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**Investigating the Impact of Classroom Management on Reducing  
Students' Discipline Problems: the Case of First Year Students at Ibn  
Badis Secondary School in Hassi Bahbah-Djelfa-**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for Master's  
Degree in Didactics of English**

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## **Dedication**

*To our beloved families*

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## **Abstract**

The current study aims at investigating the impact of classroom management strategies on reducing learners' discipline problems in secondary schools. It identifies the main strategies that can be used by teachers to mitigate learners' misbehaviours. The study uses mixed methods: both qualitative and quantitative research methods. A semi-structured questionnaire was administered to 10 teachers of English from two secondary schools in Hassi Bahbah -Djelfa- namely: Ibn Badis Secondary School and El-Kassimi Housseini Noureddine Secondary School. In addition, a series of classroom observations were conducted with 80 first year literary stream students from two different classes at Ibn Badis Secondary School. The finding derived from the teachers' questionnaire showed that all the teachers attested that they used specific classroom management strategies to handle their classes effectively. Meanwhile, the classroom observations' analyses revealed that the teacher who used effective classroom management strategies generally faced less learners' discipline problems than the one who did not. Eventually, the study recommends some strategies that can be used by teachers of English to downscale learners' discipline problems.

**Key Words:** Classroom Management Strategies, Learners' Discipline Problems, Teachers of English, Secondary Schools, Reducing

# Table of Contents

<b>Dedication.....</b>	<b>II</b>
<b>Acknowledgments.....</b>	<b>III</b>
<b>Abstract .....</b>	<b>IV</b>
<b>Table of Contents.....</b>	<b>V</b>
<b>List of Tables.....</b>	<b>IX</b>
<b>List of Figures .....</b>	<b>XI</b>
<b>List of Acronyms and Initialisms .....</b>	<b>XIII</b>
<b>General Introduction.....</b>	<b>14</b>
<b>I. Chapter One: Classroom Management: Literature Review .....</b>	<b>20</b>
Introduction.....	22
I.1. Definition of the Classroom Management .....	22
I.2. Overall Goals of Classroom Management .....	23
I.3. Classroom Management and Discipline .....	24
I.4. Classroom Management and the Teacher .....	25
I.5. Brief History of Classroom Management Research .....	26
I.6. Classroom Management Approaches .....	28
I.6.1. Interventionist .....	29
I.6.2. Non- Interventionist .....	29
I.6.3. Interactionist.....	30

I.7. Classroom Management Styles .....	31
I.7.1. Authoritarian Classroom Management .....	31
I.7.2. Permissive Classroom Management .....	32
I.7.3. Authoritative Classroom Management.....	32
I.8. Effective Classroom Management Strategies.....	32
I.8.1. Time and Classroom Space Management .....	32
I.8.1.1. The Physical Environment Management .....	32
I.8.1.2. Managing Time .....	35
I.8.2. Establishing Positive Classroom Climate .....	36
I.8.2.1. Establishing Positive Teacher-Student Relationship .....	36
I.8.2.2. Building Community among Students .....	38
I.8.3. Establishing Rules and Procedures .....	40
I.8.4. Implementing Engaging and Motivating Instructions.....	42
Conclusion .....	43

## **II. Chapter Two: Contextualisation of the Research.....44**

Introduction.....	45
II.1. Classroom Discipline Problems in the Algerian Schools .....	45
II.2. Classroom Discipline .....	46
II.3. Classroom Discipline Problems .....	47
II.4. Types of Students' Discipline Problems in the Algerian Secondary School ...	47
II.5. Causes of Student Discipline Problems in the Algerian Schools.....	51
II.5.1. Student .....	53
II.5.2. Teacher.....	55

II.5.3. Parents.....	56
II.5.4. Peers and Groups .....	57
II.5.5. Instructional Environments.....	57
II.6. Dealing with Students' Discipline Problems in the Algerian Secondary Schools .....	58
II.6.1. Responding to Minor Misbehaviour .....	61
II.6.1.1. Non-verbal Interventions .....	61
II.6.1.2. Verbal Interventions .....	61
II.6.2. Responding to More Serious Misbehaviour .....	62
II.6.3. Dealing with Chronic Misbehaviour.....	63
Conclusion .....	64

### **III. Chapter Three: Data Collection and Analysis.....65**

Introduction.....	66
III.1. Research Methodology and Design .....	66
III.2. Sampling and Participants .....	67
III.3. Research Tools.....	67
III.3.1. The Teachers' Questionnaire.....	67
III.3.1.1. Description of the Questionnaire.....	67
III.3.1.2. Piloting of the Questionnaire.....	68
III.3.1.3. Admininstation of the Questionnaire.....	68
III.3.1.4. Analysis of the Questionnaire Data .....	68
III.3.1.5. Interpretation of the Main Results .....	104
III.3.2. The Classroom Observation .....	107

III.3.2.1. The Aim of the Observation .....	107
III.3.2.2. Description of the Classroom Observation.....	107
III.3.2.3. Analysis of the Classroom Observation .....	108
III.3.2.4. Discussion of the Classroom Observation Results .....	114
Conclusion .....	115
<b>General Conclusion .....</b>	<b>116</b>
<b>Works Cited .....</b>	<b>119</b>
<b>Appendices .....</b>	<b>124</b>
<b>1. Appendix I: Teachers' Questionnaire .....</b>	<b>125</b>
<b>2. Appendix II: Classroom Observation Checklist .....</b>	<b>130</b>



## List of Tables

<b>Table 1</b>	Classroom Management Models .....	31
<b>Table 2</b>	A Continuum of Misbehaviour .....	51
<b>Table 3</b>	Respondents' Gender .....	68
<b>Table 4</b>	Respondents' Age.....	70
<b>Table 5</b>	Respondents' Degree .....	71
<b>Table 6</b>	Respondents' Teaching Experience.....	72
<b>Table 7</b>	Respondents' Perceptions of the Goal of Classroom Management.....	74
<b>Table 8</b>	Respondents' Perceptions of Classroom Management.....	75
<b>Table 9</b>	Respondents' Perceptions of their Classroom Management Strategies .....	76
<b>Table 10</b>	Respondents' Perceptions of Their Initial Teacher Training Programme .....	78
<b>Table 11</b>	Respondents' Perceptions of Whether They Need More Training on Classroom Management .....	79
<b>Table 12</b>	Respondents' Perceptions of the Physical Environment in their Classrooms .....	81
<b>Table 13</b>	Changing the Seating Arrangement According to Instructions .....	82
<b>Table 14</b>	Timing Classroom Activities .....	84
<b>Table 15</b>	Respondents' Relationship with their Students .....	85
<b>Table 16</b>	The Importance of having a Good Relationship with Students.....	86
<b>Table 17</b>	Teaching Social Skills .....	88
<b>Table 18</b>	Assigning Students with Projects or Cooperative Activities.....	89
<b>Table 19</b>	Setting Rules and Procedures .....	90
<b>Table 20</b>	Involving Students in Generating Rules and Procedures .....	92
<b>Table 21</b>	Students' Compliance with Rules and Procedures .....	93

<b>Table 22</b> Teachers' Preparations of Lessons .....	94
<b>Table 23</b> Students' Motivation .....	96
<b>Table 24</b> Frequency of Students' Discipline Problems .....	97
<b>Table 25</b> Respondents' Perceptions of not Managing Behaviour Issues Alone .....	99
<b>Table 26</b> Causes of Discipline Problems .....	100
<b>Table 27</b> Managing Misbehaviour .....	102
<b>Table 28</b> Details of the First Classroom Observation .....	108
<b>Table 29</b> Details of the Second Classroom Observation .....	111

## List of Figures

<b>Figure 1.</b> Sample Seating Arrangement for the Classroom .....	34
<b>Figure 2.</b> Types of Violence in the Algerian Secondary School .....	49
<b>Figure 3.</b> The Process of Classroom Management .....	60
<b>Figure 4.</b> Respondents' Gender .....	69
<b>Figure 5.</b> Respondents' Age .....	70
<b>Figure 6.</b> Respondents' Degree .....	72
<b>Figure 7.</b> Respondents' Teaching Experience .....	73
<b>Figure 8.</b> Respondents' Perceptions of the Goal of Classroom Management.....	74
<b>Figure 9.</b> Respondents' Perceptions of Classroom Management .....	75
<b>Figure 10.</b> Teachers' Perceptions of their Classroom Management Strategies.....	77
<b>Figure 11.</b> Respondents' Perceptions of Their Initial Training Programme .....	78
<b>Figure 12.</b> Respondents' Perceptions of Whether They Need More Training on Classroom Management .....	79
<b>Figure 13.</b> Respondents' Perceptions of the Physical Environment in Their Classrooms..	81
<b>Figure 14.</b> Changing the Seating Arrangement According to Instructions .....	82
<b>Figure 15.</b> Timing Classroom Activities .....	84
<b>Figure 16.</b> Respondents' Relationship with their Students .....	85
<b>Figure 17.</b> The Importance of having a Good Relationship with Students .....	86
<b>Figure 18.</b> Teaching Social Skills .....	88
<b>Figure 19.</b> Assigning Students with Projects or Cooperative Activities .....	89
<b>Figure 20.</b> Setting Rules and Procedures .....	91
<b>Figure 21.</b> Involving Students in Generating Rules and Procedures .....	92

<b>Figure 22.</b> Students' Compliance with Rules and Procedures.....	93
<b>Figure 23.</b> Teachers' Preparations of Lessons .....	95
<b>Figure 24.</b> Students' Motivation.....	96
<b>Figure 25.</b> Frequency of Students' Discipline Problems .....	98
<b>Figure 26.</b> Respondents' Perceptions of not Managing Behaviour Issues Alone .....	99
<b>Figure 27.</b> Causes of Discipline Problems.....	101
<b>Figure 28.</b> Managing Misbehaviour .....	102

## List of Acronyms and Initialisms

<b>BA</b>	Bachelor of Arts
<b>ENS</b>	Ecole Normale Superieure
<b>ITE</b>	Institut de Technologie et de l'Education
<b>ITTC</b>	Initial Teacher Training Course
<b>ITTP</b>	Initial Teacher Training Programme
<b>PhD</b>	Doctor of Philosophy

# **General Introduction**

## **General Introduction**

It is probably no exaggeration to say that classroom management has been the teachers' primary concern ever since there have been teachers in classrooms. Classroom management is one of the most crucial teachers' day-to-day liabilities. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish (Marzano & al. 2003)

Definitions of classroom management vary, but usually include action taken by the teacher to establish order, engage students, or elicit their cooperation (Emmer & Stough, 2001). Doyle (1986) summarized it as "The action and strategies teachers use to solve the problem of order in classroom".

The term discipline typically refers to the structures and rules describing the expected behaviour of students and the efforts to ensure that students comply with those rules. Discipline is referred to as "the treatment of misbehaviour in classrooms and schools" (Doyle, 1986). Discipline includes methods to prevent or respond to behaviour problems so they do not occur in the future (Slavin, 2009).

Disruptive behaviour can be defined as "behaviour which seriously interferes with the teaching process and/or seriously upsets the normal running of the school" (Lawrence

1984, in McManus 1995). Wittrock (Wittrock 1986, in McManus 1995) defines misbehaviours as “any behaviour by one or more students that is perceived by the teacher to initiate a vector of action that competes with or threatens the primary vector of action at a particular moment in a classroom activity”. Throughout the dissertation, the terms “disruptive behaviour”, “misbehaviour” and “discipline problem” are used interchangeably.

Despite the importance of classroom management, the majority of teacher education programmes in Algeria place minimal emphasis on the development of classroom management skills. Because of this lack of training, many secondary school teachers may not possess effective classroom management strategies to address student discipline problems properly. They may begin and continue teaching with numerous misconceptions about what constitutes effective classroom management.

Classrooms with frequent disruptive behaviours can negatively affect students’ academic achievements as well as the teachers’ ability to teach and fulfill their wishes to continue their professional career. Research on teachers’ perceptions of classroom management practices could lead to changes in how well teachers are prepared to cope with student discipline problems and classroom management. The findings in this study could provide information that may allow teachers to conduct uninterrupted instruction and to reduce the need for administrative intervention. Improved classroom management could allow teachers to focus less on discipline and more on instructional objectives.

### **Research Questions**

The purpose of the current study is twofold; to explore and identify secondary school teachers’ perceptions and use of classroom management strategies and to investigate the impact of effective classroom management on student discipline problems. It should be noted; however, that the forthcoming questions are formulated and sequenced so as to reflect



the two main axes of this exploration: Teacher's perceptions and use of classroom management strategies axis and the impact of classroom management on student discipline problems axis.

To achieve the purpose of this study, the following research questions are addressed

1. What are the secondary school teachers' perceptions and use of classroom management strategies?
2. How do secondary school teachers deal with students' misbehaviours?
3. What is the impact of classroom management on student discipline problems?

To address the aforementioned research questions, a questionnaire has been directed to secondary school teachers of English and a series of classroom observations were conducted with 80 first year literary stream students.

### **Hypotheses**

Appropriate classroom management goes hand-in-hand with learners' discipline. It is hypothesized that:

1. Secondary school teachers have different perceptions and use of classroom management strategies.
2. Teachers use different strategies to deal with students' misbehaviours.
3. If teachers manage to run their classes efficiently, learners' discipline problems will undoubtedly be mitigated if not fully eradicated.

### **Research Methodology and Design**

The use of both descriptive and explanatory researches is required in this paper.

Descriptive research sketches the theoretical frame of the two first chapters, while explanatory approach is devoted to the practical frame of the third chapter.

### **The Choice of the Methodology**

The present research lends itself to explore and investigate the impact of effective classroom management on reducing students' discipline problems. The very nature of the investigation is both descriptive and explanatory to achieve the objectives of the research. To conduct this research work, the descriptive and explanatory methods are used because they are appropriate to collect and analyse data about the issue.

### **Research Tools**

Data are collected by means of a semi-structured questionnaire and classroom observation. The questionnaire was designed, piloted and directed to 10 teachers of English from two secondary schools in Hassi Bahbah –Djelfa- namely: Ibn Badis Secondary School and El-Kassimi Housseini Nouredine Secondary School. Meanwhile, the classroom observations were conducted with 80 first year literary stream students from two different classes at Ibn Badis Secondary School.

### **Delimitations of the Study**

This study is delimited to the issue of students' discipline problems and their relation with the teachers' perceptions and use of classroom management strategies at Ibn Badis Secondary School in Djelfa. The study is narrowed in the scope of first year students.

### **Limitations of the Research**

The research might have some limitations. In the first place, much of the literature focuses on the effect of classroom management on the learners' academic achievements.

Besides, studies about discipline problems focuses on elementary aged students and reference very few middle or high school aged students. Furthermore, the study will be conducted on a small size of population. Therefore, to generalize the results the study should involve more participants at different levels, which is quite difficult to accomplish due to time limit.

### **The Structure of the Dissertation**

The overall structure of the study takes the form of three chapters. The first chapter reviews the literature in tight connection with the subject matter under investigation, the different approaches and styles of classroom management, and the key components of effective classroom management. The second chapter is devoted to the contextualisation of the study. It contextualises the research by providing background information on student discipline problems in Algerian secondary schools. The third chapter is concerned with the methodology employed for this study. It presents an overview of the participants and the setting of the study, the instruments of data collection, the procedures employed, and the analysis of the collected data. At the tail end of this dissertation, some suggestions and recommendations at the same area of investigation are provided along with the general conclusion.

# **I.Chapter One**

## **Classroom Management: Literature Review**

Introduction.....	22
I.1. Definition of the Classroom Management .....	22
I.2. Overall Goals of Classroom Management .....	23
I.3. Classroom Management and Discipline.....	24
I.4. Classroom Management and the Teacher .....	25
I.5. Brief History of Classroom Management Research.....	26
I.6. Classroom Management Approaches .....	28
I.6.1. Interventionist .....	29
I.6.2. Non- Interventionist .....	29
I.6.3. Interactionist.....	30
I.7. Classroom Management Styles .....	31
I.7.1. Authoritarian Classroom Management .....	31
I.7.2. Permissive Classroom Management .....	32
I.7.3. Authoritative Classroom Management.....	32
I.8. Effective Classroom Management Strategies.....	32
I.8.1. Time and Classroom Space Management .....	32
I.8.1.1. The Physical Environment Management .....	32
I.8.1.2. Managing Time .....	35
I.8.2. Establishing Positive Classroom Climate .....	36

I.8.2.1. Establishing Positive Teacher-Student Relationship .....	36
I.8.2.2. Building Community among Students .....	38
I.8.3. Establishing Rules and Procedures .....	40
I.8.4. Implementing Engaging and Motivating Instructions.....	42
Conclusion .....	43

# **Chapter One**

## **Classroom Management: Literature Review**

### **Introduction**

Successful teaching often depends on the teacher's ability to manage the classroom. Frequent occurrence of disciplinary problems in the classroom can have a considerable impact on the effectiveness of teaching and learning. Teachers are responsible for managing and monitoring students' learning and therefore losing control of the classroom can be one of the most frustrating experiences for them. This chapter focuses on a detailed description of classroom management; the backbone of an effective learning environment.

### **I.1. Definition of the Classroom Management**

Classroom management is an umbrella term that covers the teacher's actions to establish a learning environment which supports the development of children's academic and social-emotional skills (Evertson and Weinstein, 2006). It is a combination of rules, words and many actions that a teacher apply to keep the classroom 'running smoothly' so that teaching and learning can work efficiently (Groves, 2009). So, classroom management comprises the organization of the physical environment of the classroom, management of planning and programming activities, management of relations and communication in the classroom and management of children's behaviour (Martin & Sass, 2010).

Classroom management is also defined as the process of creating a democratic community and managing a successful class (Lemlech,1999). Lemlech notes that, “the opposite of classroom order is anarchy, and neither students nor teachers can accomplish goals in anarchistic environments”. According to Evertson (2007), learning in a chaotic classroom is difficult and may even be inhibited. Kean University (2009) research concludes the following:

Classroom management, as applied to teaching, involves everything that a teacher must do to carry out his/her teaching objectives. It includes preparation of plans and materials, structuring of activities into time blocks, direct teaching of skills and subject matter, grouping of pupils to provide for the most efficient use of teacher and pupil time, plans for transition periods--changing from one activity to another or from one place to another-- pupil involvement and motivation, and adequate control of pupil behaviour. Taken together, classroom management can be expressed simply as the anticipation of possible problems.

## **I.2.Overall Goals of Classroom Management**

The first step to becoming an effective classroom manager is eliminating the common misconceptions and developing an understanding of the overall goals of classroom management. Students preparing to become teachers often think that the goal of classroom management is to keep their class under “control” and maintain a well-behaved classroom. It is true that effective classroom managers succeed at creating a well-behaved classroom. Evertson and Weinstein (2006) nevertheless emphasize that classroom management has two goals: creating an environment for academic learning and creating an environment for social-emotional learning. *Academic learning* refers to learning content specified in state content standards (learning to read and write; learning to reason; learning science, math, and

social studies; and so on). *Social-emotional learning* promotes growth in social skills and the ability to express emotions maturely. Classrooms are well managed only if the teacher has created environments that promote both of these kinds of learning (Garrett, 2014).

According to Doyle (1986), classroom management has two purposes. The first aim of classroom management is to establish a quiet and calm environment in the classroom so that the learners can take part in meaningful learning in a subject. The second aim is that classroom management contributes to the learners' social and moral development, which means that it aims to develop the pupils academically and socially.

### **I.3. Classroom Management and Discipline**

A wide range of definitions of classroom management and discipline is prevalent in the literature (Doyle, 1986; Good and Brophy, 1987; Emmer, 1987; Sanford & al., 1983; Rogers, 1990; Tumey & al., 1992). The one common element in their definitions is that they attempt to provide teachers with a framework as to how they can best prevent and/or deal with misbehaviour. In a definitive analysis of the literature, Doyle (1986) draws a clear distinction between the terms "classroom management" and "discipline". Classroom management is defined as "the actions and strategies that teachers use to solve the problem of order in classrooms", while discipline is referred to as "the treatment of misbehaviour in classrooms and schools". Doyle's distinction between these two terms is critical, yet simple. Discipline requires teachers to focus on, and deal with the misbehaviour of individual students. Classroom management, on the other hand, requires teachers to develop and maintain a sense of order by focusing on the class as a whole, or as a collection of smaller groups. This difference still acknowledges the need for teachers to deal with misbehaviour and to provide for ongoing attention to the tasks of teaming. The strategy for the use of classroom management skills is, therefore, to prevent misbehaviour through the use of



planning, organisational, and limit-setting behaviours, that establish an environment in which effective learning and instruction can occur (Doyle, 1986; Sanford & al., 1983; Emmer, 1987; Tumeay & al.,1992). Discipline refers to the skills that teachers use to deal with misbehaviour after it has occurred.

According to Martin and Baldwin (1998), the terms classroom management and discipline, although often used interchangeably, are not synonymous. The term discipline typically refers to the structures and rules describing the expected behaviour of students and the efforts to ensure that students comply with those rules. However, the literature generally defines classroom management as a broader, umbrella term that describes all teacher efforts to oversee the activities of the classroom including learning social interaction, and student behaviour. Thus, classroom management includes, but is not limited to, discipline concerns (Johns, MacNaughton, & Karabinus, 1989; Lemlech, 1988; Wolfe, 1988; Wolfgang & Glickman, 1986).

#### **I.4.Classroom Management and the Teacher**

Teachers play a pivotal role in classroom management and therefore they are responsible for creating a well-organized classroom in which students can succeed. However, an effective classroom environment does not appear out of nowhere. Teachers have to invest a great deal of time and effort in creating it. According to Scrivener (2005), teachers are required to have “certain organisational skills and techniques” in managing multitude of tasks and situations that can occur at any time in the classroom. Teachers are also presented as leaders who influence their students, and who need “self-confidence, self-respect, status, and a controlled professional life and classroom environment” (Lemlech, 1999). Scrivener makes a very valid point when he says that teachers have to “be able to look at and read classroom events as they occur and think of possible options”. After finding

these options, there is then time to make suitable decisions and “turn them into effective and efficient actions” (Scrivener, 2005).

### **I.5. Brief History of Classroom Management Research**

The systematic study of effective classroom management is a relatively recent phenomenon. Arguably, the first high-profile, large-scale, systematic study of classroom management was done by Jacob Kounin (1970). He analyzed videotapes of 49 first and second grade classrooms and coded the behaviour of students and teachers. He identified several dimensions of effective classroom management. Some dimensions are “withitness,” smoothness and momentum during lesson presentations, letting students know what behaviour is expected of them at any given point in time, and variety and challenge in the seatwork assigned to students. “Withitness” involves a keen awareness of disruptive behaviour or potentially disruptive behaviour and immediate attention to that behaviour; of the four dimensions, it is the one that most consistently separates the excellent classroom managers from the average or below-average classroom managers (Marzano & al., 2003).

In 1976, a second major study, up to that point, was done by Brophy and Evertson. They reported its results in a book entitled *Learning from Teaching: A Developmental Perspective*. Although the study focused on a wide variety of teaching behaviours, classroom management surfaced as one of the critical aspects of effective teaching. Much of what they found relative to classroom management supported the earlier findings of Kounin. (Marzano & al., 2003).

A series of four studies conducted at the Research and Development Center for Teacher Education in Austin, Texas, marked a milestone in the research on classroom management. Again, Kounin’s earlier findings were strongly supported. One of the more

significant conclusions from these studies was that early attention to classroom management at the beginning of the school year is a critical ingredient of a well-run classroom (Marzano & al., 2003).

Together, these studies set the stage for research and practice in classroom management for the late 1980s through the 1990s and resulted in two books on classroom management: one for the elementary level (Evertson, Emmer, & Worsham, 2003) and one for the secondary level (Emmer, Evertson, & Worsham, 2003). To date, these books have been considered the primary resources for the application of the research on classroom management to education (Marzano & al., 2003).

The Classroom Strategy Study conducted by Jere Brophy (Brophy, 1996; Brophy & McCaslin, 1992) was the next major study addressing classroom management. Among the many findings from the study was that effective classroom managers tended to employ different types of strategies with different types of students, whereas ineffective managers tended to use the same strategies regardless of the type of student or the situation. One of the study's strong recommendations was that teachers should develop a set of "helping skills" to employ with different types of students (Marzano & al., 2003).

In spite of the profound impact of these various studies, classroom management received its strongest endorsement in a comprehensive study by Margaret Wang, Geneva Haertel, and Herbert Walberg (1993). The end result of this massive review was that classroom management was rated *first* in terms of its impact on student achievement (Marzano & al, 2003).

In summary, the research over the past thirty years indicates that classroom management is one of the critical ingredients of effective teaching. Many studies and many

books have been published articulating the specifics of effective classroom management (Marzano & al., 2003).

## **I.6. Classroom Management Approaches**

Classroom management is a multifaceted concept and views about classroom management styles can be categorised in various ways. Writers categorise different classroom management approaches basing on the different aspects of classroom management. Nevertheless, most generally degree of teacher-control over classroom issues and students is taken as the organizer for classification by researchers.

Burden (1995) stated that the most useful organiser for classroom management is the degree of control that the teacher exerts on the students and the classroom. A continuum showing a range of low to high teacher control illustrates the educational views. Burden grouped the different classroom management approaches under three main heading:

- The Intervening Model which consists of high control approaches includes *Behaviour Modification, Assertive Discipline, Positive Discipline, and Behaviourism and Punishment.*
- The Interacting Models which are medium-control approaches include *Logical Consequences, Cooperative Discipline, Positive Classroom Discipline, Non-coercive Discipline, Discipline with Dignity, and Judicious Discipline.*
- The Guiding Model which can also be called as low-control approaches include *Congruent Communication, Group Management, Discipline as Self-Control, Teaching with Love and Logic, Inner Discipline and from Discipline to Community.*

Like Burden, considering the degree of teacher control as an organiser for their categorization, Wolfgang and Glickman (1986) proposed a model to classroom interaction

and discipline and showed it in a chart (see table1, p.17). Their model is expressed as a continuum based on a combination of psychological interpretations to illustrate three approaches to classroom interactions: interventionist, non-interventionist, interactionist.

### **I.6.1.Interventionist**

According to this model, interventionist teachers -at one end of this continuum- emphasize what the outer environment (or people and objects) does to the human organism to cause it to develop in its particular way. This model bases on behaviourist approach, suggests that children (students) develop as a result of external environmental conditions, such as reinforcement and punishment. The teacher's role in the classroom is to establish rules and procedures and communicate these clearly to students and implement appropriate rewards and punishments for compliance or non-compliance. The major goal of the interventionist approach is to maintain an orderly and productive classroom. Consequently, it contends that teachers should exercise a high degree of control over classroom activities. The interventionist tends to take control of the situation by implementing immediately a disciplinary tactic to control behaviour. Unal & Unal (2009) continue to discuss that disciplinary tactics used by interventionist teachers to control the environment may include isolation, physical restraints, modelling, and reinforcement. Models of classroom management such as those developed by Lee Canter (1992) and James Dobson (1992) are examples of interventionist.

### **I.6.2.Non- Interventionist**

At the opposite end of the continuum, non-interventionist teachers believe that students have an inner drive that needs to find its expression in the real world. So, the teacher's role is a facilitator. In this role the teacher helps students explore new ideas about their lives, their school work and their relation with others. The model creates an

environment where students and teachers are partners in learning who share ideas openly and communicate honestly with one another. As a result, non-interventionists suggest that students should be allowed to exert significant influence in the classroom and that teachers should be less involved in adjusting student behaviours. Proponents of this model are Jacob Kounin (1970) (Group Management), Haim Ginott (1972) (Congruent Communication), Thomas Gordon (1974) (Teacher Effectiveness Training) and Jim Fay (1977) (Love and Logic) (Unal and Unal, 2009).

### **I.6.3. Interactionist**

Midway between these two extremes is interactionist. Interactionist teachers view child's developments as the interaction of inner and outer forces. They believe that students learn appropriate behaviours as a result of encountering the outside world of people and objects. Therefore, interactionists suggest that students and teachers should share responsibility for classroom management. Theories developed by Alfred Adler, Rudolph Dreikurs, and William Glasser provide the framework for interactionist ideology (Wolfgang, 1999). Cooperative Discipline (Albert, 1989) and Judicious Discipline (Gathercoal, 1990) are both examples of classroom management models that exemplify interactionist ideology.

A classroom with interventionist managing is teacher-centered, with non-interventionist managing is student-centered, and classroom with interactionist managing is teacher –student centered. The assumption is that teachers believe and act according to all three models of classroom management. But one usually predominates in beliefs and actions (Martinet & al., 1995). Therefore, the application of these various theories emphasizes teacher behaviours that reflect the corresponding degrees of power possessed by student and teacher (Unal and Unal, 2009).

Table 1

Classroom Management Models

<b>Interventionist</b>	<b>Interactionist</b>	<b>Non-interventionist</b>
Teacher has primary responsibility for control	Students and teachers share responsibility for control	Students have primary responsibility for control
Teachers develop the rules	Teachers develop the rules with some student input	Students develop the rules with the teacher guidance
Primary focus is on behaviour	Initial focus is on behaviour, followed by thoughts and feelings	Primary focus is on thoughts and feelings
Minor emphasis on individual differences in students	Moderate emphasis on individual differences in students	Moderate emphasis on individual differences in students
Teachers move quickly to control behaviour	Teacher allows some time for students to control behaviour but teacher protects right of the group	Teacher allows time for students to control behaviour
Types of interventions are rewards, punishment, token economy	Types of interventions are consequences and class meeting	Types of interventions are non-verbal cues and individual conferences

### **I.7. Classroom Management Styles**

Borrowing terminology from the literature on parenting style, three classroom management styles are distinguished:

#### **I.7.1. Authoritarian Classroom Management**

A teacher with an authoritarian style establishes and maintains order through the use of controlling strategies. The teacher uses force, pressure, competition, punishment, and the

threat of punishment to control student behaviour. The teacher is high in demandingness, but low in responsiveness to students' needs and desires. The teacher makes no effort to promote students' autonomy (Cooper & al., 2000).

### **I.7.2. Permissive Classroom Management**

A permissive teacher encourages the freedom of students and interferes as little as possible. The teacher provides a great deal of affection and warmth, but little if any leadership, and makes few demands on students. In other words, the teacher is low in demandingness, but high in responsiveness (Cooper & al., 2000).

### **I.7.3. Authoritative Classroom Management**

An authoritative style combines the best of the two other orientations—high demandingness with high responsiveness. The teacher makes developmentally appropriate demands, but is also responsive to students' needs and interests. The teacher shares responsibility with students, who are treated as responsible, worthwhile individuals capable of decision making. The teacher exhibits leadership but promotes students' autonomy. An authoritative teacher can be characterized as a “warm demander,” combining warmth and respect with an insistence that students work hard, comply with classroom norms, and treat one another with consideration (Cooper & al., 2000).

## **I.8. Effective Classroom Management Strategies**

### **I.8.1. Time and Classroom Space Management**

#### **I.8.1.1. The Physical Environment Management**

“We never educate directly, but indirectly by means of the environment”

—John Dewey (1944)



A well-prepared physical environment and order eases the learning and teaching process and can enhance the class participation of students. On the contrary, a dull, unaired, noisy and ill-prepared classroom environment negatively effects participation in activities and learning. Environment also affects the quality of teacher-student relations (Grubaugh and Houston 1990; Eccles and others, 1991, Basar, 1999). The teacher has to make different physical arrangements in the classroom according to the educational method and content (Evertson, Emmer, Clements, Worsham, 1997, Celep, 2002).

#### **I.8.1.1.1.The Seating Arrangement**

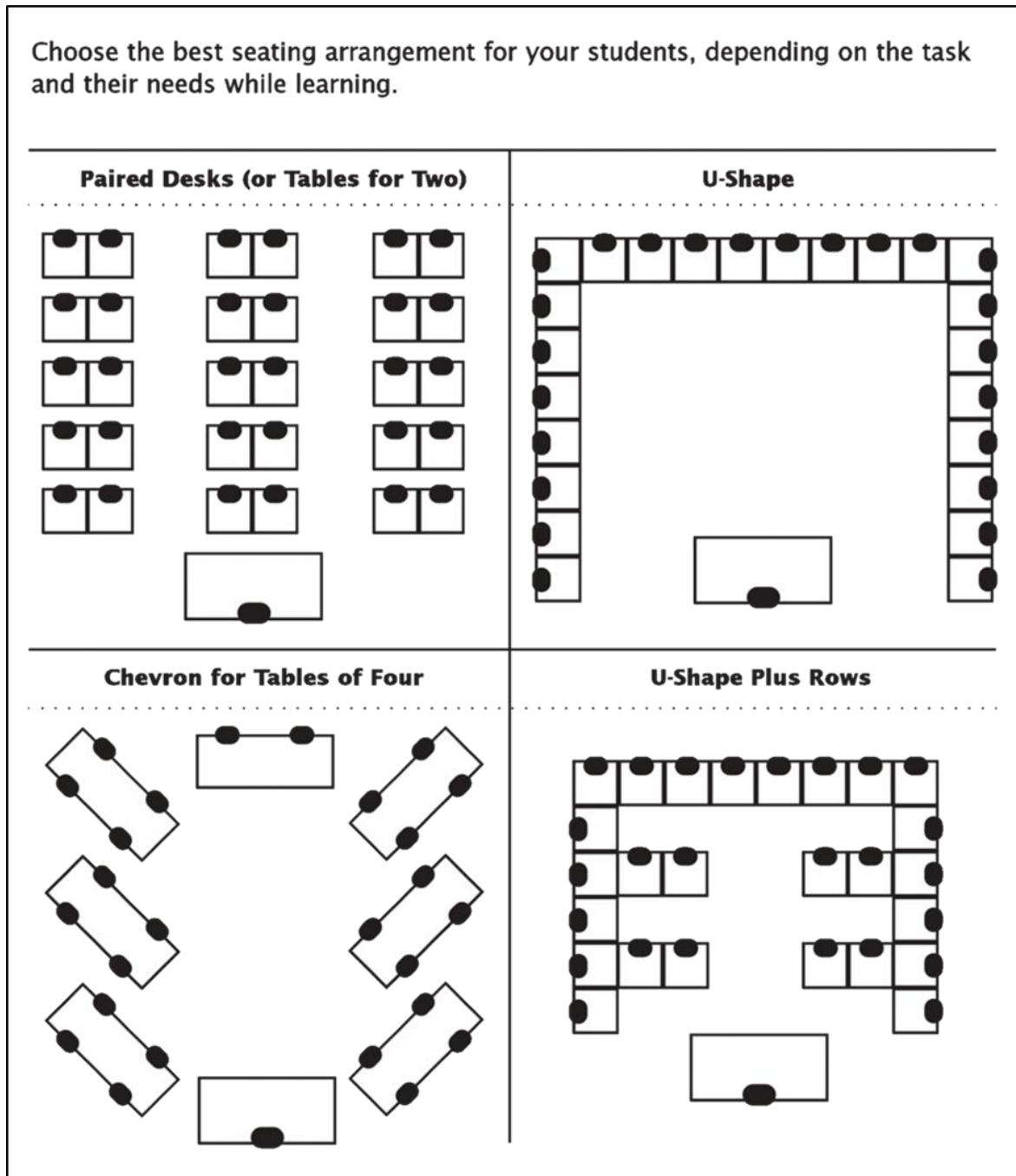
“A good classroom seating arrangement is the cheapest form of classroom management”.

– *Fred Jones*

Many experienced teachers recommend assigned seating for students to facilitate discipline and instruction. They argue that students left to their own devices will always choose a seat that places the teacher at the greatest disadvantage (Dunbar, 2004).

Deciding the type of seating arrangement depends upon the type of furniture in the classroom, the space and the style of teaching. Although teachers do not have control over the “fixed features” of the classroom (such as the location of electrical outlets, bulletin boards, or doors), they are usually able to decide on the arrangement of chairs, desks, and tables; computers and printers; and content-related materials and equipment. Careful planning of the physical environment should begin before the school year starts and should support the type of instruction that will be carried out. For example, if the emphasis is on small-group work and cooperative learning, it makes sense for students’ desks to be placed in clusters. On the other hand, if the teacher plans to emphasize teacher-directed, whole-class instruction, it is more appropriate for students’ desks to be placed in rows facing the front of the room. Still another option is a horseshoe arrangement (U-shape) with perhaps

an additional row in the middle of the horseshoe. This configuration allows students to have some face-to-face interaction during whole-class discussions and to work easily with individuals sitting on either side, but it is also appropriate for teacher presentations and whole-group instruction (Cooper & al., 2000).



**Figure 1.** Sample Seating Arrangement for the Classroom

#### **I.8.1.1.2. Visual Displays**

Learning is a very sensory process. The main channels through which we take information are our eyes (visual), ears (auditory) fingers (kinesthetic). Students should be able to hear and see clearly chalkboard, screens, and teacher (McLeod & al., 2003).

#### **I.8.1.1.3. Traffic Patterns**

High traffic areas should be free from congestion. Students should be able to move around, enter and leave the classroom easily (McLeod, 2003). Consider whether environmental modifications are needed for students with special needs. For example, if there are students in wheelchairs, aisles should be wide enough for them to navigate the classroom (Cooper & al., 2000).

#### **I.8.1.1.4. Material Storage**

Shelves and storage areas should be organized so that it is clear where materials and equipment belong. Frequently used classroom materials should be accessible to students to minimize traffic congestion and lost time. (McLeod & al., 2003)

#### **I.8.1.2. Managing Time**

“Until we manage TIME, we can manage nothing else”.

—Peter F. Drucker (1954)

Effective time management is one of the skills necessary for success in schools as well as in everyday life. Learners need enough time to practice, review, apply ...etc. The best teachers are the ones who effectively manage time and give their learners opportunities to learn and develop personal habits that lead to wise use of time (McLeod & al., 2003).

Wong and Wong (1998) describe the different types of school-day time:

- **Allocated Time:** the total time for teacher instruction and student learning
- **Instructional Time:** the time that teachers are actively teaching.
- **Engaged Time:** time in which learners are involved in a task.
- **Academic Learning Time:** time in which teachers can prove that learners learned the content or mastered the skill.

## **I.8.2.Establishing Positive Classroom Climate**

Who wants to cooperate with someone they do not like, respect, or trust? Research supports the idea that the quality of relationships that exists within a classroom setting has a direct impact on a teacher's ability to develop an environment conducive to learning (Newman, 2000; Pianta, 2006). More specifically, this research consistently affirms that students who perceive their teachers to be caring and respectful are more likely to cooperate, adhere to classroom rules and routines, and engage in academic activities (Osterman, 2000; Wentzel, 1997, 1998). In light of this, it is a teacher's responsibility to develop caring relationships with his or her students and among the students in the class. These two types of relationships are discussed below.

### **I.8.2.1.Establishing Positive Teacher-Student Relationship**

The first step to establish a positive classroom climate is based on the mutual trust, respect, caring. Creating this climate is through positive relationships that are established between teacher and students and among students. Students like school better and have higher academic achievements when relationships are positive (Jones & Jones, 2000). These relationships become more effective to the teaching process over time and are the bedrock of classroom management (McLeod & al., 2003).

A review of the research shows that authors have a lot to say about positive relationships with the students. Thompson (1998) says, *“The most powerful weapon available to secondary teachers who want to foster a favourable learning climate is a positive relationship with the students.”* Canter and Canter (1997) make the statement that we all can recall classes in which we did not try very hard because we did not like our teachers. This should remind us of how important it is to have strong, positive relationships with our students. Kohn goes a step further, saying, *“Children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about”* (111). Marzano (2003) states that students will resist rules and procedures along with consequent disciplinary actions if a foundation of a good relationship is lacking.

The following are some strategies to develop a warm relationship with the students:

#### **I.8.2.1.1.Learning about the Students’ Lives**

Another way of showing care and respect is to learn about students’ lives, being open to their concerns and feelings. Teachers might have your students complete a questionnaire about favourite school subjects, hobbies, pets...etc. Chatting informally before and after class can provide important information about what is going on in their lives outside of school (Cooper & al., 2000).

#### **I.8.2.1.2.Developing Cultural Literacy**

In particular, acquiring cultural content knowledge or *cultural literacy* is essential for building positive teacher-student relationships. Different cultures have different values and beliefs. They also have different ways of communicating, different rules of etiquette, and different social taboos. Obviously, these cultural characteristics are not exhibited by all

group members, and certainly not in the same way or to the same extent; nonetheless, acquiring knowledge about core cultural characteristics can provide teachers with valuable information. (Cooper & al., 2000).

#### **I.8.2.1.3. Communicating High Expectations**

Students like and trust teachers who believe in them and believe they can be successful both academically and socially. Communicating these beliefs is an important part of building a relationship (McLeod & al., 2003).

#### **I.8.2.1.4. Developing Good Communication Skills**

Effective communication skills are as important in the classroom as they are in other aspects of our lives. Actually, they are the foundation of good management. If teachers do not master the art of communication, attempts to create a smooth management system and to build relationships with the students are limited. Caring interpersonal interactions are needed to meet students' needs for safety, security, belongingness, and self-esteem. (McLeod & al., 2003).

#### **I.8.2.2. Building Community among Students**

In addition to building positive teacher-student relationships, teachers need to think about ways to create supportive, respectful student-student relationships and an atmosphere of community. This is not a one-shot deal. Building community takes time and effort, especially in middle school and high school. As Mara Sapon-Shevin observes:

Communities don't just happen. No teacher, no matter how skilled or well intentioned, can enter a new classroom and announce, "We are a community." Communities are built over time, through shared experience, and by providing multiple opportunities for students to know themselves, know one another, and interact in positive and supportive ways (Cooper & al., 2000).

The following suggestions can be helpful ways of building a feeling of community:

#### **I.8.2.2.1. Providing Opportunities for Students to Learn about each other**

There are many activities, games, and lessons that teachers can plan for students so they feel a sense of belonging. Activities for getting acquainted should be an important part of the first weeks of the school year. There are many get- acquainted activities that introduce students to one another and teach them how to work in a cooperative and collaborative way (McLeod & al., 2003).

#### **I.8.2.2.2. Teaching Social Skills**

Social skills—those skills that enable people to live in a community—must be taught. Social skills should be taught just as academic skills are taught. Kids who are accepted by peers and feel a sense of belonging and confidence when they are with their age group are kids who are the highest academic achievers. Working in both areas are part of every teacher's job (McLeod & al., 2003).

#### **I.8.2.2.3. Focusing on Cooperation**

A community is cooperative, not competitive. When structuring community cooperatively, individuals support, help, encourage, and promote each other's successes. Structuring community competitively results in individuals opposing each other's successes by blocking and obstructing them (Johnson & Johnson, 1984). Providing opportunities for students to work together on joint projects or in cooperative learning activities as frequently as possible assists the development of a strong learning community (McLeod & al., 2003).

### **I.8.3. Establishing Rules and Procedures**

Effective management begins with planning the kind of learning environment that will support the intended curriculum. Planning attends to both rules and procedures. Research clearly indicates that these elements are vital aspects of a teacher's classroom management plan (Emmer, Evertson, & Anderson, 1980). Emmer and colleagues' seminal 1980 study examined how teachers who are effective managers begin the year and determined the basic principles of management that underlie their teaching. Results indicated that significant differences are apparent as early as the first day of school. The teachers classified as effective classroom managers had clear rules for general conduct and procedures or routines for carrying out specific tasks. Effective managers also spend time the first few days of school teaching these rules and routines. Most frequently, teachers struggle with classroom management for one of two primary reasons: they do not establish rules and routines in their classrooms or they do not understand the difference between the two (Garrett, 2014).

Rules define general expectations or standards for classroom conduct. Useful general rules include "be in your seat and ready to work when the bell rings" and "listen carefully when others speak." Usually, four or five general rules, suited to the grade level and instructional goals, are sufficient. It is often useful to involve students in rule-setting discussions. Behavioural rules should be kept to the minimum and stated clearly with convincing rationales. They should be presented as means, not ends in themselves (Good & Brothy, 2008). Rules should cover several dimensions of behaviour, including classroom safety (not fighting, being careful with equipment), respect (listening to others, treating others respectfully), and making appropriate effort (doing one's best, coming to class prepared every day). It is more useful to write rules using positive language, which means



avoiding negative words such as *no* or *not*. Instead of using a classroom rule that says, “No running,” it is better to write this rule as “We walk at all times.” Writing the rules using positive language results in a more positive classroom environment overall because it emphasizes good behaviour. Negative rules, in contrast, emphasize what students cannot do and behaviour for which they will be punished (Garrett, 2014).

Procedures are methods for accomplishing daily routines (e.g., use of the toilets and drinking fountains, access to supplies, use of special equipment, behaviour during work period). Teachers should be explicit about these and other situations in which procedural routines are required. Explanation is especially important at the beginning of the year and with students in kindergarten or first grade, who are new to school. A demonstration followed by an opportunity to practise may be needed. Demonstration and practice are less necessary with older students, but still important for introducing new responsibilities (such as the use and care of laboratory equipment or how to critique other students’ work). Older students also need thorough discussion of rules and procedures because last year’s teacher may have required behaviour that differs from what this year’s teacher wants (Good and Brothy, 2008).

The essential core routines and management issues teachers need to consciously plan for are:

- corridor – settling/ calming/ ‘lining-up’;
- settling a class within the classroom;
- initiating and sustaining whole-class attention;
- consciously dealing with early disruptions;
- transition from instructional to on-task time; partner-voice/ movement patterns/ teacher assistance/ students without equipment/ toilet breaks;

- planning for lesson closure;
- exit from room;
- cues for follow-up beyond classroom (where necessary), i.e. how we let a student(s) know we will need to ‘speak to them . . . after class’ or ‘at recess in room (Rogers, 2003, p.56).

#### **I.8.4.Implementing Engaging and Motivating Instructions**

Another important aspect of classroom management is to ensure the motivation of the students and keep their attention focused on educational activities throughout the course. What students complain generally is not the difficulty of the course, but the dullness of it. It is evident that the dullness of the course is related to teachers’ skills regarding classroom management.

There is an important relationship between engaging instruction and effective classroom management. The more motivated and engaged students are in the lesson, the fewer behaviour problems will arise. However, there are also key managerial tasks that teachers must attend to before, during, and after a lesson in order for an engaging lesson to take place (Garrett, 2014).

- Before a lesson
  - Consider the physical design.
  - Plan for the necessary materials.
  - Consider the number of students.
  - Decide how to group the students.
- During a lesson
  - Incorporate relevant content.

- Provide clear instruction.
  - Teach collaborative work skills.
  - Plan for transitions.
  - Monitor progress and provide feedback.
  - Monitor student behaviour.
- After a lesson
- Organise and assess student work.
  - Engage in reflection.

## **Conclusion**

The foregoing chapter sheds light on the theoretical part of this research endeavour. It presents the relevant literature in a very logical way that enables readers to develop their intellectual understanding, read critically and grasp the essence of the issue under investigation. It starts with defining the core concepts of this research which are “classroom management” along with its main goals, and the concept of “discipline”. Then, it provides a brief historical background of classroom management, its prominent approaches and styles. The last section of this chapter focuses on exposing the most important effective strategies of classroom management namely managing time and classroom space, establishing a positive classroom climate, establishing rules and routines, and finally implementing engaging and motivating strategies.

## II. Chapter Two

### Contextualisation of the Research

Introduction.....	45
II.1. Classroom Discipline Problems in the Algerian Schools .....	45
II.2. Classroom Discipline .....	46
II.3. Classroom Discipline Problems .....	47
II.4. Types of Students' Discipline Problems in the Algerian Secondary School ...	47
II.5. Causes of Student Discipline Problems in the Algerian Schools.....	51
II.5.1. Student .....	53
II.5.2. Teacher.....	55
II.5.3. Parents.....	56
II.5.4. Peers and Groups .....	57
II.5.5. Instructional Environments.....	57
II.6. Dealing with Students' Discipline Problems in the Algerian Secondary Schools .....	58
II.6.1. Responding to Minor Misbehaviour .....	61
II.6.1.1. Non-verbal Interventions .....	61
II.6.1.2. Verbal Interventions .....	61
II.6.2. Responding to More Serious Misbehaviour .....	62
II.6.3. Dealing with Chronic Misbehaviour.....	63
Conclusion .....	64

## **Chapter Two**

### **Contextualisation of the Research**

#### **Introduction**

The second chapter is devoted to set the context of the study. It covers three major parts. The initial one presents the main types of students' discipline problems in the Algerian secondary schools. The second one is concerned with the causes of these problems. Meanwhile, the third part deals with the handling of students' misbehaviours.

#### **II.1. Classroom Discipline Problems in the Algerian Schools**

One of the major problems that today's Algerian educational system face is students' misbehaviour. Recently, discipline problems have alarmingly spread in the Algerian schools and occur more in middle and high schools. According to the Algerian web site "Djazairress", in 2011, Algeria was classified on the top of the list of North African countries which witnessed school discipline problems, with the highest rate of it in middle school education. Subsequently, the issue of disruptive classroom behaviours has become progressively a real challenge, hassle and a baffling trouble for all stakeholders, teachers and administrators. Consequently, classroom behaviour problems become disruptive setbacks of teaching discourse and also, they increase the stress levels for both teachers and students.

Before getting deeper into the details, it is important to highlight the definitions of some core concepts; classroom discipline and classroom discipline problems.

## II.2. Classroom Discipline

Classroom discipline refers to teachers' efforts to establish and maintain four conditions of fundamental importance in the classroom:

- Teachers are allowed to teach in a professional manner without being disrupted.
- Students are allowed to learn as intended without being hindered by others.
- Students learn how to cooperate, work together and along with each other.
- Teachers and students experience satisfaction and pleasure in their school experiences.

These four conditions should be discussed with the students. They help the students see the difference between appropriate behaviours (helping them succeed) and inappropriate ones (hindering their progress). It is the teachers' duty to make those things clear to students right from the beginning of the school year in what is known as the contract of September. Teachers must be more specific about their expectations. As far as these expectations are as consistent as possible, students will feel more confident, engaged and connected to the school environment. Students need to be aware of, well-versed in and appropriately trained to multifarious positive behaviours that will help them succeed academically and socially. Teachers' awareness is to be regularly nurtured and maintained to teach students how to comply with such expectations, through explanation, demonstration, and practice (Charles, 2014).

Discipline is a teacher-directed activity whereby we seek to lead, guide, direct, manage and (where necessary) confront a student about behaviour that disrupts the rights of others (Rogers, 2011).

### **II.3. Classroom Discipline Problems**

A wide range of terminology describes behaviour that is undesirable in a school-context. Amongst these are “*problem behaviour*”, “*misbehaviour*”, “*off-task behaviour*”, and “*disruptive behaviour*”, “*inappropriate behaviour*” (Bear, 1998; Charles, 2011; Deitz & Hummel, 1978; Ogden, 2009: 10; Ruttledge & Petrides, 2012). Stewart & al (1988: 60) refer to the problematic behaviour of students as “misbehaviour, misconduct or discipline problem”. According to Charles, behaviours are considered disruptive if they are inappropriate in the setting in which they occur. They refer to actions that disturb teaching, interfere with learning, demean others, or otherwise violate the societal moral code. It should be recognised that students are not the only ones who misbehave in school. School personnel, including teachers, also misbehave at times (Charles 34). In a school setting, such behaviours go against expectations, rules and norms, damaging learning and teaching activities while also hindering students’ social development (Duesund, 2014; Ogden, 2009).

On the other hand, Deitz and Hummel describe misbehaviour as “*an action of the child which interferes with his or her learning of their academic material or appropriate social behaviour*” (8). Furthermore, Kyriacou (2009) defines discipline problems as “*any behaviour that undermines the teacher’s ability to establish and maintain learning experiences in the classroom*”.

### **II.4. Types of Students’ Discipline Problems in the Algerian Secondary School**

Lying and ignoring or breaking rules are among the most common discipline problems that exist in the Algerian secondary schools. However, more serious problems

have been recently of great concern for the Algerian teachers and educators. Among these problems are violence and drug addiction.

- **Violence**

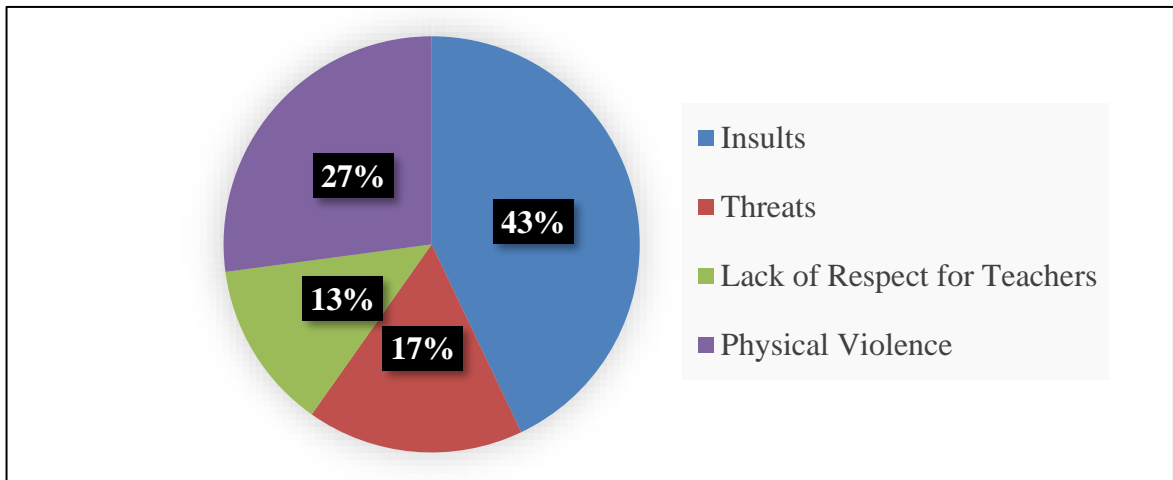
According to Hakem Bachir (2017), violence in the Algerian public secondary schools has become a common phenomenon. It has taken different forms: verbal, non-verbal, moral, physical, emotional and sexual harassment.

In 2017, around 40,000 identified cases of violence had been reported in the Algerian schools. More than 26,000 cases between 2000 and 2014 have been recorded. These figures are frightening but they are far from reality because they are declared cases whereas more than 50% of cases of violence are not recorded. Hakem states that many Algerian students enter schools already prepared to fight. Some of them might even possess white weapons.

Violence can be either towards classmates or teachers. Teachers daily face insults and threats and often pretend not to hear to avoid escalating the situation. There are some cases in which teachers had even been beaten and stabbed inside their classrooms. The situation is very alarming.

In 2017, the Algerian Ministry of National Education reported that violence among students represents 80% of the cases of violence. Meanwhile, violence towards teachers represents 13% of these cases. Moral violence comes at the top cases of violence (75%). It is the worst type as it can have very negative psychological effects. It includes: insults, threats and lack of respect for teachers.





**Figure 2.** Types of Violence in the Algerian Secondary School

- **Drug Addiction at Schools**

According to Mansouri Zaanoune Samia (2005), 4,500 students aged between 15 and 16, around 36 schools in the Wilaya of Algiers are on drugs. Mansouri confirms that these students take on drugs inside schools (inside the classroom, in the school yard and corridors). Besides, she states that 67 % of these students confess that they had taken drugs at least once during their lives.

For Hakem, less serious problems include:

- Arriving late at school
- Stealing
- Talking back to the teacher
- Making noise
- Damaging school properties
- Using cell phones inside the classroom

According to many scholars there are different types and categories of students' misbehaviour. Kyriacou (2007) states that the most frequent types that the teachers face are:

- Excusive talk or talking out of turn
- Being noisy (both verbal, such as shouting to another pupil across the room, and non-verbal, such as dropping bags onto the floor)
- Not paying attention to the teacher
- Not getting on with the work required
- Being out of their seat without good cause
- Hindering other pupils
- Arriving late for lessons

In more details McManus (1995) listed another group of troublesome behaviour; arriving late, asking to go to toilet repeatedly, missing lessons, smoking in toilets, refusing to do set work, cheeky remarks to teacher, talking when meant to be writing, open abuse to teacher, fighting others in class, throwing pencil across room, talking when teacher talking, failing to bring homework, bizarre clothing, makeup, rocking on chair defiantly, threatening teachers, leaving class early, comments on exercise .

Deitz and Hummel (1978) classified student discipline problems in the classroom starting from the behaviour that usually happens in classroom, for instance, talking, littering passing gradually to the serious one such as using drug, vandalism, and arson. These bad behaviours are listed in the table below:

Table 2

A Continuum of Misbehaviour

Usual		Serious	
<b>Talking</b>	Teasing	Fighting	Murder
<b>Out of seat</b>	Poor sportsmanship	Lying	Rape
<b>Littering</b>	Crying	Stealing	Vandalism
<b>Showing off</b>	Screaming	Chronic failure	Arson
<b>Time to start</b>	Not doing work	Rebelliousness	Drug use
<b>Ignoring rules</b>	Sleeping	Swearing	Assault

## II.5. Causes of Student Discipline Problems in the Algerian Schools

According to the Algerian Ministry of National Education, violence is attributed to the emergence of social networks.

Hakem states that students discipline problems are due to the following factors:

- The new educational system which has put the learner at the centre of the teaching-learning situation has created discipline problems in classrooms.
- **Lack of teacher training:** most teachers are not trained enough in the field of classroom management. They do not know how to deal with learners' misbehaviours.
- **Lack of spare time for students:** students often study from 8 a.m. to 5 p.m. with no intervals to take a rest.
- Lack of institutions that take care of difficult and violent students.
- Lack of supervisors

- Lack of recreational activities and sport clubs

According to *Ennahar* TV, students discipline problems such as violence are the result of overcrowded classes. When the number of students exceeds forty or fifty student per class, violence will inevitably appear. In such situations the teacher will be overwhelmed by learners' discipline problems and find himself unable to control the class.

Nacer Aït Ouali (2017) believes that the Algerian history which has witnessed many invasions and political unrest constitutes one of the main reasons for violence among society members. Children have inherited such violent attitudes from their ancestors. Students living in a violent society are very likely to bring these violent attitudes with them to schools.

For Aïssa Kacemi (2017), Director of the National Office for Fighting against Drugs, addiction to drugs which has become a common discipline problem is the result of lack of communication between family and school members. The adolescent student often feels frustrated and inhibited and this leads him to adopt such violent attitudes. Students on drugs are often the victims of lack of care and love from their parents and school partners. When the adolescent student lacks love and care, he or she will be easily induced to take drugs and this often starts at school.

Family problems like divorce and economic factors can be also the reason behind students' discipline problems like drugs. A student whose parents are divorced will inevitably experience an emotional instability which can lead him to drug addiction. In addition, a lot of students try to escape their difficult economic situations. Their friends may convince them that they will feel better if they take some drugs.

Kacem states that lack of supervision and guidance inside schools is also a factor that can increase the phenomenon of drug addiction. Today, students take drugs inside the classroom and everywhere inside school. What makes the situation even worse is that

teachers and supervisors do not care if they see a student taking drugs either inside the classroom or in the school yard. They say that if they interfere, they will only bring troubles to themselves and risk their lives.

Many conditions promote or “cause” students to misbehave. By addressing those causes, teachers can significantly reduce inappropriate behaviour in their classes. Miller (2003) believes that various parties –teacher, students, parents, and others- are likely to make for the causes of misbehaviour in school. Charles (2014) notes twenty-six specific conditions that tend to promote misbehaviour in school which are classified under four main categories: student, peers and group, teacher, instructional environment. Similarly, Kapalka (2009) believes that a number of factors contributed to noncompliance; some pertain to the student, some have to do with the teacher’s behaviours and reactions, and some are related to classroom dynamics.

### **II.5.1.Student**

The students are the main source of disruption in the classroom, this may relate to many reasons. According to Walters and Frei (2007), there are five primary causes of student’s discipline problems, which are: boredom, need for attention, power, revenge, and low of self-confidence. In addition to other physical needs such as, hunger, thirst, fear of pain (bullying), need for the restroom, and the physical setup of the classroom, a need for break from the predictable.

Similarly, Dreikurs identifies four main reasons for students’ discipline problems; seeking for attention, power, revenge, and withdrawal (need to be left alone) (qtd. in Lewis, 2008).

Kyriacou (2007) suggests that the main causes of misbehaviour in the classroom are as follows: boredom, prolonged mental effort, inability to do the work, being sociable, low academic self-esteem, emotional difficulties, low attitudes, and the lack of negative consequences.

Robertson (1996) argues that when considering the causes of misbehaviour, it is useful to identify what the motive (or pay-off) for the pupil might be. He has identified four such common pay-offs (qtd. in Kyriacou,2009):

- Attention seeking
- Causing Excitement
- Malicious teasing
- Avoiding work

According to Charles (2014)), ten conditions often promote misbehaviour that resides within individual students. Those conditions are:

- **Unmet needs:** students continually try to meet strongly felt needs for security, association, belonging, hope, dignity, power, enjoyment, and competence. When unsuccessful in doing so, they become unsettled, distracted and more likely to behave inappropriately.
- **Thwarted desires:** when students fail to get something they badly want, they may complain, become destructive, sulk, pout, and act out.
- **Expediency:** all students will, on occasions, look for shortcuts to make their lives easier or more enjoyable. In doing so they will break rules.
- **Urge to transgress:** many students have a natural aversion to rules imposed by others, and they find it a challenge to break them.

- **Temptation:** students regularly encounter objects, people, situations they find powerfully attractive. This phenomenon is evident in students' taste to music, ways of speaking, clothing fashions, and lifestyles. Although, students know they are sometimes misbehaving when succumbing to these temptations, they nevertheless find them so attractive they often adopt.
- **Inappropriate habits:** like the use of profanity, calling others names. Some of these habits are learnt in school, but most become established outside of school
- **Poor behaviour choices:** the behaviours students use in attempting to meet their needs are sometimes acceptable, sometimes not.
- **Avoidance:** no one likes to face failure, intimidation, ridicule or other unpleasant situations.
- **Egocentric personality:** students with egocentric personality focus on primarily on themselves, believe they are superior to others and usually think they do little wrong.
- **Neurological-based behaviour (NBB):** which includes learning disabilities, attention-deficit hyperactivity disorder (ADHD) and a number of other issues. Frequently, students with these diagnoses do not respond reliably to normal discipline tactics (12-15).

### II.5.2. Teacher

The way that teachers react to inappropriate behaviour will have a profound influence on the students' subsequent behaviour. If they see the teacher as decisive, effective and fair, they will be far less likely to be disruptive in the future, and the chances of learning successfully is enhanced (Harmer 2007).

Kearney, Plax, Hays, and Lvey (1991) define teachers' misbehaviours as "*those behaviours that interfere with instruction, and thus, learning*". Based on their analysis, they identify twenty-eight categories of teacher misbehaviour within three factors: incompetence, indolence, and offensiveness (qtd. in Miller and Groccia, 2001)):

- **Incompetence**

Incompetence, which refers to the lack of basic teaching skills, has nine categories of misbehaviour: confusing lectures, apathy toward students, unfair testing, boring lectures, unintelligible accents, information overload, lack of knowledge on subject matter, inappropriate volume, and bad grammar or spelling.

- **Offensiveness**

Offensiveness relates to how teachers verbally interact with the students and encompasses sarcasm, put-downs, verbal abuse, unreasonable or arbitrary rules, sexual harassment, negative personality, favouritism, and prejudice.

- **Indolence**

Indolence, a teacher's disregard for students, refers to being absent, tardy, unprepared or disorganised, deviating from the syllabus, returning student work late, and information overload.

### **II.5.3. Parents**

Wisconsin and Foate (1978) mention some parental factors that contribute in creating students' discipline problems (6):

- Lack of discipline at home
- Lack of parent interest and control



- Lack of parental support for school disciplinary matters
- Working parents and /or broken homes

Charlton and David (1993) argue that family problems such as separation of young children from their parents (or parent substitutes) for a long time, which disrupt the bond of relationship between the two, parental deprivation due to death or divorce and other reasons that lead to inadequate parenting, child abuse or over permissiveness on the part of parents are all factors which contributes to students' misbehaviour.

#### **II.5.4. Peers and Groups**

Charles (2014) believes that there are two significant causes of misbehaviour — provocation and contagious group behaviour— that seems to reside in class peers and groups.

- **Provocation:** A great amount of misbehaviour results from students' provoking each other through teasing, petty annoyance, put-downs sarcastic remarks, and aggression or bullying.
- **Contagious group behaviour:** students sometimes succumb to peer pressure or get caught up in group emotion and as a result may misbehave in ways they would not consider if by themselves. It is difficult for students to disregard peer pressure, easy to get swept up in group energy and emotion, and easy to justify one's behaviour in just "only what others were doing".

#### **II.5.5. Instructional Environments**

According to Charles (2014), there are four factors that are associated with instructional environments that can promote misbehaviour among students:

- Physical discomfort: students often get restless when made uncomfortable by inappropriate temperature, poor lightening, or unsuitable seating or work places.
- Tedium: students begin to fidget after a time when an instructional activity requires continued close attention, especially if the topic is not appealing.
- Meaningless: students grow restless when required to work at topics they do not comprehend or for which they see no purpose.
- Lack of stimulation: the topic or learning environment provide little that is attractive or otherwise stimulating. Students take no interest in the lesson.

## II.6. Dealing with Students' Discipline Problems in the Algerian Secondary Schools

Learners' discipline problems are not a phenomenon that exists only in Algeria. Rather, it is a worldwide phenomenon. However, dealing with learners' discipline problems can vary from one country to another. According to Hakem Bachir (2017), dealing with students' misbehaviours includes the following measures:

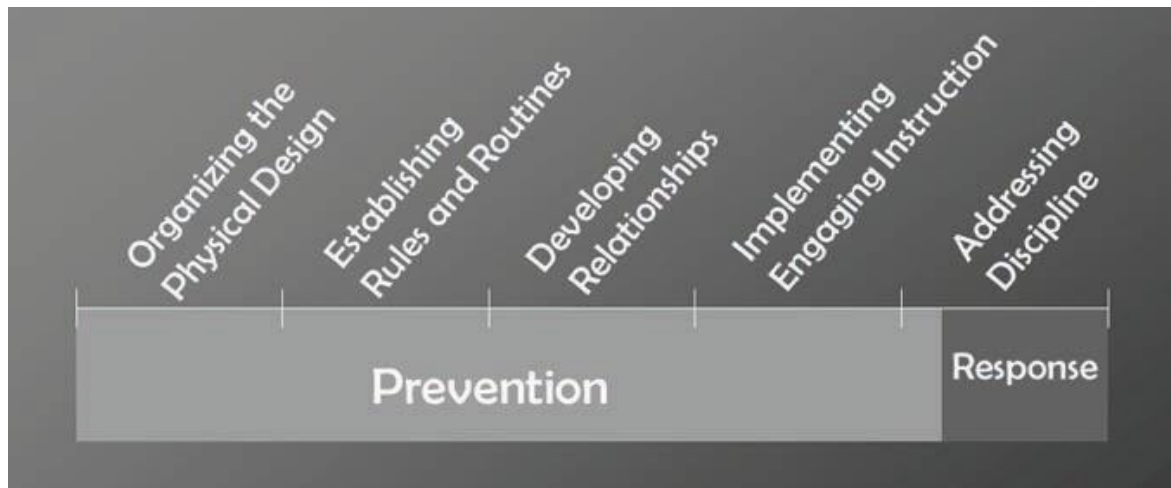
- **Establishing a good teacher-student relationship:** a poor teacher-student relationship is the environment where learners' misbehaviours flourish. Therefore, teachers should always strive to establish a good rapport with their students. Students often make troubles if they do not like the teacher. They even come to hate the subject matter if they hate its teacher. On the other hand, students behave well with teachers who treat them kindly.
- **Providing training on classroom management for teachers:** teachers often report that they did not receive enough training on classroom management.
- Reviewing the educational programmes
- Giving spare time for students

- **Creating institutions that take care of difficult and violent student:** in spite of the teachers' attempts to cope with learners' misbehaviours, there are learners whose behaviours are totally unacceptable and, therefore, need special care.
- Initiating strict laws to discipline students
- **Recruiting more supervisors:** students tend to behave more appropriately when they feel that they are under supervision.
- Providing vacant teachers in case some teachers are absent
- Providing schools with cybercafés for students
- Providing schools with means of entertainment and sport clubs

According to Mustapha Medjahdi, Director of the National Educational Observatory, students must be taught the principles and values of Islam, such as tolerance and solidarity.

“Prevention is better than cure.” Most scholars stress the importance of using preventive strategies represented in classroom management strategies (discussed in chapter I) to minimise discipline problems before they occur. According to Tauber (2007), preventing discipline problems from occurring in the first place is the best way for students and teachers alike to handle classroom discipline.

Similarly, Garrett (2014) considers “discipline” as the fifth component of the process of classroom management illustrated in Figure 3. Thus, it is crucial for teacher to understand that most of their management activities are directed at preventing misbehaviour rather than responding to it. The more skilled is the teacher at preventing behaviour problems (implementing the prevention component), the fewer problems will arise.



**Figure 3.** The Process of Classroom Management

Garrett (2014) suggests some strategies for responding effectively to minor behaviour problems, more serious problems and chronic problems that do not respond to routine interventions. When dealing with any type of misbehaviour, there are three guidelines to address the misbehaviour (Weinstein and Romano, 2014) (qtd. in Garrett,2014). These three guidelines are the following:

- Preserve the dignity of the students;
- Keep the instructional programme going with as minimal disruption as possible;
- Use culturally consistent language;

## II.6.1. Responding to Minor Misbehaviour

Minor misbehaviour can be dealt with quickly and efficiently using a non-verbal or verbal intervention. A good rule of thumb when dealing with minor misbehaviour is to think about beginning with a non-verbal intervention and moving to a verbal intervention, if necessary. Non-verbal interventions are less disruptive to the flow of the lesson.

### II.6.1.1. Non-verbal Interventions

- **Ignorance:** there are occasions when the best strategy for dealing with minor misbehaviour is to ignore it.
- **Proximity:** the teacher moves closer to the misbehaving student.
- **The look:** the teacher makes a stern face that communicates disapproval to misbehaving students.
- **Hand signals:** the teacher uses hand signals or gestures to communicate to misbehaving students.
- **Confiscating forbidden items:** the teacher quietly takes the forbidden item (e.g. cell phone) quietly directing the student to meet after class.
- **Facial expressions:** the teacher uses a large repertoire of facial expressions to communicate dissatisfaction to the misbehaving students.

### II.6.1.2. Verbal Interventions

- **Calling on the student:** the teacher calls on the student or uses the student's name in a lesson.
- **Praising good behaviour by other students.**
- **Private reminder:** the teacher privately reminds a student of a rule or reprimands the student in private.

- **Reminder in a soft voice.**
- **Public rule reminder:** a teacher directly reminds students that they are breaking one of the classroom rules.
- **Warning of consequences.**
- **I-messages:** here the teacher describes the student's behaviour in non-judgmental terms, the tangible or concrete effect of that behaviour and how the teacher feels about that effect. For example, "*when I see a lot of students coming to class unprepared, I know you will not get the most out of the lesson today, and that worries me*" (Garrett 2014; Cooper & al.,2011)

## **II.6.2.Responding to More Serious Misbehaviour**

Some types of behaviour are more serious and require more than a nonverbal or verbal intervention. Rather, this a time to impose a *consequence*. When developing and selecting a consequence, a general guideline is to be sure that the consequences are logically related to the misbehaviour. A consequence is logical if it meets three criteria known as the three Rs (Denton and Kriete, 2000) (qtd. in Garrett, 2014):

- **Related:** the consequence should be directly related to the student's misbehaviour
- **Respectful:** the consequence is respectful to the student and the classroom
- **Reasonable:** not excessively severe given the nature of the behaviour

Following are some examples of consequences:

- **Warning**
- **Time-out:** Isolating the individual from other students (in an isolated or secluded area of the room)

- **Conference:** holding a private conference with the student to discuss the behaviour and decide what is to be done
- **Note or phone call home**
- **Send student to the principal**

### II.6.3. Dealing with Chronic Misbehaviour

Some students with persistent behaviour problem fail to respond to nonverbal and verbal interventions or logical consequences. One of the most effective ways to deal with chronic misbehaviour is through **behaviour modification**. There are many different behaviour modification systems that can be effective. However, a well-designed classroom modification plan will have three common elements

- **A contract:** a contract should state the specific behavioural goals and consequences that will result if the student fails to change the misbehaviour. A good practise is to develop this contract during a conference with the student (or parents or both) rather than impose the contract on the student.
- **A tracking system:** this system should allow students to track their progress towards the identified goal.
- **Positive reinforcement:** is the act of receiving something (praise, a reward, privilege, etc.) that increased the likelihood of repeating the desired behaviour (Garrett,2014).

Harmer (2007) suggests some tips when dealing with students' misbehaviours:

- Act immediately
- Keep calm
- Focus on the behaviour not the student

- Take things forwards (the objective is to move on to the next stage of an activity or to get a new response rather than focusing on the old one).
- Talk in private
- Use clearly agreed sanctions
- Use colleagues and the institution

## **Conclusion**

Learners' discipline problems are a common phenomenon in the Algerian secondary schools. These problems range from the most serious ones like violence and drug addiction to other less serious ones like lying and breaking school rules. The causes of the latter can be traced back to different sources such as family and economic difficult situations. To cope with such misbehaviours, teachers are called to establish a good relationship with their students. Teacher training on classroom management can be also very helpful.



# **III. Chapter Three**

## **Data Collection and Analysis**

Introduction.....	66
III.1. Research Methodology and Design .....	66
III.2. Sampling and Participants .....	67
III.3. Research Tools.....	67
III.3.1. The Teachers' Questionnaire.....	67
III.3.1.1. Description of the Questionnaire.....	67
III.3.1.2. Piloting of the Questionnaire.....	68
III.3.1.3. Administration of the Questionnaire .....	68
III.3.1.4. Analysis of the Questionnaire Data .....	68
III.3.1.5. Interpretation of the Main Results .....	104
III.3.2. The Classroom Observation .....	107
III.3.2.1. The Aim of the Observation .....	107
III.3.2.2. Description of the Classroom Observation.....	107
III.3.2.3. Analysis of the Classroom Observation .....	108
III.3.2.4. Discussion of the Classroom Observation Results .....	114
Conclusion .....	115

## **Chapter Three**

### **Data Collection and Analysis**

#### **Introduction**

The upcoming chapter endeavors to unveil the outline of research methods that were followed in the study. It gives an overall plan for connecting the conceptual research problems to the pertinent empirical research. It provides an explanation of the aim of the research which is investigating the impact of classroom management practices on reducing students' discipline problems. This chapter includes a description of the research methodology, research participants and tools. Besides it discusses the results and findings obtained from the analysis of data.

#### **III.1. Research Methodology and Design**

The use of both descriptive and explanatory researches is required in this paper. The descriptive research sketches the theoretical frame of the two first chapters, while the explanatory approach is devoted to the practical frame of the third chapter.

This research lends itself to explore the impact of effective classroom management on reducing students' discipline problems. The very nature of the research is both descriptive and explanatory to achieve the objective of the research. Thus, the descriptive and explanatory methods are used as they are appropriate to collect data about the issue.

### **III.2.Sampling and Participants**

The target population of this research consists of 28 teachers of English from 7 secondary schools in Hassi Bahbah- Djelfa- and 350 students at Ibn Badis Secondary School. Due to some limitations, only 10 teachers have been randomly selected from two schools namely: Ibn Badis Secondary School and El Kassimi El Housseini Nouredine Secondary School to complete the questionnaire. Meanwhile, a series of classroom observations were conducted with 80 first year literary stream students from two different classes at Ibn Badis Secondary School.

### **III.3.Research Tools**

To conduct the current study, two different research tools have been chosen, viz, a questionnaire, directed to teachers and a series of classroom observations. The main goal behind such a choice is to ensure scientific validity and reliability.

#### **III.3.1.The Teachers' Questionnaire**

##### **III.3.1.1.Description of the Questionnaire**

The teachers' questionnaire consists of 27 questions. It is divided into four main sections. The first section is devoted to the respondents' personal and professional data. It is made up of 4 close-ended questions, wherein respondents are expected to tick the appropriate choice. The second section is concerned with the teachers' perceptions of classroom management and is composed of 5 closed-ended questions. The third section is about the teachers' use of classroom management strategies. It includes 12 close-ended questions and 1 open-ended question. The last section deals with the teachers' perceptions of discipline problems. It contains 4 close-ended questions and 1 open-ended question.

### III.3.1.2. Piloting of the Questionnaire

Once the questionnaire has been constructed, it has been submitted to a piloting survey. This pretesting was done by asking two teachers from the target population to point out potential problem areas and deficiencies in the research instrument and the protocol prior to implementation of the study. In fact, the pilot survey has demonstrated that the study is feasible and has helped to review some of the questions to make things clearer for the targeted population.

### III.3.1.3. Administration of the Questionnaire

The questionnaires were handed out to the teachers in their teaching classrooms. They were recuperated after 30 minutes.

### III.3.1.4. Analysis of the Questionnaire Data

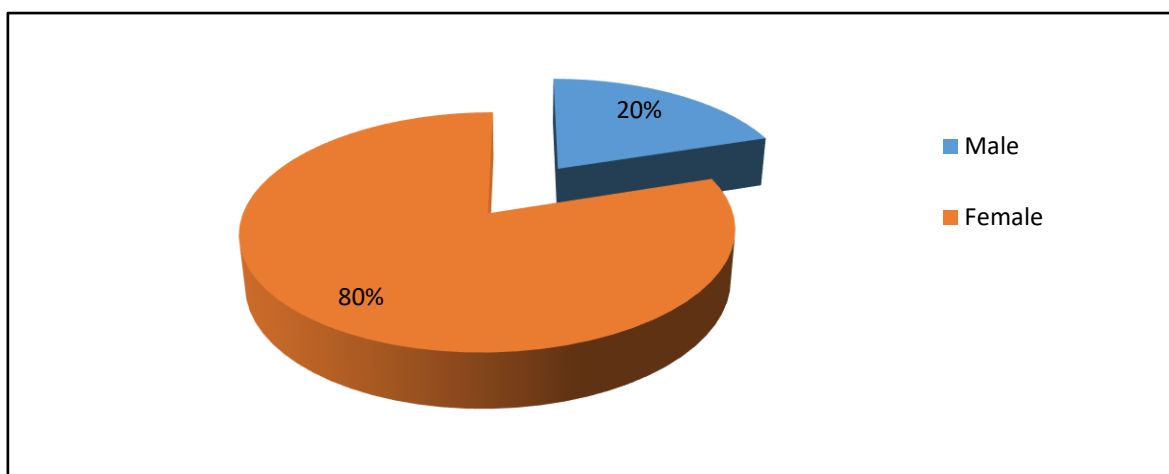
#### III.3.1.4.1. Section One: Personal and Professional Data

- **Item 1: Gender**

Table 3

Respondents' Gender

Gender	Informants	
	Number	Percentage
Male	02	20%
Female	08	80%
<b>Total</b>	10	100%



**Figure 4.** Respondents' Gender

The data in table 3 show that the total number of respondents is 10. More than half of them, that is to say 80% (n=08), are females, while 20% (n=02) are males.

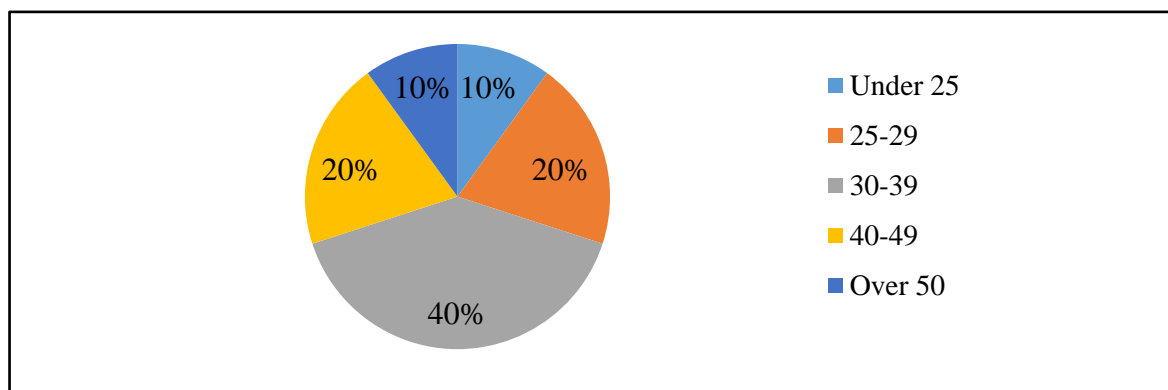
It is worth noting that the majority of the sample chosen for the questionnaire is constituted of females. This distribution is due to the fact that the literary streams are generally chosen by girl-students. In fact, this distribution corresponds to the socio-demographic data published by the Ministry of National Education. This study, conducted by the guardianship, reveals that literary streams are envied by girl-secondary school goers. In fact, this explains the rise of females in the sector of education. Besides, the phenomenon of the feminisation of the teaching staff is nothing new for it seems to be one of the earliest professions compared to other recently feminised ones. The traditional assumptions on the matter try to explain the phenomenon by proposing the conciliation of the family life with the profession of teaching, it means, family-friendly profession (Parkay & Stanford 2003; Wiseman, Cooner & Knight 2002). Females also choose this professional activity for other reasons which touch to human psychological values along with the characteristics of the profession and the flexibility of the schedule. Whatever the assumptions put forward to justify the very strong feminisation of the teaching staff, the educational institution appears as a privileged access-road for women to the labour market.

- **Item 2: What is your age group?**

Table 4

Respondents' Age

Age	Informants	
	Number	Percentage
Under 25	01	10%
25-29	02	20%
30-39	04	40%
40-49	02	20%
Over 50	01	10%
<b>Total</b>	10	100%



**Figure 5.** Respondents' Age

The second item reveals teachers' age. These age ranges are of course arbitrary. Secondary school teachers can be split up into five categories: 10% of the informants are aged under 25 years old. 20% are aged between 25 and 29 years old. 40% are aged between 30 and 39 years old. 20% are aged between 40 and 49 years old. 10% are aged over 50.

The collected data demonstrate that teachers from different age groups contributed to this study, however, in varying proportions.

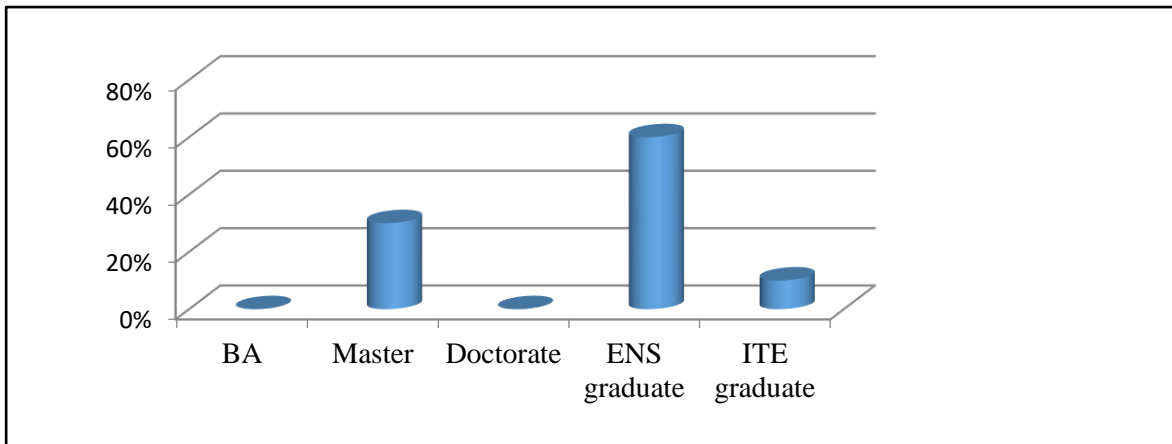
The surveyed teachers can be regrouped into two cohorts. The first one is made up of teachers aged up to 49. The second one includes those who are over 50, accounting for 10% of the informants, represents the category of teachers who were initially trained in the ex-ITEs. Both categories show some readiness to adopt the educational reforms. They are willing to try their theoretical knowledge into practice

- **Item 3: What academic degree (s) do you have?**

Table 5

Respondents' Degree

Degree	Informants	
	Number	Percentage
BA	00	00%
Master	03	30%
Doctorate	00	00%
ENS graduate	06	60%
ITE graduate	01	10%
<b>Total</b>	10	100%



**Figure 6.** Respondents' Degree

This third item shows that 60% (n=06) of the respondents are ENS graduates. 30% (n=03) hold a master degree. Whereas, 10% (n=01) have an ITE degree. No respondent holds a PhD degree.

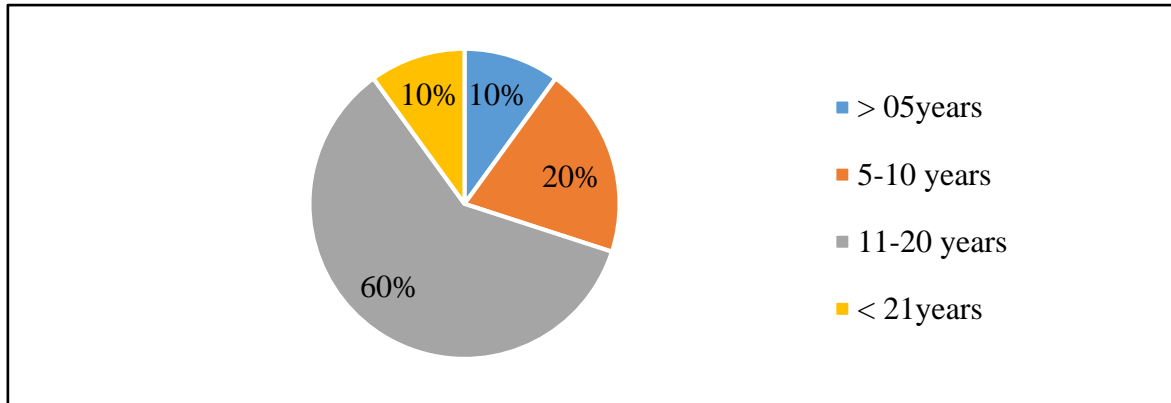
- **Item 4: How long have you been teaching?**

Table 6

Respondents' Teaching Experience

Teaching Experience	Informants	
	Number	Percentage
> 05 years	01	10%
5-10 years	02	20%
11-20 years	06	60%
< 21 years	01	10%
<b>Total</b>	10	100%





**Figure 7.** Respondents' Teaching Experience

The data generated from item 04 reveal that 60% (n=06) of the respondents have been working between 11 and 20 years. 20% (n=02) have an experience that is between 5 and 10 years. 10% (n=01) have been working for less than 5 years. Finally, 10% (n=01) have an experience that exceeds 21 years.

The results show that the participants have different teaching experiences. One teacher can be considered as a neophyte. Another one is very experienced. The other ones have a considerable experience. *De facto*, teachers' common professional capital plays an utmost important role in boosting up classroom practicum. Differently couched, teachers' experience can contribute efficiently in teachers' pedagogical decision-taking to enhance their thorough insightfulness on classroom management problems, provided that coordination and mutual help are constantly ensured.

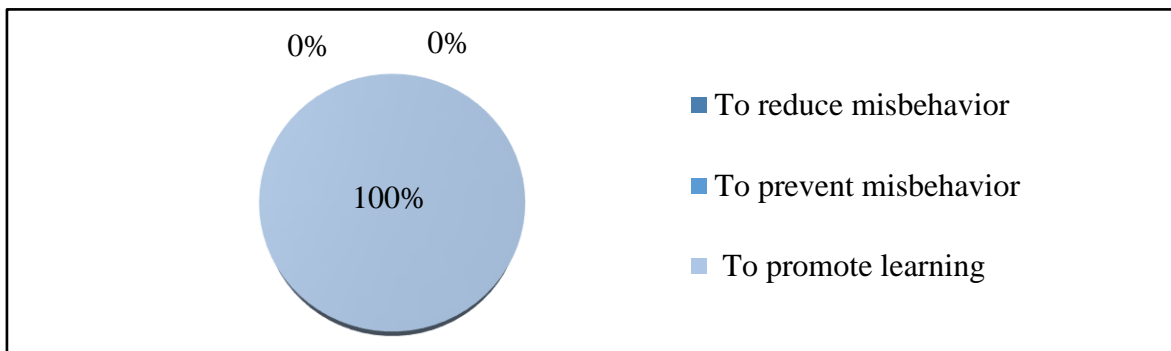
#### **III.3.1.4.2. Section Two: Teachers' Perceptions of Classroom Management**

- **Item 5: The primary goal of classroom management is:**
  - To reduce misbehaviour
  - To prevent misbehaviour
  - To promote learning

Table 7

Respondents' Perceptions of the Goal of Classroom Management

The Goal of Classroom Management	Informants	
	Number	Percentage
To reduce misbehaviour	00	00%
To prevent misbehaviour	00	00%
To promote learning	10	100%
<b>Total</b>	10	100%



**Figure 8.** Respondents' Perceptions of the Goal of Classroom Management

The data in table 7 reveal that 100% (n=10) of the respondents believe that the primary goal of classroom management is to foster learning. Meanwhile, no teacher thinks that the main aim of classroom management is to reduce or prevent misbehaviour.

The above question was asked to gauge the respondents' perceptions in connection with the goal of classroom management. Being aware of the importance of a comfortable, peaceful, secure and fraternal learning environment is a required condition to ensure both learning and teaching. Undoubtedly, learning is quite dependable on class misbehaviour mitigation and prevention, because the more time spent with misbehaviour hardships, the

fewer opportunities to learn for learners and the more wasted energy for the teachers are noticeable. It goes without saying that they are intertwined factors.

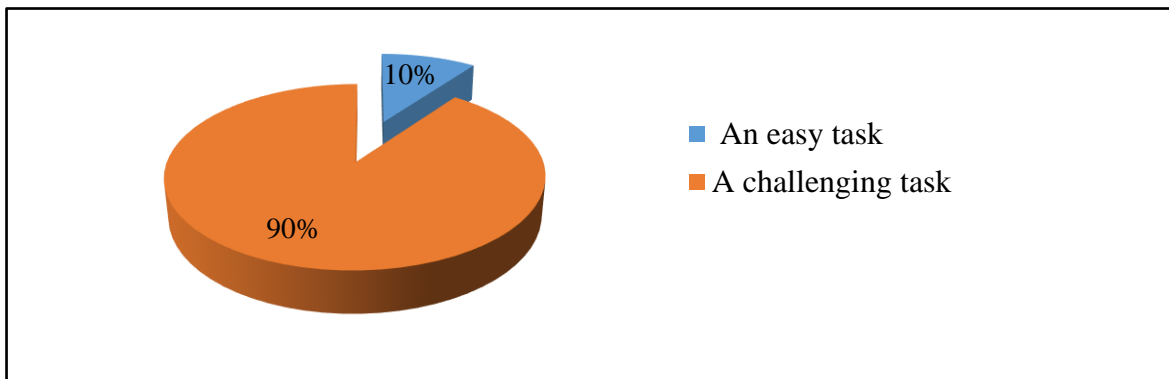
- **Item 6: How do you perceive classroom management?**

- An easy task
- A challenging task

Table 8

Respondents' Perceptions of Classroom Management

Perceptions of Classroom Management	Informants	
	Number	Percentage
An easy task	01	10%
A challenging task	09	90%
<b>Total</b>	10	100%



**Figure 9.** Respondents' Perceptions of Classroom Management

In this item, 90% (n=09) of the respondents consider classroom management as a challenging task. However, only 10% (n=01) perceive it as an easy task. This teacher has a long experience in teaching (over 21 years). This is the reason why he does not have a problem managing his classes.

It is crystal clear that for the heavy majority, perceiving classroom management as a challenging duty may lack appropriate coping with such situations because of the deficiency in professional experience. Neophyte teachers who step into the classroom are generally filled with enthusiasm and expectancy about altering young learners' lives. They promptly discover that teaching is wrought with crucial difficulties. In fact, classroom management, content-teaching negotiation, routines and teacher-student relationship, frequently seen as a common source of stress and frustration, require a certain professional experience that endures in time.

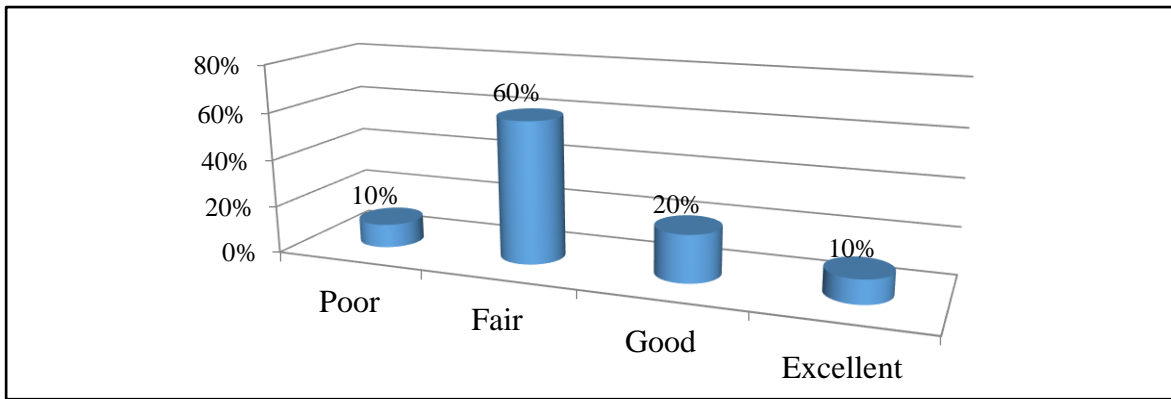
- **Item 7: How do you describe your classroom management strategies?**

- Poor                       Fair                       Good                       Excellent

Table 9

Respondents' Perceptions of their Classroom Management Strategies

Perceptions of Classroom Management Strategies	Informants	
	Number	Percentage
Poor	01	10%
Fair	06	60%
Good	02	20%
Excellent	01	10%
<b>Total</b>	10	100%



**Figure 10.** Teachers' Perceptions of their Classroom Management Strategies

The data, resulting from item 7 show the respondents' perceptions of their classroom management strategies. 60% (n=06) consider their strategies as fair. 20% (n=02) describe them as good. 10% (n=01) see they are excellent. Meanwhile, 10% (n=01) perceive their classroom management strategies as being poor.

The results reveal that the respondents have different perceptions of their classroom management strategies. The teacher who considers his techniques as excellent has gained an important professional experience allowing him to manage successfully classroom disorders. Apparently, the twenty-one-year experience contributed efficiently in the issue. However, the teacher who describes his strategies as poor is a neophyte. For this category of teachers, viz., neophytes, the first contact with the class is a decisive and crucial moment with regard to learners' control and motivation, and time management. The professional skills development is not a mere event, but a real learning experience which endures time; an experiential knowledge. In a nutshell, experienced teachers do not deal with classroom problems, but they prevent them from occurring.

- **Item 8: Do you think that the initial teacher training programme have well-prepared you in the field of classroom management?**

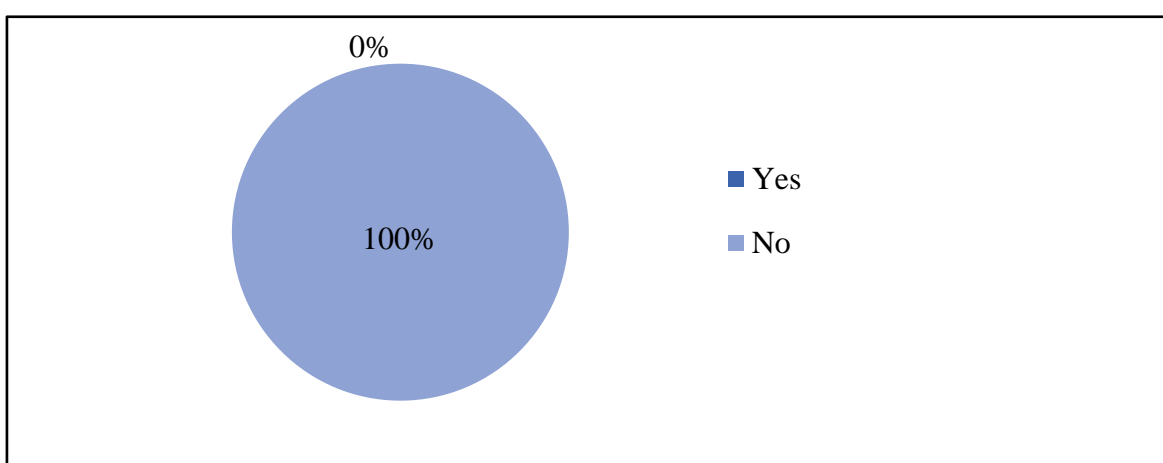
Yes

No

Table 10

Respondents' Perceptions of Their Initial Teacher Training Programme

Perceptions of the Initial Teacher Training Programme	Informants	
	Number	Percentage
Yes	00	00%
No	10	100%
<b>Total</b>	10	100%



**Figure 11.** Respondents' Perceptions of Their Initial Training Programme

The data generated from this item indicate that 100% (n=10) of the respondents acknowledged that the Initial Teacher Training Programme (ITTP) did not prepare them appropriately as regards the field of classroom management. Meanwhile, no respondent thinks he was equipped with the right strategies and skills allowing him to handle his classroom effectively.

To impact positively upon the teachers' training and their teaching practices, the ITTP contents should be reconsidered targeting the holistic development of the trainees, it means, targeting disciplinary, transversal and professional competencies equipping teachers with necessary skills to adapt themselves to everyday classroom situations. Undoubtedly,

quality teaching and qualified teachers begin with quality training programmes contents. The attainment of such high qualities requires well-thought, updated, flexible and documented programme contents.

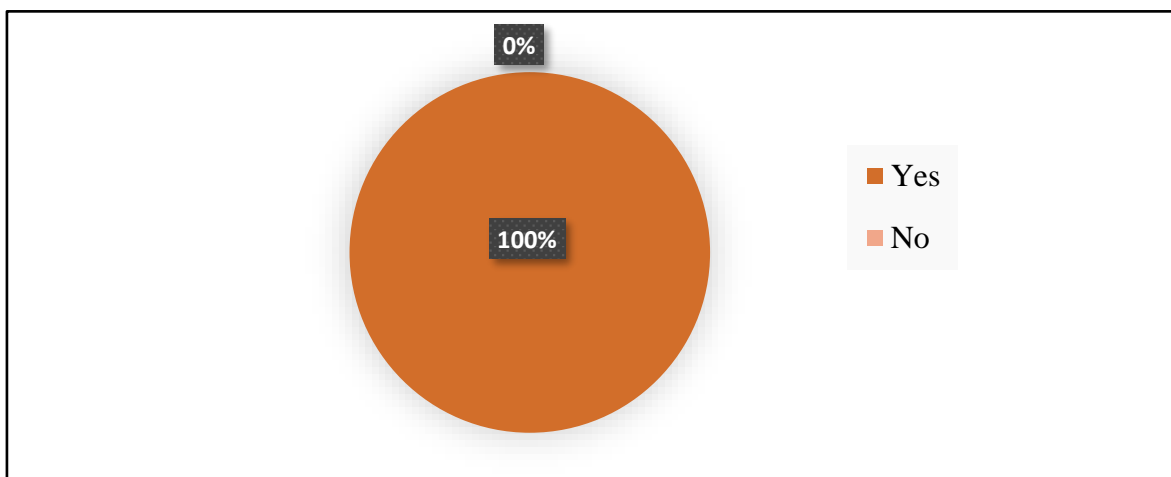
- **Item 9: Do you think that you need more training on classroom management?**

- Yes                       No

Table 11

Respondents' Perceptions of Whether They Need More Training on Classroom Management

Respondents' Perceptions of Whether they Need more Training on Classroom Management	Informants	
	Number	Percentage
Yes	10	10%
No	00	00%
<b>Total</b>	10	100%



**Figure 12.** Respondents' Perceptions of Whether They Need More Training on Classroom Management

The data in item 9 indicate that 100% (n=10) of the respondents believe they still lack training as far as classroom management is considered. However, no respondent thinks he has received enough training in this field.

Right from the outset, it must be acknowledged that no matter how good the ITTP is, it cannot be expected to prepare teachers for all the challenges they will face throughout their professional career. Thus, the educational system attempts to provide teachers with in-service training sessions aiming to acquire new understanding and professional skills to maintain a high standard of teaching. Such development of teachers beyond their initial training can result in a number of benefits, serving both teaching and learning quality improvement. The phrase “need for...” expressed by teachers, shows a situation of tension, a feeling of frustration and, therefore, a desire, it is an outcome of lopsidedness. Thus, continuing training is both a challenge and necessity for English teachers, with a view to enhance professionalism, update and deepen their knowledge through the development of the profession.

#### **III.3.1.4.3. Section Three: Teachers’ Use of Classroom Management Strategies**

- **Item 10: How do you describe the general physical environment (space, furniture, materials, visibility) in your classroom?**

Comfortable

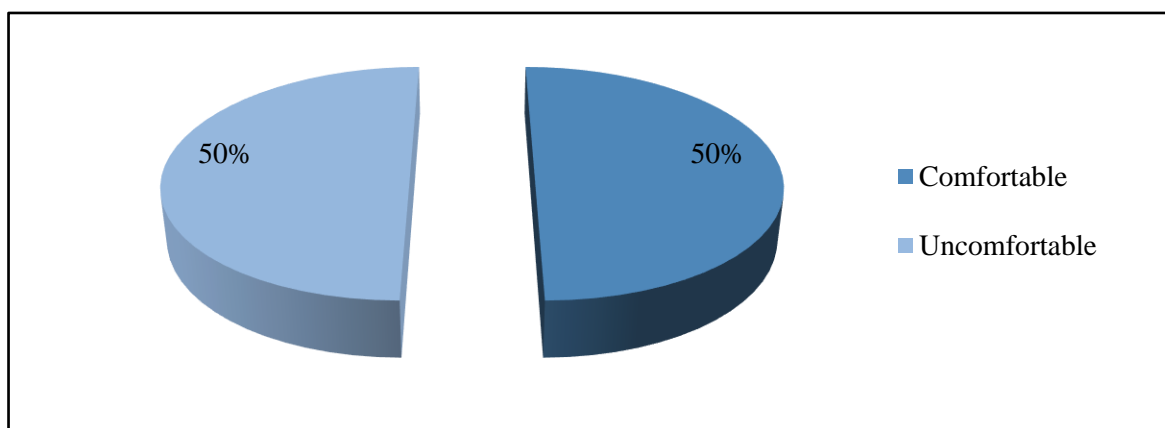
Uncomfortable



Table 12

Respondents' Perceptions of the Physical Environment in their Classrooms

Classroom Physical Environment	Informants	
	Number	Percentage
Comfortable	05	50%
Uncomfortable	05	50%
<b>Total</b>	10	100%



**Figure 13.** Respondents' Perceptions of the Physical Environment in Their Classrooms

With regard to item 10, half of the respondents 50% (n=05) confirm that the physical environment of their classrooms is comfortable. On the other hand, 50% (n=05) of them state they are not working in comfortable classrooms. This is due to the fact that they are working in an old school, wherein the materials and furniture are not in good conditions.

It is obvious that a comfortable classroom environment is extremely important for both learners and teachers. If not managed properly, a classroom can be set up in a way that impedes creativity or hinders a positive learning environment. In fact, not only the physical elements account but also emotional elements can impact both teacher's and learners' attitudes. Desk comfort and arrangement, wall colour painting, floor cleanliness and lighting

are important elements which contribute to increasing learners' predisposition to focus on learning. However, the way teachers handle their classes, control, behave and correct will certainly generate positive or negative consequences for learners. Then, both material elements and human qualities can affect the teaching/learning environment. Classroom environment should be perceived as a place where respect prevails and contribution of everyone accounts and matters.

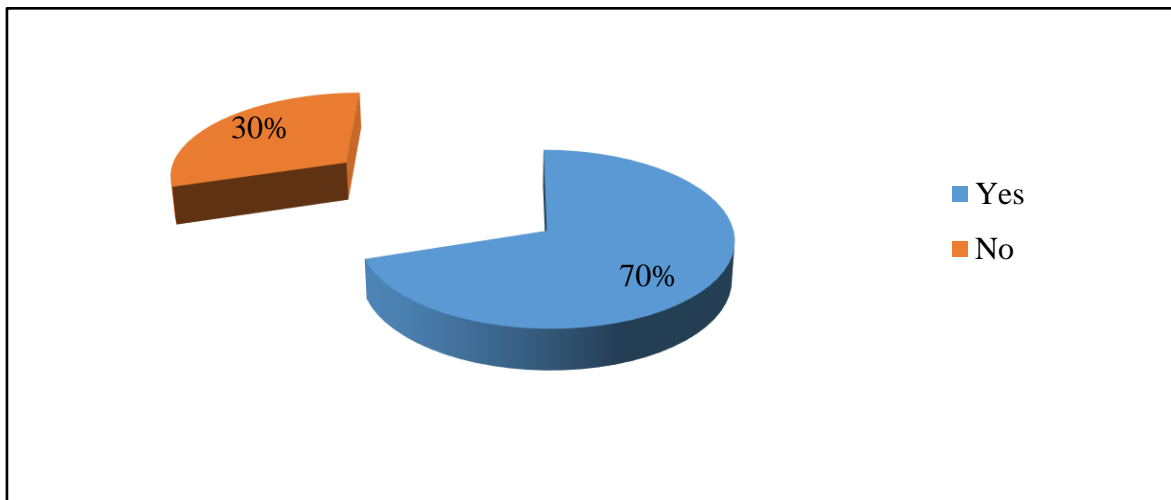
- **Item 11: Do you change the seating arrangement according to the different types of instructions?**

Yes                       No

Table 13

Changing the Seating Arrangement According to Instructions

Changing the Seating Arrangement According to Instructions	Informants	
	Number	Percentage
Yes	07	70%
No	03	30%
<b>Total</b>	10	100%



**Figure 14.** Changing the Seating Arrangement According to Instructions

The outcomes of item 11 reveal that 70% (n=07) of the informants indicate that they change the seating arrangement according to the different types of instructions. Meanwhile, only 30% (n=03) state they do not do that.

The seating arrangement is a key component of effective classroom management. Most teachers change it on the very first day they come to their classes. They often change it according to the types of instructions. For example, group work requires that each group of learners sit facing each other. Therefore, the teacher will find himself obliged to ask learners to move the tables and chairs to work in groups.

It should be pointed out that the seating arrangement can help or hinder learners' appropriate learning. Undeniably, no perfect seating arrangement exists for various tasks and activities. Thus, teachers are required to adapt seating arrangements catering for the requirements of each and every classroom work. In other words, the arrangement should facilitate lectures, promote interactions, support group activities, keep the class motivated and open a friendly classroom environment.

- **Item 12: Do you time your classroom activities?**

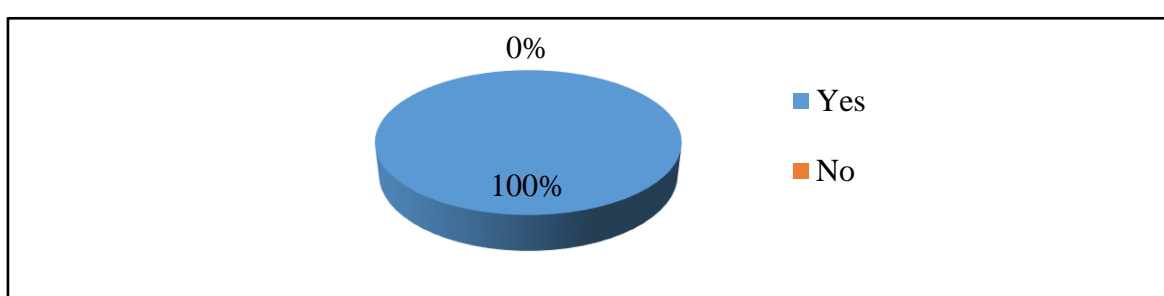
Yes

No

Table 14

Timing Classroom Activities

Timing Classroom Activities	Informants	
	Number	Percentage
Yes	10	100%
No	00	00%
<b>Total</b>	10	100%



**Figure 15.** Timing Classroom Activities

As it is presented in table 14, 100% (n=10) of the respondents indicate that they time their classroom activities. No respondent states that he does not do that.

Time is a key factor to effective classroom management. Students tend to respect time if their teachers do.

Time factor is a crucial element for managerial issues, especially the teaching-learning process. By taking this factor into consideration, teachers can relatively optimise learning opportunities for learners. Besides, time management is too significant because it helps teachers prioritise their daily work. During the pre-teaching phase, teachers should map out the tasks and the suitable time duration to cover them. A successful competence is dependable on the appropriate time managing. Despite the resources' availability, poor time management hampers the attainment of the planned objectives.

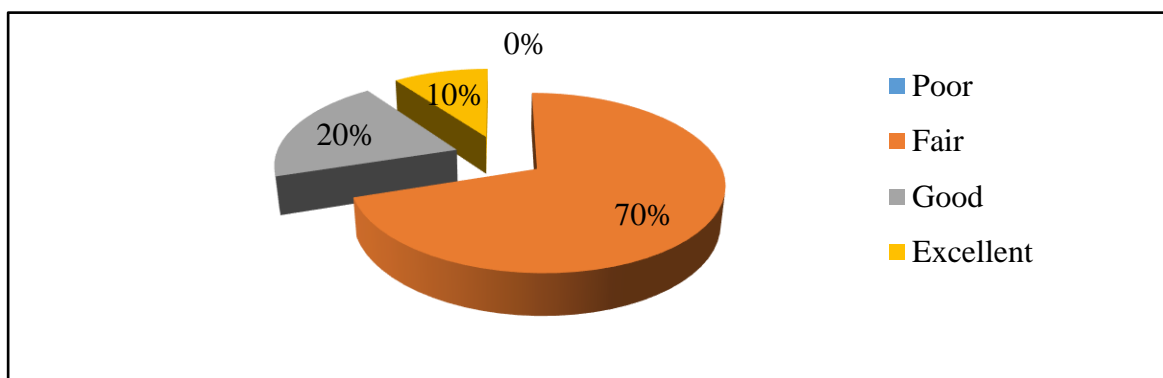
- **Item 13: How do you describe your relationship with your students?**

- Poor       Fair       Good       Excellent

Table 15

Respondents' Relationship with their Students

Relationship with Students	Informants	
	Number	Percentage
Poor	00	00%
Fair	07	70%
Good	02	20%
Excellent	01	10%
<b>Total</b>	10	100%



**Figure 16.** Respondents' Relationship with their Students

The statistical data in table 15 show that the majority of respondents 70% (n=07) confirm they have a fair relationship with their students. 20% (n=02) state that the relationship is good. Meanwhile, only 10% (n=01) indicate that it is excellent. Finally, no respondent describes the relationship as being poor.

Developing a positive and friendly teacher-student relationship can only have a constructive and long-lasting impact on learners' academic achievements and social life.

Learners would be much more engaged in classroom activities if they feel that they are appropriately valued and cared of by their teachers. To gain students esteem, respect and love, teachers should not care too much of the learners’ grades but they should also care of their well-being and social life.

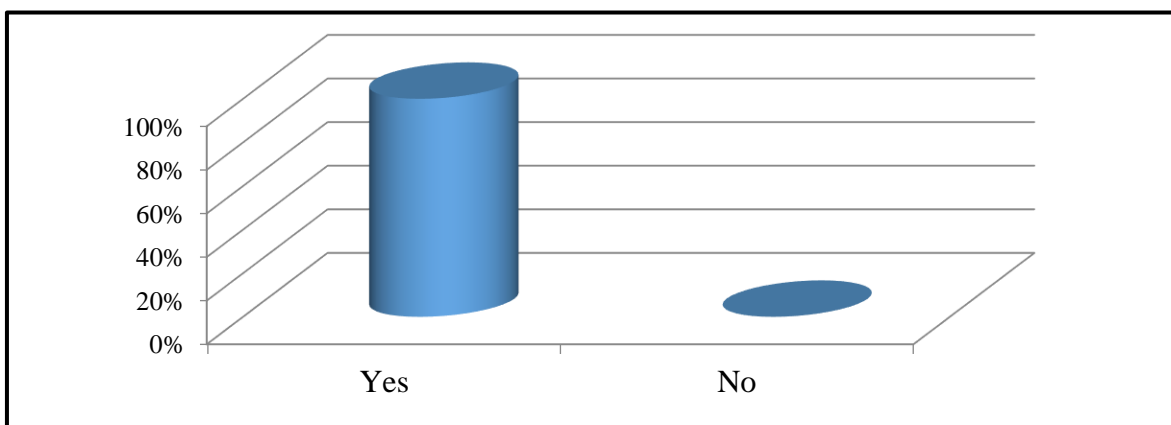
- **Item 14: Do you think that it is important to have a good relationship with your students?**

Yes                       No

Table 16

The Importance of having a Good Relationship with Students

The Importance of having a Good Relationship with Students	Informants	
	Number	Percentage
Yes	10	100%
No	0	00%
<b>Total</b>	10	100%



**Figure 17.** The Importance of having a Good Relationship with Students

It has been observed that all the respondents 100% (n=10) agree that it is important to have a good relationship with students. No one claims the contrary.

Effective classroom managers always strive to establish a good relationship with their students. This ensures that classes will run on smoothly. In fact, the development of a positive teacher-student relationship has significant and lifelong effects on learners' academic accomplishments and societal skills. Furthermore, those teachers are likely to face less discipline problems and are able to bring about better learning outcomes.

- **Item 15: What are your strategies to establish a good relationship with your students?**

The data collected from this item reveal that all the respondents 100% (n=10) agree that they use some specific skills and strategies to establish a good relationship with their students. For example, respondents report they always try to learn about their students' lives. In addition, they try to use good communication skills. Moreover, they encourage cooperation among their students. Furthermore, they strive to make them motivated.

The first contact with the class is a decisive step to establish a positive relationship with learners. This is an opportunity to share with learners some of the personal data such as hobbies, areas of interest, background, etc. Such opening up permits them feel close enough to the teacher. Being humoristic, attentive to learners, available, etc. can create the appropriate relaxed atmosphere for learning. Beside other strategies, these human touches can make them motivated, engaged and obedient.

- **Item 16: Do you teach your students any social skills?**

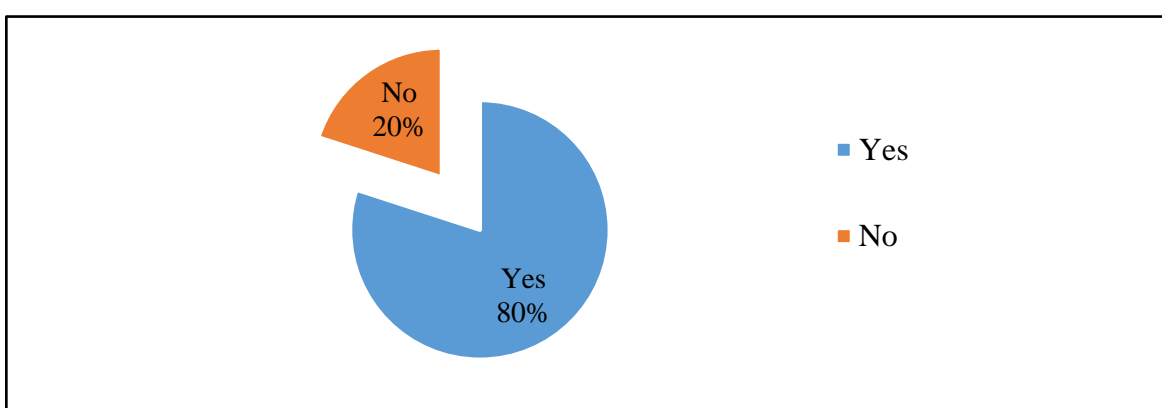
Yes

No

Table 17

Teaching Social Skills

Teaching Social Skills	Informants	
	Number	Percentage
Yes	08	80%
No	02	20%
<b>Total</b>	10	100%



**Figure 18.** Teaching Social Skills

The results of item 16 demonstrate that 80% (n=08) of the respondents teach their students social skills. However, only 20% (n=02) state they do not do that.

Teaching should target the linguistic knows, the know-how-to-do and the know-how-to-be. The teaching staff is required to develop all these competencies so as to develop learners holistically. The know-how-to-be, i.e., social skills' learning improves learners' positive behaviours and mitigates negative ones. In other words, social skills development among school-goers plays an important role in preparing learners for a successful integration in the society; appropriate communication in various situations of life, cooperative teamwork, etc. Besides, these skills enable them set and achieve their own goals, persistence and intrinsic motivation drive.



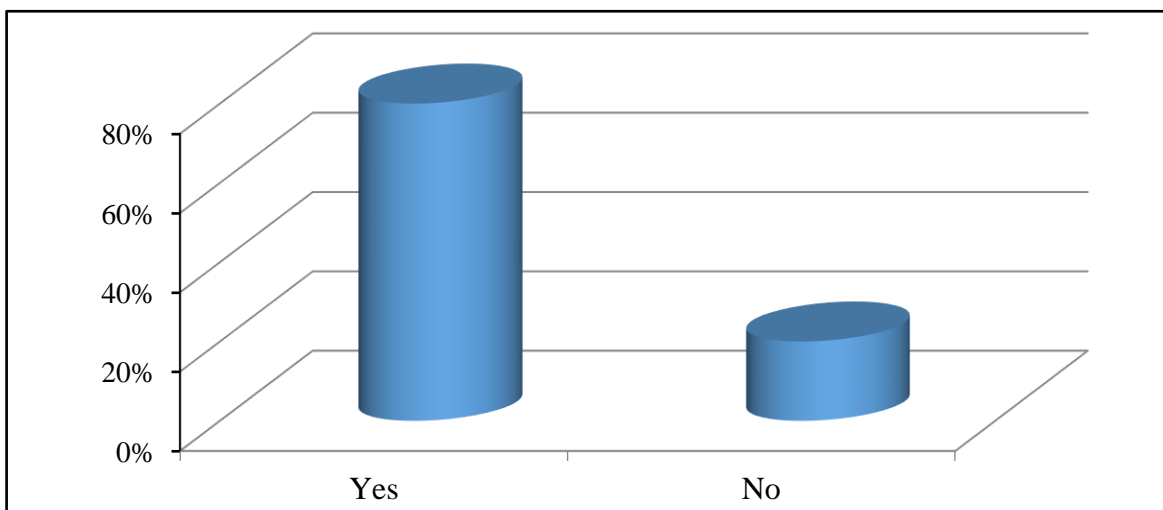
- **Item 17: Do you assign your students with projects or cooperative activities?**

Yes                       No

Table 18

Assigning Students with Projects or Cooperative Activities

Assigning Students with Projects or Cooperative Activities	Informants	
	Number	Percentage
Yes	08	80%
No	02	20%
<b>Total</b>	10	100%



**Figure 19.** Assigning Students with Projects or Cooperative Activities

Item 17 reveals that 80% (n=08) of the participants assign their students with projects and cooperative activities. 20% (n=02) indicate they do not do that.

Teachers who assigned projects and cooperative activities are aware of the importance of the social skills instilment. It is via such assignments that learners become confident, cooperative, curious and communicatively competent; emotional skills. The latter help learners set goals for themselves and build positive relationships with others, leading

to long-term societal benefits that expand far beyond the walls of the school. All these converge towards learners' autonomy and independence, rendering them strategic learners who organize their thinking by using problem-solving, classifying, decision-making, reflecting on their learning processes, identifying their weaknesses and palliating them (i.e., metacognitive regulation).

- **Item 18: Do you set rules and procedures (routines) at the beginning of the academic year?**

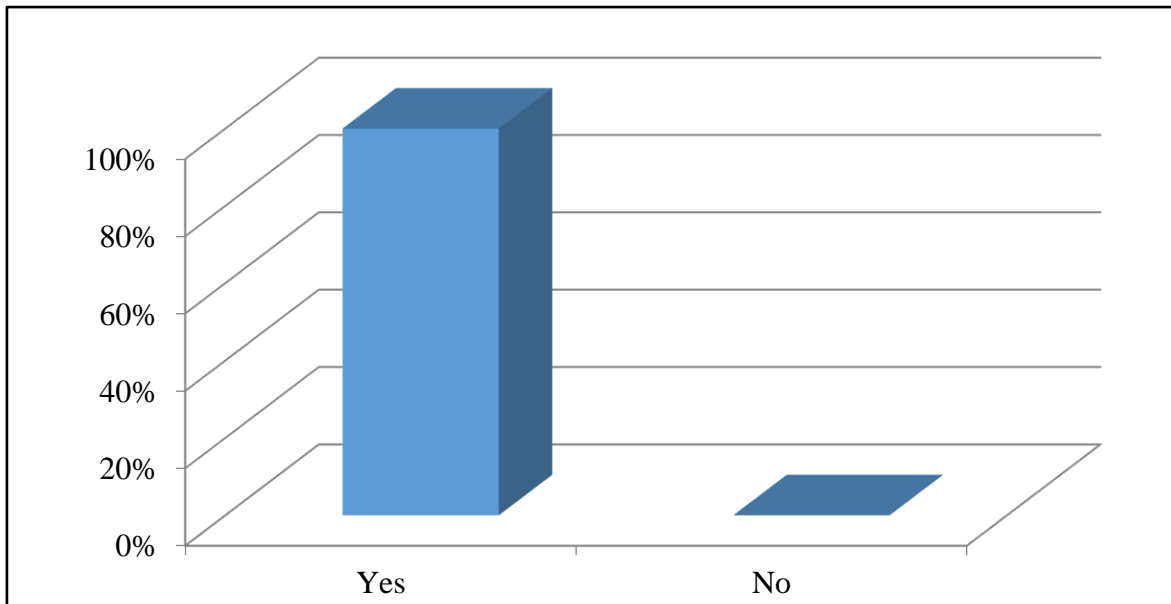
Yes

No

Table 19

Setting Rules and Procedures

Setting Rules and Procedures	Informants	
	Number	Percentage
Yes	10	100%
No	00	00%
<b>Total</b>	10	100%



**Figure 20.** Setting Rules and Procedures

In the light of the data generated from item 18, it can be noted that 100% (n=10) of the informants assert that they set rules and procedures (routines) at the beginning of the academic year. No respondent states that he does not do that.

It is indisputably recognised that the efficiency of setting up rules and routines which maintains a positive and effective learning environment is indispensable. These classroom rules are the foundation for a functional and successful learning environment. Among these rules, the following ones may be listed: respect of others, their opinions, respect of classroom materials ...etc., whenever possible.

- **Item 19: If yes, do you involve your students in generating them?**

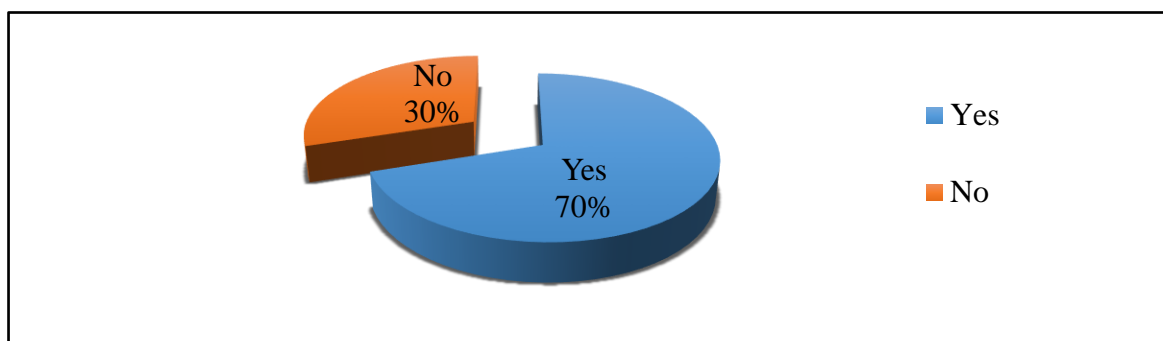
Yes

No

Table 20

Involving Students in Generating Rules and Procedures

Involving Students in Generating Rules and Procedures	Informants	
	Number	Percentage
Yes	07	70%
No	03	30%
<b>Total</b>	10	100%



**Figure 21.** Involving Students in Generating Rules and Procedures

In this item, 70% (n=07) of the participants report that they involve their students in generating rules and procedures. Only 30% (n=03) indicate that their students do not interfere with that issue.

Learners' involvement in rules and procedures' generation sounds one of the best approaches to the issue. To eschew any resistance on the part of the learners, teachers are advised to negotiate such matters with their learners. A well balanced and mutually agreed set of ground rules should enable the teacher to prevent problems occurring in his classroom. Those teachers who impose rules on the learners might witness some problems.

- **Item 20: How much do your students comply with these rules and routines?**

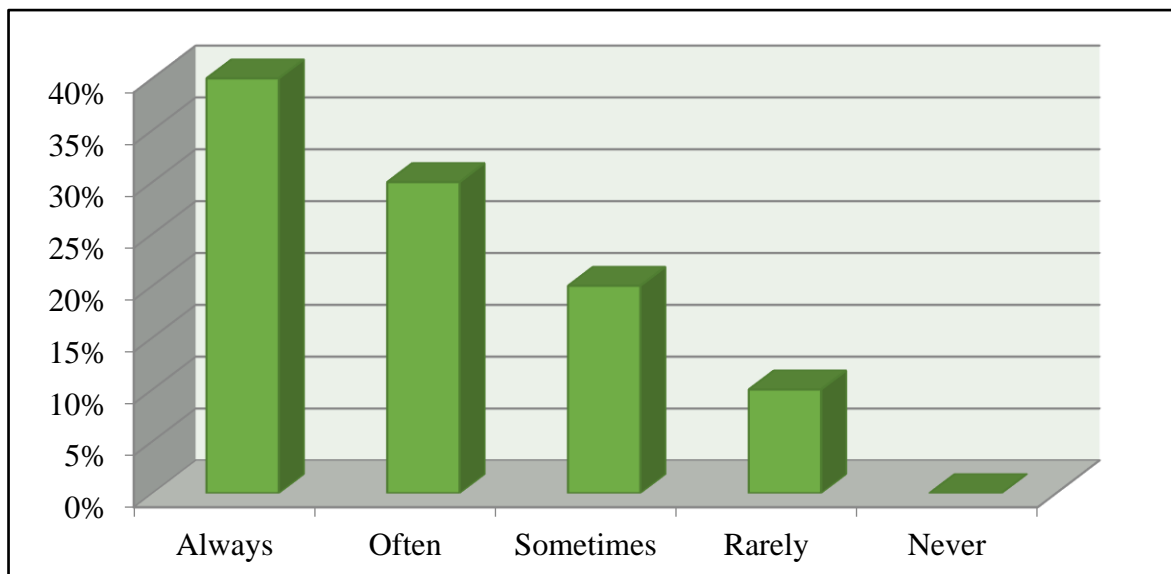
Always      Often      Sometimes      Rarely      Never

Table 21

Students' Compliance with Rules and Procedures

Students' Compliance with Rules and Routines	Informants	
	Number	Percentage
Always	04	40%
Often	03	30%
Sometimes	02	20%
Rarely	01	10%
Never	00	00%
<b>Total</b>	10	100%



**Figure 22.** Students' Compliance with Rules and Procedures

In this item, informants were asked to identify the extent to which their students comply with the rules and routines. 40% (n=04) confirm that their students always respect the rules and routines. 30% (n=03) assert their students often comply with the rules. 20% (n=02) report their students sometimes follow the rules. 10% (n=01) indicate their students rarely carry out the rules. Finally, no respondent states his students never implement the rules and procedures.

Classroom rule breaking should not be an opportunity to berate learners, yet teachers should maintain a positive relationship to reach and inspire them to mature socially and academically. It is in this way that teachers can prompt offending learners to reflect on their misbehaviours, and take responsibility for them.

- **Item 21: Do you prepare your lessons before entering the classroom?**

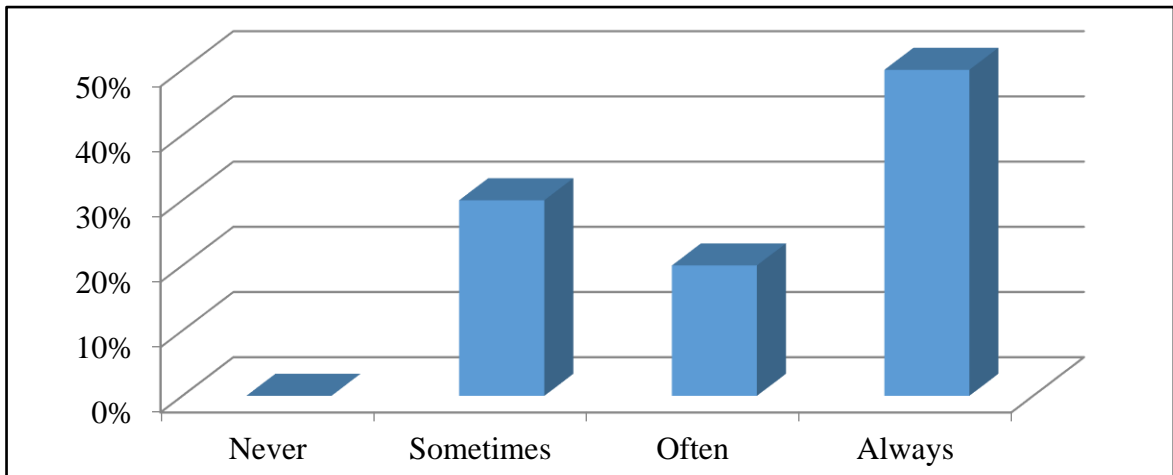
Never                      Sometimes                      Often                      Always

Table 22

Teachers' Preparations of Lessons

Teachers' Preparations of Lessons	Informants	
	Number	Percentage
Never	00	00%
Sometimes	03	30%
Often	02	20%
Always	05	50%
<b>Total</b>	10	100%



**Figure 23.** Teachers' Preparations of Lessons

This item is set to find out the extent to which participants prepare their lessons before entering the classroom. 50% (n=05) say they always prepare their lessons. 30% (n=03) state they often come prepared. 20% (n=02) assert they sometimes bring their lesson plans with them. No participant indicates he has never prepared his lessons.

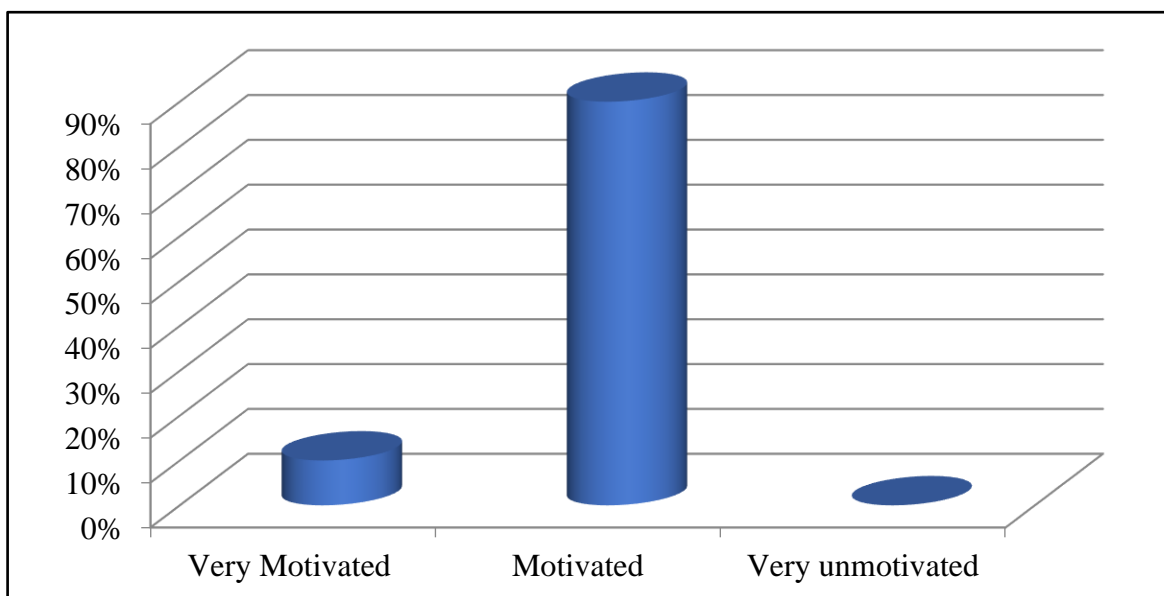
Beforehand preparation and planning are critical constituents of effective teaching. Every teacher is required to prepare daily and predict unexpected situations and eschew panic and embarrassment. Some experienced teachers believe they are able to think on their feet, and they no longer need to prepare. It is unanimously acknowledged that beforehand planning demonstrated teacher's professionalism and commitment. It helps them orientate the while and upcoming teaching parts. Besides, it ensures coherence and intended objectives' attainment.

- **Item 22: How much are your students motivated during your classes?**
  - Very motivated
  - Motivated
  - Very unmotivated

Table 23

Students' Motivation

Students' Motivation	Informants	
	Number	Percentage
Very Motivated	01	10%
Motivated	09	90%
Very unmotivated	00	00%
<b>Total</b>	10	100%



**Figure 24.** Students' Motivation

The data generated out of this table show that 90% (n=09) of the informants confirm that students are motivated during their classes. 10% (n=01) state their students are very motivated. However, no respondent indicates his students are not motivated.

Undeniably, a lot of factors influence success in language learning. Yet, learners' motivation remains one of the crucial ones, for it correlates with success at school. Research



and experience demonstrate that motivated learners can attain their objectives whatever harsh the hurdles are.

#### III.3.1.4.4. Section Four: Teachers' Perceptions of Discipline Problems

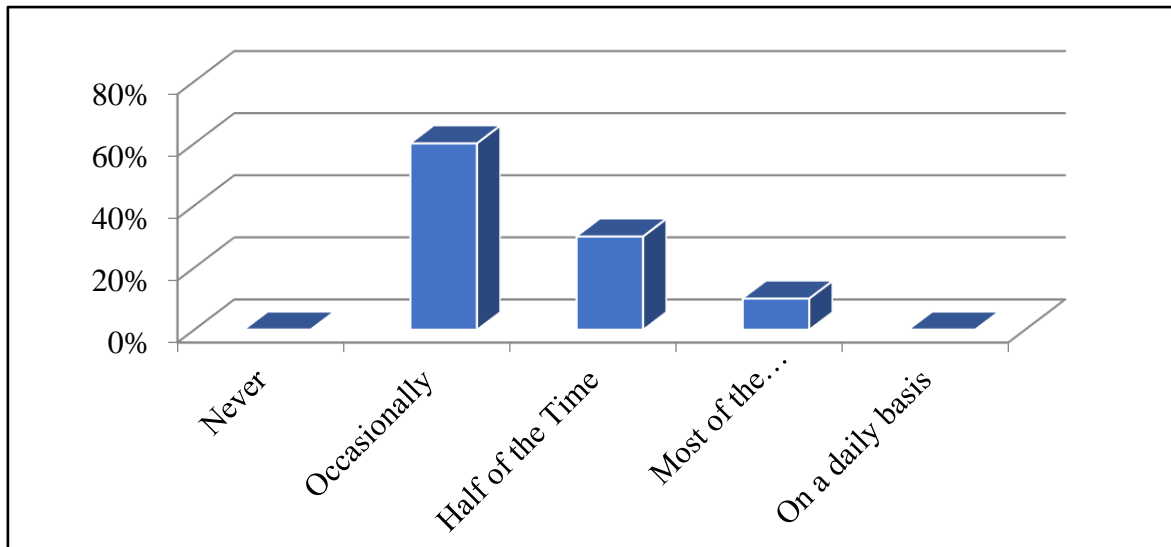
- **Item 23: As a teacher how frequently do you encounter students' discipline problems?**

Never     Occasionally     Half of the time     Most of the time     On a daily basis

Table 24

Frequency of Students' Discipline Problems

Frequency of Students Discipline Problems	Informants	
	Number	Percentage
Never	00	00%
Occasionally	06	60%
Half of the Time	03	30%
Most of the Time	01	10%
On a daily basis	00	00%
<b>Total</b>	10	100%



**Figure 25.** Frequency of Students' Discipline Problems

Item 23 represents the frequency of students' discipline problems. 60% (n=06) of the respondents report they encounter those problems occasionally. 30% (n=03) say they face them half the time. 10% (n=01) indicate those problems arise most of the time. Finally, no respondent states he never faces those problems or that he faces them on a daily basis.

Learners' discipline problems are thorny issues in everyday classroom all over the world nowadays. Yet, when these are frequently recursive, and school regulation is abusively transgressed, stakeholders, i.e., guardianship educators and parents are compelled to coordinate their efforts to mitigate the dilemma. Obviously, these behavioural issues, particularly if out of control, are disruptive to both teachers' teaching and learners' learning.

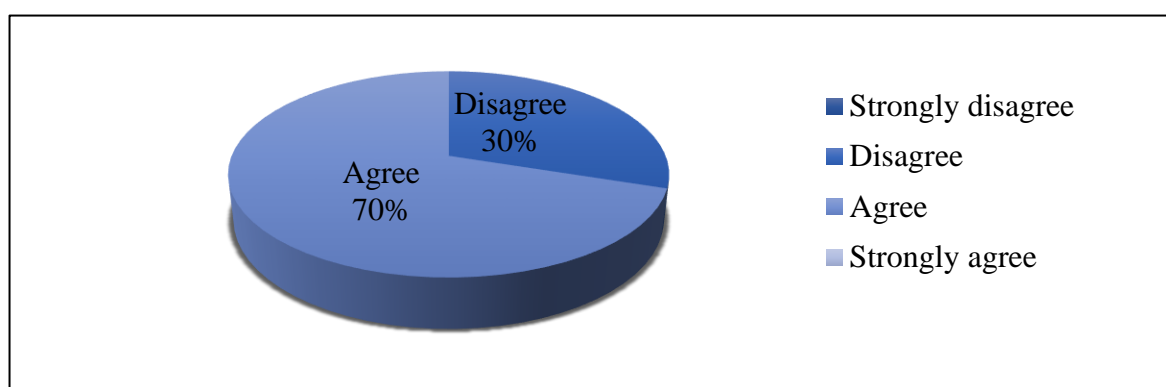
- **Item 24: Teachers should not have to manage behaviour issues by themselves.**

Strongly disagree       Disagree       Agree       Strongly agree

Table 25

Respondents' Perceptions of not Managing Behaviour Issues Alone

Managing Behaviour Issues Alone	Informants	
	Number	Percentage
Strongly disagree	00	00%
Disagree	03	30%
Agree	07	70%
Strongly agree	00	00%
<b>Total</b>	10	100%



**Figure 26.** Respondents' Perceptions of not Managing Behaviour Issues Alone

Item 24 reveals that 70% (n=07) of the respondents agree they should not have to manage behaviour issues by themselves. 30% (n=03) disagree with involving other partners in those issues. Meanwhile, no respondent strongly agrees or disagrees with that.

Consistency and fairness are two key principles for a successful classroom management. The management of behavioural issues depends mainly on the teachers' and learners' interpersonal relationships either coercive or reciprocal. Thus, the teachers' personal running these issues requires proactive measures to avoid classroom disruption, energy and time-wasting retarding teaching and impeding learning. It is no surprise since

classroom management, one of the most crucial ways of inhibiting classroom misbehaviour, is ignored in Initial Teacher Training Course (ITTC).

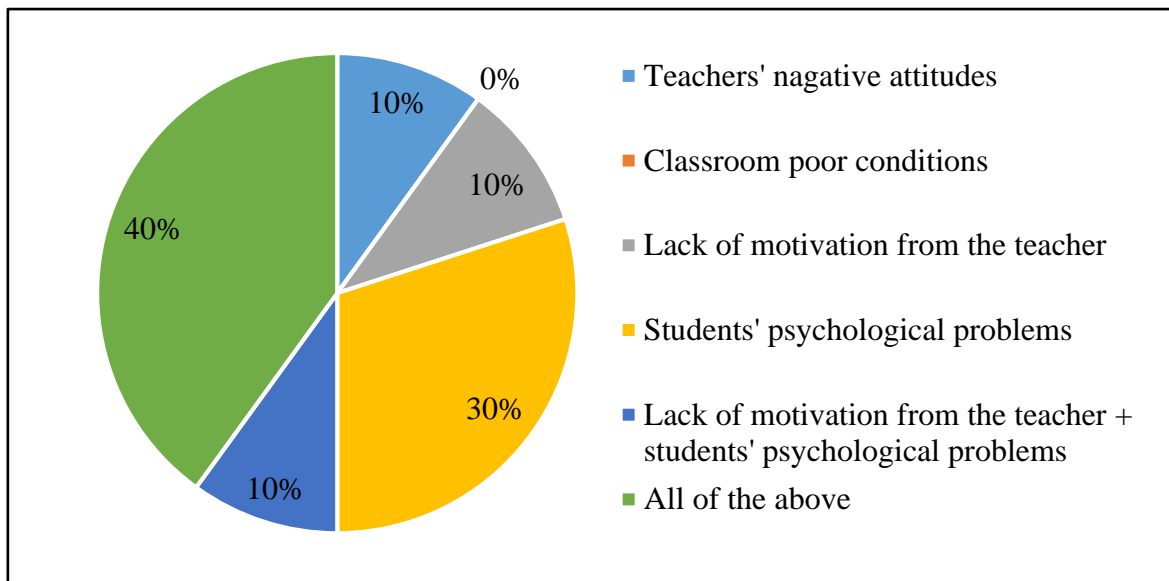
- **Item 25: According to you what are the causes of discipline problems?**

- Teachers' negative attitudes                       Classroom poor conditions
- Lack of motivation from the teacher     Students' psychological problems
- Lack of motivation from the teacher + students' psychological problems
- All of the above

Table 26

Causes of Discipline Problems

Causes of Discipline Problems	Informants	
	Number	Percentage
Teachers' negative attitudes	01	10%
Classroom poor conditions	00	00%
Lack of motivation from the teacher	01	10%
Students' psychological problems	03	30%
Lack of motivation from the teacher + students' psychological problems	01	10%
All of the above	04	40%
<b>Total</b>	<b>10</b>	<b>100%</b>



**Figure 27.** Causes of Discipline Problems

With regard to item 25, 40% (n=04) of the participants report that the causes of students' discipline are the: teachers' negative attitudes, classroom poor conditions, lack of motivation from the teacher and students' psychological problems. 30% (n=03) trace them back to the students' psychological problems. 10% (n=01) state they are due to the teachers' negative attitudes. 10% (n=01) refer them back to lack of motivation from the teacher. 10% (n=01) attribute them to lack of motivation from the teacher and students' psychological problems.

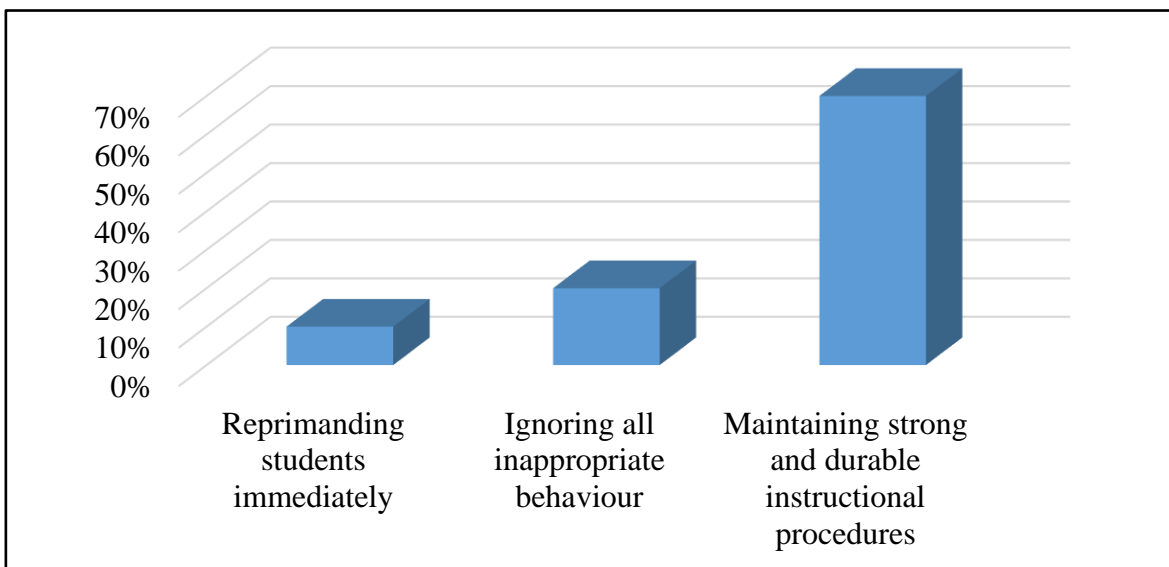
Misbehaviour issues differ in terms of type and degree of severity. Generally speaking, many reasons can be at the origin of these misbehaviour problems. As cited above, classroom disruptions can be due to both teachers as well as students. For the former (teachers), harsh, discouraging and negative attitude, unfairness, lack of respect, lack of self-control, etc. can influence adversely learners' attitudes towards learning. For the latter (learners), demotivating teaching materials, social problems, non-supportive classroom environment, lack of positive reinforcement, approval and appreciation on the part of the teacher can push learners to be rebellious.

- **Item 26: Misbehaviour avoidance is most effectively managed by?**
  - Reprimanding students immediately
  - Ignoring all inappropriate behaviour
  - Maintaining strong and durable instructional procedures

Table 27

Managing Misbehaviour

Managing Misbehaviour	Informants	
	Number	Percentage
Reprimanding students immediately	01	10%
Ignoring all inappropriate behaviour	02	20%
Maintaining strong and durable instructional procedures	07	70%
<b>Total</b>	10	100%



**Figure 28.** Managing Misbehaviour

The statistical data in table 27 show that 70% (n=07) of the respondents confirm they manage misbehaviour by maintaining strong and durable instructional procedures. 20%

(n=02) indicate they ignore all inappropriate misbehaviour. Meanwhile, 10% (n=01) state they reprimand students immediately.

Classroom control differs from one teacher to another. Some teachers consider discipline as the paramount objective of the lesson. Doing so, they utterly focus on preventing misbehaviour at the detriment of attaining educational objectives. Yet, voiceless and silent learners are not necessarily learning. They may keep silent fearing punishment which inhibits active participation. Discipline is not the equivalent of absolute silence. Neither punitive and terrorising attitude nor too much permissive and tolerant one is the best remedy for classroom disruptions. In the case of the first attitude, learners would regard classroom environment as an extension of anxiety, stress and cruelty. Teachers are compelled to be fair if effective learning is to take place.

- **Item 27: What are your strategies in approaching students' misbehaviours?**

This item is set to find out the respondents' strategies in dealing with misbehaviour. Respondents list a set of strategies and techniques. For instance, they mention that they sometimes try to speak with the naughty student individually. In addition, they may expel him from the class or ask the administration to call his parents. Isolating the naughty students is, in some cases, useful.

Classroom disruptions are the source of teachers' stress and anxiety that is why it would be advised to seek for effective approaches and strategies which help resolving these problems. Being capable of managing classrooms is not an innate gift or a ready-made recipe, but a process to be learned, practised and refined through time.

### **III.3.1.5. Interpretation of the Main Results**

Analysis of the teachers' questionnaire provides useful data about the impact of classroom management on reducing discipline problems.

#### **III.3.1.5.1. Section One**

This section deals with personal and professional data. From answers to the first question (Q1), it has been noticed that there are eight female teachers and two male ones. Females are generally more interested in studying and teaching languages in Algeria. Q2 reveals that the teachers are from different age groups. There is one teacher who is under 25 and one teacher who is more than 50. The other ones are between 25 and 49. Q3 shows that teachers hold different degrees. Six teachers are ENS graduates. Three others hold a master degree. Only one teacher is an ITE graduate. Q4 indicates that one teacher is very experienced. Only one teacher can be considered as a neophyte. The other teachers have a considerable experience.

#### **III.3.1.5.2. Section Two**

This section is concerned with the teachers' perceptions of classroom management. QQ5-6 show that all the teachers agree that classroom management aims to foster learning and that it is not an easy task at all.

Through answers to Q7, it can be noticed that the teachers' descriptions of their classroom management strategies range between fair and good. One teacher states that his strategies are excellent and this is due to his long experience in teaching. Yet, only one teacher describes his strategies as being poor and this might be because he is a neophyte. QQ8-9 highlight the fact the Initial Teacher Training Programme (ITTP) did not prepare



teachers well in the field of classroom management and that they are in need for more training.

### **III.3.1.5.3. Section Three**

This section treats the teachers' use of classroom management strategies. As for Q10, half of the respondents describe the general physical environment in their classrooms as comfortable while the second half states it is not comfortable. Q11 shows that most of the teachers change the seating arrangement according to instructions as it plays a vital role in effective classroom management. In addition, all the teachers agree that timing the activities is very important (Q12). Furthermore, teachers who are good time managers can help students develop good personal habits that lead to wise use of time as shown in the literature review.

Through Q13, it can be observed that all the teachers have a fair to good relationship with their students. One of the experienced teachers describes the relationship as excellent. All the teachers agree it is crucial to build a strong relationship with students (Q14). Therefore, they use different strategies and techniques such as: learning about the students' lives, using good communication skills, encouraging cooperation and motivating students (Q15).

The majority of teachers confirm that they teach their students social skills and that they assign them with projects and cooperative activities (QQ16-17). The latter can impact very positively on classroom management.

All teachers indicate they set rules and procedures (routines) at the beginning of the academic year and most of them involve students in generating those rules (QQ18-19).

The majority of teachers assert that their students carry out the rules, especially if they contributed to setting them (Q20).

From answers to QQ21-22, it has been concluded that all teachers prepare their lessons and that their students are generally motivated. Students often get motivated when lessons are well prepared.

#### **III.3.1.5.4. Section Four**

This last section deals with the teachers' perceptions of discipline problems. Answers to Q23 indicate that all teachers face students' discipline problems, but with varying proportions. Q24 reveals that most teachers agree that they should not have to manage behaviour issues by themselves. This proves what has been reviewed in the literature review. Yet, only three teachers disagree with that.

Q25 was an attempt to shed a light on the teachers' perceptions of the main causes of discipline problems. Teachers have expressed different views on that issue. But, the majority of them attribute them to the: teachers' negative attitudes, classroom poor conditions, lack of motivation from the teacher and the students' psychological problems.

The majority of teachers handle misbehaviour by maintaining strong and durable instructional procedures. A few others prefer to ignore the naughty student while others prefer to reprimand him immediately (Q26).

Through answers to question 27, it has been observed that teachers use different strategies to handle misbehaviour. For example, teachers report that they often try to talk to the naughty student individually. As shown in the literature review, this can be very effective and secure a smooth flow of lessons. Besides, teachers often try to isolate the naughty

students. In some cases, they find themselves obliged to expel the naughty student and ask the administration to call his parents.

### **III.3.2.The Classroom Observation**

#### **III.3.2.1.The Aim of the Observation**

Observation is a data collection method which allows the researcher to draw a clear overview of the events as they occur in real situations. The classroom observation of this research work is a semi-structured one. The fact of conducting these series of classroom observations makes it possible to survey and analyse the processes of the class, the prompt and spontaneous actions or the teachers' decision-making when a question, an intervention or any unforeseen event interrupt the lesson course. Besides, these observations allow to make more appreciable effects as regards classroom management especially students' discipline problems mitigation.

While providing an account of these classroom observations, it is also significant to focus on the framework in which the latter occur and the intermediate role that the teachers play in case they are faced to such learners' classroom misbehaviours.

#### **III.3.2.2.Description of the Classroom Observation**

The classroom observation of this research is based on an observation checklist which is composed of three main sections. The first section deals with classroom management strategies and consists of 9 items. The second section is concerned with students' discipline problems. It includes 10 items. The third section is devoted to strategies for dealing with students' discipline problems and is made up of 11 items.

As for the sessions, four sessions had been attended with two different first year literary stream classes (two sessions with each class). With the first class (1 TC12), the first session was on Monday, April 15th, 2019 from 10:00 am to 11:00 am. The second session was on Tuesday, April 16th, 2019 from 14:00 pm to 15:00 pm. As for the second class (1 TC13), the first session was on Monday, April 15th, 2019 from 08:00 am to 09:00 am. Meanwhile, the second session was on Sunday, April 21st, 2019 from 14:00 pm to 15:00 pm.

### III.3.2.3. Analysis of the Classroom Observation

#### a. The First Classroom Observation

Table 28

Details of the First Classroom Observation

Class Observed	1TCL 2	
	One	Two
Sessions		
Date	15/04/2019	16/04/2019
Time	10am to 11am	14pm to 15pm
Number of Students	38	38
Number of Boys	17	15
Number of Girls	20	21
Number of Absences	01	02
Rubrics	Reading	Writing

- **Section One: Classroom Management Strategies**

As the students joined the classroom, they all took their seats. Apparently, a seating arrangement is scrupulously designed by the teacher and respected by the learners. The classroom was clean and pleasant to study in. There were some lovely pictures and projects posted on the classroom walls.

When the teacher got into the classroom, he greeted his students. Then, he asked them who had corrected the homework. Some students showed him their correction. The teacher was very pleased with their work. He praised them and encouraged them to carry on working like that.

Next, the teacher wrote the date and went on with the lesson. He asked the students to open their books on page 50 and correct the activity in groups. He gave them ten minutes to do this activity. The students quickly moved the chairs to face their classmates and work in groups. The systematic reaction proved that they were used to work in groups. In the meantime, the teacher was moving around and monitoring students' work.

After ten minutes, the teacher started the collective correction of the activity. The learners demonstrated a high level of interest and motivation. A lot of them raised their hands to report their answers to the class. They had a very positive relationship with their teacher. During the second session, the same remarks were observed.

- **Section Two: Students' Discipline Problems**

Throughout the first class, there had been some minor discipline problems. For example, two students were talking from time to time to each other. It was clear they were not correcting the activity with their group. Another student moved from his seat to borrow a pen from his friend who was sitting in the back. The class went on nearly in the same way during the second session. The same two students who were talking were this time chewing the gum. These were the only noticeable problems that occurred; otherwise, lessons went on smoothly with this class.

- **Section Three: Dealing with Students' Discipline Problems**

The teacher of this class is very experienced. He has been teaching English for more than twenty years. Throughout the two sessions he used some strategies to deal with students' misbehaviours. For instance, when the two students were talking, he just stared at them for a few seconds and they stopped talking. In the second session, the teacher used the same technique when he saw them chewing the gum. So, they excused themselves to throw the chewing gum. As for the student who moved from his seat, the teacher immediately asked him what he was looking for. When he told that he needed a pen, the teacher gave him his pen. So, the student went back to his seat right away.

- **Comments on the First Classroom Observations**

In the light of the above reported data, it can be concluded that classroom management has a significant effect on successful instruction. Among the contributing means to this success, the physical environment, referring to the characteristics of the classroom combining a set of different things, viz., clean floor, appropriately arranged desks, chairs, painted walls, etc. motivate learners to engage firmly in the process. Besides, the positive and friendly teacher-student relationship works in favour of this success of the observee.

Right from the outset, it would be confirmed that any misbehaviour, regardless of the infraction/ offense committed, deserves a teacher response. The discipline problems noted during these sessions do not seem to cause any obstacle to the smooth running of the lesson. Yet, the teacher's response to these 'minor' problems was up to the types the behaviour issues. The teacher's non-verbal language is the best response to such minor misbehaviours; low profile and non-coercive. In many cases, the low-profile non-verbal responses (facial expression, eye-contact, gestures, proximity control) are the most appropriate opportunities for learners to self-correct themselves and, thus, intrusive

responses will be avoided. This adequate conduct as regards those behaviour issues are an evidence of a competent manager.

**b. The Second Classroom Observation**

Table 29

Details of the Second Classroom Observation

<b>Class Observed</b>	<b>1TCL 3</b>	
<b>Sessions</b>	<b>One</b>	<b>Two</b>
<b>Date</b>	15/04/2019	21/04/2019
<b>Time</b>	08am to 09am	14pm to 15pm
<b>Number of Students</b>	42	42
<b>Number of Boys</b>	16	17
<b>Number of Girls</b>	23	21
<b>Number of Absences</b>	03	04
<b>Rubrics</b>	Grammar	Reading

- **Section One: Classroom Management Strategies**

When the students were entering the classroom, they were making a lot of noise. After a few minutes, the teacher got into the classroom. She started shouting at them so that they take their seats. After nearly five minutes, the students took their seats. The classroom they were studying in was dusty and some of the windows were broken.

After a while, the teacher wrote the date. Then, she asked the students to get out the correction of the homework. Only two students showed her their correction. She had a quick glance at their correction without providing any feedback.

Next, the teacher asked the students to open their books on page 60 and correct the activity. Only a few students got out their books and went on with the work. They were

working individually. Only two students were working together. The teacher sat by her desk when learners were doing the activity. By keeping away from students, the teacher shows her discord and disagreement with her students; source of tension.

After a while, the teacher started correcting the activity with the students. It was apparent that the students were not motivated and engaged. Only two students raised their hands to report their answers to the class. It was clear that the teacher-student relationship was poor. This type of relationship might be due to serious classroom disruptions which results in a dysfunctional teacher-student relationship. The development of such apathetic behaviour could have cropped up of bullying, violence and aggression. During the second session, the same behaviour was observed.

One of the main causes of discord between teachers and students is rude, disrespectful or renunciation behaviour. Teachers are sometimes responsible for this type of transgression, but students are also guilty. In case teachers interrupt students, reprimand them for problems in class, disregard the personal needs of students, criticize them in front of their classmates, and demonstrate their apathy to their students. Owing to all these inappropriate responses, learners lose interest in learning and switch off forever.

- **Section Two: Students' Discipline Problems**

Throughout the first session, there had been many students' discipline problems. For example, most of the students were talking to each other all the time. They were not paying attention to the teacher at all. Two students were sleeping. Another student came to the class late. During the second session, the lesson went on in the same way. The same student came late again. Moreover, he moved out of his seat very often. In all, the lesson did not go on well with this class. The teacher could not even finish her lesson.



- **Section Three: Dealing with Students' Discipline Problems**

The teacher of this class is a neophyte. She has been teaching English just for one year. She did not know how to cope with students' misbehaviours. For example, she was not motivating and engaging the students. She was ignoring all their misbehaviours. In both sessions, she did not ask the student who came late about the reason. She did not even look at him and went on writing on the board. Besides, she ignored the students who were sleeping. In all, the lesson did not go on well with this class.

Generally speaking, teachers' first years on the profession are intricate. One of the hard challenges that surface for neophyte teachers is classroom management. They, in fact, struggle to put the class under control and to perform the planned lessons. In addition to the lack of pre-service training on classroom managing, the "sink or swim" nature (unsupportive environment) owing to the lack of assistance and cooperation on the part of colleagues worsens things for neophytes. In a nutshell, these types of teachers, i.e., neophytes, face three challenges, viz., classroom management, curriculum overload and lack of supportive environment.

- **Comments on the Second Classroom Observation**

The above data proves that poor classroom management strategies is the environment where students' discipline problems flourish. A teacher who does not rely on effective and well-defined classroom management strategies will undoubtedly face problems handling his classes. Therefore, ineffective classroom management strategies can impact negatively on students' discipline problems.

### **III.3.2.4. Discussion of the Classroom Observation Results**

Analysis of the classroom observations reveals that teachers often faced students' discipline problems. The most recurrent problems were: talking out of turn, chewing the gum, being out of seat without good causes, not getting on with the work required, sleeping, arriving late for lessons and ignoring rules. However, the amount, frequency and severity of problems differed from one class to another. Thus, problems occurred in both classes.

In the first class there were some minor problems. The most noticeable ones were: talking, chewing the gum and trying to move out of seat. The teacher of this class who was very experienced immediately coped with these problems and prevented any escalations that could have happened if he had ignored them. It should be first noted that each student had an assigned seat. The most frequent strategy that the teacher was using to deal with students' discipline problems was eye contact. A single stare was enough to stop the students from talking and chewing gum. Besides, the teacher was using good communication skills and maintaining a good relationship with his students. For instance, when the student moved out of his seat to borrow a pen from his friend, he did not shout at him. Rather, he treated him with all kindness and gave him his pen. So, the problem was over. A further point is that the teacher was managing time appropriately and motivating and engaging all the students. Thus, lessons went on very well with this class because the teacher was using good classroom strategies to reduce students' misbehaviours.

Meanwhile, students' discipline problems with the second class were more frequent and serious. Students did not have assigned seats. Besides, they were talking all the time neglecting the presence of the teacher. They were not motivated and engaged. Two of them were even sleeping during the class. Another student came late in both sessions ignoring all rules. The teacher of this class who was a neophyte was ignoring all students' misbehaviours.

She was unable to deal with these problems. She could not even finish her lesson. In all, lessons did not go on well with this class due to the lack of using good classroom management strategies which could have decreased students' discipline problems.

## **Conclusion**

Based on the foregoing, this chapter deals mainly with the analytical part of the study. It presents briefly the target population, the sample, the participants and the research tools used in this research work. It focuses further on analyzing the data which have been collected through the semi-structured questionnaire which was handed out to 10 teachers of English from two different secondary schools in Hassi Bahbah- Djelfa- alongside the data obtained from the classroom observation that was conducted with 80 first year literary stream students from two different classes. Analysis of the collected data confirms the proposed hypothesis of this research paper. It proves that if teachers manage their classes effectively, learners' discipline problems will be undoubtedly mitigated, if not fully eradicated.

## **General Conclusion**

## **General Conclusion**

Classroom management and learners' discipline problems have always been a subject of concern for the Algerian educators. Without good classroom management, learners' discipline problems can overwhelm the classroom and create an unpleasant environment for both teaching and learning. Besides, teachers and learners will feel frustrated. Therefore, investigating the impact of classroom management on reducing learners' discipline problems is a very significant research topic. It provides teachers with some key strategies to mitigating learners' misbehaviours.

The English teachers of Ibn Badis and El Kassimi Housseini Noureddine Secondary Schools were interested in the topic for it treats one of their daily issues. To express their interest about the topic, participants agreed easily to complete the questionnaire. Two of them were also very collaborative and accepted to be observed while performing.

Analysis of the teachers' questionnaire revealed that all teachers regarded classroom management as a challenging task. Besides, all of them confirmed that they used different strategies to maintain good discipline in their classrooms. Meanwhile, analysis of the classroom observation showed that the teacher who used effective classroom management strategies to handle his class had less learners' discipline problems than the one who did not. It was concluded that classroom management had a very positive effect on reducing learners' discipline problems.

The study provides useful recommendations to teachers on how to handle and mitigate learners' misbehaviours. It should be first kept in mind that prevention is better than cure. Rather, it is the starting point. Prevention can be achieved through establishing good

classroom management strategies such as: arranging the physical environment of the classroom, managing time appropriately, setting rules and procedures and building good rapport with the learners. Teachers and educators should also review the educational programmes and the daily schedule for students. In addition, it is high time to think of creating institutions that take care of difficult students. Thus, these tips are very useful.

This research might have some limitations. Due to time constraints, the classroom observation was conducted just for two sessions with each class. Two sessions were not enough to observe all learners' discipline problems. Besides, only 10 teachers completed the questionnaire. Therefore, to generalize the results, the study should have involved more participants. In spite of these limitations, this research work can serve as a reference for other researchers who want to conduct an investigation in the same field of study.

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# Appendices

# 1. Appendix I

## Teachers' Questionnaire

### Reducing Students' Discipline Problems through Classroom Management Strategies

Dear Teachers,

This questionnaire is part of a research undertaken by two Master students at the department of English at Ibn Khaldoun University of Tiaret. The purpose of this questionnaire is to examine the impact of classroom management strategies on reducing students' discipline problems. Your response will be treated with the utmost confidence and will be used only for academic research purposes. This questionnaire is anonymous and your participation is voluntary. We appreciate your willingness to contribute to our research study.

Thank you for your cooperation,

*Note: Please, put a tick (✓) in the corresponding box or write in the space provided. You can tick more than one box when necessary.*

#### Section One: Personal and Professional Data

1. Gender:

- Male
- Female

2. What is your age group?

- Under 25
- 25-29
- 30-39
- 40- 49
- Over 50

3. What academic degree(s) do you have?

- BA
- Master
- Doctorate
- ENS graduate
- ITE graduate

4. How long have you been teaching?

- > 05 years
- 5-10 years
- 11-20 years
- < 21 years

### **Section Two: Teacher's Perceptions of Classroom Management**

5. The primary goal of effective classroom management is:

- To reduce misbehaviour
- To prevent misbehaviour
- To promote learning

6. How do you perceive classroom management?

- An easy task
- A challenging task

7. How do you describe your classroom management strategies?

- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Poor                     | Fair                     | Good                     | Excellent                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Do you think that the initial teacher training programme have well-prepared you in the field of classroom management?

- Yes
- No

9. Do you think that you need more training on managing the classroom?

- Yes
- No

### **Section Three: Teachers' Use of Classroom Management Strategies**

10. How do you describe the general physical environment (space, furniture, materials, visuality) in your classrooms?
- Comfortable
  - Uncomfortable
11. Do you change the seating arrangement according to the different types of instructions?
- Yes
  - No
12. Do you time your classroom activities?
- Yes
  - No
13. How do you describe your relationship with your students?
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Poor                     | Fair                     | Good                     | Excellent                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
14. Do you think it is important to have a good relationship with your students?
- Yes
  - No
15. What are your strategies to establish a good relationship with your students?
16. Do you teach your students any social skills?
- Yes
  - No

17. Do you assign your students with projects or cooperative activities?
- Yes  
 No
18. Do you set rules and procedures (routines) at the beginning of the academic year?
- Yes  
 No
19. If yes, do you involve your students in generating them?
- Yes  
 No
20. How much do your students comply with these rules and routines?
- Always  
 Often  
 Sometimes  
 Rarely  
 Never
21. Do you prepare your lessons before entering the classroom?
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Never                    | Sometimes                | Often                    | Always                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
22. How much are your students motivated during your classes?
- |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| Very motivated           | Motivated                | Very unmotivated         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

#### **Section Four: Teachers' Perceptions of Discipline Problems**

23. As a teacher, how frequently do you encounter students' problem behaviours?
- |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Never                    | Occasionally             | Half of the time         | Most of the time         | On a daily basis         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
24. Teachers should not have to manage behaviour issues by themselves.
- |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| Strongly disagree        | Disagree                 | Agree                    | Strongly agree           |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



25. According to you, what are the causes of discipline problems?
- Teachers' negative attitudes
  - Classroom poor conditions
  - Lack of motivation from the teacher
  - Students' psychological problems
  - Lack of motivation from the teacher + Students' psychological problems
  - All of the above
26. The prevention of misbehaviour is most effectively managed by
- Reprimanding students immediately
  - Ignoring all inappropriate behaviour
  - Maintaining strong, and durable instructional procedures
27. What are your strategies in approaching students' misbehaviours?

## 2. Appendix II

### Classroom Observation Checklist

<b>School:</b>	<b>Class Observed:</b>
<b>Date:</b>	<b>Number of Students:</b>
<b>Time</b>	<b>Number of Boys:</b>
<b>Teacher:</b>	<b>Number of Girls:</b>
<b>Rubric:</b>	<b>Observers:</b>

	Observed	Rarely Observed	Not Observed
<b>Section One: Classroom Management Strategies</b>			
1- Having clear and attractive physical environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2- Establishing a good seating arrangement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3- Managing time appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4- Having a positive teacher-student relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5- Using good communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6- Fostering cooperation among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7- Establishing rules and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8- Engaging and motivating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9- Building community among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Classroom Management Strategies: .....			
.....			

<b>Section Two: Students' Discipline Problems</b>			
10- Talking out of turn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 11- Being noisy                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12- Not paying attention to the teacher   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13- Not getting on with the work required | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14- Being out of seat without good cause  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15- Hindering other students              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16- Arriving late for lessons             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17- Ignoring rules                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18- Sleeping in class                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19- Fighting                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other Student Discipline Problems: .....

.....

### Section Three: Dealing with Students' Discipline Problems

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 20- Ignoring misbehaviours                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21- Using proximity                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22- Using eye contact                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23- Calling on the student                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24- Praising good behaviours by other students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25- Reprimanding in private                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26- Using public rule reminder                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27- Isolating the naughty student              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28- Informing parents                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29- Sending students to the principal          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30- Using behaviour modification               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other strategies for dealing with students

misbehaviours:.....

.....

**Comments:**



## ملخص

تهدف الدراسة الحالية لتحري تأثير استراتيجيات ادارة الفصول الدراسية على الخفض من مشاكل عدم انضباط التلاميذ في المدارس الثانوية. كما تحدد اهم الاستراتيجيات التي يمكن ان يستعملها الاساتذة للحد من هذه المشاكل. تعتمد هذه الدراسة على طرق نوعية وكمية للبحث. وزع استبيان شبه منظم على 10 اساتذة انجليزية من ثانويتين في مدينة حاسي بحيح بالجلفة : ثانوية ابن باديس وثانوية القاسمي الحسيني نور الدين. بالإضافة الى الاستبيان ،تم القيام بملاحظات صفية مع 80 تلميذ من فرع الآداب من قسمين مختلفين في ثانوية ابن باديس. نتائج الاستبيان اظهرت ان كل الاساتذة شهدوا بأنهم يستعملون تقنيات ادارة فصول دراسية محددة من اجل التحكم في اقسامهم بطريقة فعالة. بينما اظهرت نتائج الملاحظات الصفية ان الاستاذ الذي كان يستخدم تقنيات فعالة في ادارة فصوله واجه مشاكل اقل من الاستاذ الذي لم يستعملها. اخيرا تقترح الدراسة بعض التقنيات التي يمكن ان يستعملها الاساتذة للحد من عدم انضباط التلاميذ.

**الكلمات المفتاحية :** استراتيجيات ادارة الفصول الدراسية ، مشاكل عدم انضباط التلاميذ ، اساتذة انجليزية ، المدارس الثانوية، خفض

## Résumé

L'étude actuelle vise à examiner l'impact des stratégies de gestion de la classe sur la réduction des problèmes de discipline des étudiants dans les lycées. Elle identifie les principales stratégies qui peuvent être utilisées par les enseignants pour atténuer les mauvais comportements des étudiants. L'étude a utilisé des méthodes mixtes : des méthodes de recherche qualitatives et quantitatives. Un questionnaire semi-structuré a été administré à 10 enseignants d'anglais de deux lycées à Hassi Bahbah –Djelfa- à savoir : le lycée Ibn Badis et le lycée El-Kassimi Housseini Noureddine. De plus, une série d'observations en classe a été menée auprès de 80 étudiants de première année du cycle littéraire de deux classes différentes au lycée Ibn Badis. Les conclusions tirées du questionnaire destiné aux enseignants ont montré que tous les enseignants ont déclaré qu'ils utilisaient des stratégies de gestion de classe spécifiques pour gérer efficacement leurs classes. En même temps, les analyses des observations de la classe ont révélé que l'enseignant qui utilisait des stratégies de gestion de classe efficaces rencontrait généralement moins de problèmes de discipline que l'autre. Finalement, l'étude recommande certaines stratégies qui peuvent être utilisées par les enseignants d'anglais pour réduire les problèmes de discipline des étudiants.

**Les Mots Clés :** Stratégies de gestion de la classe, Problèmes de discipline des étudiants, Enseignants d'anglais, Les lycées, Réduction