RESEARCH ARTICLE

CLASSROOM MANAGEMENT PROBLEMS AND COPING STRATEGIES OF STUDENTS' MISBEHAVIOURS IN GOVERNMENT SECONDARY SCHOOLS OF ARSI ZONE

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ARTICLE INFO	ABSTRACT
	The purpose of the current study is to assess secondary school teachers' perception of management of classroom misbehaviours and coping strategies to prevent, reduce and react towards misbehaviours. The study adopted descriptive survey design. The sample consisted of 120 teachers selected randomly from four government secondary schools in the Asella City. Data collected was analyzed and interpreted using percentages, mean and standard deviation. Findings of the study showed that teachers, who are inadequate in CM, tend to have more disciplinary problems in their classrooms. Problematic behaviors of the students in the process of learning-teaching were the uninterested, lazy, noisy, naughty, hyperactive students, giving chorus answers, talking without permission and unpreparedness for class work. Such copying strategies were found ignoring the problematic situation, warning the students about the misbehavior, and use of body language such as mimes, gestures, and establishing eye-contact. The teacher should, being friendly with students, use of appropriate method of teaching and participatory lesson and taking attendance regularly can be helpful in shaping the behaviours of the students. In conclusion, effective CM enhances teaching-learning. It is recommended that teachers should plan activities where students are involved. Teacher should design such classroom and display classroom rules inside classrooms so that the students may see them and follow them.

INTRODUCTION

Background off the study

Educators must employ effective classroom management strategies to minimize failures and frustration in their classrooms (Shawer, 2010). Research suggests that student achievement and the development of self-control are promoted by effective classroom management skills (Omoteso and Semudara, 2011). Qinglan, Junyan and Shongshan (2010) indicated that effective classroom management is a fundamental component of the teaching-learning process, which promotes good behavior in students. In order to deal with the possible already existing and forthcoming classroom management problems, teachers from all over the world are employing a number of strategies. Whether these strategies work well for their classrooms or just fail is the research area for teacher education researchers (Demir, 2009; Demirdag, 2015). Classroom management is a complex exercise in the process of education.

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It demands talent, skills, energy and ability from teachers to manage classrooms because it directly deals with the behaviors of learners. Human behavior is the most complex phenomenon. Teachers with highly practical vision, strategies, skills and knowledge can manage classroom effectively (Hart, 2010). Classroom management is related to all of the things that teachers do to organize students, time, and materials so that student learning can be meaningful (Qinglan *et al.*, 2010). Classroom management is an effective teaching strategy and a key concern of many teachers while providing important teaching approaches for students (Cothran, Kulinna, and Garrahy, 2009). Further, classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behavior by students. The term also refers to the prevention of disruptive behavior of students (Demirdag, 2015). Classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom((Aly, 2007; Jolivette and Steed, 2010). The way teachers conduct the classroom matters

has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest interaction between the students and the teachers takes place Muhammad and Ismail cited in (Demirdag, 2015). Effective classroom management decides the effectiveness of teachers teaching quality and students learning. Effective teachers create a sound, supportive and friendly environment in classrooms where students feel safe, respected, cared and secured. For this purpose effective teachers create conditions of cooperation, discipline and responsibility both for themselves and for their students (Riaz, 2009). Teachers are the ultimate decider of the classroom atmosphere. Their role is crucial in influencing the behaviors of students. Teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behavior or misbehaviors of students. In this regard the nature of teacher plays a vital role, for example, different teachers have different ways of instinctively managing the classroom environment and patterns of setting up classroom that best fits their purpose (Aly, 2007). Managing a classroom is the ultimate responsibility of a teacher. The way a teacher manages the classroom will change the thinking of the students towards learning.

According to Qinglan *et al*., (2010) in the development of a positive classroom environment a teacher plays a highly important role. Teachers can create such conditions inside the classrooms where students feel safe and learn how to work together effectively as individuals. Here, the role of the teachers is to maximize learning and minimize disruptions by fostering among students attitudes of trust, tolerance, acceptance and cooperation. Teachers are the ultimate decider of the classroom atmosphere. Teachers, who lack in classroom management skills, could have a questionable impact on student learning (Marks, 2010). They may have frequent problems with classroom control, and write a large number of disciplinary referrals (Bennett, 2009). Those problems may be associated with students' noise and their disrespectful attitudes towards their friends and teachers (Mahon, Bryant, Brown and Kim, 2010). Lack of skills in classroom management is one of the biggest challenges for teachers especially those who are new in teaching because organizing students' behaviors is an important factor in the teacher's classroom effectiveness and job satisfaction (Omoteso and Semudara, 2011). In some cases, one-half of classroom time is taken up with controlling negative student attitudes other than instruction.

Classroom misbehavior among secondary school students is any activity that interferes with teaching and learning. Activities such as unpreparedness for class, talking in class, fighting, cheating, rudeness to teachers, and so on might disrupt the process of teaching and learning (Durmuscelebi, 2010). Misbehaviour is also any activity that hinders the misbehaving students to learn. Misbehaviour can arise because students feel frustrated and bored in schools. Another reason why students misbehave is because they want teachers' attention. A lot of problems which teachers must deal with are minor disruptions in the classroom. In dealing with classroom problems, it is best to correct behaviours by using the simplest intervention. Thus, it is expected that if the teachers takes cognizance of the unruly behavior of the students and applies the appropriate class control method, punishment or sanctions, the students will derive maximum advantage from the classroom learning. However, in order that the teacher may be able to effectively manage his/her classroom, he/she needs to

have sufficient and more importantly confidence and develop abilities in classroom management (Kane, Taylor, Tyler and Wooten, 2011). Tahir and Qadir (2012) revealed that most teachers confessed that their inability to deal with misbehavior in their classrooms was as a result of their lack of experience and preparation. By implication, confidence is a prerequisite to effective classroom management (Hart, 2010). The basic purpose of classroom management is socialization of students. It depends on the environment prevailing in the school. Positive environment directs students' behavior in a positive manner. Teachers should direct students' behavior in a desirable way. According to Ostrosky, Jung, Hemmeter and Thomas (2008) in the development of a positive classroom environment a teacher plays a highly important role. Teachers can create such conditions inside the classrooms where students feel safe and learn how to work together effectively as individuals. Here, the role of the teachers is to maximize learning and minimize disruptions by fostering among students attitudes of trust, tolerance, acceptance and cooperation. In this regard Kerdikoshvili (2009) argue that there are two goals of classroom management, first, to create and maintain a highly supportive learning environment and second, to promote a safe classroom community so that students' interest, motivation and involvement in the learning process is maintained. Additionally, Edwards (2004) has found that rules and routines provide students with structure to work in organization and interact with each other fairly. The class rules and routines must be mentioned both verbally and in written form. Examples should be shared wherever necessary by the teachers through modeling during teaching and learning.

Copying strategies help teachers in establishing routines for students for example turning papers, asking for questions, sharpening pencils, doing group or pair activities. Rules provide sense of regularity and organization for students and teachers. According to Kaya and Dönmez (2009) classroom rules contribute towards the creation of productive learning environment. Hence, rules should be clear, reasonable and consistent. Rules should be such that students must feel pride and responsibility to follow them. Effective teachers engage students in a variety of challenging and useful activities. This develops sense of cooperation among the students. According to Santrock (2006) teacher must be ready to attend to students' individual learning needs. For this the teacher can actively monitor the teaching-learning process by creating an engaging environment. Hence, teachers can actively monitor students by watching them closely, giving feedback to correct undesirable behaviors and to praise for good behaviors. The possible classroom management problems and their possible solutions were categorized under the following titles: time and energy, classroom constraints, reading levels and language skills, student immaturity, safety concerns, required thinking skills, sequencing, support, and materials management. According to the findings in Sun and Shek (2012) study, it was found that among a variety of students with problem of behaviors such as talking out of turn, interfering others and idleness were commonly reported by secondary school teachers are the most prevalent and annoying disruptive behavior. The findings also revealed that teachers observed students problem behaviors as those kinds of behaviors which involves rule breaking, abusing the implicit norms, expectations and instructions that becoming inappropriate in the learning environment Kent disturbing teaching and learning items. In other words, the ability teachers have to organize their classrooms and manage the behavior of their students is critical for achieving both positive educational

outcomes for students and the teachers' professional growth. Moreover, Gelpi (2008) suggest that focusing on preventing rather than reacting to behavior procedures establish a positive classroom environment in which the teacher focuses on students who behave appropriately. Based on the findings in Kern and Clemens' (2007) study, antecedent strategies implemented at the class wide level seek to establish a classroom environment that is positive, orderly, predictable, and motivating. These interventions increased students' academic engagement promoting appropriate behavior. They also argue that class-wide strategies are the most efficient first step to manage student behavior. The feasibility of implementation is enhanced when there are interventions of target groups of students sharing strong support to carry out antecedent strategies in the classroom. Antecedent strategies represent a powerful class of intervention approaches that can prevent problem behaviors, often in a rapid manner. In addition, such interventions can improve the general learning environment by enhancing appropriate and effective instruction and creating an orderly environment for learning to occur. When they are implemented in a comprehensive manner, they can promote appropriate behavior among all students in a positive and proactive way (Kern and Clemens, 2007; Kerdikoshvili (2009)). In a different study the management of classroom behaviour problems in secondary schools by Chien (2014) explored the issues of how secondary school teachers manage classroom behaviour problems. Lewis (2000) discovered that the students of the private schools are humble, cooperative and produce better results in the examination. This study gives teachers a theoretical foundation behind the management of classroom behavior problems. It focuses on enabling teachers to apply the strategies and principles that are recommended in the study. In overall, it is a way for teachers to identify effective classroom management procedures and use them in order to minimize disruptive behaviour problems in the classrooms.

In the current study, it is presented the importance of classroom management for creating and enhancing a meaningful learning scenario, in this sense disruptive behavior is a common barrier in the classroom that teachers need to face. Disruptive behavior apparently emerges based on the lack of appropriate strategies related to classroom management such as: not keeping students` attention focused while the teacher is busy, not establishing ground rules, presenting topics or material not appropriate for students` level, etc. For such reason, classroom management is the result of implementing appropriate classroom strategies within the work of an aware teacher in order to reduce disruptive behavior and gain control teacher has on the group as a whole and on individuals, this is what classroom management involves. The rational of this study was to explore the classroom management problems faced by teachers in government secondary schools in Asella City, Ethiopian. Although it was a small study, yet results of this study would help teachers improve their classroom management skills. This will lead to effective teaching and learning process in the Ethiopia secondary schools.

Statement of the problem

Nowadays, it is well known that certain classroom conditions influence negatively students' behavior. The number of research studies focused on behavioral problems has been increasing in the last decades that can be confirmed through the several studies published in educational journals. Hence,

the purpose of this study was to explore the perceptions of teachers regarding classroom management, problems and coping strategies of student behaviours in government secondary schools in Asella City. The researcher as a teacher in various government schools observed the ineffective management skills of teachers in government secondary schools in different government secondary schools. During classroom observations of teachers during teaching practice and after training for follow up, the researcher personally observed that there was unnecessary noise and disturbance in the classrooms. Even some of the parents complain that teachers punish students physically.

In government secondary schools, in some cases, pupils have been found that students are placing complaints against their teachers. These complaints are related to teachers' indifference towards students, corporal punishment and disgracing them in front of their class fellows. Even some of the parents complain that teachers punish students physically. On the other hand, interactions with teachers showed that according to them the students create mischief, disturbance in the class and even do not listen to the teachers some times. The parents of the area think that due to weak management skills of the teachers the children do not work, and there are examples of indiscipline among the secondary schools students in the government schools. This situation has culminated in low academic achievements of students among the government schools as compared to the private schools. As a result of this situation, this study was conducted to investigate the perceptions of teachers about classroom management problems and its coping strategies in government secondary schools in Asella City.

Objectives of the study

Following were the main objectives of this research study.

- To explore the perceptions of teachers of government secondary school in Asella City about the classroom management.
- To identify the effects of classroom management on the quality of teaching and learning in government secondary schools in Asella City.
- To find out the coping strategies of the classroom management problems in government secondary schools in Asella City.
- To provide solutions on the basis of this study for the classroom management problems in government secondary schools in Asella City.

Research questions

To investigate the above stated problem, the following research questions were formulated:

1. How do government secondary school teachers conceive classroom management in Asella City?
2. What is the perception of teachers about classroom management problems in government secondary schools in Asella City?
3. What are the current classroom management problems faced by the teachers in government secondary schools in Asella City?
4. What coping strategies do the teachers present for classroom management problems in government secondary schools in Asella City?

5. What solutions could be provided on the basis of this study for the classroom management problems in government secondary schools in Asella City?

Significance of study

The basic goal of this study is to identify the teachers for classroom management problems among students teacher training at Hashemite University. In addition, this study is very important for many reasons:

- Importance of the subject to which, as of the way teachers conduct the classroom matters has a deep influence upon their own teaching and learning of the students, because classroom is a place where the closest interaction between the students and the teachers takes place
- It opens the door for researcher to conduct related studies in the field of classroom management and its relationship to other variables in different university.

MATERIALS AND METHODS

The study examined into the problem through a descriptive research using a survey method. Stratified sampling technique was used to select 120 teachers from the four government secondary schools in the Asella City. The 24 items questionnaire was devised to address the issues of classroom management problem and coping strategies by teachers working in the government secondary schools. The questionnaire was designed based on Five Point Likert scale. According to Creswell (2012) and Merriam (2009) scale is a useful tool to ascertain the degree of agreement and disagreement with each item. The value of an item may differ from one researcher to another. It helps in better measurement of perceptions. To ensure validity and reliability of the data collecting tool, a pilot study was conducted in one secondary school. The questionnaire was reviewed and revised in the light of the results gained from the pilot study. Furthermore, two professors in education were also engaged to cross check the items and finally the questionnaires were administered to the selected sample by the researcher in person. The collected data were analyzed by using descriptive statistics in percentage, mean and standard deviation.

Participants and sampling

The population of this study consisted of four government secondary school teachers in Asella City. Cluster sampling technique was used to select 120 teachers from the four government secondary schools (Chilalo, Andinet, Dosha and Hamile) of Arsi Zone, Oromia Regional State. The sample consisted of 120 teachers selected randomly from four government secondary schools in the Asella City selected by stratified sampling technique using location of schools and ownerships of schools as strata.

Data collection tool

Classroom Management Problems Questionnaire (CMPQ) was used. The Classroom Management Problems questionnaire (PCM) developed by Al-Maged (2009) contains 24 items descriptive of the variables such as; classroom management, communication pattern, classroom rules, procedures and discipline, lesson planning, materials and space, classroom environment and teacher attitude. The items on a five-point scale was developed ranging from 1= Strongly Agreed (SA), 2=Agree (A), 3=Undecided (U), 4=Disagreed (DA) and 5=Strongly Disagreed (SDA) include. The validity and reliability of the instrument was determined through a pilot study. Cronbach Alpha was calculated to ensure reliability of the instrument. The reliability was ensured at Cronbach Alpha coefficient of 0.902 which was acceptable to administer an instrument for the purpose of data collection.

Data analysis

Data was collected from 120 government secondary school teachers using a structured survey questionnaire. Out of the 120 questionnaires that were personally administered to each respondent, all of them were collected back by the researcher personally and the response rate was 100%. The collected data were analyzed using simple statistics. The results are tabulated and reported in percentage, mean and standard deviation.

Ethical Issues

The researcher addressed important ethical issues during the research process. In this regard, permission to carry out the study in the selected government secondary schools was sought from Arsi Zone and Asella Woreda educational offices. Furthermore, the researcher explained the objectives and significance of the study to the respondent and that all information will be kept confidential.

RESULTS AND DISCUSSION

RESULTS

Findings and results of this study are presented in the following tables along with analysis of the views of the respondents.

DISCUSSION

The finding of this study showed that the major classroom misbehaviours prevalent in secondary schools in Asella City were unpreparedness for class work, talking during lesson, fighting, rudeness to teachers, causing distraction during lessons, sleeping during lessons, giving chorus answers and copying notes during lessons.

These misbehaviours are apparent in most of the schools in Asella City and the reason for this may be as a result of the students wanting to express themselves and the need to exercise their freedom. It may also have to do with the phase of life these students are most of them are in their adolescent years. These results corroborate the findings of (Kane *et al*., 2011). Inattention was identified as one of the types of misbehaviours in the schools studied. The causes of inattention might be as a result of lack of interest of the students in the lesson or the teacher and lack of materials for teaching and learning. Inattention might have also set in if the method of teaching is boring and if time-table is badly arranged. Another form of misbehavior noticed in Asella City secondary schools was causing distraction in the classroom. Raising issues that are not related to the topic being taught, doing things in excess and over-reacting to issues are some of the ways by which students may cause distractions in secondary schools.

Table 1. Views of respondents regarding concept of classroom management

	Items	Frequency			Mean	SD
	Classroom management is:	SA+ A	U	DA+ SDA		
1	managing only the teaching resources in classroom	60	10	20	1.68	.74
2	facilitating the learning process in classroom	50	13	37	1.62	.86
3	managing the teaching and learning process in classroom	80	05	15		.75

Table 1 shows that a majority, which is (60%; M =1.68, SD = .74) of the respondents, agree or strongly agree that classroom management is managing only the teaching resources in classroom. Half (50%; M = 1.62, SD = .86) of the respondents agree or strongly agree that classroom management is facilitating the learning process in classroom. Whereas, a great majority that is (80%; M = 1.96, SD = .75) agree or strongly agree that classroom management is managing the teaching and learning process in classroom.

Table 2. Views of respondents regarding communication pattern

	Items	Frequency			Mean	SD
	Teachers in government secondary schools	SA+ A	U	DA+ SDA		
1	use simple language to explain concepts in classroom	43	07	50	1.71	.72
2	use his/her body language effectively in classroom	40	10	50	1.71	.74
3	does not use gestures and postures effectively in classroom	60	05	35	1.79	.71

Table 2 shows that interestingly half, that is (50%; M = 1.71, SD = .72) of the respondents disagrees or strongly disagree that the teachers use simple language to explain concepts in classroom. Similarly, majority, (50%; M = 1.71, SD = .74) of the respondents disagree or strongly disagree that the teachers use their languages effectively in classroom. On the other hand a great majority that is (60%; M = 1.79, SD = .71) of the respondents agree or strongly agree that the teachers do not use gestures and postures effectively in classroom.

Table 3. Views of respondents regarding classroom rules and procedures

	Items	Frequency			Mean	SD
	Teachers in government secondary schools	SA+ A	U	DA+ SDA		
1	come to classroom in time	40	07	53	1.68	.77
2	do not share the classroom rules with students	60	10	30	1.63	.71
3	only the teachers make the classroom rules	80	05	35	1.96	.75

Table 3 shows that (53%; M = 1.68, SD = .77) of the respondents disagree or strongly disagree that the teachers come to school in time. Whereas, (60%; M = 1.63, SD = .71) agree or strongly agree that the teachers do not share the classroom rules with the students. Similarly, majority of respondents (80%; M =1.96, SD = .75) agree or strongly agree that only the teachers make the classroom rules.

Table 4. Views of respondents regarding classroom discipline

	Items	Frequency			Mean	SD
	Teachers in government secondary schools	SA+ A	U	DA+ SDA		
1	keep positive expectations of their students	35	10	65	1.80	.86
2	provide clear instructions to the students in classroom	39	10	51		
3	create a supportive teaching and learning environment	30	00	70		

Table 4 shows that (65%; M = 1.80, SD = .86) of the disagree or strongly disagree that the teachers keep positive expectations of their students. In the same way, (51%; M = 1.52, SD = .57) of the respondents disagree or strongly disagree that the teachers provide clear instructions to the students in classroom. On the other hand, (70%; M = 1.84, SD = .67) disagree or strongly disagree that the teachers create s supportive teaching and learning environment in classroom.

Table 5. Views of respondents regarding lesson planning

	Items	Frequency			Mean	SD
	Teachers in government secondary schools	SA+ A	U	DA+ SDA		
1	know how to make lesson plans for classroom teaching	65	05	30	1.87	.68
2	use the lesson plans effectively for teaching and learning	30	00	70	1.91	0.72
3	make lesson plans regularly for classroom teaching	15	00	85	1.97	0.74

Table 5 shows that (65%;M = 1.87, SD = .68) of the respondents agree or strongly agree that the teachers know how to make lesson plans. In the same way, (70%; M = 1.91, SD = .72) of the respondents disagree or strongly disagree that the teachers use the lesson plans effectively for teaching and learning in classrooms. And thus majority (85%; M = 1.97, SD = .74) of the respondents disagree or strongly disagree that the teachers make lesson plans regularly for classroom teaching in classrooms.

Table 6. Views of respondents regarding materials and space

	Items	Frequency			Mean	SD
	Teachers in government secondary schools	SA+ A	U	DA+ SDA		
1	use the available resources effectively in classroom	30	05	65	1.85	.79
2	use the available space effectively for students' learning	30	13	57	1.57	.60
3	use different resources to make class activities interesting	35	00	65	1.80	.86

Table 6 shows that (65%; M = 1.85, SD = .79) of the respondents disagree or strongly disagree that the teachers use the available resources effectively in classroom. Whereas, (57%; M = 1.57, SD = .60) of the respondents disagree or strongly disagree that the teachers use the available space effectively for students' learning. Majority of the respondents, that is (65%; M = 1.80, SD = .86) disagree or strongly disagree that the teachers use different resources to make the classroom activities interesting.

Table 7. Views of respondents regarding classroom environment

	Items	Frequency			Mean	SD
	Teachers in government secondary schools	SA+ A	U	DA+ SDA		
1	create friendly environment in classroom	60	05	35	1.63	.71
2	encourage students to take part in class activities actively	33	00	67	1.72	.81
3	design different learning activities in classroom	30	10	60	1.69	.85

Table 7 shows that majority, that is, (60%; M = 1.63, SD = .71) of the respondents agree or strongly agree that the teachers create friendly environment in classroom. On the other hand, (67%; M = 1.72, SD = .81)   disagree or strongly disagree that the teachers encourage students to take part in class activities actively. Similarly, (60%; M = 1.69, SD = .85)   disagree or strongly disagree that the teachers design different learning activities in classroom.

Table 8. Views of respondents regarding teachers' attitude

	Items	Frequency			Mean	SD
	Teachers in government secondary schools	SA+ A	U	DA+ SDA		
1	respect students' views during classroom discussion	55	10	35	1.55	.56
2	praise students for their contributions in classroom	46	04	50	1.63	.71
3	do not like students to ask questions during class time	60	00	40		

Table 8 shows that (55%; M = 1.55, SD = .56) respondents agree or strongly agree that the teachers respect students' views during classroom discussion. Conversely, (50%; M = 1.63, SD = .71) of the respondents disagree or strongly disagree that the teachers praise students for their contributions in classroom. On the other hand, (60%; M = 1.63, SD = .71) of the respondents agree or strongly agree that the teachers do not like students to ask questions during class time.

Some findings in this study indicated consistency with those of research aimed at testing teachers' classroom management and number of discipline referrals. Effective classroom management skills not only utilize effective learning environment, it promotes positive student behavior and lower number of discipline referrals (Qinglan et al., 2010). In parallel research findings, Demir (2009) found that classroom management is directly linked to classroom environments in which students' behavioral problems are controlled and higher learning expectations are established. Moreover, in their research, Kane et al., (2011) suggested that teachers, who are ineffective in classroom management, would have to spend most of the instructional time on controlling students' behaviors and write more discipline referrals. The results of the present study revealed that teachers in the secondary school lessons were faced with various problematic behaviors of the students in the process of learning-teaching. Among these problems were the uninterested, lazy, noisy, naughty, hyperactive students, and students' quarrelling with each other, talking without permission, and walking around the class. As indicated in the results section, majority sub-scales of the classroom management problems inventory indicate a negative situation. From sub-scales of the represent majority (85%; M = 1.97, SD = .74) of the respondents disagree or strongly disagree that the teachers make lesson plans regularly for classroom teaching in classrooms; and majority (85%; M = 1.97, SD = .74) of the respondents disagree or strongly disagree that the teachers make lesson plans regularly for classroom teaching in classrooms, higher level of respondents (80%; (M =1.96, SD = .75) agree or strongly agree that only the teachers make the classroom rules, a large number of respondents (70%;(M = 1.97, SD = .74) disagree either strongly disagree that the teachers use the lesson plans effectively for teaching and learning in classrooms, and higher level of respondents (70%; (M = 1.84, SD = .67) disagree or strongly disagree that the teachers create s supportive teaching and learning environment in classroom. This result indicates that secondary school teachers have not reached an acceptable level of awareness about classroom management skills. This result is explained by the fact that both male and female secondary school teachers are treated equally classroom management problems. Further, students at various academic performances may not be gradually exposed to classroom management problems.

This finding also corroborates the outcomes of Altınel's cited in Demirdag (2015). According to the results of her study talking to friends, making noise, dealing with other things and talking without permission were recorded as mostly faced misbehaviors. Likewise, Demir (2009) listed similar misbehaviors of students such as students' coming unprepared to the classroom, their lack of attention, and especially their speaking without permission, and being disrespectful to the teacher by making too much noise and moving around the class. Lack of student motivation, causing students to be uninterested and lazy, is considered as one of the important factors leading disruptive behavior also mentioned in Kaya and Dönmez's study (2009).

The study also found the strategies that were used by the teachers to manage classroom misbehaviour in the Asella City. The strategies included giving advice, referring students to the school counsellors, reporting to the school principal, moving students from one sit to another, making any erring student to stand throughout the period, and assigning farm portion to be cleared by the student who misbehaves. These results are in line with the findings of Mahon et al. (2010) that discovered that teachers could manage classroom misbehavior through preaching discipline in the classroom by ensuring orderliness, and power of cooperation among the students. The results also showed that all the strategies adopted by the teachers were capable of controlling classroom misbehaviours among secondary students.

The qualitative analysis of the data yielded different solutions for the mentioned classroom management problems identified, which meant that some problems were tried to be solved by means of more than one strategy. For the pupil-based problems, the most frequently used strategies were ignoring the problematic situation or individual student, warning the students about the misbehavior, and use of body language such as mimes, gestures, and establishing eye-contact. There were also other strategies that were sparingly used such as rewarding the students, keeping silent, changing students' seats, showing individual interest to the problem students, and even punishing them. Further, the measures such as teachers engaging students in private talk, being friendly with students, use of appropriate method of teaching that ensure good communication and participatory lesson, arranging the class in

an orderly manner, teachers attending class regularly, having respect among the students, and taking pains to explain difficult exercises to students when necessary can be helpful in shaping the behaviours of the students. If the teachers are committed to using these strategies, there is bound to be great improvement in the students' behaviours. These results are in line with the findings of Mahon *et al.*, (2010). As the most frequently stated classroom management problem, dealing with the irritating level of noise in the classroom and how the dealt with it was explained by one teacher respondents as follows:

"When I delivered the handouts and gave time for the activities, most of the students did them well but, some of them were uninterested. While they were studying, I monitored the classroom and walked around these noisy and uninterested students. After they gave their answers, I also asked the uninterested ones whether they agreed or not. I also wanted students to write their answers on the board and then I wanted noisy ones to clean the blackboard. Sometimes I used eye-contact rather than verbal warning because I think eye-contact is much more effective than the verbal one. Verbal warning probably increases the bad behavior. Also, the students do not feel ashamed among their friends with eyecontact. So, I could see the effectiveness of these strategies."

Students' not participating in the lesson was among the sources of the classroom management problems secondary school students faced. Another problematic situation was about a complaint by one of teacher respondent about the naughty students. Here, the students were 'uninterested', and they were and making noise in the class, which together resulted in a loss of class control. S/he explained the situation with these words:

"I thought that the lesson would be enjoyable, but I was disappointed. Few of the students read the passage, most of them were uninterested and some of them were buy with making noise. I took the names of two students who were noisy and uninterested. And I told them that I would give their names to their English teacher. This was a warning for other students as well. After that, the classroom was less noisy than previous moments. They never stayed silent and calm during the lesson, because they were too naughty to listen to me."

Similarly, one of teacher respondent complained about the misbehavior that resulted in a loss of class control as follows:

"After my presentation, I delivered handouts to students and we started doing the practice part. I gave time for the activity and I started to walk around in the class. Some students wanted to ask some questions. They did not ask questions to me, they started asking to each other. While they were asking, I tried to answer their questions because it was my lesson and I wanted to be the authority in class. So, I did not want him to interrupt my lesson. One of the students even said 'I asked to Mr. X, not you' and I said 'There is no problem, but you know this is our activity so I can help you' I became a bit angry when she said it."

The findings of the current study indicated that teaching techniques and styles, teaching point, materials and activities could be the other sources for classroom management problems. These sources seem to be very appropriate in the light of the (Kerdikoshvili, 2009). The researcher found that beginning were also faced with organization of class work,

insufficient and inadequate teaching materials and supplies related to classroom management and these problems had negative effects on the learning-teaching process. In like manner, Omoteso and Semudara (2011) emphasized the role of 'instructional dimension' which is equal to the teachers' behaviors to present the teaching point and organize the learning activities effectively by using various teaching materials. The data analysis of the present study also indicated that there were three sources of coping strategies, namely, the methodology courses, effective teachers and previous teachers of the participants for effective classroom management. One of the participants, T6 reported below how s/he implemented the things s/he learned in the methodology lessons to find out a sound solution for noisy students.

"When I first started the lesson, I recognized that the students were eager to participate in the lesson, but they also seemed to be noisy. I showed some pictures to the whole class and asked eliciting questions. But, while I was asking the questions, some students tended to ask irrelevant questions and make noise. As a solution, I tried to remember the techniques which I learned in the methodology courses to keep them quiet. I addressed the questions directly to those noisy students. They tried to understand the questions and answer by looking at the pictures. They were still making noise, but at least they were talking about the teaching point. Also, I gave some responsibilities to the noisy students such as letting them deliver handouts, clean the board as another tactic. In short, I can say that using different and interesting materials, directing questions to noisy students instead of telling them to be quiet, and giving some responsibilities helped me to make noisy students participate in the activities and take their attention. I am armed with some useful tactics which were taught in the methodology courses to deal with such problematic issues in class."

The significant role of teachers and their previous teachers also shaped their repertoire coping strategies. Their observations during memories of the problematic incidents and solutions helped them a lot for handling with disruptive behavior. Teacher respondents explained how they imitated the solutions of their teachers successively.

"I gave my instruction activity in the 10th class. I wanted them to complete the dialog on their own first and then work in pairs to ask some questions about that dialog. I observed that when I gave my instruction, most of the students could not understand what to do. I chose one of the brightest students in the class who understood the instruction and wanted her to explain it to her friends. My teacher often does this and I observe that it works well. So, I decided to do the same thing, and in this way, I did not have to repeat my instruction."

Conclusion

On the basis of the results and findings this study concludes that according to majority of the teachers' classroom management is managing the total teaching and learning process in classroom. The teachers use simple language to explain concepts in classroom. The teachers use their languages effectively in classroom. However, interestingly the study found that the teachers do not use gestures and postures effectively in classroom. The study further discovered that the teachers do not come to school in time. The teachers also do not share the classroom rules with the students. It was also

found that only the teachers make the classroom rules. The study found that the teachers know how to make lesson plans and the teachers also use the lesson plans effectively for teaching and learning in classrooms. It was found that the teachers do make lesson plans regularly for classroom teaching in classrooms. The study also found that the teachers do not use the available resources effectively in classroom. The study found that the teachers do not use the available space effectively for students' learning. Furthermore, the study found that the teachers do not use different resources to make the classroom activities interesting. The study further found that the teachers create friendly environment in classroom. Conversely, the study found that the teachers do not encourage students to take part in class activities actively and the teachers also do not design different learning activities in classroom.

The study discovered that the teachers respect students' views during classroom discussion. Conversely, it was found that the teachers do not praise students for their contributions in classroom. On the other hand, the study found that the teachers do not like students to ask questions during class time. Finally, the study concluded that the secondary school students studied were involved in classroom misbehaviours such as fighting, talking while the teachers were teaching, and eating during lessons. Managing the classroom misbehaviours would depend on how effective the teachers are, because this study found a significant positive relationship between teachers' effectiveness and management of classroom misbehavior.

Recommendation

On the basis of the above study the following recommendations are made:

- Teachers may be provided relevant training to deal with the issues and problems of classroom management.
- Teachers may be able to overcome the problems of classrooms on the basis of effective lesson planning on regular basis. Teachers should take time to study their misbehaving students in order to help them adjust.
- Teachers can make their classroom management better by using the available resources in classroom effectively such as teaching and reading materials, technologies and even students as resources.
- By encouraging the students to ask questions and to participate in the process of education can improve deviant behaviors of students. In this way some of the discipline problems on the part of students could be controlled such as noisy, naughty, hyperactive students, talking without permission and unpreparedness for class work.
- The students may be advised to follow the classroom rules. In this regard the teachers may involve students in the process of making the rules and procedures for classroom in this way the students will own the rules.
- The students may be considered as participant in the process of education rather than a recipient. For this purpose, the teachers may give some responsibilities to the students to engage them in the process of teaching and learning.
- The teachers may control the rude or deviant attitudes of the students by praising their contributions. In this way the students' self-esteem will increase. This will

help them to be happy learners. They will take interest in the process of teaching and learning.
- Teachers may design different learning activities in the classroom so that the students are engaged and do not find extra time for making mischief and disturbances.
- School principals may allow the teachers to make decisions independently. This will help the teachers to directly talk to the parents of the students and get them involved in the process of education of their children directly. This help in decreasing the negative behaviors of some of the students.
- Parents should make themselves more available and accessible to their adolescent students. This is in a bid to know them better and help them make positive use of their time.
- The ministry of education should ensure that each secondary school has at least one trained counsellor instead of leaving the teacher to do all the work.

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