friends` or class or teachers` things	36	10.0	154	42.8	118	32.8	48	12.8	6	1.7
29	Messaging with friends during the class(writing and sending notes on paper)	28	7.8	71	19.7	152	42.2	103	28.6	6	1.7
30	Going on the top of the tables and chairs	130	36.1	141	39.2	57	15.8	18	5.0	14	3.9
31	To react unfriendly to criticism	89	24.7	127	35.3	99	27.5	32	8.9	13	3.6
32	Stealing	27	7.5	110	30.6	139	38.6	63	17.6	21	5.8

After using the percentage rule and fisher for the purpose of knowing the most prominent misbehavior of students the results will appear as the following;

As in the table number 10, the misbehaviour of students is classified according to the repetition of the class and the teacher's view. In this table 11, we will emerge the unwilling behavior and the time of responding by teachers.

To prevent from doing those duties which is called (homework, class work ...etc.) this behavior will be deemed as the first misbehavior of students that was repeated

most often according to the teachers view, and the rate of responding to this behavior is 24 teachers and the rate is 6.7% that never be the reply for this sort of unwanted behavior.

And 128 teachers that the rate is 35.6% and they guess that (rarely) is the responsibility of that, and (146) teachers with the rate of 40.6% believe that (sometimes) is the respond for that, and 45 teachers with the rate of 12.5% think that (often) is the responsibility for that, and 17 teachers with the rate of 4.7% think that (always) is the responsibility for this sort of misbehaviour.

(To avoid from listening like; distraction, sleeping, to get busy with other stuff out of the class) this is deemed as the second bad behavior according to teachers view, that 35 teachers with the rate of 9.7% think that (never) is not the answer for this sort of behavior. And 127 teachers at the rate of 35.3% responded (rarely) is the reaction, 165 teachers with the rate of 45.8% believe that (sometimes) is the answer for this behavior, also 26 teachers with the rate of 7.6% guess that (often) is the respond, 7 teachers with the rate 1.9% think that (always) is the answer for this misbehaviour, after the two of this unwilling behavior which has been marked above and stated they will come after the very repeated behavior among others in the point of teachers view which was sequenced into series.

2-Does Gender Has Impact on Student's Inappropriate Behaviors?

Table 10. The Rate of Gender Impact on Conducting Misbehaviors

Response	Frequency	Percent
Yes	300	83.3
No	60	16.7
Total	360	100%

According to table 8 that whether, gender has an impact on doing the misbehaviour. In the sum of 360 teachers that responded 300 teachers that the rate will reach 83.3% percent and they believe that gender has effect on doing unwilling behavior in the class, this is a high rate in comparison of 60 teachers think that gender doesn't have impact on doing misbehaviour which the rate is 16.7% percent.

Table 11. The Rate of Differences According to Gender

Gender	Frequency	Percent
Boy	235	65.3
Girl	60	16.7
Both of them	65	18.1
Total	360	100%

Table 9 will emerge that the majority of teachers think that male genders will conduct more misbehaviour in compare of the female gender. 235 teachers think that male genders will conduct more unwanted behavior with a rate of 65.3% . and 60 teachers think that female genders will conduct more misbehaviour with the rate of 16.7% and this is a low rate in compare of the male gender. And 65 Teachers believe that both genders will act unwilling behavior at the rate of 18.1 %.

3-What are Methods Used by Teacher to Treat Against Student’s Misbehaviors?

Table 12. The Analysis Methods Will be Put to This Aim

Teachers Preferred This Method																																														
Question	X1		X2		X3		X4		X5		X6		X7		X8		X9		X10		X11		X12		X13		X14		X15		X16		X17		X18		X19		X20		X21		X22		X23	
	No	p	No	p	No	P	No	p	No	P	No	P	No	p	No	p	No	p	No	p	No	p	No	p	No	p	No	P	No	p	No	P	No	p	No	p	No	p	No	p	N0	p	No	p		
Q1	56	15.6	75	20.8	117	32.5	12	3.3	10	2.8	2	0.6	1	0.3	3	0.8	11	3.1	0	0	35	9.7	2	0.6	0	0	5	1.4	0	0	2	0.6	0	0	0	0	2	0.6	3	0.8	24	6.7	0	0	0	0
Q2	9	2.5	78	21.7	131	36.4	47	13.1	13	3.6	0	0	3	0.8	4	1.1	23	6.4	3	0.8	12	3.3	9	2.5	3	0.8	7	1.9	8	2.2	2	0.6	1	0.3	0	0	4	1.1	1	0.3	0	0	1	0.3	1	0.3
Q3	0	0	40	11.1	132	36.7	38	10.6	11	3.1	0	0	9	2.5	13	3.6	37	10.3	3	0.8	14	3.9	6	1.7	0	0	11	3.1	11	3.1	2	0.6	3	0.8	0	0	0	0	27	7.5	2	0.6	1	0.3	0	0
Q4	46	12.8	14	3.9	91	25.3	27	7.5	29	8.1	1	0.3	9	2.5	11	3.1	51	14.2	12	3.3	13	3.6	4	1.1	1	0.3	4	1.1	7	1.9	3	0.8	4	1.1	1	0.3	25	6.9	6	1.7	1	0.3	0	0	0	0
Q5	21	5.8	46	12.8	79	21.9	45	12.5	23	6.8	2	0.6	2	0.6	4	1.1	39	10.8	4	1.1	31	8.6	8	2.2	4	1.1	5	1.4	8	2.2	3	0.8	0	0	1	0.3	22	6.1	12	3.3	1	0.3	0	0	0	0
Q6	2	0.6	7	1.9	61	16.9	13	3.6	82	22.8	1	0.3	11	3.1	11	3.1	16	4.4	4	1.1	84	23.3	16	4.4	0	0	6	1.7	14	3.9	11	3.1	1	0.3	1	0.3	5	1.4	13	3.6	0	0	1	0.3	0	0
Q7	3	0.8	24	6.7	36	10.0	68	17.8	10	2.8	3	0.8	1	0.3	3	0.8	59	16.4	18	5.0	19	5.3	26	7.2	8	2.2	43	11.9	7	1.9	14	3.9	2	0.6	2	0.6	2	0.6	13	3.6	1	0.3	0	0	2	0.6
Q8	6	1.7	7	1.9	116	32.2	18	5.0	77	21.4	1	0.3	5	1.4	11	3.1	14	3.9	2	0.6	52	14.4	5	1.4	1	0.3	5	1.4	27	7.5	0	0	2	0.6	0	0	3	0.8	7	1.2	0	0	1	0.3	0	0
Q9	13	3.6	65	18.1	64	17.8	26	7.2	7	1.9	9	2.5	1	0.3	5	1.4	14	3.9	37	10.3	78	21.7	13	3.6	2	0.6	5	1.4	5	1.4	0	0	1	0.3	0	0	4	1.1	7	1.9	3	0.8	1	0.3	0	0
Q10	18	5.0	62	17.2	37	10.3	37	10.3	4	1.1	1	0.3	2	0.6	2	0.6	34	9.4	7	1.9	21	5.8	30	8.3	9	2.5	18	5.0	42	11.7	12	3.3	0	0	2	0.6	7	1.9	9	2.5	2	0.6	4	1.1	0	0
Q11	4	1.1	20	5.6	30	8.3	19	5.3	107	29.7	1	0.3	2	0.6	2	0.6	21	5.8	5	1.4	15	4.2	7	1.9	0	0	38	10.6	70	19.4	5	1.4	0	0	3	0.8	2	0.6	4	1.1	3	0.8	1	0.3	1	0.3
Q12	5	1.4	39	10.8	55	15.3	19	5.3	28	7.8	6	1.7	6	1.7	14	3.9	5	1.4	24	6.7	67	18.6	25	6.9	3	0.8	5	1.4	7	1.9	5	1.4	1	0.3	2	0.6	4	1.1	35	9.7	2	0.6	2	0.6	1	0.3
Q13	8	2.2	10	2.8	79	21.9	15	4.2	19	5.3	4	1.1	17	4.7	8	2.2	15	4.2	4	1.1	96	26.7	5	1.4	2	0.6	7	1.9	22	6.1	10	2.8	8	2.2	6	1.7	3	0.8	20	5.6	0	0	1	0.3	1	0.3
Q14	23	6.4	14	3.9	48	13.3	26	7.2	26	7.2	3	0.8	5	1.4	9	2.5	49	13.6	8	2.2	41	11.4	1	0.3	1	0.3	1	0.3	19	5.3	4	1.1	7	1.9	11	3.1	12	3.3	47	13.1	5	1.4	0	0	0	0
Q15	5	1.4	118	32.8	56	15.6	11	3.1	21	3.8	7	1.9	5	1.4	2	0.6	24	6.7	19	5.3	12	3.3	0	0	3	0.8	3	0.8	5	1.4	2	0.6	5	1.4	11	3.1	3	0.8	20	5.6	26	7.2	1	0.3	1	0.3
Q16	18	5.0	66	18.3	38	10.6	33	9.2	14	3.9	2	0.6	14	3.9	3	0.8	21	5.8	15	4.2	41	11.4	13	3.6	4	1.1	3	0.8	7	1.9	5	1.4	3	0.8	11	3.1	2	0.6	42	11.7	3	0.8	2	0.6	0	0
Q17	10	2.8	42	11.7	47	13.1	38	10.6	19	5.3	5	1.4	3	0.8	6	1.7	11	3.1	47	13.1	23	6.4	11	3.1	4	1.1	11	3.1	23	6.4	7	1.9	3	0.8	4	1.1	15	4.2	25	6.9	5	1.4	1	0.3	0	0
Q18	10	2.8	27	7.5	34	9.4	40	11.1	8	2.2	3	0.8	5	1.4	5	1.4	19	5.3	2	0.6	11	3.1	16	4.4	7	1.9	48	13.3	45	12.5	13	3.3	1	0.3	1	0.3	8	2.2	54	15.0	1	0.3	2	0.6	1	0.3
Q19	50	13.9	10	2.8	77	21.4	61	16.9	11	3.1	1	0.3	5	1.4	8	2.2	64	17.8	4	1.1	11	3.1	2	0.6	12	3.3	10	2.8	12	3.3	8	2.2	2	0.6	2	0.6	7	1.9	1	0.3	1	0.3	1	0.3	0	0
Q20	9	2.5	97	26.9	51	14.2	26	7.2	8	2.2	4	1.1	6	1.7	15	4.2	23	6.4	4	1.1	52	14.4	16	4.4	3	0.8	7	1.9	12	3.3	4	1.1	0	0	5	1.4	8	2.2	5	1.4	2	0.6	0	0	3	0.8
Q21	19	5.3	11	3.1	86	23.9	36	10.0	16	4.4	5	1.4	9	2.5	12	3.3	14	3.9	3	0.8	50	13.9	24	6.7	9	2.5	3	0.8	7	1.9	10	2.8	1	0.3	6	1.7	5	1.4	31	8.6	0	0	0	0	3	0.8
Q22	5	1.4	23	6.4	76	21.1	37	10.3	61	16.9	4	1.1	11	3.1	16	4.4	32	8.9	3	0.8	19	5.3	5	1.4	1	0.3	5	1.4	23	6.4	5	1.4	12	3.3	8	2.2	1	0.3	8	2.2	2	0.6	0	0	3	0.8
Q23	50	13.9	31	8.6	101	28.1	19	5.3	24	6.7	7	1.9	10	2.8	10	2.8	17	4.7	6	1.7	28	7.8	13	3.6	5	1.4	3	0.8	11	3.1	2	0.6	0	0	1	0.3	14	3.9	8	2.2	0	0	0	0	0	0
Q24	20	5.6	101	28.1	66	18.3	35	9.7	14	3.9	8	2.2	5	1.4	11	3.1	10	2.8	4	1.1	31	8.6	15	4.2	5	1.4	5	1.4	8	2.2	3	0.8	2	0.6	5	1.4	4	1.1	5	1.4	1	0.3	0	0	2	0.6
Q25	21	5.8	47	13.1	52	14.4	10	2.8	87	24.2	9	2.5	11	3.1	6	1.7	38	10.6	8	2.2	19	5.3	5	1.4	2	0.6	2	0.6	12	3.3	6	1.7	3	0.8	1	0.3	8	2.2	12	3.3	0	0	0	0	1	0.3
Q26	34	9.4	32	8.9	56	15.6	27	7.5	37	10.3	26	7.2	9	2.5	11	3.1	30	8.3	11	3.1	37	10.3	3	0.8	4	1.1	3	0.8	7	1.9	11	3.1	3	0.8	2	0.6	3	0.8	9	2.5	1	0.3	2	0.6	2	0.6
Q27	17	4.7	17	4.7	71	19.7	27	7.5	75	20.8	5	1.4	4	1.1	6	1.7	22	6.1	12	3.3	34	9.4	1	0.3	1	0.3	1	0.3	15	4.2	7	1.9	3	0.8	5	1.4	5	1.4	20	5.6	6	1.7	3	0.8	3	0.8
Q28	27	7.5	47	13.1																																										

Table 12 is the most prominent analysis method for every individual within the unwanted behavior in view of the teachers that showed in the following;

As its clear in the table which remarks to all the unwanted behaviors and all the analysis methods by number and data, but in this aspect, we only discuss those methods that have been outlooked by teachers. And in this table it will be mentioned as unwilling behavior, it also those squares X by name of the analysis method. And the sign of Q which colored with blue is the gesture for those methods that were highly cared by teachers in their view in comparison to other analysis methods.

This means (entering and going out from the class with noisy and pushing other classmates) that the first item Q1 is (warning them via to tell) which 117 teachers had their own opinion and $\times 3$ teachers prefer the third analysis method with the rate of 32.5% and they thought that this method is the best one to conduct with this sort of behavior.

And for the behavior of (being wronged by others whether physically or by Q2, Q3, Q4, from the second till fifths like shouting or assaulting ...etc and to have aggressive reaction for positive reproach, (without any principal try to blame his friends by using and giving nicknames) and this is the most suitable method by teachers to conduct such a unwanted behavior which is (warning them by telling)

This unwilling behavior like (being late and constant going out from the class, or to get out of the class without permission Q6 and the item number six that the teachers selected two methods to conduct with this behavior (asking) and $5\times$ that 82 teachers agreed with this method which is the fifth analysis method. This means to remind the class regulation $\times 11$ 84 teachers prefer this method rather than the eleventh analysis method which includes the unwanted behavior (cheating or make others cheat) to conduct with Q7 according to this method they think that this sort of analysis 17.8% with this unwilling behavior 68 teachers that the rate becomes the same number that has already stated.

This means (doesnt bring the class stuff) that 116 Q8 means (reproach) and the sign of $\times 4$ which is the most suitable one. Those methods have been deemed as the suitable ones for conducting such a behaviors that are 32.2 of rate.

On the other hand, this denotes the (use of aggressive language, slang usage, tough, and unreasonable) but its clear as we notice in Q10 (warning via eye contact) $\times 2$

they believe that the second analysis method 17.2% that 62 teachers consider as the best and most suitable way to conduct with this sort of behaviors. All the behaviors and analysis methods will come after the sequence of that series. The only this that can be noticed in this table is the majority of teachers used these methods to conduct with the misbehaviours in the class as a result of having tender and a suitable process of education and teaching away from reproaching and degrading of students that is worthy of being delighted.

4- Are There Significant Differences The Methods That Teachers Use Against Misbehaviors According to Variables Such as Gender, Age, Seniority, Class, Number, and Gender of Students in The Class.

Table 13. The Comparison of According to Gender of Teachers'

Gender	N	Mean	Median	St.diviation	Chi square	p.value	Sig
Male	220	254.42	258	76.471	198.746	0.05	0.010
Female	140	240.61	243	73.971			0.001

As it's clear in the table the value of Chi Square 198.746 and both gender of male 0.010 and for female 0.001 we notice that male gender bigger than 0.05 and female gender smaller than the previous point, for this reason, we will take assumption gender has an impact and mainly male one. But what we notice is (mean for male gender will be amounted to 254.4 bigger than the female gender (mean) which is amounted to 240.6 this central difference will show that the selection of analysis by male gender is stronger than the female (mean).

Table 14. The Comparison of According to Age of Teachers'

Age	N	Mean	Median	St.diviation	Chi square	p.value	Sig
Twenty-five years or less	63	236.95	250	75.618	698.177	0.05	0.00
(26 - 35) years	192	256.01	258	77.649			
(36 - 45) years	90	240.89	237.00	68.049			
(46 - 55) years	14	266.57	294.00	89.188			
Fifty-six years or older	1						

As it's clear in the table we notice that the value of Chi square 698.177 and the age 0.00 we see that it's smaller than 0.05 thus, this assumption will be taken that the ages are independent and the difference of teachers age will affect the students. But we notice that (mean) for 46-55 years of age become 266.57 bigger than all the (means) this central difference will show that to select the most prominent analysis methods this age is stronger than all of them.

Table 15. The Comparison of level of Education

Last Certificate	N	Mean	Median	St.diviation	Chi square	p.value	Sig
Faculty of Education	211	227.85	227	73.9	578.258	0.05	0.002
Institute of Education	128	279.12	278.5	67.758			
Open Education	11	264.82	273	72.56			
Another	10	294.30	292.5	67.71			

As it has shown in the table the value of chi square 578.258 and the last degree 0.002 as we see smaller than 0.05 for this reason the assumption could be taken when the level of teachers in terms of degrees make difference. But when we notice (mean) for the degree 294.30 that is the biggest in compare to all of the (means) and this central difference will emerge that to select the most prominent analysis for student's misbehaviour which have the distinction according to the level of teacher's degree to select the strongest one in doing this research.

Table 16. The Comparison of According of Number of Students Per Class

Number of Students Per Class	N	Mean	Median	St.diviation	Chi Square	p.value	Sig
(10 – 20)	48	290.85	283.5	73.12	864.666a	0.05	0.004
(21 – 30)	183	252.52	257	74.76			
(31-40)	116	230.03	230	71.04			
(41-50)	7	210.29	206	74.75			
Fifty one ore many	6	221.67	265.50	80.14			

As it has shown in the table the value for Chi square 864.666 the student for every class 0.004 we notice that 0.05 to take that assumption when the number of students to every class is related to analysis selection directly. Like (mean) for those classes which include 10-20 students that amounted to 290.85 bigger than all of the (mean) and this central distinction will emerge in order to have fewer students in a class the teacher can easily solve the bad behaviors of students in comparison to those classes that have more student in it.

Table 17. The Comparison of According of Seniority in The Field of Education of Teachers'

Work Period	N	Mean	Median	St.diviation	Chi Square	p.value	Sig
(0 – 5) years	96	245.44	258.50	72.148	738.217	0.05	0.001
(6-10) years	127	253.16	250	78.566			
(11-15) years	88	242.18	231	77.920			
(16-20)years	31	256.10	258	71.619			
Twenty one years or older	18	260.83	261	73.413			

As it's clear in the table the value of Chi square 738.217 and the duration of work 0.001 we see that its smaller than 0.05 that's why we will take the assumption that the experience of teachers will make difference on students to conduct misbehaviour toward teachers, as we notice (Mean) for the experience more than 51 years that counted 260.83 bigger than all of the (Mean). This difference shows that it's the strongest one to select the treatment methods.

CHAPTER FIVE

V. CONCLUSION

To conduct and the way of facing misbehaviour in the class will be considered as the most seminal and crucial aspect in the point of teachers view. Despite the fact that the teachers have skills of facing such a behavior and persuading them. Also, the teachers want to build a sort of relationship with students that will be based on dual respect and making a calm atmosphere of education in contrast which make them cause a hatred relationship and having the ambiguity of atmosphere in the class. The direct solution and achievable way to treat that misbehaviour so that the teachers can overcome and prevent from doing this sort of conduction and there is another mean of making a positive location with having a relaxed atmosphere.

All of the aspects of being made is to help the teachers to show and emerge their rules to make a friendly relationship with students whether outside or inside the class. Also, it will generate a great prevention to get away from self-assertion that causes to reduce this behavior and any other obstacles, and the teachers also should interfere and prevent from appearing, for instance, (to speak alone and delimit) so as to conduct with the unwilling behavior.

The teachers might be aware to take their behaviors and even the students into consideration, this is a sincere attempt by teachers to control the student's behavior and tell them that these behaviors are unacceptable. For example, (being late, and the reason of ignoring of students lateness and suggestion) this might help the student to reduce his or her unwilling behavior.

5.1. Discussion

A summary of research conclusion (result):

Lekie, 2004 research: the aim of this research is to know about the unwilling conduct on behalf girls pupil at an intermediate stage in a view of samples which is

consisting of 348 female teachers. The results turn out that the most remarkable unwilling behavior from girls behalf is like that: heat and self-assertive, stolen others means, cursing, general rate for these kinds of behaviors between pupils is being at the medium level. Cooper, 2004 research: this research has been made to show the importance of trouble unwilling conduct mold and knowing effective factors on those troubles by the intermediate learners ‘the results have shown that the most important misbehaviours shape are(speaking with a loud voice, and making noise while teacher is speaking) but the medium rate of these behaviors was at lower level.

Yowkon, 2005 research: this research has been made for introducing those methods that the teachers take to conduct with bully pupils, the samples in which taken consist of 144 teachers from both gender and the results show that the most important way for behaving with bully pupils are the following: quit, and ignoring, then creating a human relationship through cognizing of their problems, after that relying on teaching group methods, and pupils participating in physical psychology, art activities.

According to the result of the research, 360 teachers 300 teachers with the rate of 83.3% believed that gender has an impact on conducting misbehaviour, and 60 teachers with the rate of 16.7% thought that gender has no effect on doing this misbehaviour. And 235 teachers with the rate of 65.3% think that male gender will conduct misbehaviours than the others, 60 teachers with the rate of 16.7% they think that female gender will conduct more than male gender on undesirable behavior, 65 teachers with the rate of 18.1% believe that both genders will conduct misbehaviour with no difference.

Most of the misbehaviours that will conduct by students and most of the repetition make the teachers think that its (unfulfilled duties that are his work like homework and class duties ...etc.) that according to the most of teachers view received 62.7 %, and the last item is (stealing) that was less repeated according to the teachers notion and achieved 40.3% of that rate. Those methods that are being taken by teachers in modality they will be changed according to the misbehaviours that are conducted by students but the point that’s worth delight is all the methods that abide by the teacher they are all suited to the results and the process of education. And one of the analysis methods that are mostly repeated in the teacher's point of view is (warning via telling) through this statement.

The conclusion of the research showed that there is difference between the teacher's gender, this means that gender has effect on them the student can't perform the misbehaviour without the considerations of teacher's gender. But regarding the effect of gender in using the analysis methods will show that genders have an impact to select the treatment methods and the male genders are stronger than female gender.

According to the thesis result, the teacher's age has effect on students, this that the student can't do the unwilling behavior without the consideration of teachers age.

But regarding the effect of teachers age in using the analysis methods will show that age have impact to select the treatment methods and these two 46-55 of age are stronger than all of them in comparison to that age.

The conclusion of the research pointed out that there is the difference in the level of teacher's degree (certificate); the student can't conduct misbehaviour without the consideration of teacher's degree. But the level of teacher's degree will make the difference in making suitable ways to pick the most proper method by them.

According to the conclusion, the number of every class will have the connection to select the analysis methods directly, however, the class includes fewer students the teachers can solve the misbehavior of students easily in comparison to those classes that include more students.

According to the conclusion, the teacher's experience will make difference on students, this means that the students can't act any unpredictable behavior without the consideration of teacher's skills or experience. But the result of the research shows that the experience will make difference in selecting the suitable and most proper ways by teachers and the of experience 51 and up to that age will be stronger than all of them to pick the most proper method by them.

5.2. Some Suggestions to Rectify bad Behavior

- a- Most of the troubles will appear in the classrooms of both primary and secondary stages but approximately in the secondary stages as a result of being careless in understanding the tips and following them in a way that can help out of interaction with learning skills which will be presented. Otherwise, there will be the reason of being neglected in the task of social deliverance among the families,

that's why the following suggestions should be taken as the seminal and diver to fulfill great achieves in learning process tasks:-

b- In family

- 1- The care and dedication of families to introduce their children to the responsibilities and duties they have in studying via directing to listen and aware of what will happen in the classroom.
- 2- Helping their children to select the suitable time for studying with the proper place to study in, and trying to introduce with the necessity of being set by time and place, all of these things will help students to follow and obey on binding with tips and regulations.
- 3- Taking a single sight of attitude by families toward school as a learning foundation that will require on parents to have a good view in front of the learning tasks, teachers and respect the decisions that are made from the directorates.
- 4- To pay attention to making good tradition and behavior for their children via taking a proper up growth method and away from violence and trying to overcome the extra toughness or carelessness.
- 5- Being needed to take part students family in their affair and special decisions mainly those troubles connected to their children, and participating to eradicate the barriers or those troubles they will face schools in fulfilling the educational achievements.
- 6- Preparing a proper environment for students in the family, thus by providing suitable food in terms of the quality and quantity to protect from it and being aware of the right and proper way, also trying to get away from carelessness and extravagancy.
- 7- Teaching students toward the friendship concept and the way of choosing friends, also making a good social ties or connection, at the same time trying to teach the art of relationships and closing to meet the proper social and linguistics from backing out or deprive from society.
- 8- Providing aid and assistance for students so as to arrange the time of study in a stable way that could be suited with daily regulations like, sleeping, eating, and other daily activities.

- 9- Teaching students toward the good aspects and divers for schools and this will be appeared by making them to comprehend the advantage of it and obligate to schools and school life at the same time.

c- At School

- 1- Providing a suitable environment so as to help students to make their preparations in a very proper and clear way via the learning activities.
- 2- To represent appropriate tips and the notice to explain for students about those things that going to happen and the prominent behavior in the class.
- 3- To work on the treatment methods for the social, educational, and psychological methods that cause an obstacle in form of fulfilling the learning aims and they will cause a sort of disappointment, hesitate, and fear which causes to appear bad behavior.
- 4- The teacher should show their abilities to help students to know the goodness of regulations of education and teaching them about the art of active reading and it will effect on hearing, revise, asking, and briefing.
- 5- Providing a perfect atmosphere of learning that include freedom, certainty in the class, out of this way it will have a good impact to arrange class and interact with social and psychological adaption of students study.
- 6- To give opportunity in front of students to get succeed from invention and providing the stuff for the class and the very active way for learning, thus, this will be done by the consideration of student's supplements and their tendency of desire.
- 7- To put a kind of limit for some behaviors of sarcastic students in front of their classmates by using the methods of rectifying or reduce them so as to be suited with the dedication of an environment to have proper and encouraged in participating the whole activities.
- 8- The variety of stuff and leaning means by teacher during the process of teaching for the consideration of different methods and perceiving by learners.
- 9- Trying to enforce the good behavior and ignoring the bad behaviors within the limitation for aggressive and destructive behaviors that will threat in the process of education.

- 10- To conduct with the whole students fairly, the teacher should prevent from bad and fanatical behavior or relapsed to them.
- 11- To make some rules and criterion from acceptable behaviors in the class and giving explanations within the dedication of being obligated by them so as to help the student to get more set in responding.
- 12- To get away from exaggeration in using toughness of punishment, reproaching, castigating, and trying to use logical and real punishment within the punished behavior.
- 13- To soothe the stress and the burden of psychology that cause to hurt students health in terms of psychology and physically, also trying not to ask them by doing such a task and duties that are out of their abilities to implement.
- 14- To dedicate and pay heed to making a better social life in schools through trips and scientific visits and these kinds of means will help the growth to feel the friendship among the students.

5.3. A Proposal to Government

In to have a prosperous education process in our country mainly in primary schools we offer some proposals so as to the government dedicate and pay great heed via ministry of education all above the primary schools like this;

- 1- To construct new buildings for education so as to solve the high rate of students in a class or those who are in a building of schools. This will help the teacher to teach them easily and make the student understand obviously, also having fewer students in a class will be a reason for students psychological adjustment.
- 2- To improve schools environment in terms of renovating the old buildings, plants, green yards, tidy and clean areas. At the same time, there is a necessity to have the AC system for schools in order to help the students feel relax and comfort.
- 3- To have and provide skilled teachers who are specialized to all subjects.
- 4- To have and provide social and psychological researchers to all primary schools, and opening annual courses for that researcher so as to tip and advise students in a very proper and successful way.

- 5- Trying to train teachers on how to conduct student's behavior yearly.
- 6- To hold permanent forum and seminar by specialists and professors in the schools so as to be a great supportive mean for students to self-confidence.
- 7- To have a good curriculum in a way that can help the students to feel comfortable with the study.
- 8- To help poor students and those who are financially down by the government so as not feel lack of personality and sensitivity in front of his or her mates.
- 9- Those students that their parent's literacy is weak they should be tipped and advised by the ministry of education on how to straight and educate students, in a way that becomes a sort of pusher for students adaption.
- 10- To set off excursions and having picnics for students in an educational way.

5.4. Proposition for researchers

I offer some proposition and recommend doing other researchers in primary schools under the following titles;

- 1- To conduct and do a research titling adjustment of psychology in primary school children with the other changes in family education and culture community.
- 2- To do a research under the title of fear and relation with social and psychological adjustment in the primary school children.
- 3- To do a research under the title of the level of parent culture (intelligent) and relation with achievement pushes of children in the primary schools.
- 4- To do a research under the title of thinking methods (ways) in children and including both primary schools with state and private.
- 5- To do a research under the title of intelligence level (cleverness) in the primary school children according to the finical level of their families.
- 6- To do a research under the title of social adjustment in children and including both primary schools with state and private.
- 7- To do a research under the title of unwilling behavior of students primary schools in those who have lost their parents and those who have.

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APPENDIX

Ap 1.



REPUBLIC OF TURKEY
FIRAT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF EDUCATIONAL MANAGEMENT SUPERVISION PLANNING AND
ECONOMIC

(misbehaviours of students in the class and methods that teachers use)

Teacher Questionnaire Form:

Dear co-workers This form of your hand shows classroom teachers working, The adverse behavior of teachers against of the unwanted student behaviors that they saw and these behaviors will be used to determine the approximations that they use. Please those points that suitable to you write true sign and do not leave any points; since the data can be used for scientific purpose.

Thanks for your help

Chapter 1

1. Your gender;

() Female () Male

2. your age;

() 25 years and less () 26-35 () 36-45

() 46-55 () 56 years and over

3. Your experience in teaching;

() 0-5 years () 6-10 years () 11-15 years

() 16-20 years () 21 years and over

4. The last school you graduated from;

- ☐ Faculty of Education ☐ Institute of Education
☐ Open Teaching ☐ other (Specify)...

5. Your student number in your class;

- ☐ 10-20 ☐ 21-30 ☐ 31-40
☐ 41-50 ☐ 51 and over

6. Which of the following classes will you enter?

- ☐ 1st class ☐ 2nd class ☐ 3rd class
☐ 4.th class ☐ 5.th class ☐ 6.th class

7. Overall the average socio-economic level of the students in your class;

- ☐ Low ☐ High

8. The gender factor in unwanted student behaviors do you think it is effective?

- ☐ Yes ☐ No

9. If your answer to question 8 is yes, which students are more likely to Realizing?

- ☐ Girl ☐ boy ☐ both of them

Supervisor

Assoc. Prof: Dr.I. Bakir Arabaci

Researcher

Saman Kurdo Kurdo Hamad Ameen

The First Axis

	Misbehaviours and When The Teachers Response				
Unwanted Student Behaviors	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
1. Entering and existing in class with noisy and pushing other students					
2. Bullying friends in physical or other forms (crying, face to face, domination, attacking.....etc.)					
3. To react unfriendly to criticism					
4. Making baseless accusation against friends					
5. Making nicknames to friends					
6. To attend late or to leave early in the class or to leave without permission					
7. Doing cheating or cheating by others					
8. Do not bring the necessary materials to the class					
9. Speaking in the class without permission					
10. Using vulgar or abusive language (breaker, slang, rude, offensive, arrogant, or using inappropriate language)					
11. To make absenteeism without reason					
12. To go around the class constantly and do not sitting in a place for a long time					
13. To do not follow the rules of etiquette and cleanliness					
14. To blame others for self-failure					
15. Do not listen to the lesson(to go day dreams, to sleep, to take care of things outside of the lesson)					
16. Trying to be funny by doing irrelevant behaviors					
17. To make angry and annoying other students					
18. Orally or physically threatening other students and teachers.					
19.The act of lying					
20. Attracting students attention by making distracting sound and noise(whistling, constantly speaking, making noise by hitting objects)					
21. Going on the top of the tables and chairs					

22. Do not perform assigned tasks(homework, classroom tasks)					
23. Using your friends things without permission					
24. Messaging with friends during the class(writing and sending notes on paper)					
25. Sitting in the class and do nothing even knowing about the subject or the answers of the questions.					
26. Constantly complain about friends					
27. Constantly asking for toilet permission					
28. Do not use things properly and harm things					
29. Not doing homework					
30. Stealing					
31. To harm your friends` or class or teachers` things					
32. Do not make classroom and surroundings cleanly(do not pollute the trash and drawing lines on the walls, and to make chairs dirty)					
33. Others(please write)					

The Second Axis

		The Most approaches against misbehaviours, Write the number of the approach Sentence in parentheses. (Same Approach in multiple locations You can use.)
1. Entering and existing in class with noisy and pushing other students	()	1.Displaying that do not see
2. Bullying friends in physical or other forms (crying, face to face, domination, attacking.....etc.)	()	2.Warning by eye contact
3. To react unfriendly to criticism	()	3.Warning Verbally
4. Making baseless accusation against friends	()	4.Rebuking
5. Making nicknames to friends	()	5. Ask questions
6. To attend late or to leave early in the class or to leave without permission	()	6.Making changes during the class
7. Doing cheating or cheating by others	()	7.give responsibility
8. Do not bring the necessary materials to the class	()	8.Talking with the student during the lesson
9. Speaking in the class without permission	()	9.Talking with student out of the lesson
10. Using vulgar or abusive language (breaker, slang, rude, offensive , arrogant, or using inappropriate language)	()	10. Changing the location
11. To make absenteeism without reason	()	11.Remind class rules
		12. Dismissing from the class
		13. Punishing by giving a bad speech
		14. Meeting with school management
		15. Meeting with student`s family

12. To go around the class constantly and do not sitting in a place for a long time	()	16. Meeting with the guidance service
13. To do not follow the rules of etiquette and cleanliness	()	17.Do not give the unwanted task
14. To blame others for self-failure	()	18. Allow the student`s wants
15. Do not listen to the lesson(to go day dreams, to sleep, to take care of things outside of the lesson)	()	19.Doing apologize
16. Trying to be funny by doing irrelevant behaviors	()	20.Having smooth touching
17. To make angry and annoying other students	()	21.Having short break
18. Orally or physically threatening other students and teachers.	()	
19. The act of lying	()	
20. Attracting students attention by making distracting sound and noise(whistling, constantly speaking, making noise by hitting objects)	()	
21. Going on the top of the tables and chairs	()	22. Punishing the entire class
22. Do not perform assigned tasks(homework, classroom tasks)	()	23. Physical punishment Or stand on one foot, Pulling, tapping with ruler, etc.)
23. Using your friends things without permission	()	24.Others (please write)
24. Messaging with friends during the class(writing and sending notes on paper)	()	
25. Sitting in the class and do nothing even knowing about the subject or the answers of the questions.	()	
26. Constantly complain about friends	()	
27. Constantly asking for toilet permission	()	
28. Do not use things properly and harm things	()	
29. Not doing homework	()	
30. stealing	()	
31. To harm your friends` or class or teachers` things	()	
32. Do not make classroom and surroundings cleanly(do not pollute the trash and drawing lines on the walls, and to make chairs dirty)	()	
33. others (please write)	()	

Ap 2. Permission to hold opinion poll in the schools

Permission to hold opinion poll in the schools

Kurdistan Regional Government/ Iraq
Council of Ministers
Ministry of Education
General Directorate of Education in Sulaymaneyah
Education Planning Directorate
Research and Inquest

Ref. No: 9139
Date: 14/5/2017

**To/ Education Directorate of East – Ranya – Pishdar- Dukan
Sub/ Survey**

We agree on a survey to be done about **(Unwanted behaviors of students in the class and methods that teachers use)** in the area of your education directorate before starting the examinations.
With regards.....

Note:

- In the area of Education Directorate of East only in the schools of (Kurdistan Educational Community, Roz, Avesta, and Goizha).
- Attached:
- The student's request
- The survey form

(Signed)
Dishad Omer Mohammed Karim
The general director

***Sealed as: General Directorate of Education in Sulaymaneyah/ Issuing Department.**

A copy to:
-Office of general director
-Assistant of general director
-Directorate of Planning
-Research & Inquest
-Archive

Email: plan.suly@gmail.com Phone no.: 0533181606 Date: May 14th, 2017 on Sunday

**Kurdistan Regional Government
Ministry of Justice
Judicial Council
Legal Translation Licence no: 2014 – 68**

I, (Brwa Rasul Sharif) as a sworn translator was licensed official seals and ID for translating documents legally (English-Arabic-Kurdish) by Council of Ministers/ Ministry of Justice (Licence No.: 2014-68) (Kurdistan Region – Iraq).

This document (Permission of Survey) number (9139) issued on (14/5/2017) from (Education Planning Directorate/ Sulaymaneyah), and I have translated it literally from **Kurdish** into **English** on (9/11/2017). I afford responsibilities for the translation only and I have certified this attached translation with my seals and signature.

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Kurdistan Region - Iraq
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Sworn Translator
Brwa Rasul Sharif
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English - Arabic - Kurdish

Page 1 of 1

Ap 3. Turnitin Originality Report

UNWANTED BEHAVIORS OF STUDENTS IN THE CLASS AND METHODS THAT TEACHERS USE

Yazar Saman Kurdo Hamad Ameen

Gönderim Tarihi: 06-Ara-2017 09:42AM (UTC+0200)

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Kelime sayısı: 23592

Karakter sayısı: 118887

Celal YILMAZ

Bilgiaveer Bilgiaveer

UNWANTED BEHAVIORS OF STUDENTS IN THE CLASS AND METHODS THAT TEACHERS USE

ORIJINALLIK RAPORU

% 13	% 13	% 2	% 10
BENZERLIK ENDEKSI	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	www.scottdalecc.edu İnternet Kaynağı	% 4
2	ijepr.org İnternet Kaynağı	% 2
3	www.researchgate.net İnternet Kaynağı	% 2
4	www.schoolmentalhealth.org İnternet Kaynağı	% 1
5	educationgy.org İnternet Kaynağı	% 1
6	www.incredibleart.org İnternet Kaynağı	% 1
7	www.esd105.org İnternet Kaynağı	% 1
8	Submitted to University of the Free State Öğrenci Ödevi	<% 1

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İlginç sayı

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