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MOSTAGANEM

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

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Master: Language and Communication

Discipline Issues in The Educational Field

The Case of Bouazza Abdelkader Secondary School

and El Hachmi Lhaj Twati Middle School

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2017/2018

I dedicate this work to my family and my close friends

ACKNOWLEDGEMENTS

- Special acknowledgement is made to my supervisor Ms. Bekri who helped a lot with this work thanks to her disposition to assist, her understanding and kindness.
- Many thanks to all the students and teachers who made this research realizable when fulfilling the questionnaire and responding to the interview.
- Great gratitude is addressed to N. Bouguelmouna for her support.
- Greetings to all my university teachers, classmates and friends.
- Thankfulness to the jury members my teachers Mrs. L. Bekri, Ms.M. Kharoubi and Ms. S. Bentamra.

ABSTRACT

Teachers are responsible for the education of large groups of students. When students display disruptive behavior or misconduct, the teacher must stop what he is doing to manage the situation. The interruptions adversely affect all of the students in the classroom and prevent the teacher from doing his job. Consequently, this dissertation tries to explore Mostaganem classes conditions in terms of students' discipline and teachers' methods in managing the classroom. To have this objective reached, a questionnaire is used with master one and two English students to take into consideration their opinions on how to enhance discipline and learning conditions in our schools. On the other hand, an interview is effectuated with middle and secondary school teachers to elicit their awareness about the best approaches used in managing the classroom and the students' disruptions. Moreover, this paper highlights the challenges and difficulties that new teachers may encounter in their classes, the survey research also came up with conclusions that might help inexperienced teachers to well handle their students. To conclude, this paper contains the help from different people who are involved in teaching and learning, their points of view were taken seriously because they are valuable to our work, their opinions might aid promoting the education situation in Mostaganem and to assist its prosper.

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General introduction

Indiscipline in schools and students' disruptive behavior in the classroom is not really a new thing. Students' disruptive behavior has been subjected to various social, psychological and educational studies. However, the directions taken by the students' misconduct today and the spread of violence in schools are indeed worrisome. There has been a must to investigate on the real reasons behind its expansion.

Discipline is an integral part of the teaching process. The processes of teaching and learning cannot reach success in an environment that lacks order and discipline. No matter

how the curriculum is creative and modern, it will have little effect in the absence of control and discipline within the classroom. Besides, if the teacher was spending a lot of time dealing with students' misbehavior in the classroom, a large part of his time would be wasted, which will result in having a little time to focus on the lesson. And in addition to its impact on the process of teaching students, the problems of lack of discipline can make the teaching process more frustrating. Dealing with student misconduct continuously drains the energies of the most enthusiastic teachers and it would take their pleasure of teaching away. Order and discipline make the teaching and learning process within the classroom easier for the teacher and the students alike, and it leads to satisfactory results for both.

In regards to the Algerian context when it comes to teaching and the current learning conditions, we notice that Mostaganem learning environment is witnessing such problems of discipline among students in the three primary educational stages that the Algerian learner have to come across: the primary school, the middle school, and the secondary school. The present research will be centered on an exploratory study about school discipline, managing the classroom for teachers and investigating on the characteristics of students' lack of discipline in Mostaganem province schools, with the assumption that students' disruptive behavior, their misconducts and violence are increasing dramatically.

Other aims of this research proposal, and the motives in choosing this study is that we want to shed the light on these kinds of disciplinary problems that face the progress of our educational system and harden the process of forming well-educated and well-mannered students. Besides, investigating more on the causes of these disciplinary problems and the reasons behind its expansion. In addition, we want to help the new teachers to be aware of these problems that they might encounter when teaching, and to provide suggestions for them on how to manage the classroom and how to handle the difficult learners.

The questions that were asked before making this research were:

- Why are Mostaganem schools having some serious disciplinary issues among students in schools?
- What are the different disciplinary problems that our schools are having today?
- What are the reasons behind the students' disruption and their misconduct?
- Why violence is spreading dramatically in schools today?
- How can an inexperienced or a new teacher manage the classroom, deal with students' disruptive behavior and their punctuality problems?

To answer the above questions, we made some hypotheses to have initial relative answers:

- Mostaganem schools are having serious disciplinary issues among students in schools because of the bad background or the bad environment the child or the learner is living through, and may be due to the limited presence or representation and the neglect of the parents.
- The disciplinary problems among students that our schools are having currently may be summarized in the neglect of studies, carelessness, disrespect, violence and criminality.
- The reasons behind the students' disruption and their misconduct might be summarized in the bad parenting upbringing, wrong teachers' methods in managing the classroom, inadequate school disciplinary measures.
- Violence is common in our schools today because schools nowadays do not give much importance to discipline.
- An inexperienced teacher can handle punctuality issues and disruptive behavior from the learners by being competent in the subject, being self-confident, and by having strong presence in class.

The involved participants of the study will represent first and second year master students of English in Abdelhamid ibn Badis University of Mostaganem, as well as teachers teaching in middle and secondary schools. Consequently, the current research will be based on a mixed research approach. Therefore, to garner the necessary data, two research instruments will be used, namely, a questionnaire and an interview. Students will be administered a questionnaire for their important size, while the interview will be used with teachers for their limited size.

To carry out this study, it would be preferable to split the work into two main parts, a theoretical part and a practical one which is composed of two chapters. The first chapter begins with defining the notion of discipline and its characteristics, overviewing the learning environment in the Algerian schools which is recognized with extensive misconducts among students, and reviewing a general summary regarding the experience of the teacher and whether it matters truly in education. The second chapter, which represents the gist of the survey research goes on to the processing of our collected data. Whereas, the last chapter will be devoted to the summary and the discussion of the findings to finally attempt to provide suggestions and conclusions.

Despite the importance of this topic, and despite the fact that there are many studies and researches on this subject, it is often overlooked when forming academically new teachers. The reason for this lack of focus on the students' misbehavior in the classroom should be highlighted and looked at from a close range when forming new teachers. The preparation process should not cover only the cognitive content, but it should focus also on these kinds of problems that the teachers encounter when being in the classroom.

Chapter One

LITERATURE REVIEW

Introduction

According to Hassan ibn Yahya El-Zahrani: “The objective of teaching is to enable students to learn. For students to learn, we need to have an effective classroom environment which enhances learning”. If teachers cannot manage a classroom, it would be very difficult for them to teach. Teachers must have a clear understanding of management and discipline. Management and discipline are viewed as the reactive dimension towards students’ disruptive

behavior and their misconduct. If a teacher effectively manages a classroom while having a discipline plan in place, he would have a well-balanced classroom environment that fosters learning for his students.

1. Class discipline concept

1.1. Class discipline definition:

"Classroom discipline" means the teacher's use of specific educational strategies that facilitate students' access to the best level of learning and personal growth. Thus, the class discipline is considered a criterion for the success of the learning process. Hassan ibn Yahya El-Zahrani, defines the classroom order as "activities by the teacher to organize education and the learning environment so that the teacher helps his students to represent and assimilate the learning experiences that ensure their continued attention as well as to understand classroom and school rules to be absorbed and thus stored in the form of cognitive patterns in order to lead the student to a state of balance of knowledge and adaptation".

Hassan ibn Yahya El-Zahrani sees the class discipline as a cognitive system composed of Cognitive structures represented as Laws, regulations, instructions and knowledge experiences which is related to the educational system. It is possible to analyze these structures by understanding, assimilating and integrating them into the individual's experiences. Thus, leading to a state of satisfying the internal motives of the individual, and the student becomes motivated to adapt the educational situation internally. And as a result, the student develops a positive idea about the discipline and adapts to the surrounding circumstances and to the cognitive environment which he interacts with. So as a result, the student will be committed to the good attitudes and will adhere more to the class order. And through his commitment to the system, he will easily be able to absorb the instructions and develop his awareness and his knowledge storage which will lead him eventually to achieve his learning objectives.

1.2. Forms of class discipline

According to Hassan ibn Yahya El-Zahrani, there are two forms of discipline which are:

- Subjective discipline (self-discipline):

Subjective discipline refers to student's compliance with school instructions and self-conduct according to its laws and regulations by directing his wishes and organizing his

tendencies and motivations to achieve the growth of acceptable social behavior that is compatible with the goals and objectives of education and instruction and its objectives. Self-discipline is an educational process in the broad sense that includes all the practices and environmental factors that contribute to the development of a purposeful behavior and self-disciplined behavior among the students.

- **Imposed discipline (system/order force):**

Imposed discipline refers to controlling the behavior of students in different and varied ways and creating orders and instructions which needs to be followed and respected. These orders and instructions are imposed from outside parties of a higher rank. In this case, the teacher would be placed as a higher authority which means that he is in command and the students must adhere to his regulations. In other words, he must compel them to abide the school rules and not to rebel against them. This is often a punitive discipline, which means that those who would not obey the orders and execute the instructions will have to bear the consequences of their actions, in other words, external discipline means to intimidate the student in order to control his behavior.

1.3. Objectives of class discipline

Class discipline aims at:

- a) Maximize cooperation between pupils and their teachers.
- b) Getting students used to listen well.
- c) Build a connection and facilitate communication between the teacher and his students.
- d) Provide the teacher with the opportunity to choose the ways, methods, and activities which he selects to create a better learning environment for his learners.

The goal behind the classroom discipline is to employ all the possibilities to improve classroom learning and reduce the wrong behaviors that can prevent learning practices. Besides, another goal is to integrate students in different activities. Furthermore, the ultimate objective of the classroom discipline sticks around increasing the time specified to learning, practicing activities and reduce the time spent on handling the punctuality problems and saving it instead to learn.

The best measure of class discipline can be identified on the student's behavior within the classroom which will allow him and others to learn, to produce well, and to have that sense of satisfaction and success in achieving the objectives of the learning process.

Skinner focused on the importance of the environment in shaping the behavior of the individual, and he illustrated that one's behavior is a reflection of the environment where he lives. In which he agrees with the behaviorists on the assumption that human behavior results from the complex interaction between environmental factors and individual characteristics.

1.4. Factors Influencing the Class discipline

1. Factors related to the school:

- School facilities
- The school administration
- School size and number of classes
- Classroom capacity
- School location
- The physiological atmosphere that prevails in school

2. Factors related to students (psychosocial conditions):

- The gender of the pupil
- Level of student achievement
- Personal factors and characteristics of the student
- Behavior of the student

3. Factors related to the teacher:

- The gender of the teacher
- The teacher's personal characteristics and his performance
- Teacher's academic qualifications and orientations
- Teacher conception toward the teaching profession.
- Teacher's attitudes towards the child

2. Classroom problems

2.1. Causes of classroom problems

Teachers are different when it comes to accepting certain behaviors; what is acceptable to some may be rejected by other teachers, and the teacher determines the behavior that he considers acceptable in his class. If the teacher accepted a particular behavior from a

student, then this is an acceptable behavior or it is correct. And if he rejected it then he considers it as a bad attitude which can lead to other class problems.

Class problems may occur as a result to some of these following causes:

- **Boredom and fatigue:**

According to many studies, most of the boredom and tiredness times that students witness may occur in some classes, where the content of the subject and the teaching method cause boredom. Boredom in class reflects negative responses to learning and lack of interest. Students who are bored and annoyed are a major source of classroom problems. When the teacher controls the discussion during the class. Or when the students are engaged in a particular activity for more than 20 minutes; this may lead to some kind of stagnation and inactivity. Their attention and thinking will certainly be directed to anything else that may interest them more than the lesson. The students' feelings of boredom may be caused due to the lack of diversity in activities and topics that the teacher is discussing with them, and often the boredom of students may increase when they lose enthusiasm, suspense and challenge.

- **Frustration and stress:**

Students may resort to create some classroom problems due to their frustration and stress during class. These problems can be attributed to the teacher's many laws and restrictions, which lead to confusion and stress among students. The speed of the teacher in explaining the lessons without giving students the occasional rest time to think and absorb the information they received, makes them having feelings of frustration and stress, and then they resort to problems.

Students know their teacher's feelings and attitudes; if he tells them in advance that a subject is difficult or unpleasant, this can increase their stress and frustration. Frustration and strain often dominate students when the classroom environment lacks a sense of humor. There are many categories of students who are stressed and frustrated: some of them are unable to finish the required tasks on time. And some are frustrated when the teacher does not adhere to the course of the lesson, or when he gets busy with the side conversations that are not useful. And there are those who feel afraid and embarrassed to answer the teacher's sudden questions that may catch them off guard. On the other hand, there is a group that is frustrated if the teacher does not allow them to participate effectively, especially if they are already prepared for the lesson. If these different categories of students did not have the chance to be

encouraged and supported by the teacher, they would be most likely frustrated, and they would be eventually looking for other activities which are not linked to the lesson, and this may increase the possibility of having a disruptive class.

- **Aggressiveness:**

When students feel frustrated, they can be characterized by violent and provocative behavior during the session, expressing anger and dissatisfaction, such as intense criticism to their colleagues and their teachers, exchange of insults and vulgar talk, shredding books and notebooks, and damaging the classroom stuff, and sometimes resorting to beating and employing physical abuse.

- **Students tendency to attract attention:**

Some students, especially teenagers, tend to attract the attention of teachers and colleagues, because they have certain desire and need for others to accept them, so they try to draw attention from their surroundings through academic achievement, manifesting some leadership skills, social skills and adaptation with others. Although students aim at seeking attention, some may fail to do so in a desirable manner, so they resort instead to disruptive actions and engaging in class disturbances such as perturbation and making noise intentionally or unintentionally. The wise teacher is aware of this behavior, and knows that many of the behaviors that are intended to attract attention are not bad behaviors that require students' punishment. But he manages instead to employ the desire of these students to achieve some objective of the many educational objectives in the class. Like for example assigning them to do something that they like in the class, so that they achieve what they are looking for which is to attract the attention of others and seeking appreciation in a healthy way.

- **Shouting and creating noise:**

The teacher may hear some voices in the classroom without knowing its source. Some students may talk, whisper while the lesson is being explained, answer questions aloud without permission, and shout loudly: " me professor." as a wish to participate in class. One of the main reasons for these punctuality problems is the students' lack of knowledge about

classroom rules; the strong friendship between the students sitting together; the tendency to attract the attention of others; and the jealousy of the academically or socially superior classmates, for not being able to surpass them.

- **Isolation behavior (introversion, solitude):**

Some students lack self-confidence, so they tend to give up on participating effectively in the classroom activities, and may leave some questions unanswered in their copybooks without asking the teacher or even their colleagues about them. Many teachers may overlook and fail to notice those students, because it takes time, effort and patience for the teacher to be able to deal with them effectively. They are afraid, embarrassed, and very sensitive from their teacher and colleagues if they make a mistake. So they prefer individual isolation and avoid working with colleagues during classroom activities.

Other problems found to be major problems that the teachers face in their classes may be related to previous reasons such as teacher boycott, challenging the teacher, disinterest and lack of attention, chewing gum, crying, lying, slowness and procrastination in fulfilling tasks, cheating, theft...

2.2. Reasons behind class disciplinary problems

1) Problems resulting from teacher's behavior:

The behavior of the teacher will clearly influence the actions of the students, both inside and outside the classroom. Besides, there is a set of behaviors that the teachers adopt within the classroom which may heavily influence students' behaviors. These attitudes include:

- Very authoritarian teacher.
- Non-adult or non-wise supervision.
- Instability of teacher command.
- Lack of planning.
- Exaggerated reactions of the teacher to protect his dignity.
- Instability in responses and reactions.
- Hesitation in giving promises and threats.
- The use of punishment in wrong and ineffective ways.

2) Problems arising from the family estimation towards school:

The children adopt the attitudes of their parents towards school. Students will respect and appreciate the school efforts if their parents appreciated the school and respected the efforts of the school and its systems towards their children. And on the contrary, if parents underestimate the importance of the teacher and education, this will be reflected on their children.

3) School management problems:

The bad school administration has a negative role in the lack of classroom discipline among students; as the lack of realism of the administration and its laws and instructions is one of the main reasons for the lack of class discipline.

Some schools have tough laws and a harsh system that is very difficult for the students to keep up with its severity and rigidity. While other schools are known for their chaos and carelessness. It is very preferable to seek effective balance when it comes to school internal rules, and to have discussion with the students to convince them of the importance of discipline in a reasonable manner. It is recommended for the school administration to have a fair system so that the students obey as much as possible.

4) Problems related to the peer's influence:

There is no doubt that the class community has a notable role in determining the behavior of the individuals. And the reasons that makes the student to have some undesirable behaviors might be the following:

- Behavioral infections and imitation of students to their colleagues.
- The punitive atmosphere that prevails in the classroom.
- The intense competitive atmosphere between colleagues.
- Negative feelings between some students.

5) Problems related to the student himself:

- The level of mental ability of the student.
- Health factors.
- Student personality.

6) Problems arising from classroom activities:

- The difficulty of the language used by the teacher.

- Too many or a few home works.
- Lack of excitement in the jobs determined by the teacher to his students.
- Class activities are limited only to verbal aspects, or just to the written aspects.
- The repetition and sameness of classroom activities.
- Unsuitable educational activities for the students.

7) Problems emerging from the family atmosphere of the student:

The stress that the child feels because of family problems makes him distracted and unable to concentrate due to his inability to solve the problems he faces at home. Studies have shown that 90 percent of the inferior students suffer from family problems, in addition to their low grades in subjects such as mathematics. They tend to be more aggressive and disruptive and violent which will result in having punctuality problems for the child, slowing down his cognitive functions.

3. An overview on the learning environment in schools today

3.1. Schools' common disciplinary problems

Algerian schools like any other schools in the world have some disciplinary problems among students. Disruptive behavior in the classroom can negatively affect the classroom environment as well as the educational reconnaissance for students concerned in the course. Disruptive behavior is defined as any behaviors that curb the ability of instructors to teach or students to learn. Common examples of disruptive behaviors include:

- Talking when the instructor is explaining
- Entering the class late or leaving early
- Not respecting other students when they try to express their ideas
- Eating in class
- Interrupting the teacher with lots of continual questions which result in interrupting his presentation
- Inattentiveness and carelessness
- Sleeping in class
- Creating excessive noise
- Use of cell phones in the classroom
- Inappropriate demands from the teacher
- Continual request for going to the bathroom

- Poor personal cleanliness
- Refusal to obey the rules

More extreme examples of disruptive behavior that we are witnessing in our modern times include:

- Using informal language
- Use of pejorative language and gestures
- Profanity and cursing words
- Harassment of instructor or other students
- Verbal abuse of instructor or other students (e.g., mocking the students/teacher, threatening them/him)
- Threats to harm others physically (beating)
- Physical violence in the classroom (like cracking, ravaging school properties)
- Entering the classroom in an intoxicated status
- Coming in the classroom having drugs, and carrying cold weapons (knives...)

Disruptive classroom behavior is an action or combination of actions that interferes with or prevents others from freely participating in or fully benefiting from an educational process or activity. Some of the most common classroom disruptions can often be handled with conventional classroom management strategies or even prevented by clarifying behavioral expectations and guidelines. Sometimes disruptive behavior escalates to a situation that becomes threatening to the safety and wellbeing of others.

3.2. School violence phenomenon

The phenomenon of school violence in Algeria has gone beyond the red lines, as it reached some serious stages of danger. This phenomenon was highlighted through continuous alerts by experts and sociologists in which they warned the society of the consequences resulting from the continual school problems characterized by extreme punctuality issues and criminality among students. School violence has been a concern for the educational system and the society as a whole.

Violence between minors in schools is a new phenomenon for the Algerian schools, and no one can deny it. In the past, the cases of violence have been occurring from time to time, but today it is a phenomenon in the most literal sense that the Algerian society is witnessing almost in all schools across the country. Violent practices in the street have

reached schools, these practices include bullying, beating, threatening, and fighting with the use of white weapons, and other cold arms, and this has been proven by sociologists, and has been noticed especially by people very often.

Experts explain that the reasons for the spread of this phenomenon in the educational environment is due to the increasing number of new neighborhoods in most districts, which is accompanied by the problems of youth and children violence, and the reason behind such bad attitudes might be the absence of facilities and lack of youth care programs in so many regions across the districts.

As for the spread of violence in schools, experts explain that violence among students does not occur because of the deficiency of disciplinary procedures in schools, but also to the children's education and the social problems that they experience daily, which affects their school achievement and leads to more persistent violence.

Experts also suggest that violence has spread dramatically in the last few years. Violence has been noticed among most teenage students, trying to imitate young people on the street, and thus transferring the same practices themselves. Besides, responsibility must be handled by everyone involved. In one hand the school and teachers who do not monitor the students and their actions, and do not punish them for acts of violence. And on the other hand, the parents who refuse to involve themselves with the teacher in facing the challenges that their children might have. The ugly truth is that there are teachers who are threatened by the parents of the student, because of the validity of some laws which prevent harsh children punishment in schools. Therefore, the teachers find it difficult to interfere with the student misconducts, not to mention the powerless school guidance and the ineffective disciplinary measures taken by schools today. All these reasons lead the child to violence and it seriously affect his educational achievement.

4. Experience factor in teaching

4.1. Teaching Experience and Classroom Management

The specialists and educators agree that one of the most important success factors in any work is the experience gained through years of practice. Experience has its valuable rank and importance in the process of learning and has a role in the excellence of the students and their superiority than most of their peers, and there are so many other reasons which make it significant aspect of teaching and learning. Educational policies in different countries of the world are competing in reforming their educational systems to develop teachers' experiences and improve their teaching methods and their various means in conveying their knowledge to their students and reinforcing their performance to the maximum level. There is strong evidence that teacher experience has a significant impact on the student grades. The most effective teachers are those who have strong knowledge not only on the cognitive content of the subject matter, but they also have the ability to well manage the classroom and the students' misconduct.

Classroom management is not a gift bestowed upon some teachers and though it is true that some teachers adapt to classroom management techniques easily, classroom management is a skill that can be gained through training and many years of experience in the field (Bosch, 2006). Experienced teachers identify the establishment of classroom management as one of the major goals that needs to be accomplished in the first week of the year. Beginning teachers cite classroom management as one of their most serious challenges. A number of studies have found that classroom management is a primary area in which beginning teachers feel underprepared. Beginning teachers report that poor classroom management skills and disruptive students are the most significant barriers to professional success (Fideler&Haskelhorn, 1999).

On the other hand, experienced teachers are believed to have combined years of service and a repertoire of classroom skills and strategies. They typically have the ability to prioritize tasks and to attend selectively to a number of key classroom matters (Hagger& McIntyre, 2000). They generally are able to manage the dynamic nature of a classroom setting and to deal effectively with the most salient aspect of a classroom unpredictability. Compared to beginning teachers, experienced teachers tend to be less hesitant and more flexible and adaptable. In addition, beginning teachers are sometimes less able to work with speed, fluidity, and flexibility or to have mental models that permit large amounts of information to be accessed and handled effectively(Sabers, Cushing, &Berlinder, 1991).

This does not mean that inexperienced or new teachers do not have the ability to well manage the classroom, or they do not have the overall competence to teach. In fact, this

means that they will certainly need some time before they completely adapt to some circumstances they did not witness in their traineeship. Besides, this does not indicate that inexperienced teachers will not have the characteristics to be good tutors at some point of their careers. Every experienced instructor was at some point a fresh beginner. According to the literature, it takes between four and seven years of experience for an individual to develop into a competent teacher (Carter & Doyle, 1995; Gonzalez & Carter, 1996; Varrella, 2000).

Conclusion

School discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to create a safe and conducive learning environment in the classroom. School discipline has two main goals: the first is to ensure the safety of staff and students, and the second to create a helpful environment to learn. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes it difficult to preserve order and to maintain the school authority.

It is important to keep the most fundamental objective in mind while working to improve school discipline. As education researcher Daniel Duke (1989) points out, "the goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior, to discourage misconduct and to provide all students with a suitable school experience. However, improving school discipline is just a contributing factor to reach school objectives, the ultimate goal remains to provide students with quality learning.

Chapter Two

RESEARCH METHODOLOGY

Introduction

The practical part which represents the second chapter of our study is devoted to answer the research questions that concern learners' indiscipline characteristics and the students' disruptive behavior in the classroom; defining the concept of classroom management; investigating on the common disciplinary problems that the Algerian schools are witnessing at the present time; exploring the classroom environment and verifying the Algerian school and classroom efficiency or inefficiency in dealing with the students' disruptive behavior; taking into consideration college students perception on the notion of indiscipline and their judgement on the positives and the deficits of the teacher's methods in the classroom and how it affects the learners; checking teachers awareness of this concept and discussing their methods in handling students' disruptive behaviors. Therefore, to reach the intended objectives, we used methods that we will describe it in this chapter. Besides, tools description, data presentation and data analysis will be mentioned in this chapter.

1. The scope of the study

The main objective of the study is to explore the Algerian classroom environment and verifying the school and classroom efficiency or inefficiency in dealing with students' disruptive behavior. In order to reach our objective, we decided to choose the first year master students from all the specialties available at Abdel Hamid ibn Badis University as a population of our research work. We selected randomly 30 students to take into consideration their points of view on the current research topic. In addition to 3 selected teachers from different secondary schools around Mostaganem province. We picked out the secondary school teachers, because we thought they are the most suitable for our research because they are certainly witnessing some of the disruptive behaviors in their classes and the schools they are working at. Moreover, we had to select one of the two choices: whether secondary school students, or the university students. We decided to opt the second choice, because they are more cooperative; they are more honest in their answers; and overall more mature. When it is not the case for the secondary school students.

2. Data collection

In order to collect data, we decided to exploit two methods of investigation, namely a questionnaire and an interview. The first mentioned method was delivered to the students

because of their big number, and the second instrument was used with teachers for their small listing. Therefore, to carry out this study, we used both tools questionnaire because we thought they could provide us with the necessary pieces of information that are linked to our study and which we are looking for.

3. Research instruments

3.1. Questionnaire

The questionnaire used in our survey research was prepared to include a mixed data analysis approach, namely qualitative and quantitative research methods. Using these two methods allow collecting data in a short time. Another aspect that was taken into consideration is the anonymity of the respondents which may guarantee more truthful answers. However, we cannot expect 100% honest answers, and it is not safe to say that the answers are completely reliable because we cannot ensure the correct understanding of all the questions that were asked.

The present questionnaire was intended to be given to the first-year master students. We used the questionnaire as a tool to gather as much as possible data that are related to the students' perception of the current learning environment in Algeria which is characterized by escalated disruptive behavior in classes and schools and lack of discipline among students. Being a student for a quite long time, passing by so many stages of learning, we expected some sincere answers of what may bother and influence the student and make him behave in such a bad manner inside and outside of class. Besides, measuring their insight towards teachers' personal characteristics, their applied methods and their effectiveness in dealing with such class problems. Furthermore, other aims might be reached: are students competence as potential teachers in the future and their own realization on the preferable methods in handling some situations that may occur in the classroom. In addition to their suggestions and expectations for improving the learning environment. Moreover, to check their progressive competencies as English language learners through their responses. More details about the questionnaire will certainly be discussed in the upcoming sections.

3.1.1. The description of the questionnaire

The questionnaire is composed of 19 questions: 06 open-ended questions and 13 closed-ended ones. Students are questioned to answer, by ticking what they the most appropriate answers and providing their feedback in the dotted lines whenever necessary,

using full statements. One commitment was necessary to achieve truthfulness was to deliver the questionnaire to the students and to stick around. This is a contributing factor in attaining accuracy in a sense that the presence of the researcher makes it easy for the participants to answer, by assisting them whenever something is unclear or uncertain for them. More details about the questions are going to be discussed in the paragraph below.

We requested the participants of the questionnaire in the first question to mention their gender to divide them in segments and to classify into males and females, this will help in analyzing their answers. In the second question, students were asked to mention whether they were disruptive students in their school days or not, the aim behind this question was to represent the topic to the students, and most importantly we used it to be an introduction to the third question. The next question is a supplement for the previous one, the students who responded that they were disruptive in their school days were requested to mention what they used to do as a disruption in their school classes. The fourth question (what makes some students behave badly in the classroom?), students were given 8 suggestions, and they were asked to agree, disagree on the options given, the aim behind this question was to determine the causes that makes the students disruptive in the classroom, and to enable teachers to be aware of these reasons. In the fifth question we asked the respondents what kind of students usually cause disorder in the class, this question aims at determining the kinds of students who are more likely to make the classroom an unhealthy environment by causing disruption and making problems. The sixth question (what makes the students behave well in school?) has the objective to identify the reasons that makes the learners motivated to be on point in their behaviors and what makes them cooperative with their instructor. Whereas the seventh question (what makes a good teacher?) has the purpose to identify the features and the qualities, behaviors and methods which enable the teacher to impose his authority and respect in the classroom without being the teacher that all the students dislike and disrespect. The next question is the counterpart of the previous one (what makes a bad teacher?) the objective behind this question was to find out the deficiencies that make the teacher's approaches wrong when managing both the students and the learning process by conducting unnecessary procedures that may provoke problems in the class. The next question (is it fair for the teacher to punish the entire class when he does not recognize the student who did a bad behavior?) this question aims at investigating whether it is appropriate for teachers to penalize the whole students when a student causes a problem and refuses to confess that he is responsible for it. On the other hand, the tenth question (do you think discipline in schools is generally good?)

was asked to inquire students point of view on schools nowadays and whether it makes it easy for the students to adhere to the rules that their schools impose. Whereas, the eleventh question and the twelfth questions (do you think respect exists between teachers and students nowadays?) and (do you think are there many disputes between students and teachers nowadays?) aim at answering if respect is still the dominant aspect that governs the relationship between teachers and their learners, and investigating if it turns out to be the opposite nowadays, and whether the unfriendliness and hostility is taking place in our schools today. Furthermore, the questions thirteen and fourteen (do you think the reason for a student misbehaving is due to bad parental education?) and (do you think that parents' involvement is necessary to prevent disruptive behavior among students?), these questions were asked to inquire whether our respondents put big part of the responsibility on the parents' shoulders in a sense that they did not raise and supervise their children adequately to prevent them from behaving in such ill manners. However, the questions number fifteen and sixteen (do you think schools nowadays give importance to discipline?) and (do you think students are aware of their schools' rules?) targets at finding out if the concept discipline is truly given an evident position in our schools, and if it is crucial to highlight the importance of discipline among students in a sufficient degree, aside from measuring learners' consciousness about their school basics and principles. Whereas the seventeenth and eighteenth questions (what should teachers do about disruptive students?) and (if the students keep their disruptive behavior, what should school administration do about them?) the objective that lies on these questions' is seeking college students' judgment on the punitive measures that the teachers and the schools departments need to adopt in order to reduce this phenomenon among schools, and what they should agree on as approaches and methods to keep authority and control over the students. Finally, the last question (what do you suggest as a solution to get rid of disruptive behavior among students?) was asked to figure out students' points of view on how to avoid the negative impact of the punctuality issues among our schools, and to find out their own solutions to help enhance the Algerian school conditions.

3.1.2. Limitations

In carrying out this research, we have had two issues

- Some of the students have had difficulties in understanding the essence of our research, as a precautionary measure we had to explain to every student the meaning of our topic "disruptive behavior".

- Lots of students could not help us by giving us opinions in regards to suggestions and expectations in improving our classrooms and schools from students' disruptive behavior, as we could not get lots of feedbacks in the supplementary questions.

3.1.3 Analysis of the students' questionnaire

Research question 1

Gender

Male	9	28,12%
Female	23	71,87%
Total	32	100%

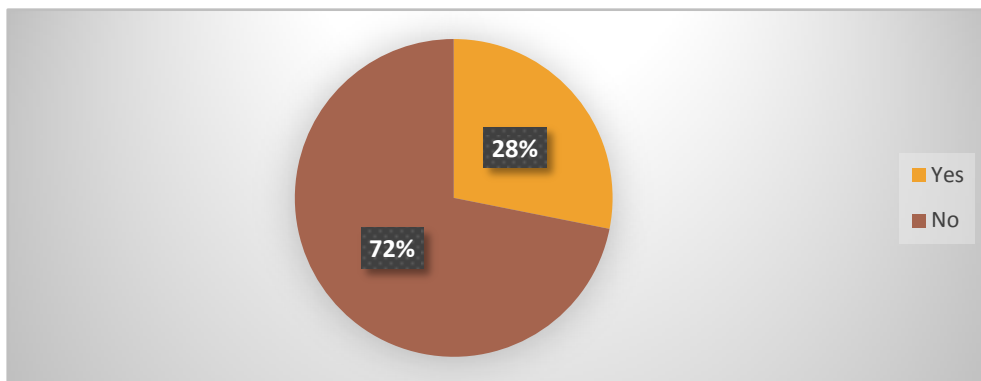
Table 01: Number and percentage of Male and Female Students

This table shows that female students are superior to male students; as they represent the majority of respondents.

Research question 2

Did

a



you
consider
yourself

disruptive student during your school days?

Figure 01: Percentage of Disruptive Students

The above chart reveals that the majority of students, 72% did not think they were disruptive, whereas the 28% of the students think they were disruptive students during middle and secondary school. On the other hand, the greater number of disruptive students were males with a percentage of 66,66%.

Research question 3

If you think you were disruptive student, what did you use to do?

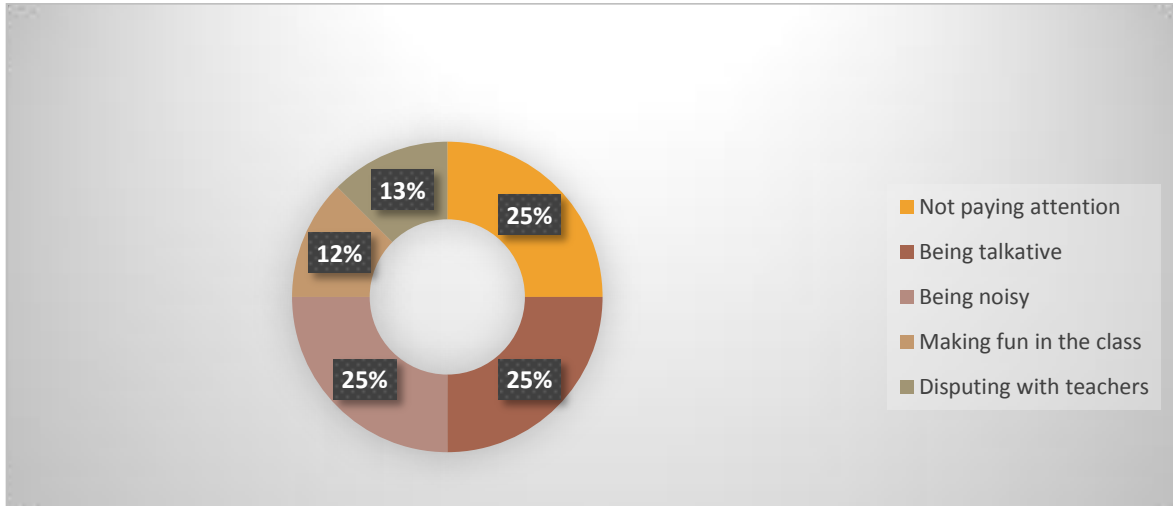


Figure 02: Disruptive Attitudes of the Students

The above chart shows the respondents’ disruptive attitudes they were making in class. Not paying attention to the teacher, being talkative and being noisy were the most disruptions these students were making during their school days.

Research question 4

What makes some students behave badly in the classroom?

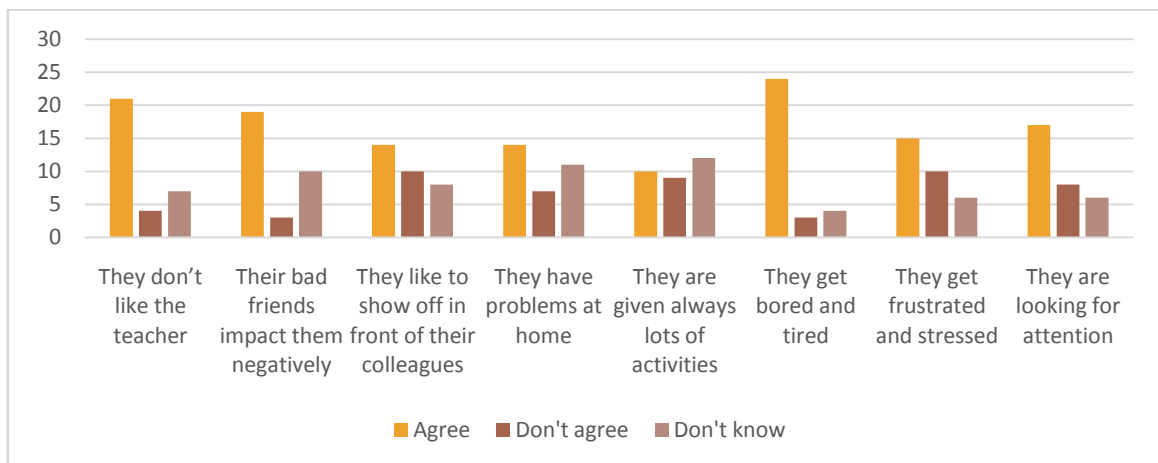


Figure 03: Reasons Influencing Students' Bad Behavior

The above chart demonstrates the most common causes that give rise to students' disruptive behaviors in class.

Research question 5

What kind of students usually cause problems?

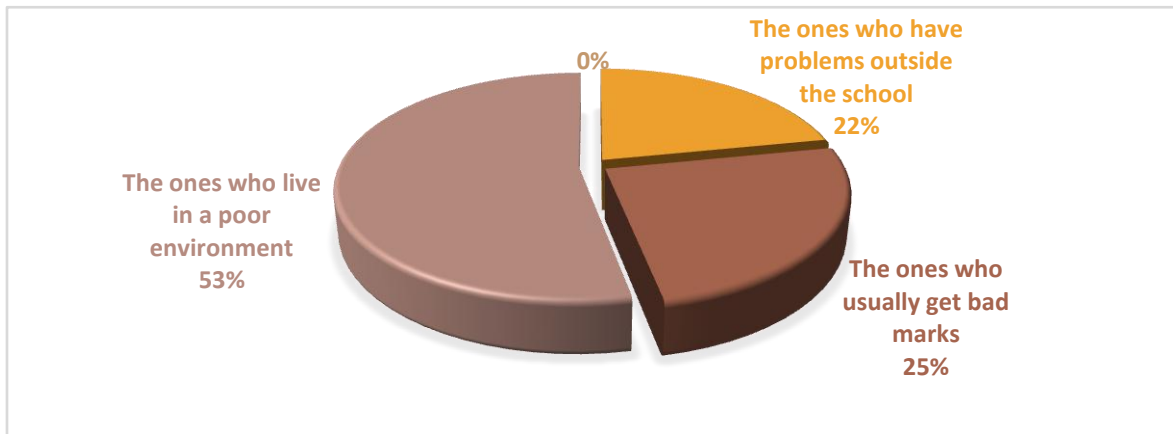


Figure 04: The kind of Students usually causing Problems in Class

The figure above represents the kinds of students who have the tendency to cause disruption and disorder in the classroom.

Research question 6

What makes students behave well in the classroom?

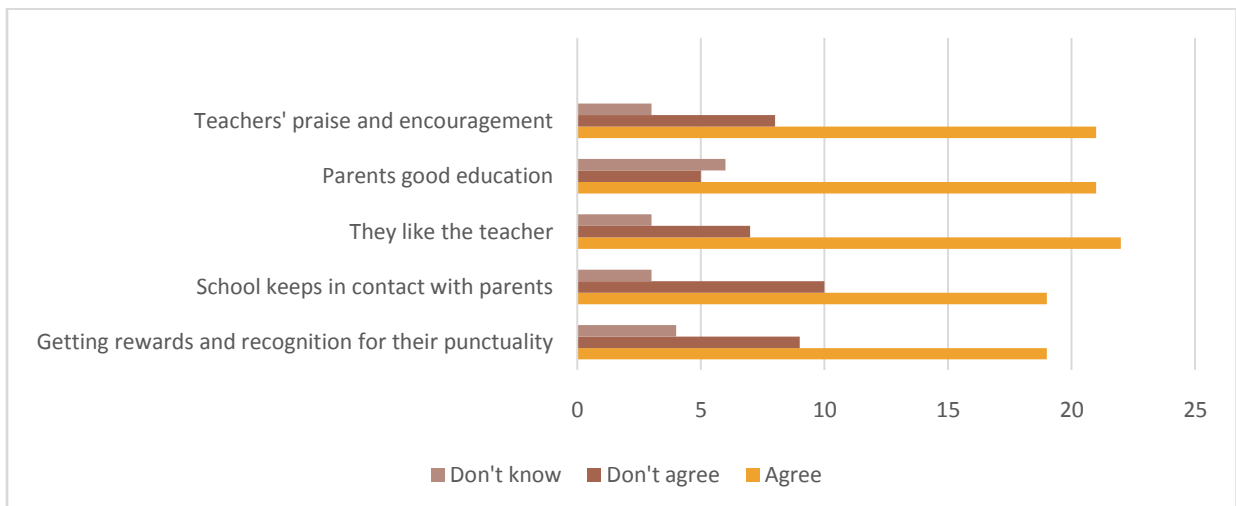


Figure 05: Reasons Behind Students' Punctuality

The above chart represents the reasons that encourage learners' discipline and promote their punctuality.

Research question 7

What makes a good teacher?

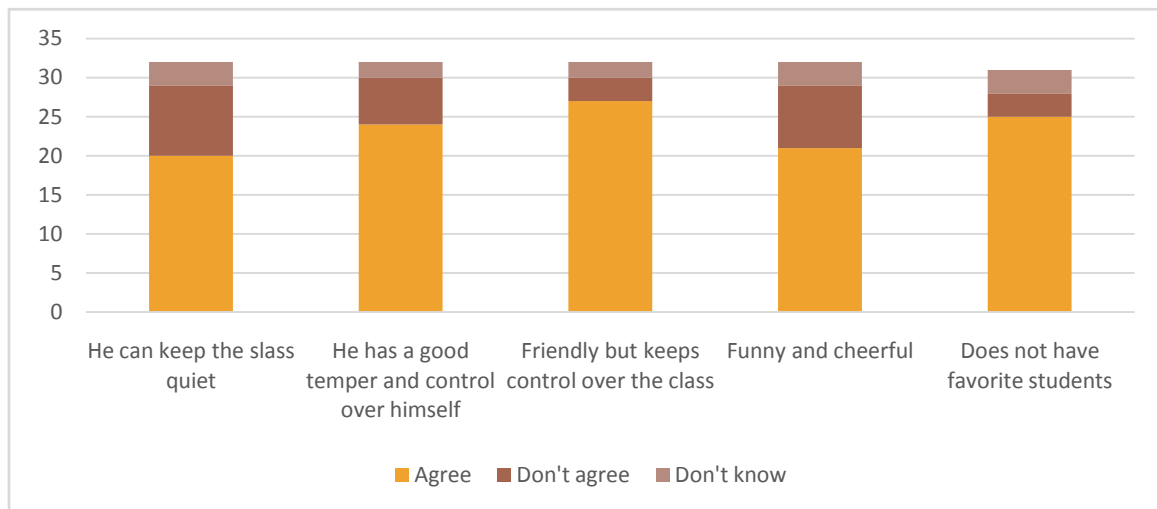


Figure 06: Good Teachers' Characteristics

The above chart demonstrates the qualities which distinguishes the good teachers from their associates.

Research question 8

What makes a bad teacher?

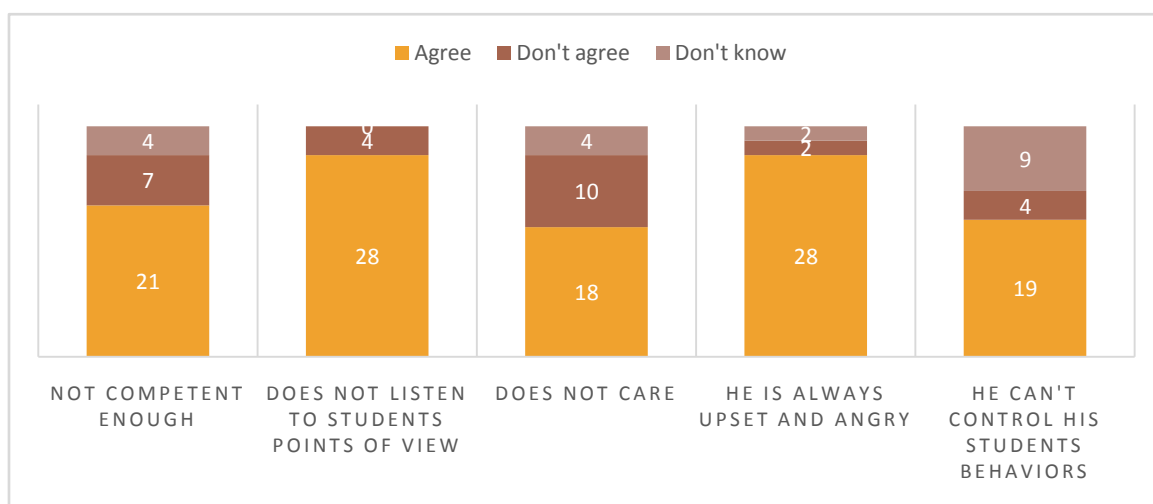


Figure 07: Negative Teachers' Attributes

The above chart reveals the bad attributes within a teacher according to the respondents' opinions.

Research question 9

Is it fair for the teacher to punish the entire class when he does not recognize the student who did a bad behavior?

Items	N°	%
Yes	9	31,03
No	20	68,96
Total	29	100

Table 02: Students opinions towards Punishing the Whole Classroom

This table shows that the majority of students are against penalizing the whole classroom when the teacher does not identify the responsible student for a misbehavior.

Research question 10

Do you think discipline in schools is generally good?

Items	N°	%
Yes	14	43,75
No	10	31,25
Don't know	8	25
Total	32	100

Table 03: Students Perception towards Discipline in Schools

This table demonstrate that students think that discipline is still adequate in schools regardless of some Violations that are occurring in schools today.

Research question 11

Do you think respect exists between teachers and students nowadays?

Items	N°	%
Yes	15	48,38
No	12	38,70
Don't know	4	12,90
Total	31	100

Table 04: Students Perception towards Respect in Schools

This table demonstrate that students think that respect is still existing between instructors and students in schools. While 38,70% think it is not the case.

Research question 12

Do you think are there many disputes that happens in classes between students and teachers?

Items	N°	%
Yes	19	61,29
No	6	19,35
Don't know	6	19,35
Total	31	100

Table 05: Students opinions towards disputes between students and teachers

This table demonstrate that 61,29% of the students think that disputes and disagreements are existing between instructors and students in schools.

Research question 13

Do you think the reason for a student misbehaving is due to bad parental education?

Items	N°	%
Yes	16	51,61
No	8	25,80
Don't know	7	22,58
Total	31	100

Table 06: Students Perception towards Parental Education

The table above represents participants' responses concerning whether they think parental education is impacting negatively the children behavior. The majority 51,61% thinks that it is the case.

Research question 14

Do you think parents' involvement is necessary to prevent disruptive behavior among students?

Items	N°	%
Yes	25	78,12
No	4	12,5
Don't know	3	9,37
Total	32	100

Table 07: Students Awareness towards Parental commitment in schools

This table represents students' points of view regarding whether parents' monitoring and surveilling help preventing students' misconducts.

Research question 15

Do you think schools nowadays give importance to discipline?

Items	N°	%
Yes	9	28,12
No	16	50
Don't know	7	21,87
Total	32	100

Table 08: Students Perception towards school policy

The above table illustrates whether the participants think that Algerian schools consider discipline as a basic demand, and whether schools try hard to work on their internal system. The great number of students do not believe it is the case.

Research question 16

Do you think students are aware of their school rules?

Items	N°	%
Yes	9	28,12
No	17	53,12
Don't know	6	18,75
Total	32	100

Table 09: Students Awareness of the School Rules

In this table we discover if the respondents think that learners nowadays are conscious about their school rules.

Research question 17

What should teachers do about disruptive students?

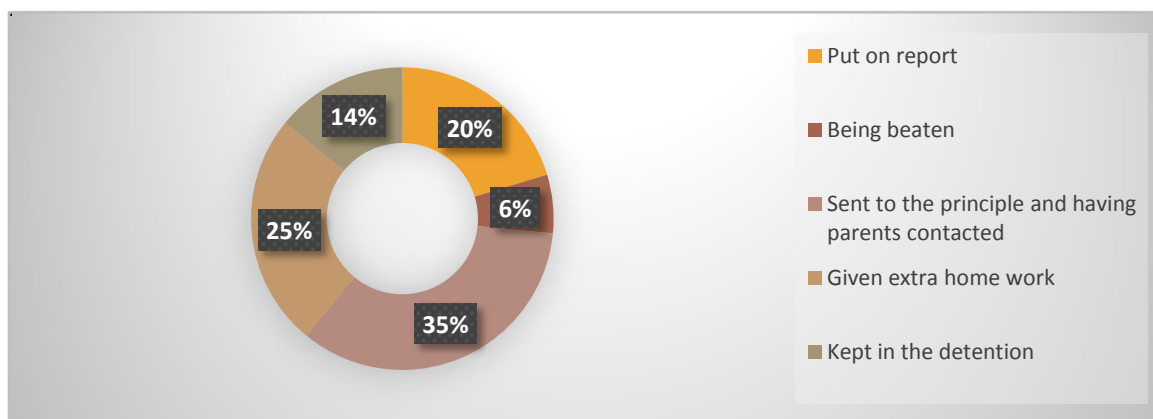


Figure 08: Teachers' Punitive Methods

The above chart reveals participants' opinions on the punitive methods teachers should adopt in order to face students' misconducts. We observe that 35% of the students prefer the third option as a sanction, which is to send the student to the principle office to have his parents consulted.

Research question 18

If the students kept their misconduct, what should school administration do about disruptive students?

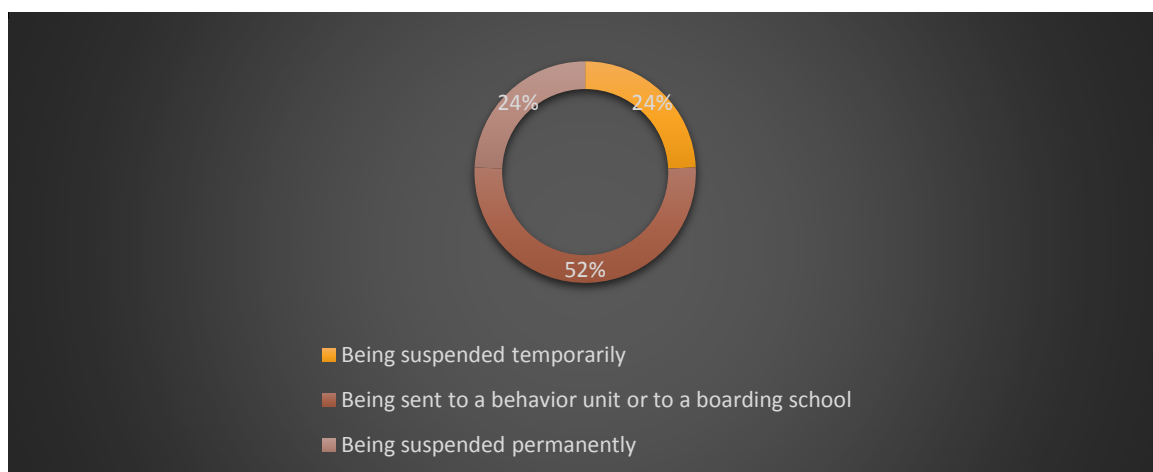


Figure 09:School Punitive Procedures

In this final chart we explore our participants' standpoints in regards to the school procedures to prevent students' escalating misconduct or violence. 52% of the students agreed

that the best resolution is to send the troublesome students either to a behavior unit, or to a boarding school.

Research question 19

What do you suggest as a solution to get rid of disruptive behavior among students?

From the collected data, ten students deprived us from their suggestions, while the other twenty-two students offered us more insight about their suggestions. Comparable answers are not going to be repeated because some responses are similar in their content. Remarkably, the majority of the students focused more on the teachers' traits they believe teachers need to be working on. The students' statements are going to be reported and classified:

- ❖ Teachers need to be respectful, so they can influence students to behave well.
- ❖ Teachers need to be understanding and friendly towards their learners.
- ❖ Teacher should control his learners and spread his authority.
- ❖ Teachers should never humiliate their learners.
- ❖ It is important for the instructors to motivate their students.
- ❖ A teacher should be tolerant towards his student and should try to provide one-to-one instruction to convince him to cut his disturbance.
- ❖ Disruptive students should be punished, and their parents should be contacted.
- ❖ Parents should monitor, keep an eye on their children.
- ❖ Schools must keep contact with the students' parents.
- ❖ Schools must encourage teacher-parents' collaboration.
- ❖ School punitive procedures need to be firm to get rid of this problem.
- ❖ Schools should exclude violent students who try to verbally or physically harass the teacher.
- ❖ Students should be aware of the importance of education as well as the adequate attitudes.
- ❖ We should make researches on this issue in order to resolve the problem.
- ❖ Our education system needs to have a subject matter that is related to school ethics and morals.
- ❖ Ministry of education must provide schools with psychologists.

3.2. Interview

To gather more information about teachers' perception about students' disruptive behavior and class management, we used a structured interview as an additional investigation tool. Like the first conducted tool which is the questionnaire, the interview was based on a mixed approach research analysis. The interview was arranged for three teachers, two women and one man. More details about the questionnaire will certainly be highlighted.

3.2.1. Description of the interview

The interview is composed of 23 questions, 8 open ended questions and 15 closed ended ones. The first question (How long have you been teaching in school?) serves as introductory question to relate their experience in teaching to their methods in the classroom. The second question (What are the biggest challenges teachers face in the classroom?) this question serves as an introductory question to our interview topic. The third question (Do you think discipline in your school is generally good?) and the fourth one (Do you think students are aware of the school rules?) help us identify the school environment that the teachers are witnessing in their schools. The next question (Do you think schools nowadays give importance to discipline?) aims at checking teachers' satisfaction on the measures that schools are conducting nowadays to face disruptive behaviors among students. However, the sixth and the seventh questions (How should a teacher respond when classroom disruption occurs?) and (What should a teacher do to face persistent disruption?) aim at checking the teachers' competence in managing their students' behaviors, also measuring their methods appropriateness in handling certain disruptions that keep on occurring in their classes. The eighth question (Does the disruptive behavior occur to get your attention when you are focusing more on some students?) seeks at understanding the teachers' opinions on whether disruption happens among the students who do not feel included in the classroom which make them sense the teacher differentiation. Besides, question n° 9 (What do you think of students' violence in the Algerian schools?) attempts to examine if the teachers are believing that schools nowadays are witnessing some students' violations against their classmates and the teachers in the classroom. On the other hand, (Do you think the reason for a student misbehaving is due to bad parental education?) the objective behind this question is to know if teachers believe that parents nowadays do not take their obligations seriously towards their children's education. relatively The question 11, (According to you, how can schools deal with the lack of parental involvement?), aims at exploring teachers' suggestions for the school's administrations to reinforce collaboration with students' parents. The question n° 12 (What are the benefits of parents' involvement in school?) this question aims at exploring the

advantages to both the schools' administrations and students alike when parents participate to monitor their kids regularly. However, the questions thirteen (Does teaching experience matter in education?), fourteen (When disruptive behavior is occurring; Do you think that an experienced teacher would react better than the inexperienced one?) and fifteen (What are the qualities that the experienced teachers have over the inexperienced ones?) have a common objective which is to confirm our hypothesis about teaching experience when managing the classroom in one hand, and on the other hand to find out the teachers' opinions about the qualities that old tutors have due to their long-practice in teaching. Furthermore, (One of the reasons that makes the students disrupt in the class is boredom and fatigue. How can a teacher maximize students' motivation in the class?) this question strives at investigating the teachers' good methods which help prevent the students from getting bored and tired, and eventually avoiding class disruption. The next question, what are the characteristics of the excellent teacher? aims at verifying teachers' good qualities that makes them distinguished compared to their colleagues. The following pair of questions (What do you use as punishment for your students? and (Is it effective?)) aid us to know the teachers' punitive methods which they believe are suitable to help cut students' disruption off. The next two questions, (Do you praise your students when they behave positively?) and (If yes, why?), these questions have the objective to affirm if encouragement and praise expressions help teachers to have students' respect and cooperation within the classroom. The final question (If the student engages in disruption, do you provide one-to-one talk to bring him back on the right path?) have the purpose to verify if one to one meetings is indeed an efficient technique in handling the most difficult students.

3.2.2. Limitations:

Conducting interview for teachers is probably easier than seeking students' feedback when handing them over questionnaire, however, considering teachers' obligations in their schools, it was a bit difficult to arrange meetings with them.

3.2.3. Interview analysis

A/Introductory questions

Question one:How long have you been teaching in school?

The first interviewee stated that she has been teaching for 3 years, the second for 10 years, and the last for 4 years.

Question two:What are the biggest challenges teachers face in the classroom?

Two teachers have said that classroom management, students' disruption are their main challenges. The remaining teacher have mentioned lack of motivation, ill- mannered students and their aggressiveness.

Question three: Do you think discipline in your school is generally good?

Two teachers claimed that discipline in schools is good. The last one said it is not the case.

Question four:Do you think students are aware of the school rules?

Two teachers affirm that the students are aware of the rules. The remaining do not see it that way.

Question five:Do you think schools nowadays give importance to discipline?

Concerning this question, two teachers said that schools do not pay discipline enough attention. While the third one answered differently with yes, even though she believes discipline in schools was better in the past.

B/Teachers perception toward Disruption behavior

Question six:How should a teacher respond when classroom disruption occurs?

The three teachers had the similar points of view which is that teachers should not be aggressive and over-reactive, rather, they suggested teachers to be kind, moderate and wise in their responses, adding that they must have good temper and good control over ones' self and emotions.

Question seven:What should a teacher do to face a persistent kind of disruption?

The first teacher said that she would react differently according to the kind of disruption. The second one suggested to ignore the disruption and wait for the student to stop making it on his own, adding that if she feels the student does not have the intention to cut off his disruption, then she would kick him out. Moreover, the third teacher stated that she would report the school principal of the student.

Question eight:Do you believe disruptive behavior occurs to get your attention when you are focusing more on some students?

In this question, two teachers think some students do that to be noticed by the teacher. The last one however does not think it is the case.

Question nine: What do you think of students' violence in the Algerian schools?

The responses were similar among the participants for this question, they reckon that it is spreading in our schools and that it is very common. One teacher added that we have violence in schools because parents are not cooperating with schools to monitor their children. While another believes that teachers are not aware of how to approach students to avoid their aggressiveness.

C/Parental involvement

Question ten: Do you think the reason for a student misbehaving is due to bad parental education?

Regarding this question, all the teachers respond positively, putting some blame on the lack of parental obligations. One teacher added that student personality also defines his behavior.

Question eleven: According to you, how can schools deal with the lack of parental involvement?

In this question, all the three teachers affirm that they support parents' contribution in schools, by suggesting that schools should arrange occasional meetings with parents to keep them aware of their children educational course.

Question twelve: What are the benefits of parents' involvement in school?

One teacher assert that parental involvement creates an environment that reinforce students learning. The second teacher believes that students would have better self-esteem, would be more self-disciplined. The last one expresses that it influences students to value the school and show higher motivation in learning.

D/Teachers experience

Question thirteen: Does teaching experience matter in education?

Concerning teachers' experience, all the respondents believe that experience is indeed valuable in education. However, they reckon that having experience in teaching is not everything.

Question fourteen: When disruptive behavior is occurring. Do you think that an experienced teacher would react better than the inexperienced one?

To this question, one teacher responded that the experience is required in managing the students' behaviors. However, the other two teachers believe that experience is not everything in handling class disruption, adding that it depends also on other factors like the teacher's competence, his personality traits, and his social skills.

Question fifteen: What are the qualities that the experienced teachers have over the inexperienced ones?

Concerning this question, the first teacher assumes that experienced teachers are better in planning. The second one reckons that they are more adaptable. While the remaining teacher responded by confirming that experienced teachers are more familiar with the different students' characteristics and personalities which is advantageous for them to well manage the classroom.

E/Teachers' methods

Question sixteen: One of the reasons that makes the students disrupt in the class is boredom and fatigue. How can a teacher maximize students' motivation in the class?

Concerning this question, all the respondents had similar responses, they believe that the best way to avoid students' boredom is by motivating them via breaking standard routinely teaching method and trying different methods and using technology occasionally. For instance, using data-show in the classroom from time to time may encourage learners to work hard in the subject.

Question seventeen: What are the characteristics of the excellent teacher?

The first teacher stated that a tutor must be competent in the subject. The second one said that a teacher is required to know his students by being aware of their needs. The last one mentioned that a tutor should be committed towards his students and respectful when dealing with them.

Question eighteen: What do you use as a punishment for your students? Is it effective?

Two teachers stated that they would ask the student to leave the class, while the third teacher chooses to give minus to penalize a student. The three of them added that their methods are helpful to keep control over the class.

Question nineteen: Do you praise your students often? If yes, why?

Regarding this question, all the respondents confirm that teachers should always praise and encourage their learners. One teacher stated that praising is a powerful motivator for students. The second teacher believes that praise is very appreciated by the learners because every student likes to be complimented. Besides, the other respondent reckons that admiring students' influences them to work hard, to love the subject and to appreciate the teacher.

Question twenty: If the student engages in a disruption, do you provide one-to-one talk to bring him back on the right path?

To this question, all the three participants emphasized on the importance of this kind of procedure to handle difficult students, they mentioned that having private meetings with difficult students and addressing them nicely as adults influences them to behave well.

Conclusion

The second chapter which is an important part of our research is concerned with the methodology which aims at using two instruments of research to collect data needed for our topic, besides presenting and analyzing this data. In this chapter, we focused on investigating on the reasons behind students' disruptive behavior, college students' perception of the learning environment in our schools which is characterized by lack of discipline among students and escalated disruptive behavior in classes and schools as well as their expectations for a good classroom conditions for the students to learn effectively and their suggestions for the teachers to well manage the classroom. We also focused on teachers' conducted methodology in managing the classroom as well as their effect on the learners' behaviors. Yet, our emphasis was directed to test whether the Algerian schools are efficient in achieving the objectives of discipline among students.

Chapter Three

FINDINGS DISCUSSIONS, RECOMMENDATIONS

Introduction

The third chapter of our research is devoted to summarizing the findings gathered from our two research tools, a questionnaire and an interview. Therefore, we conducted this segment of our research to highlight the data collected of our topic that is linked to students' disruptive behavior and teacher's methods in handling students' disruption. Thus, the obtained results will be discussed further in this chapter. Additionally, this current section will contain a portion which is devoted to recommendations and suggestions for the inexperienced teachers to help them catch sight of some used methods and techniques in managing difficult students.

1. Summary and discussion of the findings

1.1. Questionnaire findings

As mentioned previously, the questionnaire is our first instrument used in order to proceed in our survey research. The questionnaire was specified to first year master one students from all the specialties. The main objective behind using this tool was to collect data that is related to our topic students' disruptive behavior characteristics, and teachers' methods in managing those disciplinary problems, in addition to parental involvement with students' misconduct and finally the punitive procedures overview. By discussing the questionnaire findings, more input about the students' conception in regards to classroom management, as well as the teachers' influence in the class will be accessible. Besides, we wanted to verify students' competence as potential teachers in the future and their own understanding on the preferable methods in handling some students misbehave situations, besides their expectations for improving Algerian class and school environment. As a result, suggestive conditions for class handling have been revealed. The students' answers related to this questionnaire can be summarized as follow:

First, concerning the students' behavior during their school days, it has been shown that the majority of them were not disruptive students. We can say that this is completely a realistic result if we put in mind that the average rate to be accepted as an English language learner at Mostaganem university is above 12, the reason that requires the student to be committed to his studies and to his good behavior. The students who get accepted as English language learners were generally good students.

Secondly, regarding the common disciplinary problems that the students mentioned they were committing in their classes were: being talkative; being noisy and making fuss in the classroom by talking out loud, laughing and giggling loudly, making disturbing sounds with their chairs and tables etc. Besides, not paying attention to the teachers when explaining, giving instructions, ignoring class activities. Moreover, making fun in the class mocking each other and sometimes the instructor. In addition, arguing and disputing with some teachers.

Concerning the students' opinions of the reasons that makes some students misbehave in the classroom, we can say that the most common cause that the majority of students agree on that makes them create disruption and disturbance in the classroom is boredom and tiredness. Put in other words, teachers' static methods and their tendency of giving learners too much too grasp in the class makes the students sneak away from the class atmosphere. Besides, this result shows that if the students dislike the teacher, they are more likely to

disturb the class and make his task harder. Moreover, it has been shown that the student bad company will impact negatively his behavior which will affect his discipline in the class. Then, some students tend to make disruption in order to attract their surroundings attention, this bracket of students like to be perceived differently from others, they like to be distinguished, recognized, praised and included in the class and they seek a feeling of approval and integrity. In addition, other causes of class disruption can be pointed out like students' frustration and stress, their unpleasant home atmosphere and their teachers' tendency to give them too much activities and tasks.

In regards to the kinds of students that usually cause disorder and create problems, our participants suggested that the most common reason which makes the learners deviate from the concept of discipline are those who live in unhealthy and poor environment which influence them to behave negatively. Also, the ones who have problems outside the school that prevent them from focusing on their studies. On the other hand, the students who usually get bad marks have an inner motivation to create class problems. In addition to other reasons that the participants added like impolite students, the ones who lack manner, the ones who generally do not like school and the ones who are not motivated and have no objectives.

Next, we investigated on the reasons that makes the students behave well in school. The most common opinion that the students agree on is that if they like the teacher, students will make his job easier. Teacher's competence, his convenient dynamic methods and his good attitudes will inspire his students to act positively. Relatively, participants added that if the students like the subject matter, they will behave appropriately. Besides, teachers' praise and encouragements for his students also play a big role in making them obey the rules and instructions, behave in a good manner and being aware of the positives about being disciplined. It was also shown that parents' good education is very important aspect in forming well raised students and making them responsible for their acts which will result in respecting their obligations and the people around. Relatively speaking, parents who are always in contact with school so that they keep their learning children under supervision make them avoid such disciplinary problems. Moreover, it is highly recommended that the school gives students rewards for their good attitude and punctuality as an inducement to make the school general mood in a good position and to prevent disciplinary problems from raising to the surface at the first place.

Concerning the characteristics that make a good teacher, results show that the teacher who tend to be friendly but at the same time firm and keeps good control over the class makes

a model teacher. In addition, the teacher who does not have favorite students and who does not differentiate between his learners will avoid any kind of disobeying and rebel in class. Also, it is shown that it is preferable for a teacher to keep good control over himself and his behaviors, he should do not necessarily let his mood or the general atmosphere that prevails in the class to influence his actions because over-reactive teachers find it difficult to maintain order in class, so they tend to shout, hit things, lose their nerves in the heat of the moment, cry sometimes for females, which students perceive as weakness. On the other hand, teachers who have a funny and cheerful character find it easy to attract his students for the simplest reason that he makes them laugh, and help break the serious routinely mood and to keep them motivated. As well, teachers' ability to keep the class quiet is also important attribute in making a good tutor. The students also mentioned that patience on the students, understanding and paying attention to them are also helpful traits.

However, concerning the characteristics that make a bad teacher, we can understand that the teacher who does not listen to his students' points of view, because students like to be included in the lesson and they like their opinions to be heard, admired and appreciated. Besides, teachers who are always negative may have a rough time in class, because being negative makes it hard for the learners to be positive themselves, because it has been proven that students can sense teachers' negative emotions towards them, and as a result they will behave negatively as well. Moreover, instructors who are not competent enough in their subject matter cannot persuade learners to be motivated to learn and behave well towards them. Next, the tutors who cannot handle and control his students' misconducts are more likely to be unsuccessful pedagogues. Additionally, teachers who are careless and do not look after their pupils are also bad tutors, in a sense that they will never be able to create a healthy atmosphere in the classroom for the simplest reason that their students will not care themselves. Participants also added that differentiating between students and being absent often from school are also bad attributes that will certainly impact badly the learning process.

Concerning if it is acceptable for the instructor to punish the whole class when he does not recognize the source of disruption or when he does not identify the student who committed a bad behavior, and even though it is necessary sometimes to keep control over the class, students do not think it is fair for teachers to do that.

Regarding the participants' opinions about the learning environment in our schools, many students mentioned that discipline in our school is still acceptable despite some conduct violations that we are having from time to time.

However, results have shown that most of the participants do not think that respect is still the dominant trait that governs the relationship between teachers and students nowadays which confirms that the Algerian schools are indeed witnessing some violations against teachers, the thing that imposes problems undoubtedly in our schools.

Additionally, and related always to the learning environment in our schools, indeed many students believe that disputes are existing between teachers and some students. The result confirms that the Algerian schools are having a difficult time in controlling some students who exceed the lines in the classroom by challenging their instructors using informal language and sometimes the physical violence.

In regards to parental role concerning this problematic, our participants believe that bad parental education truly influences student misbehaving inside and outside the classroom in the sense that they were not raised properly due to many factors. As a result, children adopt most of their bad parents' behaviors.

Besides, the participants think that parents' involvement is necessary to prevent disruptive behaviors among students in schools. The great plurality responded that indeed parental obligation is important in guiding their offspring learning process to the right path. Yet, a minority of them has expressed that the weight is on the schools' shoulder to manage students misconduct.

Concerning the inquiry if schools give importance to discipline and whether Algerian schools consider discipline as a fundamental requirement for their students. The result indicates that our schools do not reckon the concept of discipline as a priority. Respondents believe that schools nowadays do not try hard to work on their internal system and to engage in resolving problems and challenges facing the school.

In addition, in this inquiry we discover whether students are aware of their schools' basic principles (the school internal regulations), or it is the opposite. As the result shows, students do not think that the pupils are conscious about their school rules, which proves that school need to elucidate more its laws to the students.

Concerning teachers' methods to prevent students' disruptive behavior. Statistics revealed that majority of the students prefer sending the disruptive student to the principle office and in order to have his parents contacted to be informed and to take a decision about their child misconduct. Secondly, results have shown that teachers should give the disturbing

pupil extra homework. If the student keeps up his disruption, it is preferable for the teacher to put him on report. In addition, it is highly recommended for schools nowadays to adopt detention as a punitive method, this technique consists of keeping the students who committed a bad action in the classroom for additional hours after the session or the schooltime ends. On the other hand, a few participants approve that beating the students is a good option while the majority do not think it is an appropriate solution.

Furthermore, regarding the school punitive procedures, participants see that the troublesome students should be suspended temporarily. The same percentage goes for permanent exclusion. While the majority of them estimated that sending the difficult students either to a behavior unit or to a boarding school. This kind of establishments are reckoned with their rigid instructions and its severe laws which may help in fixing misconduct among minors. Thus, it is important to consider the role of these kind of behavior units to manage these kinds of students who cause problems for their teachers, their school, their parents and their surroundings in general.

Finally, “what would you suggest as solutions to get rid of disruptive behavior among students?” in this question students have expressed their suggestions and their perceived solutions to deal with this problem. Surprisingly, we noticed that most of the students focused more on the teachers’ traits they believe tutors should be working on. These are the students’ suggestions:

To begin with, the participants suggest teachers to be respectful, so they can influence students to behave well. Being respectful towards students makes it hard for them to disrespect you in return.

In addition, a teacher should never humiliate his learners. Embarrassing students may interfere with learning and lead to long-term hatred. It is proven psychologically that the student has the tendency to avenge himself for a humiliating situation he was put on. Teachers should treat students respectfully and be mindful of their feelings.

Secondly, teachers need to be understanding and friendly towards their learners. Being understanding means to get to know your students, to know what motivates the students, to realize what background the students are bringing to the classroom, as well as their interests in order to approach them efficiently and to deal with each one of them effectively.

A teacher should control his learners and spread his authority. The best teachers have a presence that simply commands the attention of their pupils. Admittedly, it can take some years to master the skill.

On the other hand, it is important for the instructors to motivate their students. Motivation is a key factor in the success of students at all stages of their education. Teachers should play a crucial role in providing and encouraging that motivation in their students. It is not just about getting pupils interested in learning in the moment, but also in growing the underlying goals and aspirations pushing their entire academic studies.

Besides, a teacher should be tolerant towards his student and should try to provide one-to-one instruction to convince him to cut his disturbance. One-on-one instruction encourages a student to reveal what makes him behave in that way, have the confidence to convey what he needs. This helps the student to improve his conduct and help him to study well. Receiving the attention, a student is looking for; will satisfy his internal feelings and boost his spirits and enables him to succeed.

Furthermore, Teachers and school punitive procedures need to be strict to get rid of class and school misbehavior problems. Punishments is an event that should take place after a bad behavior happens. Punitive procedures are designed to reduce similar behaviors that might happen in the future.

On the other hand, Parents should monitor and keep an eye on their children. Parents involvement include several different forms of participation in their children education. Parents can support their children's schooling by attending school functions and responding to school obligations (like parent-teacher meetings). They should become more involved in helping their children by improving their schoolwork, monitoring their homework, and actively tutoring them at home. Also providing appropriate conditions for them to learn and to improve their positive personality traits. Moreover, encouraging them to behave well, modeling their desired behavior such as discipline, respect and good attitudes towards everyone around. Consequently, parents should support the school rules, they should take an active role in governing their children behaviors, developing and enhancing their education and good attitudes.

Students should be aware of the importance of education as well as the adequate attitudes. Thus, schools should raise awareness about the benefits of positive attitudes among learners. How students behave in a classroom affects how much and how well they

learn. Without the development of these attitudes and good behaviors, learners will not be well prepared to acquire the new knowledge and skills necessary for successful adaptation throughout their learning process.

1.2. Interview findings

As mentioned earlier in the previous introduction, the interview is another instrument of data collection. The main purpose behind that tool was to collect data linked to the teachers' competence in managing the classroom, the teachers' methodology in dealing with the daily challenges and problems they face in their classes, their perception towards students' disruptive behavior, the strategies they adopt in dealing with their students and especially the difficult and the disruptive ones. Besides, discussing the teachers' opinions about the lack of parental involvement in schools, and also about the importance of teachers' experience in managing the classroom.

To have those objectives reached, the tool was addressed to three teachers who teach in middle and secondary schools. The first interviewee is a man, he has been teaching in secondary school for 10 years, the second teacher is a woman, she has been teaching in secondary school for 4 years. Whereas, the last teacher is a woman and she has been teaching in middle school for about 3 years.

Secondly, we asked the three teachers about the biggest challenges they face in the classroom as an introduction to our topic. The responses were kind of expected and were all related to the class management and disruption of students. They were direct and said that students' disruption and handling the class are the main challenges for any instructor and their biggest concern.

The next question which was asking the three teachers if they think discipline in their schools is generally good. The two teachers who claimed that discipline is good in their schools were teaching outside Mostaganem province, they both teach in the suburbs of the city. The remaining teacher who responded negatively is currently teaching in one of Mostaganem middle schools. The point behind this comparison is to highlight that teaching in the rural areas and the suburbs of the city is more easy than teaching in the city itself. One teacher added that students in the suburbs areas tend to be more disciplined and well-mannered. Besides, parents in the environs tend to be more firm and involved in their children education which justifies their sons' punctuality.

In another question we asked the teachers if they think students are aware of the school rules and principles, two teachers believe that students have an idea about their school rules, adding that the learners condone their academy basics. The remaining teacher states that students are not completely aware about the school rules, adding that school rules should be explicit.

Furthermore, we asked the teachers if they think schools nowadays give importance to discipline. One teacher believes that schools value indeed discipline among students. While two teachers reckon that schools nowadays do not give enough importance to discipline. One significant matter one teacher mentioned is that the Ministry of Education and school administrations should consider adding another subject to the curriculum which focuses on ethical and moral education.

In regards to how should a tutor respond when classroom disruption occurs, all the teachers asserted that a teacher must never be emotional, impulsive or over-reactive, they suggested that it is a lot better for a tutor to be moderate and wise in his behaviors and actions. all of them believe that a teacher should never show any kind of anger, nervousness, or lose control over himself, they see it is better for him to be calm and wise in handling disruption.

Concerning what should a teacher do to face a persistent kind of disruption, the points that the three respondents highlighted are:

- A teacher should react according to the kind of disruption that the student makes, it is completely fine for the teacher to overlook some disruptions (like talking, light laughter), while some serious kinds of disruptions (like making continual interruptions, disobeying instructions) need to be dealt with seriously by penalizing the concerned student.
- The teacher needs to be patient to a certain extent with some students, overlooking some light disruptions and waiting for the student to cut it off, if the disruptive student is keeping his disturbance then it is better to kick him off the class.
- Tutors ought to report the school principal of the student if he has the tendency to be disruptive in every session.

In another question we asked the three teachers if they believe disruptive behavior occurs to get their attention when they are focusing more on some students, two of them say that some students indeed do that to be noticed by the teacher. This point should never be underestimated by the teacher because dealing with the same students every time (having

preferable students) and overlooking the others is certainly a mistake that every teacher must avoid.

Regarding students' violence in the Algerian schools, all of the three teachers have agreed that violence among Algerian students is becoming very common in schools due to many factors which are related the teacher's wrong methodology in approaching his students, absence of parents' influence with lack of parental intervention, and thirdly problems related to the student himself which can be summarized in having mental problems, behavioral problems, drug addiction issues and probably retaliatory tendencies within the student.

On the other hand, we asked the teachers if they think the reason for a student misbehaving is due to bad parental education, all of the teachers put some responsibility on the bad parental education. Bad domestic education contributes in shaping the child own personality negatively. neglecting a child, or failing to meet his or her basic human needs and failing to guide him in the correct way, can a have a dramatic effect on his school performance, his behaviors, his relations with his peers and superiors.

Moreover, concerning the lack of parental involvement in our schools, the three teachers express that it is very positive actually for the schools to be supported by the students' parents. All of them suggested that school administration should invite parents occasionally by arranging regular meetings with them to keep them informed about their children's educational and pedagogical progress. On the other hand, to strengthen the cooperation with the parents by making them included in their children learning process.

Regarding the benefits of parents' involvement in school, the three teachers had similar responses. One teacher said that it creates a healthy environment for the students to learn. Students with involved parents are more likely to have higher grades, better attendance and fewer behavioral struggles. It is helpful for both teachers and the school as well, teachers will feel supported and less overwhelmed, while the school reputation will be improved. It is also a great way for the parents to stay on top of what's happening in their kids' lives.

In another section of questions, we asked the teachers if teaching experience matter in education, all of them do appreciate the experience in teaching. One teacher stated that as teachers gain experience, their students are more likely to do better in class. While another teacher claimed that experienced teachers are better at motivating students and in managing the classroom, which result in having fewer infractions.

Relatively, we asked. If they think an experienced teacher would react better than the inexperienced one when disruptive behavior is taking place in the class. Despite the fact that they estimate experience in teaching, two of the interviewee teachers do not believe experience is everything when it comes to managing the class. One teacher reckons that teacher's competence is the key in managing the class and dealing with students. Another one mentioned a different contributing factor in handling the class, saying that a teacher should develop his social skills in order to deal with kids and teenagers effectively.

In addition, we asked the teachers about the qualities that the experienced teacher has over the inexperienced one, here are their responses discussed further:

- The experienced teacher is a good communicator, Teachers who hone their communication skills are prepared to instruct, advise and mentor the students entrusted in their care.
- Experienced teachers are better in preparing the layout of the lesson and in designing the course. Lesson planning is a priority of teachers. Although lesson plans constitute a major part of being a teacher, they are dreaded and sometimes their importance underestimated by some teachers.
- Experienced teachers are more familiar with their students' characteristics and personalities which is advantageous for them to well manage the classroom. They are also adaptable, dealing well with unfamiliar situations, and undertaking different actions to better handle the situation, and minimizing emotions (like anxiety or frustration) which may be unhelpful or distracting, is what distinguishes the experienced teachers.

Furthermore, we asked the teachers how can they prevent their learners from getting bored. It is known that students disrupt in the class when they feel tired and bored. it is indeed very challenging for a teacher to keep his learners concentrated and motivated the whole lesson. The respondents' responses were all about motivating the students by using different methods occasionally. Every teacher has his own style of teaching, and as traditional teaching styles consist of conducting static methods, it is important for teachers to adjust their approach sometimes to match their students' different learning needs. Two teachers suggested tutors to include technology in their lesson plan (data-show for example). The audio-visual approach is a solution to stimulate the learners and keep them motivated to learn. However, the last

teacher suggested to divide the students in groups to enable them to work together, which they find very appealing and interesting.

Slightly similar to the above one, another question was claimed to the interviewees, what are the characteristics of the excellent teacher? Good teachers are known for some qualities other than being competent in the subject. Thus, teachers were requested to discuss the characteristics of the ideal teacher according to them. Here are their answers discussed further:

- To begin with, a teacher's absolute priority is to demonstrate his competence in the subject. It seems obvious that, if someone is going to teach a subject, then he should really know a lot about the subject. Certainly in middle or high schools, where teachers often specialize into one or two subject areas, there is a real emphasis on the subject matter knowledge of the teacher. If a person wants to teach history, then he should first learn a lot about history.
- A teacher must understand his students' strengths, weaknesses, and interests to be better able to help them to be successful academically. It is important for the teachers to get to know their students because the more they get to know each student the better they can teach them, in a way that they will learn.
- A teacher must be respectful towards his learners and show interest in the students. Studies have found that students who have good relationships with teachers are academically more superior, and they show good behavior. A caring teacher can transform school experience especially for students who face enormous difficulties into success. Thus, the greatest thing a teacher can do is to care and to understand the learners.

Concerning the punitive measures, we asked the teachers what they use to punish their students when they disrupt or misbehave in class. The first teacher gives his students additional tasks or extra homework, giving tests or assigning homework to control a class is a good disciplinary technique. It will usually control the behavior of a class for a while because students don't want to do extra work, this will force them to behave more in class. The second teacher stated that he prefers sending the disruptive student out of class, sending students to the outside for time-out is a popular strategy because it's easy. The misbehaving student must pick up their things and exit the room. There is a meaning behind this act because it carries the message that the student is no longer part of the class till he behaves. Walking outside of

your class when every student is in theirs can be so uncomfortable, embarrassing even. Thus, in theory, this measure is helpful to avoid disruption. The last teacher prefers giving minus for his disruptive students, this technique is useful to stop the students' disturbance. Giving students minuses can be frightening for them because it causes them to lose important marks they really need to get good grades, this will allow them to be conducted.

In another question, teachers were asked if they praise their students often. All of them told that they praise their learners for their academic performance or their general behavior as a signal of approval. Praise has the ability to improve student academic or behavioral performance because it is a powerful motivating tool that allows the teacher to selectively encourage different aspects of student production or output.

Finally, (If the student engages in a disruption, do you provide one-to-one talk to bring him back on the right path?) This was the last question in the interview with the three teachers. all of them stated that they find one to one meetings with disruptive students helpful to manage their behaviors. Addressing a student individually after class will ultimately be more effective than addressing them in front of their peers, they will be more receptive to what you have to say, and they would be more open and honest with you. It is important for a teacher to maintain the dignity of all his students.

2. Recommendations and suggestions

2.1. For the inexperienced teachers

It is obvious that the new or the inexperienced teacher will face some difficulties in dealing with some students when making his first steps into his new assignment. According to Hassan ibn Yahya El-Zahrani, several points should be taken into consideration:

- An important component of precaution is the teachers' predictability of the class problems before they happen and facing their chances of raising into the surface.
- It is important to bear in mind the personality of the child before deciding how to adjust his behavior. In other words, you should try to identify what motivates the child's behavior and the psychological needs of the child. The teacher who understands these factors can deal with the child effectively.
- Often problems arise when the curriculum is not suited to the student's abilities, interests and tendencies. So, when planning to face a problem in your class, consider whether a bad-behaved student has difficulties or frustrations in his or her studies.

- Being moderate in handling problems is a smart thing to do. When dealing with bad behavior, Choose the procedures that do not disrupt the progress of the lesson significantly, the more your intervention is sharp; the more you interrupt your explanation of the lesson and the more you waste time.
- Discipline is not necessarily equivalent to the word punishment. It is more than just punishing a child. Discipline must include positive stimulation that interest the child and motivate him to follow proper self-control behaviors. You may have an opportunity when correcting a given behavior to persuade the students at the same time.
- The task of controlling student behavior is not limited to the teacher only, but it is an effort that may require the participation of parents, the principal, other teachers, and even comrade students.

2.2. Classroom management tips

As a new teacher facing their first classroom experience, the first thing to worry about is probably going to be how to manage the classroom, how to control your students and impose your authority.

It's hard to know what's important and what can go as a priority. Everything is related to classroom management should be planned and thought over because if you can't make plans and strategies to control your class, nothing will work as it should. New teachers must be aware of this one area first otherwise teaching can be troublesome.

While there are lots of possible strategies to think of, a few are absolutely critical. Adopt these following principles:

- **Have clear rules**

Classroom rules protect every student's right to learn, and teachers' rights in controlling the class. Teachers must cover every possible disruption, interruption and misbehavior to enable students to be aware of the rules and the consequences resulting from breaking them.

A teacher must define each rule explicitly during the first few days at a school. Modelling is key here; show your students examples of the precise behaviors that breaks your

rules. For example, if you were teaching children to raise their hand before speaking, sit in a student's seat and demonstrate how it's done, and discuss its importance with the students.

- **Have clear consequences**

The purpose of having rules and the consequences is to enable the teacher to maintain a positive relationship in the classroom. It is crucial in inspiring your students to mature socially and academically. Discuss the consequences resulting from misbehaving, from initial warning to parent contact. Model the exact words and body language you'll use when you give a warning, send a student for time out, or inform them that you must call parents. This persuade the offending student to reflect on their behavior and to take responsibility for it. Punitive measures influence the learner to break his misbehavior.

- **Be faithful to your principles**

Inconsistency is the fastest way to lose control of your class. When you overlook a misbehavior instead of calmly enforcing consequences, then you are essentially telling your students that you can't be trusted. This causes disappointment, resentment and ultimately more misbehavior. The key to consistency is to continually remind yourself that your very success depends on it. The moment they learn that you're not a person of your word, then you should expect more misbehavior.

- **Bring fun to the class**

It's easy to get so caught up in teaching your objectives that you forget the importance of making school fun for students. If there is a secret to classroom management, then it is to be funny. When your students are happy, engaged and look forward to your class, you have powerful positive influence to curb misbehavior because your consequences mean something to them. It is this combination of fun and responsibility that will transform even the most difficult students. Be open to share a laugh with your students, be yourself and never be afraid to show your personality. Tell stories of your youth, take attendance in a funny accent, add a tone when answering a question. Enjoy your job. Your students will love you for it.

- **Smile**

The most repeated recommendation that you should never smile in the first months of the school year is obsolete. A smile sends a powerful message to your class that kindness and politeness are expected. It also calms nervous energy and builds instant connection and inspire

the students to admire and respect who you are as a person. This is critically important because when your students like you and are comfortable around you, they'll want to please you, listen to you and behave for you. As you meet your class, look them in the eye, say hello and smile.

Conclusion

Managing classroom for a teacher is never an easy task, it requires him to be at his best shape every time he enters the class. Confronting difficult students is not something that teachers look forward to. however, every educator will meet disruption at some point during his career. We focused on this chapter to investigate on the main difficulties teachers face in handling students' disruptive behavior, we attempted to highlight these problems, and we tried also to convey some techniques that experienced teachers utilize to overcome these difficulties in the classroom.

General conclusion

The main goal of our research work is to examine Algerian schools' efficiency in regards to discipline among students, and teachers' methods in managing the classroom, and exploring the characteristics of students' lack of discipline in Mostaganem province schools. Our work is linked to all what is related to classroom management and difficult students handling.

To carry out this study, we split up the work into two main parts, a theoretical part and a practical one. The first chapter is devoted to the introduction of some basic concepts that is related to school discipline concept, the reasons behind class disciplinary problems, common disciplinary issues our schools are having at our modern times, we also discussed experience factor when it comes to teaching and managing the classroom. Thereafter, the second part has drawn the research methodology. In order to conduct this work; we adopted a mixed research approach, quantitative and qualitative research method. therefore, data has been collected through questionnaire and interview. The first tool which is the questionnaire has been responded by 32 master one and two students; while the interview has been proceeded with three teachers who teach in middle and secondary schools. Subsequently, the last chapter has been devoted to the discussion of the findings garnered from the previous research part. Through this chapter, the emphasis was put on showing the data collected from the questionnaire and the interview, and discussing it further in order to come out with ideas and suggestions that might help eradicate violence and misconducts of students from our schools, and to provide essentially teachers with recommendations to help them ameliorate the discipline in their classes and to improve their students' behaviors.

All these results have confirmed our hypothesis of the research questions. Accordingly, to try to solve some of the problems mentioned in our thesis, suggestions have been stated to overcome some of the mentioned obstacles that block our school environment prosper.

Finally, we hope that our work was clear and readable, and we would eventually welcome the readers' suggestions to eventually help answer some basic questions centered on what should be done to improve teaching and learning conditions in our country.

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APPENDICES

Appendix A

Students' Questionnaire

Dear students,

The present research work aims at exploring the classroom environment and verifying the Algerian school and classroom efficiency or inefficiency in dealing with the students'

disruptive behavior. Put in other words, our objective is to check whether the Algerian classroom environment helps the students to behave well. Please have the kindness to honestly answer the following questions based on your experience in the secondary school, by ticking the most appropriate answers and providing full statements in the dotted lines whenever necessary.

1. You are: Male Female
2. Did you consider yourself a disruptive student in middle and secondary school?
Yes No

3. If yes, what did you use to do?
.....
.....

4. What makes some students behave badly in the classroom?
- 1) They don't like the teacher
Agree Don't agree Don't know
 - 2) They hang around with friends who behave badly
Agree Don't agree Don't know
 - 3) They are showing off in front of their friends
Agree Don't agree Don't know
 - 4) They have problems at home
Agree Don't agree Don't know
 - 5) They are always given lots of activities
Agree Don't agree Don't know
 - 6) They get bored and tired
Agree Don't agree Don't know
 - 7) They get frustrated and stressed because of the teacher
Agree Don't agree Don't know
 - 8) They are looking for attention
Agree Don't agree Don't know

5. What kind of students usually cause disorder?
- 1) The ones who have problems outside of school
 - 2) The ones who usually get bad marks
 - 3) The ones who live in a poor environment

Other (please tell us)
.....
.....

6. What makes students behave well in school?

- 1) They get rewards from school for their punctuality
Agree Don't agree Don't know
- 2) The school keeps in contact with their parents
Agree Don't agree Don't know
- 3) They like the teacher
Agree Don't agree Don't know
- 4) Their parents keep them under supervision
Agree Don't agree Don't know
- 5) The teacher gives them plenty of praise and encouragement
Agree Don't agree Don't know
- 6) The teacher gives them extra marks for their good attitude
Agree Don't agree Don't know

Other (please tell us)

.....
.....

7. What makes a good teacher?

- 1) He can keep the class quiet
Agree Don't agree Don't know
- 2) Does not shout when a student does something wrong
Agree Don't agree Don't know
- 3) Is friendly but keeps control in the class
Agree Don't agree Don't know
- 4) Is funny
Agree Don't agree Don't know
- 5) Does not have favorite students
Agree Don't agree Don't know

Other (please tell us)

.....
.....

8. What makes a bad teacher?

- 1) He is not competent enough
Agree Don't agree Don't know
- 2) He does not listen to students' points of view
Agree Don't know Don't know
- 3) He does not understand how you feel
Agree Don't agree Don't know
- 4) He is always upset and angry
Agree Don't agree Don't know
- 5) He can't control his students' behaviors

Agree Don't agree Don't know

Other (please tell us)

.....
.....

9. Is it fair for the teacher to punish the entire class when he does not recognize the student who did a bad behavior?

Yes No

10. Do you think discipline in schools is generally good?

Yes No Don't know

11. Do you think respect exists between teachers and students nowadays?

Yes No Don't know

12. Are there many disputes between students and teachers nowadays?

Yes No Don't know

13. Do you think the reason for a student misbehaving is due to bad parental education?

Yes No Don't know

14. Do you think that parents' involvement is necessary to prevent disruptive behavior among students?

Yes No Don't know

15. Do you think schools nowadays give importance to discipline?

Yes No Don't know

16. Do you think students are aware of the school rules?

Yes No Don't know

17. What should teachers do about disruptive students? (you can select more than one option)

1) Being put on report

2) Being beaten

3) Being sent to the principal and having their parents contacted

4) Being given extra home work

5) Being kept in the detention

18. If they keep their disruptive behavior, what should school administration do about them?

- 1) Being suspended temporarily
- 2) Being sent to a behavior unit or to a boarding school
- 3) Being suspended permanently

19. What do you suggest as a solution to get rid of disruptive behavior among students?

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Thank you for your help

Appendix B

Teachers' Interview

The present research work aims at exploring our school environment by verifying the teachers' approaches in managing the classroom, as well as their efficiency in handling students' misconduct and their disruptive behavior.

A/Introductory questions

1. How long have you been teaching in school?
2. What are the biggest challenges teachers face in the classroom?
3. Do you think discipline in your school is generally good?
4. Do you think students are aware of the school rules?
5. Do you think schools nowadays give importance to discipline?

B/Teachers awareness of disruption behavior

6. How should a teacher respond when classroom disruption occurs?
7. What should a teacher do to face a persistent kind of disruption?
8. Do you believe disruptive behavior occurs to get your attention when you are focusing more on some students?
9. What do you think of students' violence in the Algerian schools?

C/Parental involvement

10. Do you think the reason for a student misbehaving is due to bad parental education?
11. How can schools deal with the lack of parental involvement?
12. According to you, what are the benefits of parents' involvement in school?

D/Teachers experience

13. Does teaching experience matter in education?
14. When disruptive behavior is occurring. Do you think that an experienced teacher would react better than the inexperienced one?
15. What are the qualities that the experienced teachers have over the inexperienced ones?

E/Teachers' methods

16. One of the reasons that makes the students disrupt in the class is boredom and fatigue. How can a teacher maximize students' motivation in the class?
17. What are the characteristics of the excellent teacher?
18. What do you use as a punishment for your students? Is it effective?
19. Do you praise your students often? If yes, why?
20. If the student engages in disruption, do you provide one-to-one instruction to bring him back on the right path?

Thank you for your time

Appendix C

Teachers' Interviews

Interviewer: How long have you been teaching in school?

Teacher 1: For 3 years.

Teacher 2: For 10 years.

Teacher 3: For 4 years.

Interviewer: What are the biggest challenges teachers face in the classroom?

Teacher 1: Students' disruption and their bad attitudes.

Teacher 2: Students' lack of motivation, ill-manners and their aggressiveness.

Teacher 3: Well managing the classroom.

Interviewer: Do you think discipline in your school is generally good?

Teacher 1: Yes.

Teacher 2: No.

Teacher 3: Yes.

Interviewer: Do you think students are aware of the school rules?

Teacher 1: No.

Teacher 2: Yes.

Teacher 3: Yes.

Interviewer: Do you think schools nowadays give importance to discipline?

Teacher 1: No.

Teacher 2: No.

Teacher 3: Yes, but not as it should be.

Interviewer: How should a teacher respond when classroom disruption occurs?

Teacher 1: He should not be aggressive, but kind in managing the situation.

Teacher 2: He should be clever and wise in handling the situation.

Teacher 3: He must control himself and his emotions.

Interviewer: What should a teacher do to face a persistent kind of disruption?

Teacher 1: He must overlook it at first, but if it were consistent then he should send the student out, and then inform the school administration.

Teacher 2: It is better for him to report the principal.

Teacher 3: It depends on the kind of disruption.

Interviewer: Do you believe disruptive behavior occurs to get your attention when you are focusing more on some students?

Teacher 1: No.

Teacher 2: Yes.

Teacher 3: Yes.

Interviewer: What do you think of students' violence in the Algerian schools?

Teacher 1: It is spreading among our schools.

Teacher 2: It is very common today.

Teacher 3: It is increasing.

Interviewer: Do you think the reason for a student misbehaving is due to bad parental education?

Teacher 1: Yes.

Teacher 2: Yes.

Teacher 3: Yes.

Interviewer: How can schools deal with the lack of parental involvement?

Teacher 1: It is very needed in schools today; schools need to contact them sometimes.

Teacher 2: Schools should encourage parents to come often.

Teacher 3: Schools should arrange occasional meetings with parents to keep them informed about their children.

Interviewer: According to you, what are the benefits of parents' involvement in school?

Teacher 1: Parental involvement creates an environment that reinforces students' learning.

Teacher 2: Students would have better self-esteem, would be more self-disciplined.

Teacher 3: It influences students to value the school and show higher motivation in learning.

Interviewer: Does teaching experience matter in education?

Teacher 1: Yes.

Teacher 2: Yes.

Teacher 3: Yes.

Interviewer: When disruptive behavior is occurring. Do you think that an experienced teacher would react better than the inexperienced one?

Teacher 1: Yes.

Teacher 2: Teacher's experience is important, but it is not everything.

Teacher 3: No, it depends on the teacher's competence.

Interviewer: What are the qualities that the experienced teachers have over the inexperienced ones?

Teacher 1: Experienced tutors are good in planning.

Teacher 2: Experienced teachers are more adaptable.

Teacher 3: Old teachers are more familiar with the different students' characteristics and personalities.

Interviewer: One of the reasons that makes the students disrupt in the class is boredom and fatigue. How can a teacher maximize students' motivation in the class?

Teacher 1: Breaking standard routinely teaching method and trying different methods.

Teacher 2: Using technology.

Teacher 3: Using data-show increase learners' motivation.

Interviewer: What are the characteristics of the excellent teacher?

Teacher 1: His competence in the subject.

Teacher 2: Recognizing his learners needs, lacks.

Teacher 3: His commitment towards his students, besides being respectful.

Interviewer: What do use as a punishment for your students? Is it effective?

Teacher 1: Asking the student to be out of class, and it is effective for me.

Teacher 2: Ask the student to leave the class, it enables me to maintain the calm in the classroom.

Teacher 3: Give minus to the student, it is helpful sometimes.

Interviewer: Do you praise your students often? If yes, why?

Teacher 1: Yes, it motivates the students.

Teacher 2: Yes, because it is very appreciated by the learners.

Teacher 3: Yes, because it influences the students to work hard, to love the subject and to appreciate the teacher.

Interviewer: If the student engages in disruption, do you provide one-to-one instruction to bring him back on the right path?

Teacher 1: Yes.

Teacher 2: Yes.

Teacher 3: Yes.