



TEACHERS' OPINIONS REGARDING THE EFFECTIVE STRATEGIES FOR MANAGING DISRUPTIVE BEHAVIORS IN A CLASSROOM: A QUALITATIVE STUDYⁱ

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Abstract:

The aim of this study is to determine the effective strategies for managing disruptive behaviors in a classroom-based on the opinions of teachers. In the present study, the qualitative case study methodology was used. The study was conducted with the participation of 19 female, 16 male teachers working at 7 different types of high schools (Anatolian High School, Science High School, Religious High School, etc.) located in Şanlıurfa province, Karaköprü district. The participants were selected through the maximum variation sampling technique. The data of the study was collected from a total of 35 volunteer teachers; 5 from each high school, with different seniority (3-22 years) and different subjects (vocational and academic subjects). The data for this study was collected using a semi-structured interview and analyzed by content analysis. According to the opinions of the participants; two main themes were formed as a. preventive strategies (rule-setting, building a good student-teacher relationship, instructional interactions) and b. behavior control strategies (direct or indirect intervention, punishment, after the class talk, referral).

Keywords: classroom management, disruptive student behaviors, preventive strategies, behavior control strategies

Özet:

Bu çalışmanın amacı öğretmen görüşlerine göre sınıf içinde istenmeyen öğrenci davranışlarını yönetmede etkili olduğu düşünülen sınıf yönetim stratejilerini

ⁱ SINIFTA İSTENMEYEN ÖĞRENCİ DAVRANIŞLARINI YÖNETMEDE ÖĞRETMENLERİN ETKİLİ OLDUĞUNU DÜŞÜNDÜKLERİ STRATEJİLER: BİR NİTEL ÇALIŞMA

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belirlemektir. Araştırma nitel araştırma yöntemlerinden durum çalışması desenine göre tasarlanmıştır. Çalışma 2018-2019 eğitim öğretim yılında Şanlıurfa ili Karaköprü ilçesindeki 7 farklı türlerdeki (Anadolu lisesi, Fen lisesi, İmam Hatip lisesi vb.) devlet liselerinde görev yapan 19 kadın, 16 erkek toplam 35 öğretmenin katılımı ile gerçekleştirilmiştir. Örneklem maksimum çeşitlilik örnekle yöntemiyle belirlenmiş, her bir lise türünden meslek veya kültür dersine giren, mesleki kıdemleri 3-22 yıl arasında değişen 5 er öğretmenin gönüllü katılımı ile çalışmanın verileri toplanmıştır. Araştırmanın verileri araştırmacılar tarafından geliştirilen ve açık uçlu iki sorudan oluşan yarı yapılandırılmış görüşme formu ile toplanmıştır. Veriler, içerik analiziyle çözümlenmiştir. Görüşmelerden elde edilen verilerin analizine bağlı olarak, öğretmenlerin sınıf içi istenmeyen öğrenci davranışını yönetmek için önleyici (kural koyma, iyi ilişki kurmak, yönlendirici/eğitici iletişim) ve davranış kontrol stratejilerine (dolaylı ve doğrudan müdahale, cezalandırma, ders sonrası öğrenci ile konuşma ve diğer profesyonellere yönlendirme) başvurdukları belirlenmiştir.

Anahtar Kelimeler: sınıf yönetimi, istenmeyen öğrenci davranışları, önleyici stratejiler, kontrol stratejiler

1. Introduction

Effective teaching and learning in a classroom is the main goal of an education system and effective classroom management and development of an appropriate learning environment is a prerequisite for it (Çelik, 2003; Demirel, 1998; Özyürek, 2001; Tertemiz, 2012). It is believed that some undesirable student behaviors in the classroom negatively affect the effectiveness and efficiency of teaching and learning. Therefore, the effective classroom management has utmost value to achieve educational and instructional goals and ultimately for the effectiveness and efficiency of the school. It is thought that the effective classroom management largely depends on getting to know the students well, professionalism of the teacher and their field and pedagogical competence are very important (Bilir, 2014).

Classroom management can broadly be defined as the arrangement of the classroom, educational materials in a way to maximize the effectiveness level of teaching and learning, and the effective management of human and other resources to achieve predetermined educational goals. In other words, classroom management includes all efforts of teachers to manage classroom activities regarding effective teaching and learning, social interaction and student behavior so as to create an effective teaching and learning environment (Burden, 2005; Good & Brophy, 2006; Brophy, 1986). As suggested by Savage & Savage (2009), classroom management generally happens in two forms: namely preventive (the prevention of problems) and direct intervention/reactive (responses when problems occur) management techniques (Tertemiz, 2012; Türnüklü, 2000).

2. Literature Review

For an effective classroom management, the four basic models, reactive, preventive, developmental and holistic models, are commonly referred. The reactive model is associated with teachers' reactions to undesirable situations and student behaviors in the classroom. In other words, it includes the use of various rational, positive sanctions for the transformation of undesirable incidences or behaviors into the desired state and behavior. The preventive model, on the other hand, is aimed at determining the causes of undesirable events or behavior rather than curing the symptoms and preventing these situations and incidences before they occur. While the developmental model recommends the development of educational activities considering the various personal development characteristics of the student, the holistic model suggests an eclectic approach, the rational use of these other three models, depending on the situation (Başar, 1999). Another typology suggests 3 approaches in classroom management. 1. The Non-Interventionists approach focuses on informing the students, giving them responsibility for solution while minimizing the teachers' power over students and encouraging students to use their inner potential so that they can make decisions for their personal growth. 2. Interventionists approach which is teacher-oriented focuses on applying reward or punishment in regulating behavior, in which teachers tend to take control of the situation by implementing immediate disciplinary tactics. 3. Interactionalists approach which is a kind of mixture of both aforementioned approaches focuses on teacher and student' seeking solutions satisfactory to both together while employing some of the techniques as non-interventionist and interventionist (Yılmaz, 2008; Ünal & Ünal, 2012).

There is believed to be a relationship between the frequency of occurrence of undesirable student behavior in the classroom and how effectively the teachers use the classroom management strategies (Allen, 2010). The preventative management techniques are thought to work better than reactive management techniques in the long run (Emmer & Stough, 2001). In other words, it is more important to prevent these behaviors from occurring and to act accordingly rather than focusing on how to intervene in these behaviors more effectively. For an effective classroom management, it would be more effective for the teacher to have an attitude to prevent the occurrence of the problem by creating environments that will support learning and appropriate student behavior, as well as developing strategies that effectively eliminate the root cause of the problems (Celep, 2000; Little & Akin-Little, 2008).

For better classroom management, it is important to understand what kind of student behaviors may be considered as undesirable in the classroom. Undesirable student behaviors are all student behaviors that disrupt the classroom order and prevent the learning and teaching process (Aydın, 2000; Başar, 1999; Çelik, 2003; Houghton, Wheldall, & Merret, 1988; Little, 2005; Tertemiz, 2012; Thompson, 2009). There might be many reasons for the emergence of behaviors that are against the norms and rules within the school and classroom (e.g. absenteeism, cheating, truancy, violence, etc.) which

require the intervention of administrators and teachers (Korkmaz, 2002; Sarıtaş, 2006; Sun & Shek, 2012). It is important to understand the underlying reason behind such behaviors and to take initiatives accordingly for effective classroom management (Sarıtaş, 2006; Tertemiz, 2000). Some undesirable student behaviors may occur as a result of in-class factors such as student - teacher characteristics, curriculum and teaching methods, class structure, and some may result from external factors such as the student's environment and family environment (Aydın, 2000; Başar, 1999; Sarıtaş, 2006; Yiğit, 2004). Instead of treating the symptoms, determining the causes of events and, getting to the root of the problem can help produce a more effective solution (Aydın, 2000; Başar, 1999; Çelik, 2003; Sarıtaş, 2006).

Teachers have an important role in preventing such undesirable behaviors and in making the right intervention, and therefore teachers' competencies are important (Sarıtaş, 2006; Çelik, 2003). As stated by Marzano & Marzano (2003), the teachers' actions in their classrooms have more impact on student achievements than school policies regarding curriculum, assessment, staff collegiality, and community involvement (p.6). Besides, it is known that teachers' classroom management skills and a positive classroom environment are effective in reducing behavioral problems and increasing student success (Celep, 2000; Ercan, 2012; Karip, 2002). According to the findings of several studies, one of the most important factors in effective classroom management is related to the teacher's management and instructional ability (Brophy, 1988; Emmer, Evertson, & Worsham, 2000). The teachers' insufficient knowledge, skills or wrong attitudes about managing such behaviors might lead to the occurrence of such undesirable student behaviors. In addition, the reasons such as the teacher's inability to develop the appropriate attitude and approach aligned with the student's individual characteristics, interests and needs, inability to manage the teaching process effectively, the mistakes s/he exhibits in creating and applying these rules, and the failure to shape the physical and organizational (climate, culture) structure of the classroom might also have an effect on the emergence of such student behaviors. Besides, the quality of the interaction between the student and the teacher and the inability to maintain the level of this interaction may cause the students' not being motivated for learning and lead to such behaviors (Aydın, 2000; Başar, 1999; Çelik, 2003; Sarıtaş, 2006).

There are various strategies that teachers learn, develop, apply and find more effective in order to prevent and manage undesirable student behaviors in the classroom. The primary objective of this study was to investigate the effectiveness of the classroom management strategies used by teachers against undesirable student behavior in the classroom based on teachers' opinions. The main problem sentence of the study is "To determine the strategies that teachers think are effective in managing undesirable student behavior in the classroom according to teachers' perceptions".

The sub-problems of the research are as follows:

Teachers working in high schools in Karaköprü district of Şanlıurfa province;

- 1) What strategies do they believe are effective in managing unwanted student behavior in the classroom?

2) What are their views on why the strategies they use are more effective?

The study can guide teachers in terms of reviewing the strategies they use in the classroom in terms of effectiveness; It can raise their awareness regarding the question at hand and would help them change their point of view.

3. Material and Methods

This is a qualitative study in which the "case study" research method is employed. The case study is a research method involving an up-close, intense, detailed, in-depth, and detailed examination of one or more particular cases (Yıldırım & Şimşek, 2011). It is used to gain insight into an event and to develop, improve and change some theoretical explanation (Christensen, Johnson, & Turner, 2015, p.417).

3.1 Sample design and participant selection procedures

The participants of this study were chosen from among the teachers working in the state high schools in Karaköprü district of Şanlıurfa in the 2018-2019 academic year. The maximum diversity sample - a special kind of purposive sample- was used to determine the study group of this study. The maximum diversity sampling is used to understand how a phenomenon is perceived and understood among diverse people, in different locations and at different times and to reveal the different dimensions of the research question (Yıldırım & Şimşek, 2011).

The participants of this study were 35 high school teachers from 7 different types of high schools. In order to achieve maximum diversity, 5 teachers from each 7 types of high schools were chosen by taking their professional seniority, branches and gender into consideration. The detailed demographics of the participants are provided in Table 1.

Table 1: Demographics of the participants

Demographics		f	%
Gender	Male	16	45,7%
	Female	19	54,3%
Seniority	1-5	4	11,4%
	6-10	6	17,1%
	11-15	9	25,7%
	16-20	11	31,4%
	21+	5	14,3%
Type of school	Anatolian High School	5	14,3%
	Vocational and technical Anatolian high school	5	14,3%
	Imam Hatip High School	5	14,3%
	Science High School	5	14,3%
	Social science High School	5	14,3%
	Fine Arts High School	5	14,3%
	Sports High School	5	14,3%
Branch	Vocational Subject Teachers	17	48,6%
	Subject Teachers	18	51,4%

As can be seen in Table 1. the study was carried out with the participation of 16 male and 19 female teachers from 7 different types of high schools in various branches. Average professional seniority ranges from 7 (1-5... 21 +) years. The high schools where the research was conducted are in the district of "Karaköprü", a central and developing region of the city "Şanlıurfa". The most important factor in the selection of this region is the population density and high school diversity of the region, and thus the differentiation in the academic skills of the students. Before the data was collected, the research protocols were followed by the researcher (consent form, interview form, etc.). The participants were given information regarding the study and asked to sign the content forms before the interview.

2.2 Interviewing Procedures and Data Analysis

The data of the study were collected using a semi-structured interview form developed by the researchers and consisting of two open-ended questions. In the preparation of this form, firstly several questions were formed based on the related literature, and expert opinion was sought from a group of experts in the field. The interview form was finalized in line with their suggestions. In the interview form, there are two open-ended questions. The participants were asked to talk about the techniques that they frequently use in managing undesirable student behavior in the classroom and why they prefer these methods. They were also asked about how effective they think these techniques are.

Before starting the interviews, preliminary interviews were conducted with the participants, it was stated that the data would only be used in a scientific study without giving their names, and they were asked to express their opinions freely. In addition, a consent form and an ethical contract were signed by them. After the interviews were transcribed, the participants were asked to review and make necessary changes and thus participant confirmation was sought.

The interviews ranged in duration from 20 to 35 min. The in-depth interviews were recorded and transcribed verbatim. The qualitative data analysis software NVivo (2.0) was used to ease the organization and structuring of the process of coding and categorization and the development of relationships among concepts.

Qualitative analysis of data was conducted by content analysis method. Before the data analysis, the recordings were transcribed, and the transcriptions were sent to the interviewees to seek their approval. Following this, the transcribed interview texts were analyzed line by line, and related parts were given temporary conceptual codes. Then, the possible relationships between conceptual labels and categories were sought and finally the categories were combined and refined (Strauss and Corbin, 1998). In addition, the data obtained from the interview were coded separately by researchers and an academician experienced in qualitative research, and then the coding were compared. The agreement rate calculated using the formula $\text{Reliability} = \frac{\text{Consensus}}{\text{Disagreement} + \text{Agreement}} \times 100$ (Miles & Huberman, 1994) was found to be 90%.

In the study, codes were used instead of names, without including the identity of the participants. In order to increase the internal reliability of this study, that is,

consistency, the excerpts were given directly without interpretation and supported by direct quotations from the participants.

4. Results and Discussion

The first question directed to the participants in the study was about the strategies they used to interfere with the undesirable student behaviors they experienced in the classroom. The findings obtained as a result of the content analysis made on the answers given by the participants to this question are shown in Table 2.

Table 2: Strategies Used by Teachers Regarding the Management of Undesirable Student Behaviors in Classroom

Main Theme	Sub-theme	f	% (35 participants)
Preventive Strategies	Setting rules	33	94,3
	Establishing good relationships	29	82,9
	Instructive/directive interaction	25	71,4
Behavior Control Strategies	Indirect intervention (verbal or nonverbal hinting)	28	80,0
	Direct intervention	16	45,7
	Talk with the students after class	13	37,1
	Referring student to specialist or others	5	14,3
	Punishment	7	20,0

Based on the analysis of the data obtained from the interviews, it was found out that teachers usually tend to use preventive (setting rules, establishing good relationships, directive / instructive communication) and behavior control strategies (indirect and direct intervention, punishment, talking to the student after class and or referring them to other professionals to manage unwanted student behavior in the classroom).

It was determined that the participants most frequently used the setting rule strategy to manage their classrooms. Most of the participants stated that they formed classroom rules with the students at the beginning of the semester, informed the students about what behavior was expected from them, and directed them to comply with these rules. In addition, it was stated that the rules were posted in a visible place in the classroom, they were few in number and were binding on both students and teachers. Excerpts of the participants' views on this strategy are provided below.

"Class rules should generally be made in the first lesson as a result of student-teacher cooperation. If the rules are clear and understandable, the possibility of in-class problems is reduced. The rules can be improved." (T3)

"The teacher should first post the rules regarding the expected form of behaviors on the classroom board. We should explain these rules to the students and make them understand. The students should be explained why it is important to obey the rules." (Ö9)

"...It is important to determine the classroom rules together with the teachers and students in creating a positive learning environment. For this, the opinions of the students should be taken into consideration while setting the rules. These rules are more useful if they are recorded in writing." (T24)

"The rules should not only be determined by the administrators, teachers alone. The students should be included in the process so that they can abide by them. Let's take a school rule regarding littering as an example. If you include all the parties involved while setting rules, it is quite likely that they will abide by them. The administration, teachers should seek the participation of students in the rule setting process so that there would be respect to rules, responsibility to act accordingly." (Ö32)

It was determined that some of the teachers interviewed thought that having a good relationship with students is very important in managing their behavior. According to some participants, punishment is a short-term strategy to control student behavior, while a good student-teacher relationship is a strategy that requires love and patience that will facilitate change in student behavior and attitude. Some of the participant views regarding that a love and respect-based relationship is an effective strategy in managing undesirable student behavior in the classroom are given below.

"In order to ensure class control, first of all, an atmosphere of peace and tranquility must be established in the classroom. Teachers must love children; we must make them believe that we work for them. If we approach students with love and respect, they approach us in that way and behave better in the classroom." (T33)

"Students need to understand that we love them, that we strive for their success, that we want their well-being. And if they believe in this, they will tend to behave themselves, and the teacher would not need to shout." (T8)

"Love is the starting point of everything. We, as teachers, must love and respect students. The bond of affection we have established with them is very effective in preventing problems." (S1)

It was determined that some of the interviewed teachers thought that undesirable behaviors such as not attending the class in class, absenteeism, talking with friends, playing with the smartphone are behaviors that show that the student does not have any interest and motivation in the lesson, and they think that directive / instructive communication is an effective strategy in preventing these behaviors. Provided that the students find learning meaningless, they will not have any motivation for learning, and they will resort to inappropriate behaviors as a result of getting bored in class. Some participants stated that by encouraging, motivating students to learn in the classroom, undesirable behaviors can be prevented. And for that a lesson with a well-planned and

interestingly presented that is aligned with the student's interests and needs can reduce the frequency of undesirable behaviors. Some of the participants' views on this strategy are given below.

"First of all, before starting the lesson, I briefly summarize what the students will gain at the end of this lesson and draw the attention of the students to the subject at hand. Later, I ask intriguing questions or tell anecdotes related to the subject at the beginning of the lesson and between the lessons. It is very important to arouse interest and teach in a way that is very interesting. Another issue is the tone of voice of the teacher, the way s/he teaches the subject, her/his emotions, gestures and postures." (Ö24)

"By providing a well-prepared, well-presented lesson that meets the interests and needs of the student or that arise their interests, I ensure that I have control." (T2)

"If you are a subject teacher, you can present interesting information related to your subject, which can attract the attention of the students. For example, instead of just restating the book when you are teaching something about the climate, it is better to use an image or a video as realia. That way you can attract the student to you, your subject and if they enjoy learning, they will behave themselves or will not let others disrupt the lesson." (Ö35)

"In order to ensure in-class control, students should be given tasks, activities and responsibilities and actively involved in the lesson at any time. Instead of competing, forming study groups, developing interesting learning would be more effective." (Ö21)

"For class control, I teach my subject in a more flexible way, not in a standard way. Teaching in a standard way reduces the student's interest in the lesson and they get tired of it and develop a dislike towards your or the lesson. I try to manage the class by developing interesting, fun learning activities. Sometimes I reinforce the active participation with an appraisal such as well-done, a gift, sometimes with applause and kind words. I try to do all I can to increase their attention and make learning fun." (T11)

"I use effective teaching techniques and methods; I try to create a focus of attention and interest. I don't always lecture them, I prepare short, relaxing activities and activities so that they can focus on the subject, see the things from a different perspective, I put the student in the center of learning." (T9)

Some of the participants stated that they intervened in various ways, physically or verbally, to manage undesirable student behavior in the classroom. It was found out that the participants usually try to make eye contact with students, adjust their tone of speech, change the position of the student, assign a task to the student, ask questions, say "hush" to the student in a low voice, approach the student, pat the students on their shoulders

gently to attract their attention, and give verbal or nonverbal message to the students so that they behave themselves. Some participants stated that they intervene in an indirect way to get them to act accordingly and stop misbehaving. Some participants stated that via these indirect interventions, they use their authority at a minimum level to ensure discipline in the classroom, control student behavior, and refrain from engaging in conflicts and discussions with the students in the classroom. In addition, these interventions will meet this need of the student who is trying to attract attention, help them control themselves and others, and help establish a good teacher-student relationship. It is seen that the participants use such interventions to end the undesirable behaviors of students without affecting the quality of teaching and learning in the classroom and providing them with an opportunity to correct their own behaviors with minimal intervention. Some quotes of the participants' views on this strategy are provided below.

"I sit the students who disrupt the classroom order in the front rows. I try to teach standing up, walking around and making eye contact with all of them, so that they understand I can see them all." (Ö26)

"I assign a task to the students who misbehave. Being given a responsibility, holding responsibility for something or being assigned to take charge of something automatically leads the student to obedience. I have had a lot of students who stopped misbehaving just because they were the head of the students or in charge of doing homework control." (Ö34)

"As I said, I try not to lose eye contact, and when something happens, I wait silently so that they understand there is something wrong." (T13)

"To make eye contact, I adjust my tone of voice to attract the attention of the students, not to tire the students too much, and to give small breaks with small jokes." (Ö18)

"I do not generally warn students by calling out their names personally. In situations where I feel I am losing control; I increase my tone of voice while lecturing. Or I can implicitly state what is wrong by adding a little humor. Or I will stop lecturing and wait silently." (T17)

"By asking questions to the students whom I noticed that they are not interested in the lesson, I imply that I have my eyes on them, too. If she/he insistently ignores me, I ignore him/her at all and at the end of the lesson, I ask how we can overcome this problem together." (T18)

"It is necessary to control and warn the student with eye contact. Sometimes I approach the student silently and touch his shoulder or his table. The student composes himself/herself by realizing that I noticed him/her." (Ö26)

Some of the participants stated that they had to intervene directly (give directives such as stop, be quiet, be careful, etc.) after when indirectly intervening did not work. They stated that they usually directly intervene in the control of undesirable behaviors in the classroom, such as chatting, eating, getting up, sleeping, playing, not paying attention to the lesson, dealing with something other than learning tasks. It was determined that some participants thought that direct intervention was relatively effective because it saves time and shows its effect immediately. They detailed that the effects of direct intervention, giving orders and directives, verbal warnings may vary depending on the personality of the students. In some cases, direct intervention might be effective, while in some cases it might negatively affect the teaching environment and the student's commitment to school and education, as it causes the student to challenge the teacher and the relationship between student and teacher is disrupted. Excerpts of the participants' views on this strategy are provided below.

"I try to control the student by making eye contact, asking questions, and changing their seats. If it is a minor incident, I will ignore it. But some students do not understand either a glance or something else, so I have to intervene directly by calling out their names, telling them to stop what they are doing." (T34)

"If there is a student who does not listen, I first try to level with him/her and understand what the problem is, I try to understand, I communicate in a healthy way, then I try to solve the problem together. But this is not always possible. Then I tell him to come to himself/herself directly, to remember where he is, to behave." (T18)

"Some students do not understand when they are conversed nicely or no matter what you do. If you don't interfere, your authority in the classroom is challenged and they feel you have no power over them, and the other students start acting like him. Then it is necessary to intervene immediately." (T11)

Some of the participants stated that they talked to students who behaved improperly (absenteeism, sleeping, eating, rudeness, emotional instability, forgetfulness, etc.) in class after class. It was stated that although talking with the student after the lesson does not immediately end his/her inappropriate behaviors in the classroom, it is thought to be an effective strategy for reasons such as understanding the underlying reasons for his/her behavior, providing the right support, and preventing him/her from undermining the effectiveness of the lesson. Private talks with students after classes were thought to be of good help teachers understand the reasons for students' misbehavior and to act and correct them accordingly. Below are some of the participant views that this strategy is necessary for the personal development of the student and to help them, although it might cause the teacher to spend more time and energy.

"Talking to a student who misbehaves after the class in private is a good way not to offend the student. Talking to them in the class with their peers present might offend them and they may challenge you, so I prefer to talk alone with the student outside. When that happens, they may understand why what they did was wrong and how their actions would affect others so that they would never do it again." (T13)

"I usually talk in private with the students who constantly cause problems during the lesson. I try to solve the underlying reasons for their behavior. I decisively explain what I expect from them and how I should behave." (Ö18)

"It is important to meet with the student after the lesson, in this way, I will explain why the student's behavior is wrong and how she/ he should behave. If there is no improvement in the way the student behaves, I meet with his family or refer him/her to the counseling service. These are the elements that strengthen the teachers' authority in the eyes of the student. Punishment is not an effective method because the student keeps acting the same way as before or keeps challenging the teacher." (T19)

"I never get into discussions with problematic students in the classroom, I mostly talk with them outside, after the class, I try to understand why she/he acts that way by communicating. I try to make him aware how and why the way she/he behaves affects me and the others and thus try to find a common ground for empathy and talk to solve the problems together. I also talk and exchange views with other subject teachers regarding the particular student when necessary. I would cooperate with the school administration and the family and take the necessary measures." (T13)

"I reckon the students are usually more sincere when you talk with them after class without the presence of their peers and understand that you are not trying to challenge or embarrass or point fingers at him or her and that you are not doing what you are doing to hurt him with criticism. From time to time I talk with him/her to praise or to make more correctional remarks to create an atmosphere of trust, establish a relationship based on love and trust." (T21)

"First of all, empathy is a key factor in dealing with a problematic student. Then, I make him/her understand why his/her actions are wrong. Of course, I do this during one-to-one interviews, not in the classroom not to hurt the pride of the student." (T33)

Some participants stated that after trying various strategies, they referred the misbehaving students to experts and others on condition that these strategies fail to correct the undesirable behaviors in the classroom. It is a frequently used method to send inappropriate and abusive students to the counseling service or administrators in the classroom and therefore, they emphasize the necessity of having a support unit in their schools. Excerpts of the participants' views on this strategy are provided below.

"I try to deal with them by talking or using many other techniques. If I cannot solve it, I will refer them to the guidance service or meet with the parents." (T1)

"If the student has a problem in the classroom, I first try to talk to the student alone. I try to understand what their actions stem from. If the problem is caused by me or something that I can alter, I try to fix it, but if nothing works, I refer him to the counseling service." (Ö34)

"I have a one-on-one interview with the problematic student. First of all, I will start to solve the problem by determining the root cause of the problem. If it is something beyond my power or understanding, to receive necessary professional support (psychological-counseling counseling), I refer the student to the specialists so that they can deal with them in a more professional way." (Ö22)

"First of all, we need to know the student. I believe that if a student is not behaving himself/herself in the classroom, there is something wrong. I mean there must be some underlying reasons why the student acts that way. I try to get down to the bottom of it but if it is something beyond my power, I just seek professional help. Thus, I refer him/her to a specialist." (Ö10)

Some of the participants stated that they resort to punishment or scolding as a last resort in managing undesirable student behaviors that are against the rules (using mobile phones, fighting, bullying, swearing, damaging property) or becoming unbearable (disturbing speeches, being late all the time, speaking out of turn, irrelevant attitudes and behaviors in the classroom, etc.). While some participants think that punishment is effective in eliminating student compliance and misbehavior, some participants state that they are absolutely against punishment. In general, when it comes to dealing with serious problems, the punishment and scolding are thought to be necessary as punishment has educational and developmental functions in student development. However, most participants stated that punishment (scolding the improper student, etc.) should be the last option and it should be used with positive strategies (praise, reward, etc.) together in controlling and changing student behaviors. Excerpts of the participants' views on this strategy are provided below.

"Some behaviors such as fighting, damaging the property of others and the school, cheating, swearing, verbal or physical abuse require punishment. In such cases, I inform the administrators and I want the student to be sent to the discipline." (T9)

"I think the punishment should not be given after something very big happens, so that it will not reinforce their behavior. These types of students should be given responsibilities that can feel the sense of accomplishment that they usually do. The problem should be resolved by communicating with the school guidance teacher." (T14)

"The reason for the student's behavior should be investigated first. The underlying cause of this behavior must be found and eliminated. This reason might be domestic violence, substance abuse, illness, etc. This problem can be eliminated by the cooperation of the guidance service of the school administration and the counselor. When the cause is not eliminated, all the measures to be taken will be in vain and worse results will occur." (Ö29)

5. Discussion

The main purpose of this study is to identify the strategies teachers use to control undesirable student behavior they encounter in the classroom and that they think are useful. The results show that teachers generally resort to a variety of strategies that can be grouped as preventive and behavioral control strategies.

Teachers use various strategies to prevent undesirable behaviors and to encourage positive behaviors. In this study, rule-setting, establishing good relations with students, Instructive/directive interaction were evaluated as preventive strategies. It is thought that these strategies can be effective in eliminating the causes that may lead to the occurrence of misbehavior in the classroom, foster learning in the classroom, and increase student participation. Behavior control strategies (direct or indirect intervention, talking with the student after the lesson, referring them to experts or other people, punishment) are the strategies used after the incident occurs. It is possible to talk about the various strengths and weaknesses of these strategies.

Generally speaking, verbal and non-verbal small intervention strategies (eye contact, ignoring behavior, patting on the shoulder lightly, stopping suddenly, hinting, hand gestures asking questions, reminding class rules, etc), moderate-medium-term intervention strategies (changing the seating arrangement, isolation, punishment, etc.) and intensive intervention strategies (meeting with the parents, referring to the specialist, establishing individual relations with the student, etc.) are most commonly used strategies used by the teachers in classroom management (Aydın, 2000; Başar, 1999; Celep, 2000; Erden. 2001).

It is determined that the participants generally adopt a preventive approach and set clear, understandable, expectations and classroom rules at the beginning of the semester with the participation of students in order to prevent undesirable events in the classroom in the future. Establishing clear classroom rules regarding the behaviors expected from students in the classroom and the consequences that may occur in the event of failure of these behaviors with the participation of students is considered to be an effective classroom management strategy, as it helps to preserve mutual love and respect between students and teachers to establish clear and distinct rules (Aydın B., 2006; Cothran, Kulinna, & Garrahy. 2003; Karip, 2002; Yüksel, 2012). However, for the classroom rules to be effective, it is important that other teachers behave accordingly, firmly and have a similar attitude towards each students in similar cases (Anderson & Kincaid, 2005; Bilir, 2014; Çakmak, 2017; Öncü & İra, 2016; Rattcliff, Jones, Costner, Savage-Davis, & Hunt , 2010). Also, the rules that are established with the students need

to be a small number and stated in a clear, short and to the point as well as in a positive way. Everyone need to be made aware of them and their positive or negative results (Alter & Haydon, 2017; Yüksel, 2012; Sieberer-Nagler, 2016). It is thought that in a school structure where the rules are applied fairly, clearly and consistently, where the student feels important, valued, respected, and offers students various programs and opportunities in line with their interests and needs is important in preventing undesirable behaviors in the classroom (Braaten, 2004; Flaherty, 2001; Veltkamp & Lawson, 2008). In other words, determining effective, student-centered education models, establishing school-classroom rules in a clear and meaningful way, arranging the physical environment of the school and the classroom properly can be effective in preventing undesirable student behavior in the classroom (Striepling-Goldstein, 2004). In this context, it is important to develop a classroom climate that supports the cognitive, psychological and social development of students and helps students to live a more positive school life by preventing them from engaging in misbehavior in schools (Cohen et al., 2009, p. 187).

Establishing a love and respect-based relationship among the students and teacher is believed to be effective in increasing the student's commitment to the school and preventing undesirable student behaviors in the classroom (Çalık, 2012; Nie & Lau, 2009). It is believed that establishing good relationships and making students feel valuable and important will help them behave more positively (Filiz, 2017; Hui & Lo, 1997). Also, such a relationship would be effective in getting students to love the school, support classroom rules, act according to the rules, develop autonomy and consequently decrease undesirable behaviors in the classroom. Teacher's love for his/her students contributes positively to students' development (Hui & Lo, 1997), and an understanding of love-based discipline helps the student to internalize the rules and act in accordance with them. However, this strategy may not lead to a sudden change in the student's behavior, but takes more time to kick in. For this reason, one should be patient in establishing relationships with students and be aware of the fact that strategies that only suppress undesirable student behavior for a short time may not be as effective as the strategies that encourage the students to regulate their own behaviors and contribute to the formation of good relations between students and teachers, and the strategies that will help long-term positive attitude and behavior change should be preferred (Nie & Lau, 2009). In some studies, it was found out that the teachers think more highly of this strategy than the students (Celep & Erdoğan, 2002; İpek & Terzi, 2010). It is possible to talk about healthy student-student and student-teacher relationships in an interesting and loving classroom atmosphere (Haynes et al., 1997 as cited in Miller & Kraus, 2008). Having good relationships with students can help students control their own behavior with minimal teacher control, but it should be kept in mind that effectiveness is related to students' ability to control themselves (Sun C. F., 2015).

Another effective classroom management strategy would be directive / instructive interaction, which means that the teacher talks with the students about the issues related to their education. The directive / instructive interaction which takes place between

student and teacher, student and other students, and student and course content, etc would lead the students to be more devoted to their education and decrease the occurrence of misbehavior in the classroom (Başar, 1999; Rattcliff, Jones, Costner, Savage-Davis, & Hunt, 2010; Wagner, 1994). It is thought that this strategy has a positive effect on classroom climate and student academic success. According to the results of some studies, preventive strategies in classroom management (development of educational methods, tailoring the classroom activities according to students' interests and needs, etc.) and behavioral control strategies (determining behavioral expectations, giving positive performance enhancing feedback, etc.) increase student's positive behavior and academic competence, while decrease the likelihood of undesirable student behaviors (Anderson & Kincaid, 2005; Luiselli, Putnam, Handler, & Feinberg, 2005; Reinke, Herman, & Stormont, 2013). On the other hand, the lack of communication among teachers and students may lead to an increase in the frequency of student's undesirable behaviors, their withdrawal due to reasons such as anger, despair, and lethargy (Djigic & Stojilkovic, 2011).

Behavior control strategies are generally considered to be fast, effective and timesaving in controlling the student's behavior, but fail to address the root cause of the problem. The most commonly used behavior control strategy is hinting as indirect intervention which may happen verbally or nonverbally as a form of warning (Romi, Lewis, & Roache, 2013; Postholm, 2013). The hinting, verbally or nonverbally, (looking at the student, naming the student, asking questions, etc.) would attract the attention of the student who does not behave appropriately in the classroom and to make him/her behave himself/herself (Zuckerman, 2007; Zeki, 2009). Via this strategy, the teacher would spend less time for classroom control and let go of the control responsibility to the student and other students (Canter & Canter, 2001), as this strategy requires students to take responsibility for regulating their behavior according to classroom rules and norms. It also would guide students in maintaining the level of relationship between teacher and student, as well as helping student collaboration and commitment (Lewis, 2001; Roache & Lewis, 2011).

Indirect intervention strategies are considered to be less aggressive, and authoritarian compared to direct intervention. These strategies may be effective in preventing a possible conflict between students and teachers in the classroom by preventing the student and teacher from coming face to face. In addition, this kind of approach can give the student the message that they are respected, and the student is expected to show respect in return (Ding, Li, Li, & Kulm, 2010; Roache & Lewis, 2011). In addition, it is believed that the teacher's direct intervention to control students using his authority might create a compelling force for students to obey expectations or rules. Direct intervention strategies are used more frequently when indirect intervention strategies fail to deter students from misbehavior. However, the teachers' efforts to regain control with more aggressive direct expressions and punishments might negatively affect instructional success and cause students' motivation, lack of self-confidence and morale

(Canter & Canter, 2001; Şahin & Arslan, 2014). For this reason, it is important to consider the harmful consequences when applying indirect intervention strategies.

Some teachers try to control student behavior with an authoritarian but loving approach outside the classroom. Due to the difficulty of dealing with individual students' problems in the classroom, it was found that some participants preferred to talk to problematic students after the lesson. In this way, it is aimed to increase the awareness of the student about his / her own behavior and how to behave in the classroom. Talking to the student after class is a student-centered approach; It aims to identify the reasons underlying student behavior and to eliminate these reasons, it is seen as an effective strategy in turning students' actions into positive (Dağlı & Baysal, 2011; Ding, Li, Li, & Kulm, 2010) it is believed to help the students to take responsibility for regulating their own behaviors and to understand the effects of these behaviors on others. As it is thought that students' awareness regarding the effects of their behaviors would cause positive changes (Lewis, 2001; Roache & Lewis, 2011; Zuckerman, 2007). However, it is important for the effectiveness of this strategy that these private talks are constructive rather than critical and help students develop a critical perspective on their problems, behaviors.

Another strategy that the participants stated that they rarely use is punishment. Punishment could happen in different ways such as physical, social, and psychological in order to make the student give up improper behavior and prevent the recurrence of the behavior (Apaydın & Manolova, 2015; Yontar & Yurtal, 2009). Punishment is believed to be effective in reducing undesirable behaviors as a negative conditioner, but the aim is to teach the students to take responsibility for their own actions through it. In other words, punishment might help the students gain awareness of the consequences of their behavior and develop the expected, correct attitude and behavior (Cameron, 2006; Wong, 2004). However, in order for the punishment to be effective, it is important for the students to understand why they are being punished and to support the students with positive strategies after punishment. In other words, punishment can be effective if teachers develop constructive, corrective attitudes later. On the other hand, punishment may negatively affect the physical, psychological and social status of the students, lead to a decrease in their school success or more frequent occurrence of undesirable behaviors (Bulut, 2008; Pehlivan, Köseoğlu, & Şen, 2018).

It is known for a fact that teachers might resort to punishment and reprimands to control students, discourage them from misbehaving, and to deal with serious undesirable behaviors in the classroom (Bibou-Nakou, Kiosseoglou, & Stogiannidou, 2000; Castello, Gotzens, Mar Badia, & Genovard, 2010. Kulinna, 2007-2008; Lewis, Romi, Qui, & Katz, 2005). Although strategies such as punishment and scolding can provide a quick solution for the control of the classroom, they aren't considered to be very effective in preventing similar behaviors from happening in the long term (Wong, 2004). In other words, it just suppresses the problematic behavior for a short time and does not provide a permanent solution because it is not aimed at eliminating other factors that contribute to the underlying cause of the behavior (Dreikurs, 2004). The reason for this may be that the student's sense of responsibility for controlling his/her own behavior is not developed

(Roache & Lewis, 2011) and the root cause of the problem is not addressed. In addition to being only a temporary solution, it is claimed that punishment can adversely affect the relationships between student-teacher, the student's psychological state and learning process, resulting in behavioral and academic problems over time. For such reasons, it is thought that such strategies may do more harm than good (Cameron, 2006). For this reason, it is thought that eliminating the underlying causes of behavior, applying different strategies, that get down to the root of the problem may be more effective than strategies such as punishing and scolding (Bibou-Nakou, Kiosseoglou, & Stogiannidou, 2000; Broussard & Northup, 1997).

In addition to aforementioned strategies, the praise and reward strategy is another one which is frequently used by teachers in the management of undesirable student behavior in the classroom (Ding, Li, Li, & Kulm, 2010; Little & Akin-Little, 2008). In some studies, it is found out that the teachers' praise rather than scolding in the classroom yield a positive effect in reducing undesirable student behaviors in the classroom (Myers, Simonsen, & Sugai, 2011; Reinke, Herman, & Stormont, 2013; Reinkle, Lewis-Palmer, & Merrel, 2008). However, it is also emphasized that using praise alone is not an effective approach without a system or clear selected rules that reinforce appropriate student behavior or when undesirable behaviors occur in the classroom (Piffner, Rosen, & O'Leary, 1985). As a result, while praise is used more frequently than strategies such as scolding as a positive and constructive feedback in order to develop positive behaviors and support effective learning, this strategy should be supported by other strategies (Trussell, 2008).

Referring the students who misbehave in the classroom to professionals such as guidance services, social services, psychologists etc. is another strategy frequently employed by teachers in schools. In some studies, it was found out that primary school students are referred to these professionals more frequently, but maladaptive and disrespectful behaviors are more common in secondary education (Kaufman, et al., 2010; Skiba, Peterson, & Williams, 1997). In particular, teachers who are not confident in guiding student behavior or who feel inadequate to guide problematic students seem to refer problematic students to these professionals and other school staff such as school administrators (Arbuckle & Little, 2004; Martin, Linfoot, & Stephenson, 1999). For the effectiveness of this strategy, this support system should be reinforced by different systems such as re-offending tendency, behavioral evaluation and systematic observation and so on.

With this study, it was aimed to reveal classroom behavior management strategies that are thought to be effective in preventing undesirable student behaviors in the classroom depending on the teachers' opinions. The strategies mentioned in this study are commonly mentioned in the literature (Aydın A., 2000; Başar, 1999; Çelik, 2003; Ding, Li, Li, & Kulm, 2010; Lewis, Romi, Qui, & Katz, 2005). For effective classroom management, it is important to establish good relationships with students and to use strategies that support them to take responsibility for their behavior. It is necessary to apply strategies that will result in positive behavior changes based on trust, respect and

love between students and teachers and to increase the commitment of the student by making it meaningful to learn and to help prevent undesirable behaviors in the classroom (Little & Akin-Little, 2008).

6. Recommendations

This study offers suggestions regarding the effective classroom management for teachers which they might consider putting in use while managing their classrooms. Thus, the results of this study can be useful to teachers, teacher trainers, mentors etc. Such understanding should lead to changes in the teachers' classroom management strategies, and the improved professional development of them. The small sample size seems to be an important factor as the limitation of the study. Another limitation of it is that only teachers' opinions of high schools are taken as a basis. For this purpose, such studies can be carried out with the participation of students, teachers from different schools in future studies.

6.1 Conclusion

The findings of this study showed that the participants usually use preventive (setting rules, establishing good relationships, directive / instructive communication) and behavior control strategies (indirect and direct intervention, punishment, talking to the student after class, referring them to other professionals or punishment) to manage undesirable student behavior in the classroom).

It was determined that the most frequently used strategy for classroom management is setting rules with the participation of students at the beginning of the term. In addition, having a good relationship with students is considered to be very important in managing the undesirable student behaviour as well as directive / instructive interaction.

In addition to preventive strategies, it was found out that the participants also resort to some strategies to control the undesirable student behaviors. Among those the most frequently strategy is verbal or nonverbal hinting. It was found out that some of the participants feel the urge to intervene directly depending on the nature of the behaviour or in situations where indirectly intervening do not work. Few participants reported that they talk with the misbehaving students as well as referring them to the specialist or others with authority. The least frequently used strategy was determined to be punishment, but it was reported that they only resort to punishment when something really serious happens.

Conflict of Interest

The authors have no conflicts of interest to declare. All co-authors have seen and agree with the contents of the manuscript and there is no financial interest to report. We certify that the submission is our original work and is not under review at any other publication.

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