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Investigating Different Educational Strategies in Dealing with Disruptive Behaviours
Case Study: Third Year Middle School Pupils
- Ghaleb Saleh- Tissemsilt

A Dissertation Submitted to the Department of English in Partial Fulfilments of the
Requirements for Master Degree in Didactics

Submitted by

Nadjia KABES

Amina Chahrazed AOUCI

Under the Supervision of

Mrs. Asma LAKHDHAR TOUMI

Board of Examiners

Chairman: Mr. Toubaida Mostapha

University of Tiaret

Supervisor: Mrs. LakhdarToumi Asma

University of Tiaret

Examiner: Dr. Bensaleh Hiba

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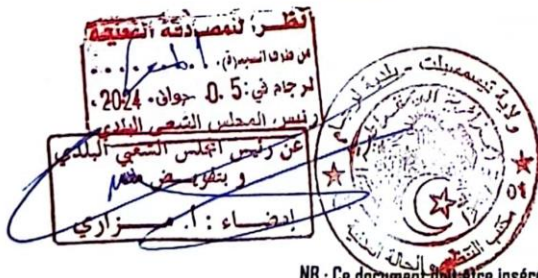
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Dedication

To the ones I hold dearest in my heart, to my father Rabeh and my mother Eldahmania for their unconditional love and for having inspired me to pursue my goals and dreams in life.

To my lovely sisters all by their names, Soumia, Bakhta, and Wissem for their love, and support.

To my dear brothers, Dahman, and Mehdi for their daily support and encouragement.

To my best friends, Lamia, Iman, and Hadjira for their faithfulness, thank you for being there always for me.

Nadjia

I dedicate this work

To my parents, a big and a deep appreciation to my mother and my father for their love, their support and their patience. You are the secret of my success and i will never forget your sacrificing.

To my brothers and sisters, the ones who were always the source of help and encouragement.

To all my closest family members and my friends thank you.

To my teachers, thank you for your great support and guidance and assistance, thank you for being always present when we feel lost and when we need encouragement to complete this work.

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Abstract

This study examines the different educational strategies in dealing with disruptive behaviours. Utilizing mixed methods approach, including both qualitative and quantitative methodologies, data were collected through teachers' interview, pupils' questionnaire, and a classroom observation. The participants consisted of 100 third-year pupils from GHALEB SALEH Middle school, as well as 10 teachers. The study aims to investigate teachers and learners experiences with disruptive behaviours, including their types, underlying causes, effects, and educational strategies to deal with them. The findings demonstrate that disruptive behaviours significantly influence the learning process, impeding pupils' engagement in the classroom, more over teacher well-being. These outcomes highlight different ways for addressing this issue in order to conductive learning environment.

Keywords: disruptive behaviours, educational strategies, learning process, pupils, teachers.

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General Introduction

General Introduction

Disruptive behaviours in Algerian middle schools pose a significant challenge to the educational system, hindering the teaching and learning process for both teachers and students. These behaviours create a negative learning environment where students struggle to focus and teachers find it difficult to effectively deliver instruction. Students often perceive teachers as either ignoring disruptive behaviors or resorting solely to punishment.

To effectively address this issue, teachers need a deeper understanding of the root causes and effects of disruptive behaviors. By recognizing these factors, teachers can develop appropriate strategies to manage the classroom and promote a positive learning environment. This, in turn, will facilitate a smoother teaching and learning process for all. This study aims to investigate both teachers and learners perception toward disruptive behaviours in classrooms by focus on

Disruptive behaviours exhibited by students in middle schools' settings. The investigation will encompass various types of disruptive behaviours. The study will also explore the underlying causes of these behaviours and finally examine different educational strategies in dealing with. For this aims the current study advanced two main questions that were justified in detailed when reviewing research study, these questions are:

1. What are the causes behind disruptive behaviours exhibited by learners in the classrooms? And how does it affect the learning environment?
2. What educational strategies do teachers employ to effectively address disruptive behaviours and promote positive learning environment?

In order to provide in-depth answers to the main questions we ask the following detailed

Sub-questions :

- 1- What kind of disruptive behaviours do teachers claim about in their classrooms?
- 2- What are the possible solutions that can teachers follow to address, manage and correct learners misbehaviour in classroom?

Depending on previous studies understanding. The following two possible hypothesis were defined to answer the questions:

1. Disruptive behaviours exhibited by learners in classrooms are diverse in their manifestations, stemming from a range of underlying causes considering classroom or outdoor environment exerting multifaceted effects on teachers peers and even misbehaviour learners that interrupt the smooth functioning of learning process in the classroom.
2. Effective educational strategies for managing disruptive behaviours include positive reinforcement, clear expectations and consequences, consistent implementation of rules, behaviours modifications techniques these strategies aim to address the underlying causes of disruptive behaviours, promote positive behaviours change and foster a supportive classroom environment.

This research will employ a mixed method approach, combining qualitative and quantitative data collection tools. The quantitative data will consist of an interview with teachers and a questionnaire addressed to the pupils to gain deeper insights into their experiences with disruptive behaviours. The qualitative method will be in form of a classroom observation of teachers' interactions with disruptive pupils.

The current research study consists of three chapters to better understanding of the issue of disruptive behaviours and the different educational strategies to deal with in. The first chapter is about the literature review that explore the main theme: disruptive behaviours concept, its type, causes, effects, and strategies and solutions for preventing classroom disruptive

behaviour. The second chapter focuses on the theoretical aspect of disruptive behaviours in the Algerian context, it begins with an overview of disruptive behaviours in the Algerian educational system, explores forms of pupils' disruptive behaviours, causes behind pupils' disruptive behaviours, and its impacts. Additionally, response strategies when dealing with pupils' disruptions. Finally, the path to a more effective learning environment. The third chapter is about collecting and analysing data from teachers' interviews, pupils' questionnaires, and classroom observations, ending with a discussion of the findings.

Chapter One

Disruptive

Behaviours

Chapter One

Disruptive Behaviours

Introduction:

One of the major issues that disrupts the flow of the lessons and creates a conflict, between teaching and the learning processes is disruptive behaviour. This poses a challenge for both teachers and pupils. When it comes to behaviours that they perceive as disruptive, some teachers might have a high incurring limit in what they realize as disruptive behaviours, however, others may have a lower one. Furthermore, this behaviour can manifest itself in different forms and have a wide range of causes, and effects.

1. Disruptive Behaviour Concept:

Many scientists defined the disruptive behaviour variously and saw it in the classrooms from several viewpoints to both, teachers and pupils..

Disruptive behaviour have been broadly defined as any action taken by a pupil make to make the school environment unpleasant. Among them are "*problem behaviours*", "*misbehaviour*" , "*off-task behaviour*" and "*disruptive behaviour*" . (Bear, 1998 .Charles , 2011, Deitz& Hummel, 1978. Ogden 2009, P 10. Ruttledge&Petrides, 2012) .

According to Marriam-Webster's online (2017) The definition of disruptive is to break apart, to throw into disorder, and to interrupt the normal course or unity of while it gives three ideas if the word behaviour, the manner in which one conducts themselves, the way in which someone behaves, and the way in which something functions or operates.

Stavnes (2014) mentioned that, classroom behaviour can be broadly divided into two categories: internalized and externalized behaviours. Pupils that exhibit externalized behaviours, which include aggression and hyperactivity, may disrupt teachers, other pupils, and ongoing activities. Internalized describes an introverted or struggling person's profile,

which typically shows up as anxiety, fear, or complaints. The effect of these internalized behaviours is typically a retreat from society.

Charles (2004.p2) defined misbehaviour as: *“behaviour that is considered inappropriate for the setting or situation in which it occurs”*.

The definition of disruptive behaviour was provided by Feldman (2001) through *“every single action intrudes harmonies and positive learning atmosphere in the classroom”*. But in some circumstances, what is deemed disturbing cannot just be criticized. As the most recent policy of the Indonesian Ministry of Education allots space for students with special needs to attend regular classrooms, it refers to the handling of students with special needs.

Levin & Nolan (1996) defined the concept of disruptive behaviour through *“four rubric : interfering activity of teaching and learning , intruding rights of other students , psychologically and physically unsafe and causing destruction of property”* .

As reported by College of San Mateo (2013, appendix.O), *“disruptive and inappropriate behaviours are actions that interfere with the instructional , administrative or service functions of the college. Assessing disruptive behaviour can be a highly subjective process, such as, some behaviour patterns , for example ; the pupils talking in the class , Can be experienced as disruptive in some situations or simply irritating and frustrating in others.”*

The University of Houston Student Handbook (2017. p 68) defined disruption as *“obsructing or interfering with university functions or any university activity , disturbing good orders at the university by other things like fighting , quarrelling , disruptive behaviour or excessive noise. A disruption by using pagers, cell phones and communication devices”*.

Additionally , Stracks (2005) , cited that *“behavioural issues in the elementary school Setting are usually divided into groups , externalized or internalized. disruptive behaviour that fail to comply with the educators expectations and those that educators find challenges are the externalizing behaviours that can be defined as destructive and aggressive behaviour .*

Defiance, temper tantrums, impulsive and hyperactive behaviours” (Henricsson & Rydell, 2004, p. 112). Despite receiving greater attention from the teachers, these pupils had higher degrees of negative relationships with teachers and other pupils, including bad relationships. Because externalised behaviours disrupt class time and stress the teacher-student relationship more than other behaviours, they attract more attention than other behaviours. Henricsson & Rydell (2004) defined internalized behaviours as “*unhappiness, anxiety, somatic complaints and loneliness*” (p. 112). Another meaning of the term internalized is provided by Strack (2005), who claimed that “*reflective of internal states like anxiety, depression and withdrawal*” (p. 269). Teachers have observed that while internalized behaviours are important, externalized cause more disruption in the classroom.

Befring & Duesund (2012), Zions & Simpson (2002) stated that, disruptive behaviour spans a wide range of language, terms, and concepts, making it difficult to differentiate and characterize. It can manifest itself in various ways and have multiple causes. Moreover, it is not the case that disruptive pupils are the only ones who exhibit problematic behaviour, all learners occasionally engage in improper or challenging behaviour. However, some children may be mistakenly believed to have a behaviour problem due to the frequency, severity, duration, consistency, and breath of their behaviour that is more comprehensive, intense, and lasts longer. (Cullinan, 2004, Kaiser & Rasminsky 2009, Kirk & Gallagher 1983, Webber & Plotts 2008, Aasen et al 2002).

2. Disruptive behaviour types :

Pupils' disruptive behaviour can take many different forms, such as physical actions and moral behaviour issues. First, Seidman (2005) divided behaviours into five categories: immorality, aggressiveness, class disruptions, disobedience of authority, and mischievous behaviour. These behaviours can occur singly or in combination. Second, according to Charles (2005), there are around thirteen distinct categories of disruptive behaviours:

Distraction: means when the pupils are thinking over things unrelated to the lesson, fozzling, looking at the window.

Needless Talk: cackling and gabbling through class time concerning things unconnected to the lesson.

Annoying Others : calling fake names, pestering, peeving.

Apathy: abstaining to participate, not interesting, being frightened of washout or flunking.

Cheating: create misguiding claims to take advantages from others for a personal interests.

Lying: Say wrong things and faking to avoid being responsible or to put other pupils in problems.

Harassment: make other pupils disturbance by using improper words or by touching.

Moving in the Classroom : walk and move from a place to another without authorization, gathering in groups in different areas of the classroom.

Fitting and Aggression: include intimidating, beating, flogging, wrestling others.

Defiance of Authority: speak when the teacher is speaking and refuse to do tasks.

Disruptive behaviour in the classroom can hinder learning for everyone. Here's a breakdown of the different forms it can take: According to Harmer (2009)

Chattering in class all the time: Talking excessively with classmates, distracting others from learning.

Not paying attention to the pupils and educators: Ignoring the teacher and classmates, failing to focus on the lesson.

Refusal to complete homework: Choosing not to do assigned work outside of class.

Absence of participation in lessons: Not contributing to discussions or activities in class.

Being late a lot: Arriving after class has begun, disrupting the flow of the lesson.

Persistent rudeness: Consistently showing a lack of respect towards teachers or classmates.

Ongoing grievance: Holding a continuing complaint or resentment.

Constant rudeness: Regularly behaving in a disrespectful way.

3. Disruptive Behaviour Causes :

Befring and Duesund (2012) denoted that pupils that “*display disruptive behaviour in school often have developed the behaviour as a result of negative attention from their environment and constant academic defeats , which could result in low- self esteem and low coping skills*” .The pupils that display the behaviour might have entered a negative circle where the more disruptive behaviour. Pupils who exhibit trouble some behaviour have through history and in diverse literature, been refereed to by a variety of labels Such as behaviour disordered , emotionally disturbed , disruptive, maladjusted , deviant, misbehaving.

Charles (2011) mentioned different factors that can expand the disruptive behaviour In the classroom . He relates it to factors concerning the pupils, the class-peer group, the instructional environment and the teacher. According to Charles (2011), situations in the class-peer group are considered to be incitement from other pupils or contagious group behaviour, pupils may disrupt the class to avoid failing or because they desire attention from the teacher or peers, it is assumed that there will be tedium in the educational setting, when a lesson calls for prolonged, focused attention, a pupil may eventually start to fidget or move around, especially if the subject is one that they find difficult, uninteresting, or lacking in significance, when given assignments or subjects they do not understand , feel are pointless, or do not provide enough excitement, a pupil may become agitated, the pupils disruption may also be influenced by the teacher, the way the instructor acts could.(Charles,2011) .

Additionally, Harmer (1991) mentioned that “*disruptive behaviour of students can be caused by several reasons. Teachers themselves can be a major factor affecting the behaviour of students together with the students and institutions*”.

According to Corrie (2002) “*disruptive behaviour may be a result of struggling with academic work in school*”. In other words, these are suggested several reasons and meanings behind the displayed disruptive behaviour in the classroom. There are also a number of factors that can cause inappropriate behaviours , such as inconsistent parenting , uncaring parents, over-protective parents, poverty, poor quality teaching, teacher's negative attitude, lack of motivation from teachers, load shedding and lack of alternative, bad influences of a local community, student's psycho-problems and classroom poor conditions (Chazi, Shahrazada, Tariq & Khan. 2013) .

Harmer (1991) indicated that “*teachers and students are the factors causing misbehaviour. However, they add other factors Such as parents, learning facilities and environment as supportive factors due to the occurrence of the problems*”.

3.1. School and Classroom environment Causes :

Pupils' behaviour can be influenced by schools and the classroom environment, which can also lead to more disruptions in the classroom setting. Numerous elements contribute to this issue and impede the processes of teaching and learning. According to Algozzine et al. (2008), nearly all disruptive actions take place in classrooms more often than in other school areas. Overcrowded classrooms can increase disruptive behaviours, increase tiredness and stress on teachers, claim Seidman (2005) and Schneider (1998). Large class sizes are one of the main causes of disruption in the classroom, and managing them can be challenging for teachers in settings when enrolment of pupils is low. Teachers should also be aware of the duties' significance and the accessibility of the necessary equipment. An additional element contributing to the disturbance (Saricabam and Sakizli , 2006). Hollin (1993) mentioned that “*a stable environment will be established by creating the correct class and school standards and this will lead to effective teaching , learning and decreased problem behaviours*” .

3.2. Pupils Causes:

The classroom will be affected by a number of circumstances that lead to the emergence of disruptive behaviour problems. One of the primary causes of pupils acting out in the classroom is their individual differences and characteristics:

Age: *“the age of our pupils is a major factor in our decision about how and what to teach People of different ages have different needs, competences and cognitive skills”*. (Harmer 2009, p. 37).

Gender: Kaplan et al (2002) indicated that *“boys tend to be more disruptive than girls and also tend to manifest more aggressive modes of disruption”*. *“Explanations for the link between gender and challenging behaviour can be interrupted as evidence of internal causal factors, relating to biological and physiological influences or as contextual , relating to gender roles and the interpretation of girls and boys behaviour”*. (Lyons and O' Connor , 2006) .

Learning Styles and Strategies: According to Harmer (2001), the primary learning styles are as follows:

- ✓ **Converges:** Because they can impose their learning structure and have self-confidence, pupils prefer to work independently.
- ✓ **Conformist:** Pupils would rather focus on learning a language that they will use frequently and follow instructions.
- ✓ **Concrete:** Pupils prefer to learn by hands-on experience, collaborate in groups, and use language to communicate.
- ✓ **Communicative:** Pupils enjoy making new friends and are curious about the social contract between language users.
- ✓ **Intelligence:** Maxon (2009) indicate a familiar disruptive behaviours that are caused by intelligence pupils, Such as ; asking teachers different and hard questions for showing off or putting teachers in awful cases , asking questions in the middle of an

explanation that is not related to the lesson, and mocking other pupils since they feel they are better than the others.

- ✓ **Motivation:** Motivated pupils outperform unmotivated ones in their learning, as demonstrated by Ryan and Deci's (2000) confirmation of the role of motivation in the learning process. According to Lukes and Tara (2011), if learners are not motivated to learn, this will make the disruption of the classroom an attractive option and they will choose to disrupt rather than learning.
- ✓ **Intelligence:** Maxon (2009) highlighted common disruptive behaviours caused by intelligent pupils, including but not limited to, asking teachers difficult questions to demonstrate their skills or to put them in a bad light, interrupting teachers during a lesson to ask unrelated questions, and making fun of other pupils because they think they are superior to them.
- ✓ **Pupils Needs:** According to Masuhara (1998), learners have different requirements than one another because of the diversity of origins of each need. A pupil's issue behaviours in the classroom may be caused by a variety of physiological needs, including those related to food, loud noises, temperature, design, intake, time, movement, and the pace of learning activities (Mohamed Osman, 2012).

3.3 Teacher Causes:

Pupils' misbehaviour within the classroom may be fantasized as an outcome of teacher's behaviours that is annoying to pupils, "*all the teachers need to be aware of how their behaviour can serve to hinder rather than facilitate good discipline in the classroom*" (Kyriacou, 2009).

Teacher's behaviours and shouting the whole time can be a reason for classroom disruptive behaviour. Such as; wrongly blaming pupils and being rude, these behaviours can stimulate the pupils to behave disruptively (Miller Ferguson and Byrne, 2000).

Additionally, Hyman and Snook (2000) indicated that unnecessarily harsh, punitive management techniques and disciplinary practices against pupils create an atmosphere that leads to school violence, when teachers are excessively harsh and punitive discipline strategies pupils will be more likely to behave in a disruptive way and this will pave the way to a reciprocal circle of continuous disruption inside the classroom (Lewis , Romi , Qui & Katz, 2005 ; Walker and O'Neill , 1991).

Wright et al (1999) noted that there are four types of teachers behaviour which evoked pupils behave disruptively, these are boring teachers , teachers who could not teach , the teacher whose discipline is weak and teachers who made unfair comparison.

4. Disruptive Behaviour Effects :

4.1. The Effects of Disruptive Behaviour on Classroom Management and Discipline :

Marzano and Pickering (2003) discussed that *“effective teaching and learning cannot take place in a poorly , managed classroom if students are disorderly and disrespectful , and no apparent rules and procedure guide behaviour, chaos becomes the norm , in these situation, both teachers and students suffer. Teachers struggle to teach and students most likely learn much less than should . In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish”* (p. 01).

Furthermore, discipline is the act of correcting pupils' misbehaviour in order to restore order, according to Burden (1995). Effective classroom order is hampered when teachers are preoccupied with instruction while pupils are preoccupied with their work. Authorities are broken and ignored, which is mirrored in problem behaviours. The most difficult aspect of classroom management, according to Kerry and Wilding (2004), is maintaining a secure learning environment. To address disciplinary difficulties, teachers can employ a variety of skills and tactics. Disruptive activities happen frequently and take a lot of time to cope with, therefore efforts cannot be focused on those bad behaviours.

4.2. The Effects of Disruptive Behaviour on Classroom Environment :

Mac Aulay (1990) argued that *“the student's misbehaviour can be seeing as a threat for a positive and supportive classroom environment is going to be distracted and disrupted, and this will cause students to feel tension and stressed”*. In addition, Hollin (1993) stated that *“misbehaviour creates an insecure and uncomfortable atmosphere and fear at school for both teachers and students, and school administrators are forced to spend a great amount of time dealing with it”*. Furthermore, even individuals who are not involved in the disruption have a detrimental impact on the overall learning environment, creating a hostile learning environment. Since classroom misconduct has a severe negative impact on learning, it is regarded as a source of stress, exhaustion, and discomfort.

4.3. The Effects of Disruptive Behaviour on Teachers and Peers:

Classroom misbehaviour has a significant impact on teachers in addition to their experiences; it adversely affects their ability to concentrate while teaching, which increases their sense of dissatisfaction. The issue of disruptive classroom behaviour takes up the teacher's time and takes away from teaching and learning time (Little et al, 2002). It is thought to be one of the primary causes of teaching desertion. It is seen as one of the primary causes of teachers quitting their jobs (MacDonald, 1999). Furthermore, it has been documented that handling disruptive pupils is one of the factors contributing to teacher burnout (Byrne, 1994). The bad attitude of the students makes it difficult for the teacher to instruct them and raises their stress levels (Nilson, 1998).

5. Dealing with pupils' Misbehaviour:

5.1. Classroom Management:

Classroom management is the controlled teaching method that enables pupils to study and gain information on particular subjects in a quiet environment. In fact, the phrase encompasses not only how pupils are arranged in the classroom but also how teachers manage

time, space, and resources in order to create an environment that fosters successful learning for all. Additionally, we must pick up new skills or perhaps relearn tried-and-true methods that work well in a classroom setting if we are to contribute to the creation of the most interesting and practical learning. Furthermore, the phrase encompasses a range of strategies for discouraging disruptive conduct in the classroom in addition to approaches for motivating pupils. Many academic researchers in the field of education have discussed this phrase. In words of Groves (2009, P. 1) *“Think of classroom management as your personal toolkit of policies, actions, and works, which you use to keep your classroom smoothly and your student working safely and efficiently”*. Additionally, it is believed that classroom management is the process of carefully balancing the elements that go into making a successful teaching-learning process, such as the physical surroundings, ventilation, equipment, general appearance, pupil disposal, school supplies, books, and materials, etc.

Doyle (2011) stated that *“the underlying assumption is that classroom order encourages student engagement which supports learning. without order, a teacher is hard pressed to promote student learning”*.

As a result, he saw classroom management as a development of the techniques educators employ to encourage participation, order, and student learning. According to Tan, Parsons, Hinson, and Sardo-Brown (2003), classroom management encompasses all those crucial tasks that are vital for establishing and preserving a safe and organized environment. It involves organizing the resources, organizing and preparing the teaching and learning materials, and decorating the classroom. Effective classroom management requires instructors to have a highly practical vision, methods, abilities, and knowledge. They also need to know how to deal with disruptive behaviour and be more aware of what is going on around them.

Martin, Yin, and Baldwin (1998) stated “*Classroom management, on the other hand, is a broader, umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, and student behaviour*”.. They described classroom management as an all-encompassing term with three distinct components: behaviour control, people management, and instructional management.

“The instructional management dimension is based on the daily routines of the classroom and allocation of materials. The people management dimension is centered on how the teacher perceives the students and how they viewed their relationship with their students The final dimension, behaviour management, is somewhat similar to the concept of classroom discipline but differs in that it focuses on a teacher’s pre-planned methods of preventing misbehaviour, rather than simply on their reaction to it once it occurs” (p.2)

5.2. Classroom Management Methods :

There are various perspectives regarding classroom management techniques that fall under various categories, and classroom management is a complex issue. The study categorizes several methods of managing the classroom. Generally speaking, nevertheless, scholars think that the organizer of classification is the instructor's level of control over classroom and problems with pupils. It is your responsibility as a teacher to understand the tenets and implications of any classroom management choices and techniques you may choose to use. According to Burden (1995), the teacher's level of control over the class and the pupils is the most effective organizer for classroom management. To illustrate the educational ideas, a continuum with a range of low to high teacher control is provided. According to Burden (1995), the teacher's level of control over the class and the pupils is the most effective organizer for classroom management. To illustrate the educational ideas, a continuum with a

range of low to high teacher control is provided. Burden categorized the many methods of classroom management into three primary categories:

- **The Interventionist Method:**

This method combines behaviourism, positive discipline, assertive discipline, and behaviour change with punishment. According to Unal and Unal (2009, P. 257) “*the interventionist tends to take control of the situation by implementing immediately a disciplinary tactics to control behaviour*”. Claim Unal and Unal (2009, P. 257). According to Unal and Unal (2009), interventionist teachers may employ physical constraints, modelling, reinforcement, and seclusion as disciplinary strategies to maintain control over the classroom.

- **The Interactionist Method:**

The interactionist method is a kind of medium control that incorporates good classroom management, cooperative discipline, and logical consequences. According to Unal and Unal (2009, p. 258), the interactionist approach to classroom management uses some of the same strategies as non-interventionists and interventionists in an effort to develop solutions that satisfy both the teacher and the student. Even so, the interactionist method permitted educators to develop with kinds of discipline. Unal and Unal (2009, P. 264) found “ that neither beginner nor experienced teachers were found to be non-interventionist or any of the obstacles of classroom management”.

- **The Non-Interventionist Method:**

Unal and Unal (2009, p. 257) advocate for the non-interventionist approach, saying that teachers “*teacher to demonstrate empathy toward students to self correct inappropriate behaviours and learn to manage their own behaviours*”. According to Wolfgang and Glickman (1986), there is a continuum shown by this paradigm, which categorizes classroom management techniques as interactionist, non-interventionist, or interventionist. This

approach holds that teachers who use interventionist methods help pupils acquire acceptable behaviour by using incentives and sanctions that they set. As a result, they contend that educators ought to have extensive influence over what happens in the classroom. As a result, non-interventionists advocate for pupils to have substantial control over their education and for teachers to be less active in changing the conduct of their pupils.

Interventionist	Interactionalist	Non-interventionist
<ul style="list-style-type: none"> ▪ Teacher has primary responsibility for control ▪ Teachers develop the rules ▪ Primary focus in on behaviour ▪ Minor emphasis on individual differences in students ▪ Teachers move quickly to control behaviour ▪ Types of interventions are rewards, punishments, token economy 	<ul style="list-style-type: none"> ▪ Students and teachers share responsibility for control ▪ Teachers develop the rules with some student in out ▪ Initial focus in on behaviour, followed by thoughts and feelings ▪ Moderate emphasis on individual differences in students ▪ Teacher allows some times for students to control behaviour, but teacher protects right of the group ▪ Types of interventions are consequences and class meeting 	<ul style="list-style-type: none"> ▪ Students have primary responsibility for control ▪ Students develop the rule with teacher guidance ▪ Primary focus is on thoughts and feelings ▪ Major emphasis on individual differences in students ▪ Teacher allows the time for students to control behaviour ▪ Types of interventions is non-verbal cues and individual conferences

Table 1: Classroom management models. Source: Wolfgang and Glickman (1986) adopted

by Amina Zouzou, p. 9

5.3. Teachers' Role in the Classroom Management:

"The actions and strategies teachers use to solve the problem of order in classrooms". is how Doyle (1986, p. 397) described classroom management. Four main elements of classroom management were identified by Hue Ming-tac and Li Wai-shing (2008, p. 47) as managing the physical environment, managing learning, managing procedures and rules, and managing discipline.

5.3.1. Management of the Learning Environment:

In addition to offering a space for learning, the classroom environment also affects participants' goals, attitudes, and emotions (teachers, pupils).

Thus, Hue Ming-tac and Wai-shing (2008, p. 47) *"teachers must prepare learning objectives, select content, prepare teaching and learning materials and design activities with the goal of devising a curriculum that meets their students' diverse needs"*.

5.3.2. Management of the Physical Environment

It is crucial that teachers set up their classrooms with the needs of individuals with disabilities, blind, deaf, etc. in mind. According to Hue Ming-tan and Li Wai-shing (2008), teachers must establish the best physical environment feasible to guarantee that students are in a comfortable and enjoyable learning environment.

Moreno (2010) asserts that a pupil's sitting arrangement has a direct impact on their behaviour. Teachers must therefore select the best seating in accordance with the activity in a sensible and acceptable manner. But, when making plans, they had to take the following things into account:

-Visibility: The classroom layout needs to be such that every student can see the overhead projector, blackboard, and other devices.

-Accessibility: The space needs to be planned so that it has access to a busy location. The pencil sharpener and paper storage rooms are kept tidy and apart from one another by the pupils.

-distractibility: Desk arrangements should minimize possible distractions, such as movements occurring in the classroom that are visible through windows and doors.

5.3.3. Rules and Procedures of Effective Classroom Management:

The manager's abilities and rules to oversee the physical classroom setting, time, classroom control, pupil interests, wellbeing of pupils, and upholding discipline and order are all governed by classroom management procedures, which also apply to the teacher as a member of the teaching staff. In words of Hue Ming tac and Wai-shing (2008, p. 47) “ *teachers have to set guidelines for the smooth and efficient running of classrooms as these are important for conveying their expectations, for establishing classroom norms*”.

• Classroom Rules:

All pupils should be able to easily understand and comply with the basic rules that are presented. Writing good rules requires being both broad enough to cover a range of situations and specific enough to avoid being overly restrictive. According to Maranzo (2007, p. 118) “*Rules identify expectation or standards regarding student behaviour*”. Liderbeg, Kelley, Swick (2005, p. 57)

Suggested some characteristics of effective classroom management:

- Put up your classroom rules so that everyone can see, read, and review them with ease.
- Frequently, particularly in the initial weeks of instruction.
- Rules in the classroom should be in line with those in the entire school. For example,

if the school has a rule prohibiting gum use, then the classroom should follow this rule.

- Reward pupils who follow your rules in the classroom and treat them fairly and consistently.

In addition, Campbel (2012, p. 12) listed several guidelines that educators must adhere to in order to keep their classrooms in order:

- When leaving or entering the classroom, the door must not be left open.
- No leaving your seat without authorization.
- Reacting to the punishment of others is not allowed.

- **Classroom Procedures:**

Classroom Procedures: The term "how you will behave in your classroom" refers to the procedures. The purpose of these procedures is to optimize the amount of time needed to finish tasks by facilitating the classroom environment's proper functioning.

Moram, Stoble, Baron, Miller, Moir (2009, p. 46) stated that *“Creating procedures help to think through your behavioural expectations for any given activity. That way, you are able to communicate those expectations clearly to the students and thus prevent disruptions.* In fact, Maranzo 2003, p. 17 cited Emmer, Everston, and Worshman's description of methods as follows:

“Vay in different classrooms, but all effectively managed classrooms have them. It just not possible for a teacher to conduct instruction or for student to work productively if they have no guidelines for how to behave or when to move about the room or if they are frequently interrupt the teacher and one another. Furthermore, inefficient procedures an the absence of routines for commune aspects of classroom life, such as taking in materials, or checking work, can waste large amounts of time and cause students attention and interest”.

According to Newsome (2012), procedures are the acts that pupils take to fulfill predetermined classroom objectives. They are also the arrangements that teachers make with pupils to encourage interaction in support of these objectives. It is also evident that the majority of teachers struggle to identify efficient methods and techniques to speed up the learning process. Procedures, as noted by Shing and Tak (2008, P. 53), are classroom routines that demand a certain behaviour for specific activities. The following circumstances call for professors to outline unique guidelines for pupils to adhere to:

- When pupils enter and exit the classroom.
- Early completion of the assigned homework.
- Appropriate preparations for a fire exercise.
- Turning in assignments and homework.
- Plans for lunch time.
- Getting there and coming back from the break.

Naturally, it is up to you to decide what policies and procedures are suitable for your classroom. But don't forget to state up front what you anticipate from your pupils. During the initial few days and weeks of classes, make sure to allot time for teaching methods. Instructional processes can be utilized to guarantee “*consistent momentum or transitions*” according to Verstrate (2011). Some of them include missing courses. Missing classes is one of them. Pupils must arrive quietly, take out any materials needed for the lesson, and neatly put their bags and other belongings under their desks.

Procedures are defined by Joyee, Fisher, and Hoover (2003, p. 76) as “*they are accustomed way of getting things. they are the routines that are necessary for the operation the classroom*”. Additionally, it is advised that the teacher have enough materials for at least three pupils, as this may divert pupils' attention. This figure shows how teachers' materials are categorized:

Categories	Procedures for
Uses of room and school areas	<ul style="list-style-type: none"> • Students' desk and storage areas. • Learning centers. • Distribution, collection, and storage of materials. • Teacher desk and storage areas. • Drinking fountain, bathroom, and pencil sharpener. • Office, library, cafeteria, and playground.
Beginning and ending of class or school	<ul style="list-style-type: none"> • Taking attendance and collecting homework. • Tardy and early-dismissal students. • Sponge activities. • Storage and distribution of materials.
Whole-class and small- group instruction	<ul style="list-style-type: none"> • Interaction. • Signaling for attention. • Movement within the classroom. • Materials.
Transition	<ul style="list-style-type: none"> • Time between subject areas or classes. • Unexpected free time. • Controlling noise levels and talking.
Student works	<ul style="list-style-type: none"> • Paper headings. • Incomplete, late, or missing assignments. • Collecting work. • Due dates and times. • Checking work (both students and teachers). • Turning in papers. • Keeping track of what work is turned in and what isn't. • Returning student work. • What to do when finished. • Getting help when the teacher is busy.
Miscellaneous	<ul style="list-style-type: none"> • Disaster drills. • Emergency situations (e.g. sick and injured students).

Table 2: Categories of procedures (2003, p. 78) (adapted from “classroom procedures checklist” by the American federation of teachers).adopted by Amena Zouzou, p. 19

5.3.4. Timing:

Effective classroom time management is one of the teachers' other key responsibilities. *“Instinctive in some teachers whilst others have to develop it”* according to Lemlech (1999, p. 23). Since good timing is one of the keys to a successful teaching-learning process, the majority of seasoned teachers contend that they must be conscious of how best to use the time in the classroom. *“managing time in the classroom in order to keep students on task is an important factor in maintaining good discipline”* as Felix (2011, p. 21) noted.

As a result, it's critical that teachers have control over the tasks and procedures they carry out in the classroom, including properly setting up classrooms, carefully planning lectures, and setting realistic deadline for finishing activities.

Furthermore, Thornbury (2010) advises teachers to establish recognisable routines for their kids. Even though it might take some time to set up these procedures, when teachers are able to deliver clear, precise instructions and prevent ineffective waste of class time, this approach will be effective.

5.3.5. Authority and Setting Rules:

Rules development and implementation are an important managerial and educational activity. Pupils acquire knowledge about the protocols that guarantee their successful involvement and approval in social settings. It's clear that all educators, but particularly new ones, need to use their power responsibly. Teachers are respected if they are *“...they are punctual, well prepared for the lesson, do what they say they are doing to do, treat students consistently and fairly, try not to let personal feelings about individual students influence the*

way they treat them as members of the group, do not ignore problems, never make treats they are not able or prepared to carry out and never lose their temper” according to Gower, Phillips, and Walters (2008, p. 60–61). Because of this the principles ought to be applied with the same consideration as any other academic idea because of this.

Additionally, Davies (2007) clarified that pupils must understand what is and is not acceptable. A predictable environment that upholds discipline in the classroom, lowers disruptions, and promotes self-control in pupils is created when well-defined rules are established.

Doyle (1986) provided the following summary of this issue:

Establishing rules shows a teacher's knowledge of potential problems in the classroom as well as their level of dedication to their work. As a result, pupils might learn important information about a teacher's methods and expectations for behaviour early in the school year. A teacher is more likely to care about upholding order and not enough if the rules are made obvious and communicated effectively. Additionally, when rules are breached, a teacher must show that they are willing and capable of taking action (p. 413).

The table below shows how effective and ineffective regulations differ from one another:

Effective rules	Ineffective rules
<ul style="list-style-type: none"> • Give each assignment your best effort. • Work quietly when directed. • Take care of shared equipment. • No hitting times. 	<ul style="list-style-type: none"> • Be good. • Do not bother others. • Practice good citizenship. • Behave appropriately at all.

Table 3: Examples of effective and ineffective rules. (Doyle, p.414) adopted by Amena

5.4. Managing of Classroom Discipline:

In addition to being a component of regular instruction, classroom discipline serves as a means of upholding desired conduct. It eliminates any incorrect behaviour in the classroom be it defined as a teacher's routine reward or punishment by upholding desired behaviour. Teaching and learning are enhanced in the classroom when there is strong discipline “*Apart from such guidelines, teachers need to set up a discipline system to deal with difficult and bad behaviour*” state Hue Ming tac and Wai-shing (2008). Therefore, “classroom discipline is not a simple matter of one technique or technology versus another. Through classroom discipline, teachers enact social and moral”. according to Butchart and McEwan (1998, p. 4).

When outlining the primary tactics for successful classroom management, Brown and Vigilante (2005, P. 5) prevented behavioural issues by organizing the classroom and the learning activities that take place there, establishes clear standards for pupil's behaviour It addresses issues related to pupils discipline in a way that doesn't hinder learning or impede classroom operations.

Actually, Phelan and Schonour (2004, p. 4) highlighted a few things that help teachers establish productive classroom rules:

- Restraining inappropriate behaviour.
- Promoting appropriate behaviour.
- Preserving positive interactions with your pupils.

5.4.1. Classroom Management V.S Classroom Discipline:

The term Classroom management and discipline are frequently that are often used inter changeably.

However, these are clearly different topics and should not be grouped together as synonyms. Classroom management is about how tasks are completed; it is the responsibility of teachers. Whereas, discipline is about human behaviour, the responsibility lies with the pupils.

Walters and Frei (2007, p. 13) said that *“Although they are often used interchangeably, they are actually two different topics. Classroom management refers to how things are generally carried out in the classroom ,whereas classroom discipline is the specific management of students behaviour”*.

5.5. Pupils’ Responsibility in Classroom Management:

The pupils are not responsible for their own learning, but also for their behaviour in class. Metzger (2012) stated: *“students viewed as young citizens who must learn to make decisions and accept responsibility for their actions”* (p. 1). Furthermore, Marzano, Marzano, and Pickering argue: *“The teacher is the guiding force in the classroom , but there is another side to the coin of classroom management, and that is the responsibility of students to contribute to the good functioning of the classroom”*(2003, p.76). Additionally, Metzger said that *“involving students in managing the classroom and leave them take responsibility in some way, they can manage and improve their when teachers involve their students in managing the classroom and leave them take some how the responsibility, students could manage and improve their behaviours”* (p. 1). He also believes that being able to choose their tasks, materials and the way lessons are presented is very useful for assessing them, their behaviour and improving their skills and abilities.

5.6. Classroom Relationships:

Positive relationships inside classroom are very helpful for a relaxed and healthy learning environment. Classroom contains two types of relations: teacher-pupils relationships and pupils-pupils relationships. When relationship between teacher and pupils is strong positive classroom behaviour is going to take place. Some ways help to strength teacher-pupils relationships. Like socially acceptable skills, quality verbal and non- verbal behaviours,

making a good impression, reacting positively to others, and not reacting in a negative way. (Connolly et al. 1995).

5.6.1. Teacher-Pupils Relationship:

According to Stronge (2007), a teacher-pupil relationship is essential to curbing disruptive behaviour. Pupils' self-esteem as well as their emotional and psychological needs are enhanced by relationships based on trust, caring, and respect (Jones and Jones, 2001). According to Tshannen-Moran, "Without trust, students' energy is diverted towards self-protection and away from learning," an honest teacher who consistently enforces classroom rules increases student confidence. This is why trust is crucial to developing positive relationships with pupils (As cited in Stonge, p. 45). Additionally, by connecting with students, a teacher can address their needs through effective communication, motivating, guiding, and encouraging their learning (Chales and Senter, 2002).The goodwill and regard for one another are other important components. The mutual respect and positive relationship between teachers and students are other important components. Additionally, it is impossible to overstate the value of rapport and respect between teachers and pupils. The significance of teachers earning their students' respect via their ability to instruct as well as their real interest in and curiosity about what their pupils have to say. This creates a two-way street of mutual respect and understanding in which pupils can thrive. Ofted (2007, p. 23).

5.6.2. Pupils-Pupils Relationship:

Relationships between pupils are crucial to their individual learning experiences, and teachers have duty to introduce them when participating in a particular activity and to advise them to respect the difference and points of view of other pupils. *“The importance of teachers being proactive in creating positive peer relationships in the classroom is restated and same strategies are suggested for doing so in the following areas: teaching social-emotional,*

conflict-resolution and problem solving skills; getting students to learn in groups; and creating a classroom climate of positive peer relationships” Hue Ming-tak and Li Wai-shing (2008) state, p. 145.

5.7. Managing of Disruptive Behaviour:

Naturally, preventing misbehaviour is the best method to address it. Preparing well-thought-out classes, allocating pupils and time so that active involvement is appealing and rewarding, and fostering a classroom environment that lessens issues with behaviour control and classroom discipline are the best ways to prevent. *“preventing discipline problems from occurring in the first place is the best way for students and teachers alike to handle classroom discipline. Discipline prevention starts with effective, engaging, and enthusiastic teaching”* according to Tuber (2007, p. 126). As a result, Boynton and Boynton (2005, p. 49) made it clear *“to prevent discipline problems requires teamwork to select the best approach for your school and to work on it with consistency throughout the building”*.

Among the preventive techniques suggested by Rogers (2002, p. 87) are the following:

- Teachers must be conscious of the assumptions they make about the reasons behind challenging behaviour.
- The teacher must also be conscious of the attributions that students and parents are making, regardless of whether they are true or not.

Preventing misbehaviour is the best method to deal with it. And the best way to avoid it is to plan courses and assign homework in a way that promotes pupils' active engagement. You should also establish a collaborative and anxiety-reduction atmosphere in the classroom to help pupils feel comfortable participating fully. Jonson (2002, p. 128) suggested the following:

- Maintain direct eye contact with the offending student while you carry on with the lesson.

- Put down your words for a short while.
- Emphasize your point to the pupil, shake your head.

1. Punishment	6. Satiation
2. Response cost	7. Positive practice
3. Time out	8. Reinforcing other behaviour
4. Extinction	9. Reinforcing low rate of behaviour
5. Overcorrection	10. Reinforcing incompatible behaviour

Table 4: The ten procedures for reducing misbehaviour (Dietz and Hummel (1978), p. 14) adopted by Amena Zouzou, p. 40

Additionally, Browmellet all (2012, p. 163) lists a few key tactics that could assist teachers in dealing with disruptive:

- Establishing reasonable standards for the conduct and performance of pupils.
- Creating norms and routines for the classroom.
- Applying proper consequences and reinforcement.
- Creating well-organized, helpful guidelines.
- Creating a welcoming environment in the classroom.
- Applying basic surface management methods..

5.8. Reacting to Pupils’ Misbehaviour

According to Harmer (2001), educators must respond to disruptive behaviour regardless of the cause; the type of behaviour and the individual exhibiting it will determine how a teacher responds (p. 129). He offers the following recommendations for best practices that educators should keep in mind while dealing with misbehaviour:

- **Taking Immediate Action:** When an issue arises, it's critical to take immediate action because dealing with the behaviour will become more challenging the longer it goes unchecked.

- **Focus on the Behaviour not on the Pupil:** It is the actions, not the character of the pupil that matter. Teachers must be careful not to humiliate their pupils, make them feel inferior to other pupils, or undermine their self-worth since how they handle disruptive pupils has an impact on the entire class as well as the disruptive pupils.

- **Moving Forwards:** Teachers should respond positively and carefully, for example, by suggesting that pupils do this instead of doing that. It is preferable to continue, advance, and go on to the following.

- **Reprimanded in Private:** it is advised that having private conversations about pupils' behaviour will enable them to improve it. Writing letters to pupils takes a lot of time because it can be useful in changing their behaviour.

- **Keep Calm:** Instead of yelling to get pupils' attention or stop talking, teachers can impose order by being silent or speaking softly, which will cause them to immediately stop chatting and ask questions.

- **Use Colleagues and Institution:** Older or more experienced teachers frequently cause disruptions in the classroom. As such, it is acceptable to approach colleagues for advice and deal with certain behaviours in order to profit from their experiences..

When misbehaviour in the classroom arises, there are various ways to address it. The following techniques for handling pupils' misbehaviour can be highly successful:

1.	Talk with colleagues in your department. How would they handle these situations?
2.	Walk over to the talk active students and conduct class standing right next to them.
3.	Stop whatever you are doing and wait (as long as it takes for students to quit down while you look at the disruptive students.

4.	Note who the disruptive students are and speak to them after class or ask them to come to your office hours. Explain why/how you find them disruptive, find out why they are acting that way, ask them what they would be comfortable doing. Tell them what you want to do.
5.	Discuss the disruptive behaviour in private outside of class with some of the concerned and non-disruptive students. Ask for their assistance in maintaining a positive classroom environment.
6.	On a given day when this behaviour occurs change what you are doing. Break students in to groups for some work. Call on these and other students to come forward and lead discussion.
7.	Consider changing the structure of the whole class. Is it all lecture and/or do students need to be more active and involved? Rethink if/how what you do fits the students and the course. Use more diverse techniques to reach the disruptive students.
8.	Direct firm, but not derogatory, comments to the disruptive students during class. Ask if they have a comment or question. Ask them to be quiet. Let them know they are being unfair to their peers. Avoid a public blowup.
9.	Inform the student outside class that their disruptive behaviour does not fit your participation and that their grades will be lowered if it does not stop.
10.	Spend some time in class discussing the whole situation openly and honestly with all the students. Maybe you feel you ought to not “waste” class time doing this, but if class time is disrupted by students and this negatively affects your ability to work, teaching-learning is being harmed and the class time is already a waste.
11.	Ask the student(S) to leave the classroom for that class period.
12.	Inform the students that it is unfair to everyone for this behaviour to continue and that you will not continue that class period until it stops. If it does not stop, tell the students you are leaving but they are still responsible for the material and welcome to come to your office hours. Leave.

13.	File charges about the student(s) to leave the classroom for that class period.
14.	Inform students requesting recommendations that you will discuss their rude behaviour in the recommendation. Suggest the students ask someone else.

Table 5: Reacting Measures (McKinney, 2005.As cited in Malone, 2000) Adopted by Nassiba Lamraoui, p. 24

Conclusion:

Disruptive behaviour in schools or what we called pupils' disruptive behaviour in classroom has been divided into various types as a result of different causes such as teachers, pupils themselves and the classroom environment, this negative behaviour can significantly effects the well-being of pupils, the overall environment and can be also distracting to the learning and the teaching process. Disruptive behaviours can be also challenging for teachers to deal with, but understanding the root causes of these behaviours and implementing effective strategies is crucial for addressing them constructively to maintain a positive classroom environment in which teachers value their profession and pupils enjoy their learning experience.

Chapter Two

Disruptive Behaviour in the Algerian Educational Institutions

Chapter Two

Disruptive Behaviours in Algerian Educational Institutions

Introduction:

While striving to progress, the Algerian education system still faces challenges that hinder pupils learning and teacher effectiveness. One of these challenges is disruptive behaviour among pupils. These behaviours may result from talking out of turn to more serious instances of violence. Understanding the root causes and shaping solutions are crucial for improving a positive learning environment for everyone.

1. An Overview of Disruptive Behaviour in the Algerian Educational System :

Disruptive behaviours in the Algerian educational system can be defined as actions or attitudes exhibited by pupils that disrupt the learning environment, disrupt the flow of instruction, and adversely affect the disruptive pupil and their peers social and academic development. In the study of Bektiningsih et al (2023, p. 370) "*Disruptive behaviour is a behaviour that does not favor the learning process carried out by students repeatedly in the classroom and in different forms according to the conditions of each class*".

According to Nicholls (2012, p. 18) "*disruptive behaviour is student behaviour that interferes with learning thus causing insecurity both psychically and physically*". Another opinion of Ifcoma, et al (2016) "*disruptive behaviour is one of the problems in education, if the behaviour is not handled properly, it will become an obstacle and problem in the teaching and learning process*" (p. 86). Additionally, Kamps (2010)

Disruptive behaviour is a behaviour that interferes with teachers and students during lessons. Examples of disruptive behaviour include: expressing aggression towards teachers or other students, making negative verbal statements in class, refusing to

participate or cooperate in activities in class, disrespecting other students or teachers, not paying attention to the lessons given by the teacher, making noise and leaving the seat without permission. (p. 8)

In the Algerian studies, According to a study in Leghouil Manfoukh Secondary school of Djamorah in Biskra, while taken teachers perceptions towards discipline problems the results shows that Misbehaviour by students is a serious issue that affects schools and can result in unwanted behaviour. The cultural background, psychological issues, and low self-esteem of the students are to blame for this. Furthermore, discipline issues pose a serious threat to the educational process since they affect both teachers and students. Misbehaviour on the part of the students can stem from issues with administration management and organization as well as a lack of interest in learning.

2. Forms of Pupils' Disruptive Behaviour :

Disruptive behaviour in Algerian schools poses a serious challenge in creating a better learning environment for pupils and teachers. It includes a variety of actions, from verbal abuse to physical altercations and disengagement that hinder learning and create a negative atmosphere. It can also disrupt the flow of a lesson and make it difficult for pupils to concentrate and retain information. Here are some common forms:

2.1 Verbal Disruptions

Verbal disruptions can include talking out of turn, rude comments, and arguing with teachers. These behaviours can make it challenging for the teacher and other pupils to focus on their tasks, leading to a loss of instructional time. Verbal abuse, threats, or even physical violence directed at adults, such as teachers or other school personnel, are also examples of verbal disruptions.

2.2 Physical Disruptions

Physical disruptions Physical disruptions can include running in class, throwing objects, and fighting. These behaviours can cause property damage, physical harm, and create a chaotic and unsafe learning environment. Physical violence toward another pupil or teacher is also a severe form of physical disruption that requires immediate attention and intervention.

2.3 Disengagement

Disengagement can take the form of lack of participation, sleeping in class, or engaging in unrelated tasks. This behaviour can indicate a lack of motivation, interest, or understanding of the material being taught. Disengagement can also be a sign of underlying issues, such as learning difficulties, mental health concerns, or social-emotional challenges.

According to a study in LeghouilManfoukh secondary school of Djamorah in Biskra while taken teachers perceptions of types of pupils disruptive behaviour the results shows, there are various forms of misconduct that impede educators' ability to educate. Every educator selects the primary category that they deal with in the classroom. And they are the following: (40%) concurred that disturbance resulted from following the teacher's instructions. However, the other (40%) respondents agreed that the most bothersome thing that disrupts teachers is when students arrive late for class. The final 20% express dissatisfaction over kids who shout excessively to create excitement, upsetting friends and professors who are trying to learn.

Furthermore, after surveying students regarding various forms of misconduct, the following outcomes were obtained: We have recognized several forms of student misconduct. The first category is teachers' lack of interest (38%). Students that always eat in the classroom make up the second kind (12%). Talking out of turn is the third type (20%). Verbal aggression is the next category (30%). The final kind was described as interfering with the lesson's flow. These findings suggest that every student misbehaves in a unique way.

3. Causes behind Pupils Disruptive Behaviour:

There are several factors that may contribute to disruptive behaviour in Algerian schools, misbehaviour in Algerian education can be caused by various factors, including overcrowded classrooms, teacher behaviour, and societal factors. Pupil background, as mentioned by Tolan and Leventhal (2013), can significantly influence disruptive behaviour. Students from disadvantaged backgrounds or those with early behaviour problems, as discussed in the study by Kyriacou (1997), are more likely to exhibit disruptive behaviour.

Moreover, according to a study in Leghouil Manfoukh secondary school of Djamorah in Biskra, the results of teachers perceptions about students misbehaviour was about(80%) of teachers affirmed that, they had to deal with Certain students' misbehaviour in the classroom: for instance, the majority of them claimed that most students behave in a "childish" manner, while the other teachers claimed that most students have negative attitudes towards the lesson and make unwanted noises or show little interest in the material because of their low proficiency. However, 20% of educators claimed that they had never dealt with any sort of misbehaviour from students. Also here some common causes of disruptive behaviours notice in the Algerian education system:

3.1. Overcrowded classrooms:

Large class classrooms can make it difficult for teachers to effectively manage pupils behaviour and provide individualized feedback. Overcrowding in classrooms has been associated with disruptive behaviours in Algerian schools, which can exacerbate teacher fatigue and stress. Big class sizes can cause disruptions, and managing such a big number of pupils is a challenging task for educators. Additionally, noisy classrooms, a lack of focus on each pupil, and problems with classroom management can all have an adverse effect on student engagement. According to the findings of a survey conducted by Tlemcen University's English department on first-year EFL students, 86% of the students reported that

noisy, packed classrooms make them uncomfortable. Furthermore, the findings show that the majority of educators and learners acknowledge that the crowded classroom environment makes them feel uncomfortable, huge class sizes make for a noisy environment, which is not ideal for efficient teaching and learning.

3.2. Teacher Training:

Inadequate training in classroom management skills might leave teachers unprepared to address disruptive behaviour. Teachers who are less interested, cannot teach, have weak discipline, or make unfair comparisons are more likely to face disruptive behaviour from their pupils. Also the way teachers present lessons, their physical appearance, voice, and the way they talk to children also influence the degree to which they can exercise necessary class control.

A study conducted at Leghouil Manfoukh Secondary School in Djamorah, Biskra, found that 40% of the causes of classroom disruptions are the teachers' lack of motivation, which stems from their lack of skill and interest.

3.3. Authoritarian Teaching Styles:

Teacher behaviour is another significant factor contributing to disruptive behaviour in Algerian education. Teachers' actions, such as their authority, ability to exercise control, and personality, overly strict or punitive methods can create a negative learning environment that can provoke pupils' misbehaviour. Moreover, teacher behaviours can also impact disruptive behaviours in classrooms. According to numerous studies, learners are influenced by how their teachers treat them, and they may interpret unruly behaviour in the classroom as a reaction to inefficient teaching strategies or bad classroom management.

3.4. Social and Economic Factors:

Poverty, family problems, or lack of interest in the curriculum can lead to disengagement and disruptive behaviour.

According to a study in LeghouilManfoukh secondary school of Djamorah in Biskra Psychological issues are regarded as the most harmful element by (40%) of students. It originates from (parents divorcing, poverty). insufficient trust in oneself. Some of the primary factors that can influence students and lead to misbehaviour include parents' lack of enthusiasm in teaching their children, which is thought to be a major role in misbehaviour (37%).

4. Impacts of Pupils Disruptive Behaviour :

Disruptive behaviour is a barrier that both teachers and pupils must deal with in the classroom. Studies on disruptive behaviour in the Algerian education system highlight the significant impact it has on both teachers and pupils. Research indicates that disruptive behaviours negatively affect the learning environment, leading to time wastage and hindering the educational process. A survey conducted in Algeria revealed that a considerable amount of class time is spent on activities other than learning due to disruptions, with pupils reporting disturbances from their classmates. This disruptive behaviour undermines pupils' focus and participation in the learning process in addition to teachers' capacity to teach successfully..

4.1. Impeded Learning:

Disruptions create a chaotic environment that hinders pupils' ability to concentrate and retain information. Moreover, disruptive behaviour can have long-term negative impacts on pupils who engage in it frequently or consistently, these pupils may be excluded from the classroom, miss important instructions and social opportunities and fall further behind their peers academically.

4.2. Teacher Stress:

Teachers experience significant stress managing disruptive behaviour, affecting their well-being. Moreover, the consequences of disruptive behaviours in the classroom are severe and

multifaceted. For instance, disruptive behaviour can lead to reduce teacher time for instruction, as teachers must address behavioural issues instead of focusing on teaching. Furthermore, disruptive pupil behaviour has been linked to teacher burnout in the Algerian education system. The relationship between disruptive behaviour and teacher burnout is a significant concern, as dealing with disruptive behaviour on a daily basis can create stressful classroom environments, leading to emotional exhaustion and reduced personal accomplishment among teachers. Studies have shown that disruptive pupil behaviour can jeopardize effective classroom management, contributing to teacher burnout and affecting the overall quality of education.

4.3. Hostile Environment:

Disruptions can create uncertainty and anxiety in pupils, hindering their ability to participate and learn effectively. Additionally, disruptive behaviours can negatively impact the learning process, leading to teacher turnover and decrease pupils engagement and motivation. In Algeria, the Ministry of Higher Education and Scientific Research has recognized the importance of effective classroom management in promoting effective learning environments. Research has shown that disruptive pupils tend to be more afraid than their well-behaved counterparts, suggesting that anxiety and fear may play a role in their behaviour. Therefore, addressing the root causes of anxiety and fear can be an important step in reducing disruptive behaviour.

5. Response Strategies when Dealing with Pupils Disruptions :

Teachers in Algeria, like teachers around the world, employ a variety of strategies to address disruptive behaviour in classrooms. These approaches often combine preventative measures with corrective techniques. The Algerian educational system also emphasizes dialogue and finding the root cause of disruptive behaviour. This can help teachers design better solutions that address the underlying problems.

5.1. Preventative Measures

Preventative measures might involve fostering a positive classroom environment that emphasizes respect and understanding are central. One approach to preventative measures is the preventative intervention approach, which emphasizes building a positive relationship with pupils, creating a safe and predictable environment, coaching and supervising pupils, and using effective teaching strategies. This approach aims to prevent misconducts from happening during the lesson.

5.2. Corrective techniques

Corrective techniques can target specific disruptive behaviours. When it comes to correction techniques, there are two methods: punitive and non-punitive. The punitive approach means the use of punishment, these might include warnings, signs, or moving a pupil to another seat. In more serious cases it may be necessary to involve parents or school administration. The non-punitive approach includes advising the pupil about the effects of their misbehaviour, involving the pupil in deciding which rules and regulations to apply into practice, providing explanations for good behaviours, and giving compliments and praise for good behaviour.

According to a study in Leghouil Manfoukh secondary school of Djamorah in Biskra, the results reveals that (80%) of teachers work to keep solid, long-lasting teaching practices as a preventative measure. However, (20%) of respondents said that they discipline students right away to stop any sort of misbehaviour..

Another study of first year learner's. Tiaret results shows that, when it comes to a teacher's response to a disruption in the classroom, every teacher responded that it is never appropriate for a teacher to act emotionally, impulsively, or excessively. Instead, they suggested that it is much safer for a teacher to act and think logically and sensibly. They all concur that a teacher should always remain composed and reasonable when handling interruptions; they should

never display any form of fear, rage, or loss of control. Two people offered the following suggestions about what the teacher could do to address the ongoing issue:

- The way a teacher responds to a disruption from a student should be based on the kind of disruption the student made. While minor disruptions like speaking or laughing can be ignored, more serious disruptions like persistent interruptions or disobeying instructions should result in consequences for the student..
- There are certain students that the teacher has to put up with. If the disruptive student doesn't stop, the teacher should suspend him from the classroom. Otherwise, the instructor should ignore any minor disturbances and wait for the student to stop.
- Teachers will let the school management know if a student wants to cause trouble during every class.

6. The Path to a More Effective Learning Environment:

Addressing disruptive behaviour requires the collective effort of educators, policymakers, and families. Disruptive behaviour among pupils in Algeria and elsewhere can adversely affect the atmosphere for learning. By addressing the root causes of disruptive behaviour, providing engaging and supportive learning environments and collaborating with families and communities schools can help pupils to succeed in the classroom and beyond. Here some strategies:

6.1. Improving Teacher Training:

Providing teachers with classroom management techniques, conflict resolution skills, and positive reinforcement strategies can help them address disruptions effectively. In Algeria, the Ministry of Higher Education and Scientific Research has taken steps to address disruptive behaviour in schools. The ministry has implemented training programs for teachers in classroom management and conflict resolution, which seek to assist teachers in gaining the knowledge and abilities necessary to properly handle disruptive behaviour. These programs

cover topics such as communication, active listening, and positive reinforcement, and provide teachers with strategies for de-escalating conflicts and promoting positive behaviour.

According to a study of first year Learner's within E F L secondary school in Tiaret all the results confirmed that teachers will always support and motivate their learners.

6.2. Reducing Classes Size:

Smaller classrooms allow for better pupil-teacher interaction, providing more opportunities to meet individual needs and prevent disruptive behaviour. Reducing class size can help reduce disruptive behaviours by providing a more controlled and conducive learning environment. Research suggests that smaller class sizes allow for more individualized attention, increased pupil engagement, and better classroom management, all of which contribute to minimizing disruptive behaviours. In the context of Algerian studies, where issues of disruptive behaviour impact pupils learning and academic performance, smaller class sizes can lead to improved focus, interaction, and overall behaviour management, creating a more positive educational experience for pupils. For example In Algerian education, a class of 36 pupils or fewer is considered small where Research shows that smaller classes are preferable for learning and are strongly linked to learning achievement.

6.3. Curriculum Integration:

A curriculum that suits pupils' lives and interests can reduce the likelihood of disruptive behaviour by increasing engagement and motivation. Reduced disturbance can also be achieved through careful lesson planning, teachers can help to maintain pupils' attention and reduce the likelihood of disruptive behaviour. In addition, lesson planning can help teachers to anticipate and manage potential disruptions, such as those that may arise from bullying or other forms of interpersonal conflict. The Ministry of Higher Education and Scientific Research in Algeria has also implemented policies aimed at promoting positive learning environments in addition to training programs for teachers. These policies include the

introduction of rules and regulations governing pupils behaviour and the establishment of disciplinary committees to address cases of disruptive behaviour. Furthermore, the ministry has encouraged schools to adopt a positive approach to discipline, emphasizing the importance of rewarding good behaviour rather than simply punishing bad behaviour.

According to a study of first year Learner's within E F L secondary school in Tiaret the findings demonstrated that teachers need to be knowledgeable about this subject and need to understand their students requirements. The final one is that when interacting with the students, a teacher need to be respectful and involved.

6.4. Parent Involvement:

Collaboration between schools and families is important. Open communication and parental support can create a positive learning environment outside the classroom. Moreover, Parents can also play an important role in addressing disruptive behaviour. By working with teachers and school administrators, in order to address the root causes of disruptive behaviours, parents can assist in identifying those causes and developing ways to address them. This may involve providing additional support at home, such as help with homework or counseling services, or working with the school to develop a behaviour plan for the pupils.

According to a study of first year Learner's within E F L secondary school in Tiaret. The results demonstrated that more experienced teachers are better at planning than less experienced ones because they are more familiar with student behavioural traits and can better control misbehaving classmates. The remaining data, however, demonstrate that teachers must be respected in order to help pupils behave better, comprehend their peers, and treat them with kindness.

Moreover, according to a study in Bouazza Abdelkader Secondary School and Alhachmi Lhadj Twati Middle School students' statements will be reported as follow:

To foster a positive learning environment, teachers must adopt a respectful and empathetic demeanor, which in turn encourages students to behave appropriately. Establishing a strong teacher-student rapport is crucial, as it enables instructors to assert their authority without resorting to humiliation or intimidation. Motivating students is essential, and teachers can achieve this by being patient and providing individualized attention to address behavioural issues. In cases where disruptions persist, disciplinary action may be necessary, and involving parents in the process is vital. Parents, too, have a critical role to play in monitoring their child's behaviour and collaborating with teachers to address any concerns. Effective communication between schools and parents is key to resolving issues, and schools should prioritize this collaboration. Furthermore, schools must have a zero-tolerance policy towards violent behaviour, including verbal and physical harassment, and be prepared to take disciplinary action, including exclusion, if necessary. Ultimately, students must understand the value of education and the importance of adopting respectful attitudes. To tackle this issue comprehensively, research is essential, and our education system would benefit from incorporating subjects that focus on school ethics and morals. Finally, the Ministry of Education should provide schools with access to psychologists to support students and teachers alike.

Conclusion:

Maintaining a positive and productive learning environment is crucial in Algerian schools. However disruptive behaviour can significantly hinder this objective. Addressing disruptive behaviour requires nuanced a multi faceted approach that incorporates a deep understanding, Preventative measures, And collaborative efforts from teachers, families, and communities is essential to fostering positive learning environment. By prioritizing these strategies, Algerian

educational institutions can foster a learning environment that cultivates not only academic success but also teacher satisfaction, improves pupils achievement and overall well-being. This will ultimately lead to a more enriching and fulfilling educational experience for everyone involved in the Algerian education system.

Chapter Three

Field Work

Chapter Three

Field Work

This chapter focuses on the practical of our dissertation. Hence, the aim is to investigate in depth different educational strategies in dealing with disruptive behaviours. We use the mixed methods approach quantitative and qualitative research, employing key tools such as a teachers' interviews, a pupils' questionnaire, and a classroom observation with some classes. We conclude this research by engaging in an in-depth discussion of the findings, providing a comprehensive description of the results to either validate or refute the hypotheses. The study was conducted in GHALEB SALEH middle school in Lardjem Tissemsilt with third year pupils.

1. The Sample:

Our research study included a population of three classrooms of third year. The total number of participants was 100 pupils, comprising both male 42 and female 58 pupils. Additionally, we conducted interviews with 10 teachers as part of our research.

2. Research Tools:

We conducted our study using an interview, a questionnaire, and a classroom observation. We conducted an interview with 10 teachers, which included 9 questions, divided into three sections. The first section was about general information, the second section explored their perceptions towards classroom management, the last section sought their perceptions towards discipline problems. Additionally, the questionnaire was administered to pupils to gain a better understanding of their perceptions of disruptive behaviours and its impact on the learning environment and process. The questionnaire is consisted of 12 questions, translated into Arabic to facilitate pupils' responses, and was divided into three sections. The first section was about pupils general information, the second section focused on pupils' views of

classroom management, and the final section explored their views of the main causes and effects of disruptive behaviours in the classroom. This mixed methods, allowing for deep understanding of the topic. By utilizing this combination we were able to extract numerical data from the questionnaire and the interview. We were also able to gain in-depth qualitative insights from the observation .

3. Teachers' Interview Analysis:

The interview was done with 10 teachers, They did not took much of time to our interview since that one of the teachers I made the interview with is my sister, so that she facilitated things for me to deal with her colleagues in a shorthorn time.

Section One: General Information

Question 1: How long have you been working as a teacher?

Their answers were swaying between 16 and 02 years of experience.

Section Two: Teachers Perceptions towards Classroom Management

Question 1: What are the different techniques that you use as a teacher to well manage the classroom?

The results shows that teachers have different techniques to use to well manage their classrooms, the first two teacher said that be good personality and avoid repeating same routine, three teachers stated that to manage the classroom they always used competency based approach, another one confirmed that he always used to set classroom rules and discussing them in the first day. A teacher stated that calling pupils by their names to encourage them to interact inside the classroom, while another one said that using eye contact and constructive feedback and the use of ice breakers, by fostering sense of community,

promote interaction to help pupils feel comfortable participating. The rest of them confirmed that the first thing to do is controlling pupils then start reviewing previous lessons.

Question 2: Do you communicate rules and procedures at the beginning of the academic year?

Through the results obtained, we find that all teachers confirmed that they use to communicate rules and procedures at the beginning of the academic year in order to control pupils behaviours during the class.

Question 3: Do you respect your pupils learning preferences in the classroom?

From the question above, we have noticed that all teachers respect their pupils learning preferences to encourage them improve their ability to learn and develop their levels and that what make create a safe environment and a good learning atmosphere for the whole year.

Question 4: What are the possible strategies that you follow to make the learning environment comfortable?

This results shows that teachers share same point of view about the strategies they use to make learning environment comfortable and they are as follow:

- Motivation is the key element
- Use of communicative tasks
- The use of authentic materials and visual aids
- Giving positive and constructive feedback
- Involving the pupils in the problem solving situations

Section Three: Teachers Perception towards Discipline Problems

Question 1: What type of pupil's misbehaviour do you encounter as a teacher?

We have noticed that the answers were similar among the teachers, they all faces pupils disruption such as disrespect of the teacher, cheating, talking out of turn, eating during the class, bullying and so on.

Question 2: According to you, what are the causes of disruptive behaviours and how it effects?

From this question, we remarked that the majority of teachers stated that the main reasons of pupils disruption comes from the huge number of pupils inside the classroom, and that misbehaviour mainly occurs among pupils who failed many times more than the others, the rest teachers stated for their social factors such as poverty, family problems, and lack of interest from their parents. Lastly, they all confirmed that this issue greatly affected negatively the learning process, pupils academic achievement, performance, and their relationships with their pupils.

Question 3: According to you, how should you respond when classroom disruption is happened ?

This results revealed that there are different reactions of teachers to pupils disruption , the first two teachers said that do not allow the behaviour to continue by making the pupils leaving the class, the third teacher used to reprimand pupils immediately by warning verbally, teacher four stated that keep calling to the pupils until they stop, the rest of teachers have the same point of view they used to ignore the misbehaviour first and if it repeated for the second time they use to be in touch with the administration.

Question 4: In your opinion, what are the main strategies and solutions that may help teachers to reduce classroom disruptive behaviours ?

This question presented different opinions about teachers strategies that they may help them reduce classroom disruptive behaviours and they are as follow:

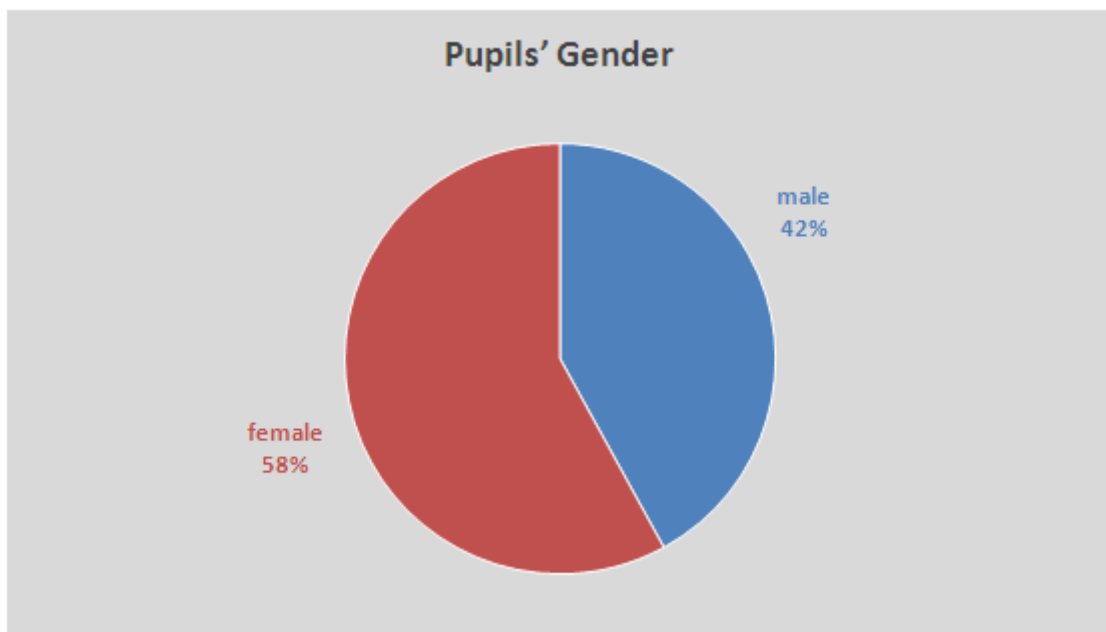
- Create good relationships with pupils
- Encourage pupils to be part of the learning process
- Involve pupils and create challenging situations
- Positive reward of pupils in front of their classmates
- Motivate pupils and create sense of responsibility among them
- Use of games to make pupils active
- Encourage team work
- Whereas, one teacher said that he must be specific about the behaviour and set limits.

4. Pupils' Questionnaire Analysis :

Section One: General Information

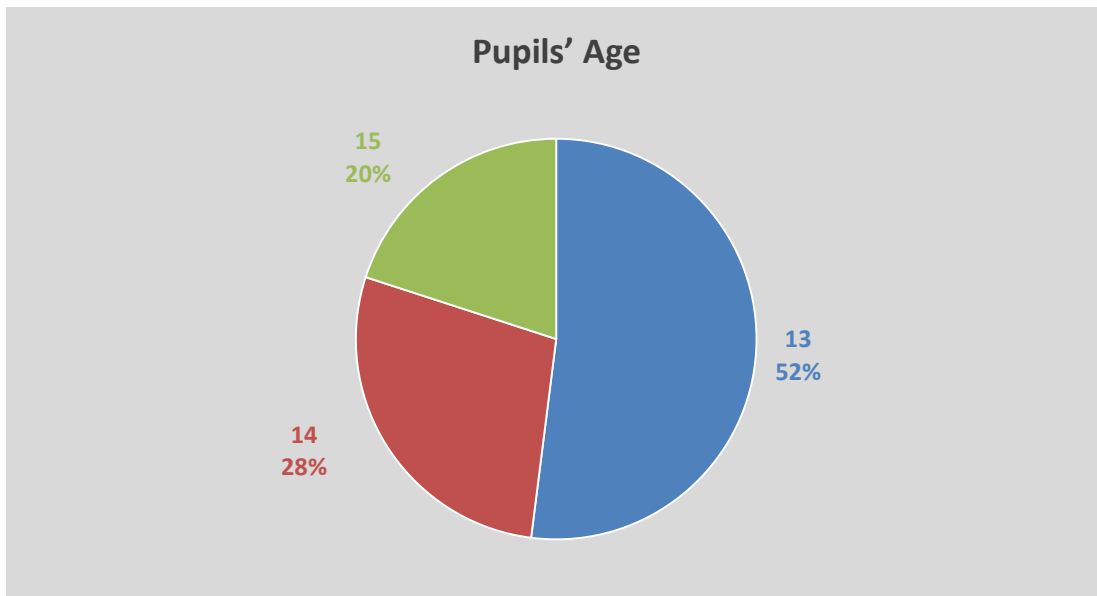
Question 1: What is your gender?

Figure1: Pupils' Gender



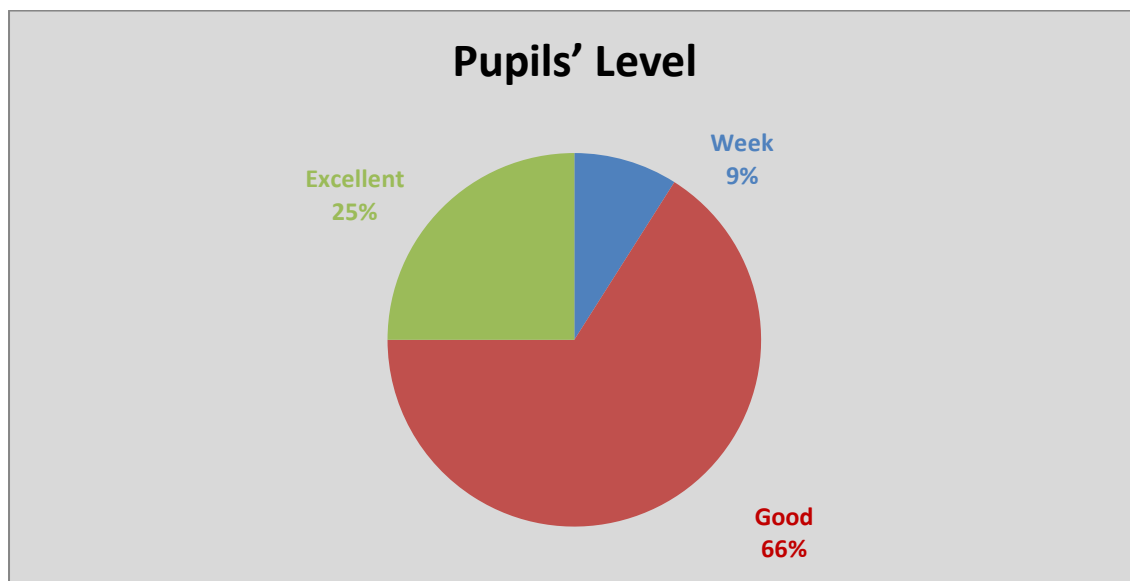
Question 2: Age

Figure 2: Pupils' Age



Question 3: Your level in the classroom

Figure3: Pupils' Level

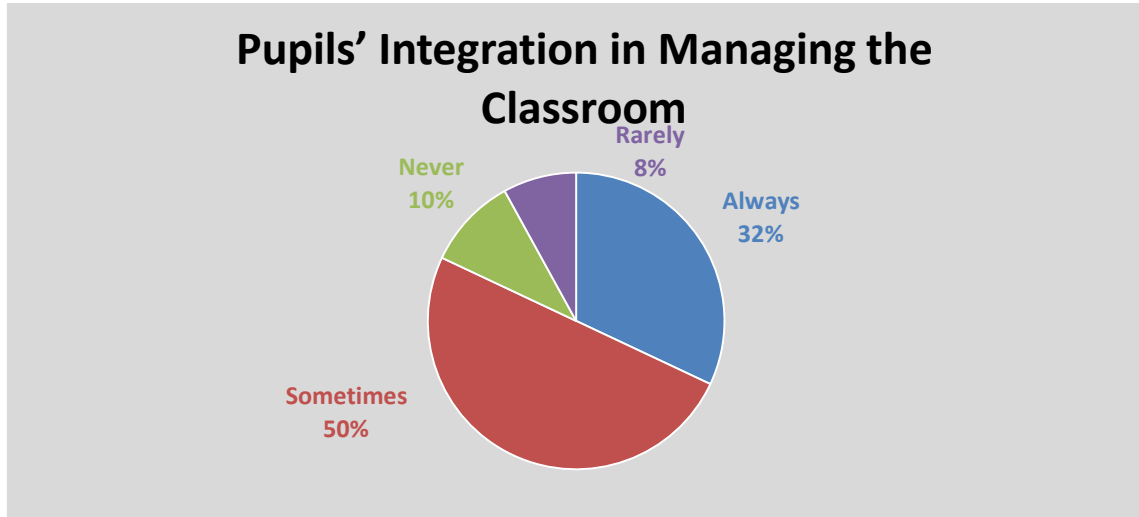


This question seeks to determine pupils level, 66% were good, 25% excellent pupils, and a few pupils 9% were week.

Section Two: Pupils' Views of Classroom Management:

Question 1: Do you integrate with your teacher to manage the classroom?

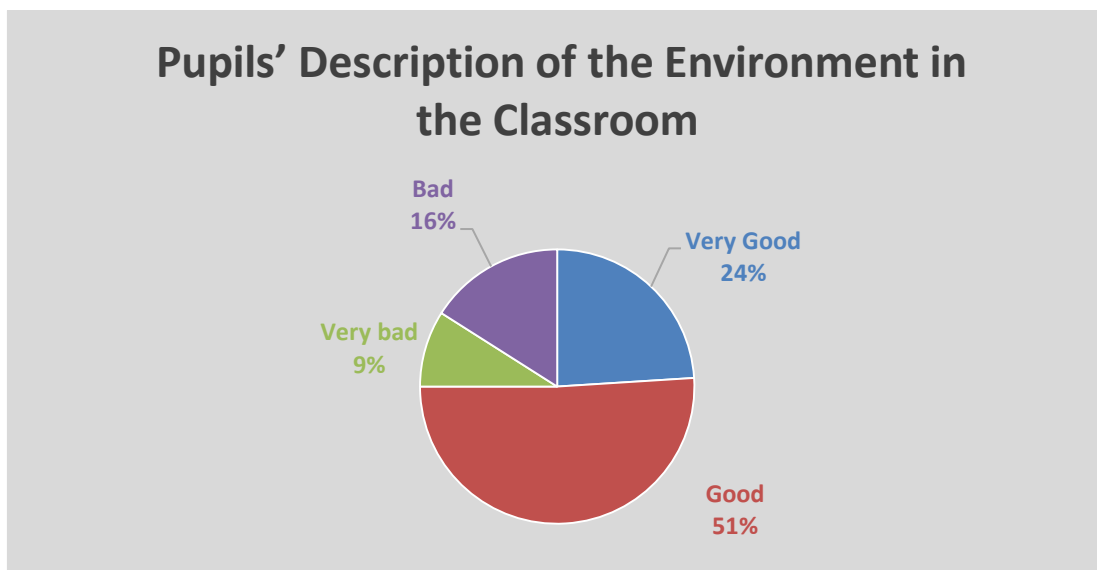
Figure 4: Pupils' Integration in Managing the Classroom



This question seeks to determine pupils integration with teachers in managing the classroom. The majority of pupils 50% responded that they sometimes did, 32% they always did while the lowest rates replied that 10% they never did, 8% of pupils replied that they rarely integrated with their teachers to manage the classroom.

Question 2: How do you describe the environment in the classroom?

Figure 5: Pupils' Description of the Environment in the Classroom

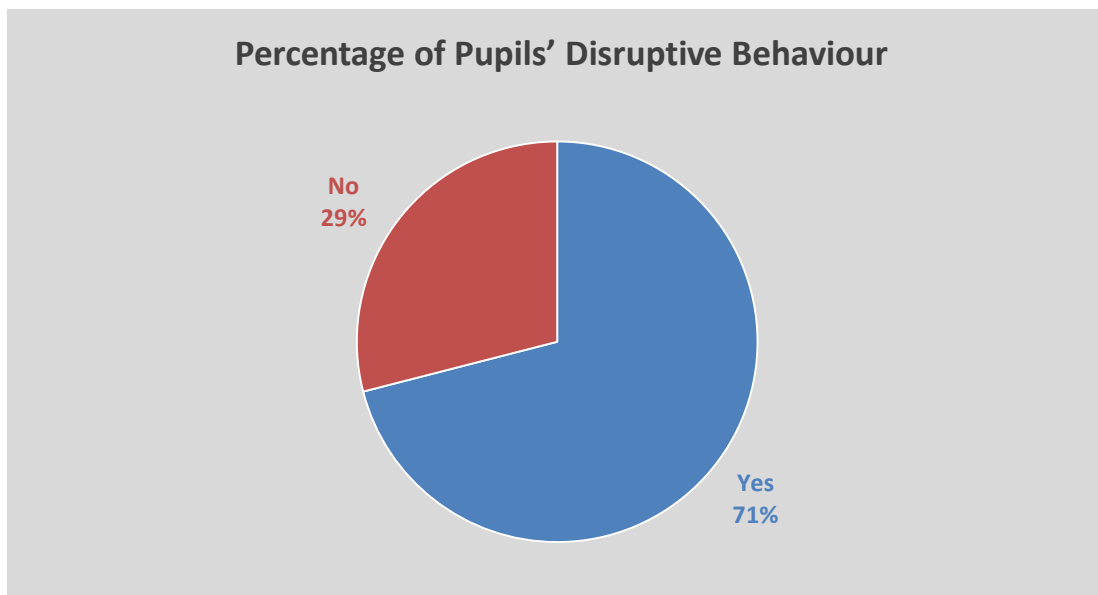


This question is about the pupils description of the classroom environment 51% said that they had good classroom environment, 24% said that it was very good, However 16% stated for bad classroom environment, As for the rest 9% that stated for very bad.

Section Three: Pupil's views of the main Causes and Effects of Disruptive Behaviour in the Classroom

Question 1: Do you notice disruptive behaviour in your classroom?

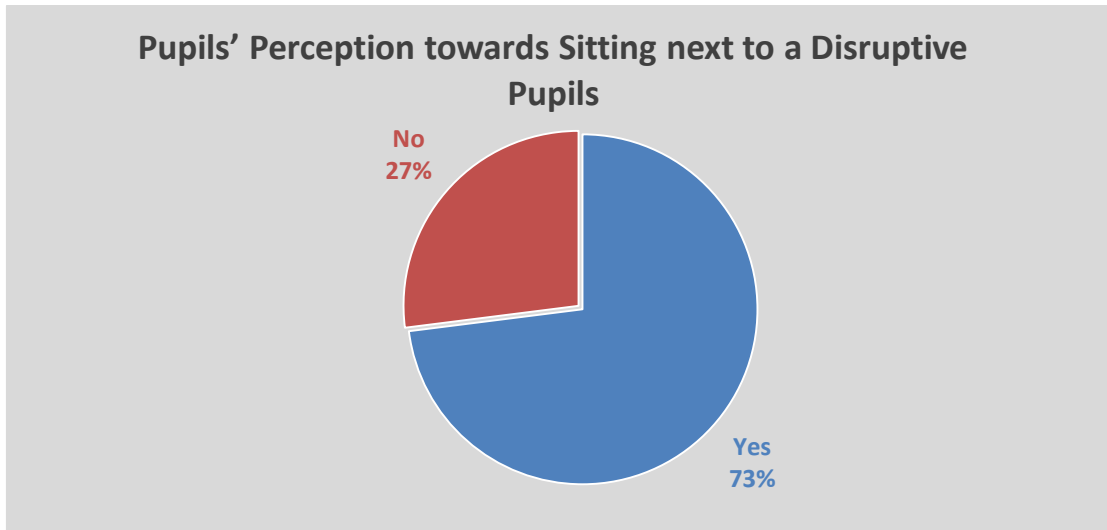
Figure 6: Percentage of Pupils' Disruptive Behaviour



This question is designed to determine whether pupils have noticed Misbehaviour, 71% said that they have noticed different form of disruptive behaviours in the classroom. Nevertheless, 29% of pupils said that they have not noticed this issue in their classroom.

Question 2: Do you think that sitting next to a disruptive pupils may effect your learning process?

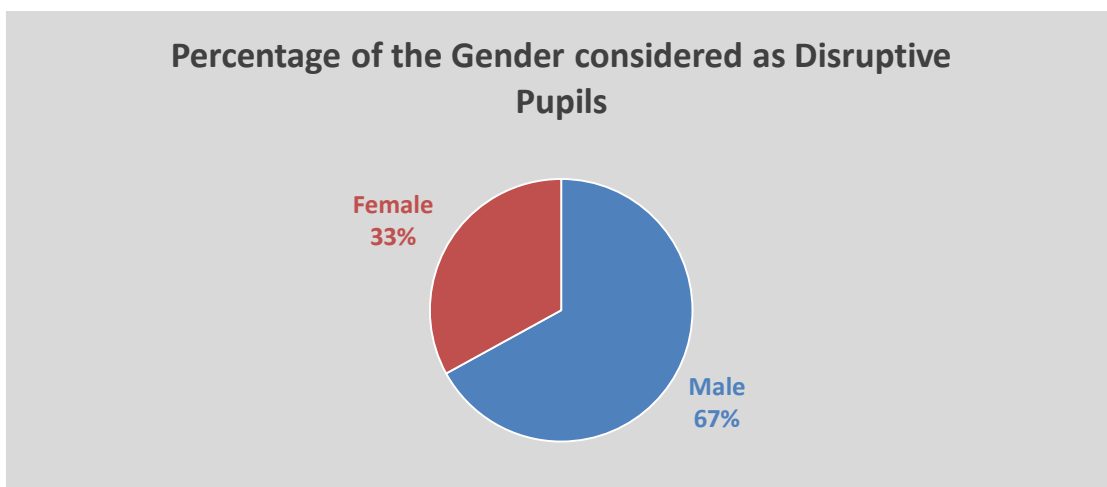
Figure 7: Pupils' Perception towards Sitting next to a Disruptive Pupils



This question is planned to know pupils perception towards sitting next to a disruptive pupils. The majority 73% of pupils replied that sitting next to disruptive pupils effect their learning achievement, Whilst 27% said that they usually used to sit next to disruptive pupils without any problem.

Question 3: Which gender do you think is most disruptive in the classroom?

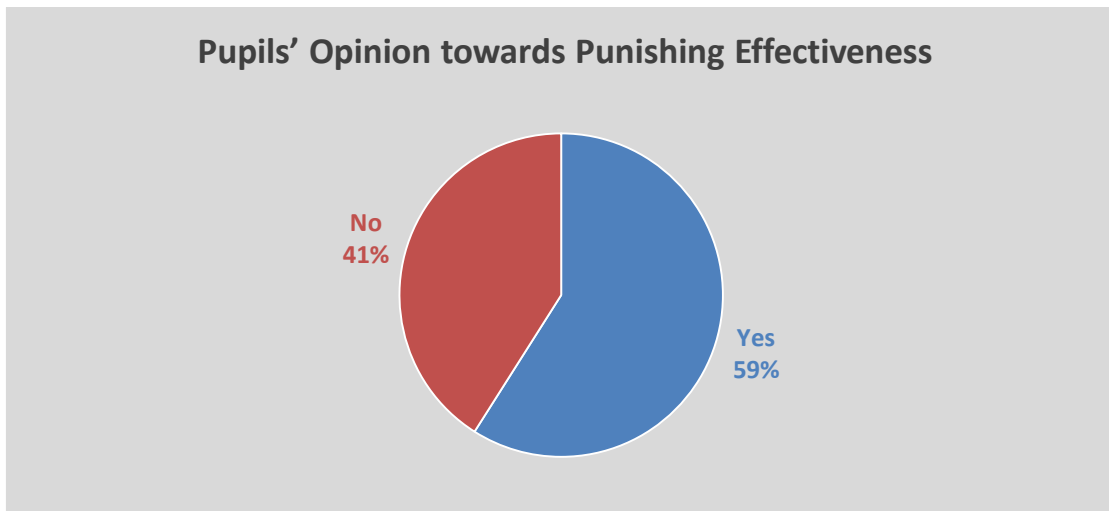
Figure 8: Percentage of the Gender considered as Disruptive Pupils



The most gender considered as a disruptive pupils as the results shows is male 67% more than female 33%.

Question 4: Do you think punishment put a stop to disruptive behaviour?

Figure 9: Pupils’ Opinion towards Punishing Effectiveness



This question indicates whether punishment put a stop to disruptive behaviour , The majority of pupils replied that whenever disruptions occurred punishment is the key to stop such behaviours especially when they perceived it as fair and applied equally to everyone, While 41% of the pupils said that it did not and that had negative effects.

Question 5: How do you feel when other pupils misbehave in the classroom?

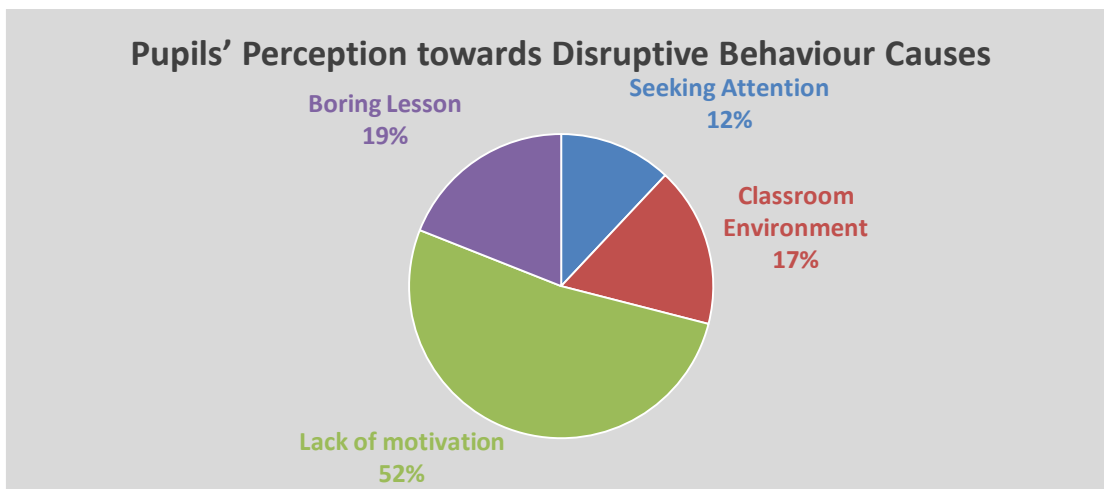
Figure 10: Pupils’ Feeling towards others Misbehaviour



This question aims to know the pupils feeling behind others misbehaviour ; Most of them 48% feel annoyed from this acts do not control their reactions, 46% are not affected by this issue and they feel not interested, whereas 6% of pupils feel happy.

Question 6: What is the reason that may cause misbehaviour in the classroom?

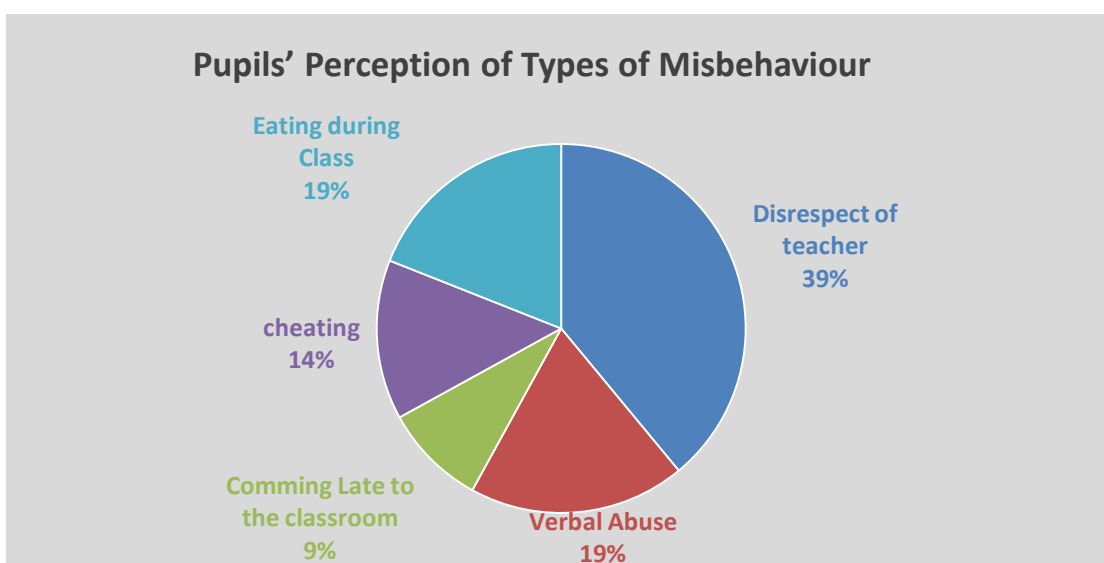
Figure 11: Pupils’ Perception towards Disruptive Behaviour Causes



This question aims to know the causes behind misbehaviour. Low percentages indicated that 12% for seeking attention, 17% because of the classroom environment, 19% replied that they feel boring from the lesson. As for the main cause of disruptive behaviour, 52% of pupils stated for the lack of motivation.

Question 7: Please can you provide us with the most disturbing widespread disruptive behaviours that happen in the classroom:

Figure 12: Pupils’ Perception of Types of Misbehaviour



This question points pupils perception of types of misbehaviour 39% of pupils selected disrespect of the teacher is the most spread misbehaviour, 19% chose verbal abuse, and also eating in the classroom 14% picked cheating , 9% selected coming late to the classroom.

5. The Observation Analysis :

This observation focused on third year pupils classroom to observe and analyse the teachers’ strategies in dealing with disruptive behaviours in the classroom such as disrespect of teacher, talking out of turn, off-task movement, cheating and so on. So that we could noted some specific strategies that the teachers use when addressing disruptive behaviour, including positive reinforcement, redirection, in some times punishment, by observing the effectiveness of the teachers’ strategies and the pupils response and the overall classroom climate, we could gain valuable insight into how teachers manage disruptive behaviours inside their classroom.

Disruptive Behaviour	Yes	No	Teacher Strategy
Talk out of turn	X		Teacher stay calm than move close to the pupil to redirect his attention
Verbal abuse	X		Teacher set clear boundaries involve warning at the first time than referral to disciplinary action (get them out of the classroom)
cheating	X		Teacher speak to them privately and explain the consequences than give them more tasks to do
Off task movement	X		Teacher redirect the pupils attention back to the task by involving them to increase engagement and use of positive reinforcement
Disrespect of the teacher	X		Teacher address the behaviour immediately, use warning and state the consequence if the disrespect continue (send them to the administration and contact parent)

Table 6: Teachers Strategies in dealing in with Disruptive Behaviours

6. Discussion of the Findings:

The objective of this study was to investigate teachers different educational strategies in dealing with third year pupils disruptive behaviours at GHALEB SALEH Middle school in Tissemsilt, the study aims to provide comprehensive overview of this issue within Algerian schools that have detrimental effects of overall learning environment.

6.1. Teachers' Interview :

The interviews emphasis their different techniques that they use to well manage such as setting rules and discussing them on the first day school, creating safe environment and good learning environment by involving pupils and so on. They also discussed their experiences of the different types of disruptive behaviour they faced in the classroom including verbal, physical, disengagement disruptive behaviours giving their views of it causes and the negative effects of misbehaviour on the learning environment. Moreover, the teachers highlight their role in identifying and addressing disruptive behaviours of pupils by modeling positive behaviour, fostering relationship with their pupils, and working with school administration to develop strategies for prevention and intervention.

6.2. Pupils' Questionnaire:

By analyzing the results of pupils questionnaire, the survey question provided valuable insight into classroom management and their perceptions of disruptive behaviours. Firstly, it sought to get an idea about pupils perceptions of classroom management, through pupils integration in the classroom management that revealed that most of pupils (50) affirmed that they sometimes integrated with their teachers to manage the classroom, (32) always did, a few pupils (8) rarely, and (10) did not integrate at all. The next point which evaluated the classroom environment, (51) pupils confirmed that the environment is good, (24) very good,

(16) bad, while the last (9) very bad. Additionally, it discussed pupils perceptions of disruptive behaviours the results revealed that the majority of pupils (71) noticed disruptions in their classroom, however that a minority of pupils (29) did not perceive such issue. Additionally, the most of them (73) believed that sitting next to disruptive pupils may affect their learning process, while (27) stating it did not. And that male (67) are more considered as disruptive pupils than female (33). This finding emphasises that pupils perceive disruptive behaviours as a serious problem that should never be ignored.

Regarding pupils' opinion towards punishing, the results indicated that (41) respondents felt that punishment did not effectively stop disruptions. Conversely, the majority of pupils (59) reported that it had some effect. Examining pupils feelings towards others misbehaviour the results show different reactions (48) felt annoyed, (46) were not interested, while the remaining (5) felt happy. Concerning the causes behind disruptive behaviours, the results shows that (52) pupils affirmed that lack of motivation is identified as the primary reason behind disruptions, followed by (19) boring lesson, and (17) said the classroom environment, (12) of them seeking attention. The last point focused on different types of disruptive behaviours, the findings indicated that (39) pupils did not respect their teachers, (19) pupils ate during class, also (19) used verbal abuse, (14) cheated and a few of them (9) arrived late to the classroom.

6.3. The Classroom Observation:

The classroom observation plays a crucial role in identifying and understanding pupils disruptive behaviours in the classroom setting. So that it helped gather concrete evidence about the type of behaviour that pupil involved such as disrespect of teachers, talking out of turn disengagement, and cheating. This observation also informed of teachers selection and implementation of targeted interventions that directly address the identified the disruptions

and promote positive behaviours. Including modifying teaching methods by involving their pupils in the lesson to motivate them and create supportive learning environment.

Conclusion:

The findings of this chapter provide insight into the prevalence, types, causes, and effects of disruptive behaviours of third year pupils at GHALEB SALEH Middle school in Tissemsilt, on the learning process. The results highlight the different educational strategies, including teachers role in identifying and addressing disruptive behaviours of pupils, and involving parents and administrators in crating safe and supportive learning environment to combat disruptive behaviours effectively.

General Conclusion

General Conclusion

Maintaining a positive and proactive learning environment is a crucial for learners success. However, Disruptive behaviours can significantly hinder this objective. Our thesis investigates the effectiveness of different educational strategies in managing disruptive behaviours in the classroom. By exploring a range of approaches, this study aims to equip educators with valuable tools to create a more conducive learning environment for all learners.

Through the chapters of this research paper, we aimed to focus on the literature review of disruptive behaviours. In the first chapter, we explored the concept of disruptive behaviours, examining it from different perspectives. We then delved into the different types of disruptive behaviours, it causes, and its effects on the learning environment. Moving to discuss different educational strategies. Finally we presented reaction measurement of disruptive behaviours. The second chapter is another theoretical part in which we discussed the issue in the Algerian educational system context starting with giving an overview of disruptive behaviours, then we talked about its forms, causes, impacts from the Algerian perspectives then we tried to give some results about the response strategies when dealing with this issue. The third part of this research paper, a research setting was examined, and the data obtained, was analyzed. We can conclude that it is evident that teachers and pupils have divergent perspectives on the causes of disruptive behaviours. While the teachers believe that overcrowding, lack of interest from parents, and social factors, are the main culprits of disruptive behaviours, pupils attribute misbehaviour to the classroom environment, boring lessons, and seeking attention as for the main cause of disruptive behaviour pupils stated for the lack of motivation. Despite these differences, both groups concur that disruptive behaviour has detrimental effects on learning achievement, performance, and their relationship. In terms of addressing disruption teachers advocate for involving learners to be part of the learning process, fostering relationship with

General conclusion

their pupils, involving parents and working with school administration to develop strategies for prevention and intervention. The results validated our two main hypotheses. Disruptive behaviours exhibited by learners in classrooms are diverse in their manifestations, stemming from a range of underlying causes considering classroom or outdoor environment exerting multifaceted effects on teachers, peers and even misbehaviour pupils that interrupt the smooth functioning of learning process in the classroom. Moreover, effective educational strategies for managing disruptive behaviours include positive reinforcement, clear expectations and consequences, consistent implementation of rules, behaviour modification techniques. These strategies aim to address the underlying causes of disruptive behaviours, promote positive behaviour change and foster a supportive classroom environment.

Suggestions and Recommendations:

Based on our research findings, we would like to recommend the following strategies to reduce pupils' disruptive behaviours:

- Deep understanding of this issue could possibly help teachers to develop ways and strategies to reduce its occurrence, which will improve the learning environment in the classroom.
- Improve the support and training provided to teachers in problem solving and classroom management.
- Teacher may involve pupils in the process of managing the classroom.
- Creating a good teacher-pupil relationship is crucial in creating a positive learning environment.
- Create a welcoming, safe and policy-free school environment that forbids misbehaviour.
- Involve parents in disruptive behaviours prevention efforts.

Limitations of the Study:

General conclusion

The study was conducted with a small sample size of 100 third-year middle school pupils from a particular school, which may limit the generalizability of the findings to the general population.

The participants were selected from GHALEB SALEH Middle school, which may not accurately reflect the diversity and characteristics of learners in other schools.

The study involved only the perspectives of teachers, pupils, and a classroom observation. Incorporating the perspectives of additional stakeholders, such as parents or school administrators may yield a more comprehensive understanding of the issue.

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Appendices

Appendix

A:Pupils' Questionnaire

Dear Pupils

The questionnaire was created within the framework of our master's dissertation to gather information regarding the concept of disruptive behaviour in the classroom. We would like you to tick the box (X) next to the questions you feel will help us better understand this issue of misbehaviour, which is defined as any behaviour that occurs in the classroom that interferes with teaching and learning. Your response will be greatly appreciated. Thank you for your help. Please tick (X) in the box in each case

Section one : General Information :

1) What is your gender

Male

Female

2) Age

13

14

15

3) Your level in the classroom

Week

good

Excellent

ضعيف

جيد

ممتاز

Section two: Pupils' views of classroom management:

1) Do you integrate with your teacher to manage the classroom?

هل تساهم مع أستاذك في تنظيم القسم؟

Always

Sometimes

Rarely

Never

أبدا نادرا أحيانا دائما

2) How do you describe the environment in the classroom?

كيف تصف البيئة في الفصل الدراسي؟

Very good good bad very bad

جيد جدا جيد سيء سيء جدا

Section three: Pupil's Views of the Main Causes and Effects of Disruptive Behaviour in the Classroom

1) Do you notice disruptive behaviour in your classroom

هل تلاحظ سلوك سيء في الفصل الدراسي؟

Yes No

2) Do you think that sitting next to a disruptive pupils may effect your learning process

هل تعتقد بأن الجلوس بجانب التلاميذ المشاغبين قد يؤثر على عملية تعلمك؟

Yes No

3) Which gender Do you think is most disruptive in the classroom?

ما هو الجنس الذي تعتقد أنه الأكثر إزعاجا في الفصل الدراسي

Male Female

ذكر أنثى

4) Do you think punishment put a stop to disruptive behaviour

هل تعتقد أن العقاب يوضع حدا للسلوك التخريبي؟

Yes. No

5) How do you feel when other pupils misbehave in the classroom

ما هو شعورك عندما يسيء التلاميذ التصرف في الفصل الدراسي؟

Annoyed Happy Not interested

متضايق سعيد غير مهتم

6) What is the reason that may cause misbehaviour in the classroom

ما هو السبب الذي قد يسبب سوء السلوك داخل القسم؟

Seeking attention Classroom environment Lack of motivation

البحث عن الإهتمام بيئة الفصل الدراسي عدم التحفيز

Boring lesson

درس ممل

7) Please can you provide us with the most disturbing widespread disruptive behaviours that happen in the classroom:

من فضلك هل يمكنك تزويدنا بالسلوكيات التخريبية الأكثر انتشارا و المزعجة التي تحدث في القسم؟

Disrespect of teacher eating during class verbal abuse

عدم إحترام المعلم الأكل أثناء الفصل اعتداء لفظي

Coming late to the classroom cheating

الحضور متأخرا إلى القسم العش

Appendix B: Teacher's Interview

Dear teachers

Our master's dissertation looks into different educational strategies that can be used to address disruptive behaviour. Therefore, the aim is to pinpoint and evaluate the main strategies that help teachers properly manage their classrooms and address disruptive behaviour of pupils. After that, we will offer potential solutions to the issue. Our aim is to have an up-close look at the primary focal points that will point us in the correct route. It would be very helpful if you could respond to these preliminary questions. Please fill in the blanks with complete responses.

Section one: General Information :

1/How long have you been working as a teacher?

منذ متى تعمل كمدرس ؟

.....

Section two: Teachers perception towards classroom management

1/What are the different techniques that you use as a teacher to well manage the classroom ?

ما هي التقنيات المختلفة التي تستخدمها كمعلم لإدارة الفصل الدراسي ؟

.....

2/Do you communicate rules and procedures at the beginning of the academic year?

هل تقوم بتبليغ القواعد و الإجراءات في بداية الفصل الدراسي ؟

.....

3/Do you respect your pupils learning preferences in the classroom?

هل تحترم الطرق التعليمية المفضلة لتلاميذك في الفصل الدراسي؟

.....

4/What are the possible strategies that you follow to make the learning environment comfortable ?

ما هي الإستراتيجيات الممكنة التي تتبعها لجعل بيئة التعلم مريحة؟

.....

Section Three: Teachers Perception towards Discipline Problems

1/What type of pupil's misbehaviour do you encounter as a teacher ?

ما هو نوع سوء سلوك التلاميذ الذي تواجهه كمعلم؟

.....

2/According to you, what are the causes of disruptive behaviours and how it effects ?

في نظرك ما هي أسباب السلوكيات التخريبية؟

.....

3/According to you, how should you respond when classroom disruption is happened ?

في نظرك كيف يجب أن تتصرف عند حدوث سلوك تخريبي في الفصل الدراسي؟

.....

4/In your opinion, what are the main strategies and solutions that may help teachers to reduce classroom disruptive behaviours ? في رأيك ما هي الإستراتيجيات و الحلول التي قد تساعد المعلمين على الحد

من السلوكيات التخريبية داخل الفصل الدراسي؟.....

Thank You for Your Cooperation.

Summary

Summary

This study investigates the different educational strategies in dealing with disruptive behaviour in middle school. It employs a mixed methods approach, combining qualitative and quantitative methodologies. Data were collected through a questionnaire, an interview, and a classroom observation involving 100 third year pupils from GHALEB SALEH middle school, as well as 10 teachers. The results indicate that disruptive behaviour hinders pupil engagement in the classroom, thus affecting the learning process. Additionally, the study highlights the widespread occurrence of disruptive behaviour within the institution. These findings emphasize the teachers strategies to address disruptive behaviour in order to establish a conducive learning environment.

Keywords: disruptive behaviour, educational strategies, learning process, pupils, teachers.

Résumé

Cette étude examine les différentes stratégies éducatives pour faire face aux comportements perturbateurs au collège. En utilisant une approche de méthodes mixtes, combinant des méthodologies qualitatives et quantitatives. Les données ont été collectées à l'aide d'un questionnaire, d'un entretien et d'une observation en classe impliquant 100 élèves de troisième année du collège GHALEB SALEH, ainsi que 10 enseignants. Les résultats indiquent que les comportements perturbateurs entravent l'engagement des élèves dans la classe, affectant ainsi le processus d'apprentissage. De plus, l'étude met en évidence l'occurrence généralisée de comportements perturbateurs au sein de l'institution. Ces résultats mettent l'accent sur les stratégies des enseignants pour lutter contre les comportements perturbateurs afin d'établir un environnement d'apprentissage conducteur.

Mots-clés : comportement perturbateur, stratégies éducatives, processus d'apprentissage, élèves, enseignants.

ملخص

تبحث هذه الدراسة في الاستراتيجيات التعليمية المختلفة في التعامل مع السلوك التخريبي في المدرسة المتوسطة. باستخدام نهج الأساليب المختلطة، التي لجمع بين المنهجيات النوعية والكمية. تم جمع البيانات من خلال استبيان ومقابلة وملاحظة صفية شملت 100 تلميذ في السنة الثالثة من مدرسة غالب صالح المتوسطة، بالإضافة إلى 10 معلمين. تشير النتائج إلى أن السلوك التخريبي يعيق مشاركة التلاميذ في الفصل الدراسي ، مما يؤثر على عملية التعلم. بالإضافة إلى ذلك ، تسلط الدراسة الضوء على انتشار السلوك التخريبي داخل المؤسسة. تؤكد هذه النتائج على استراتيجيات المعلمين لمعالجة السلوك التخريبي من أجل إنشاء بيئة تعليمية ملائمة.

الكلمات المفتاحية: السلوك التخريبي ، الاستراتيجيات التعليمية ، عملية التعلم ، التلاميذ ، المعلمون