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GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

TEACHERS' ATTITUDES TOWARDS STUDENT MISBEHAVIORS

IN EFL HIGH SCHOOL CLASSROOMS

MASTER THESIS

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Teachers' Attitudes towards Student Misbehaviors

in EFL High School Classrooms

Master Thesis

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We certify that we have read the thesis submitted by Gharib Babakr Hussein entitled "Teachers' Attitudes towards Student Misbehaviors in EFL High School Classrooms" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in the Department of English Language Teaching.

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DECLARATION

I hereby declare that all the information in this document thesis has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to the study.

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Signature: ………………………………

DEDICATIONS

I would like to dedicate this work to:

- The pure soul of my parents,

- My beloved wife, and

- My kind sister, my dear brothers, and their families.

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ABSTRACT

TEACHERS' ATTITUDE TOWARDS STUDENT MISBEHAVIORS

IN EFL HIGH SCHOOL CLASSROOMS

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MA program in English Language Teaching

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This quantitative study aimed to investigate most common student misbehaviors occurred in EFL high school classrooms of Iraqi Kurdistan in Pishder district. The study also sought to find out about the EFL high school teachers' proactive and reactive methods to perceive and prevent those student misbehaviors. In order to achieve the above aim, a five-point Likert scale questionnaire consisting of two main parts was used. It was originally developed by Kurt and Sevgen (2009). In the first part of the questionnaire 45 items of student misbehaviors were posed, and in the second part 48 items of proactive and reactive methods were posed. The participants were 41 EFL high school teachers and to analyze the collected data the Statistical Package of Social Science (SPSS, Ver. 20) was used.

The results of the study indicated that the most frequently encountered student misbehaviors were "complaining about assessment and marks", "teasing friends", "not joining in classroom activities" and "not studying regularly". For the EFL teachers' classroom management methods it was found that "coming to lessons prepared" was the most frequently used proactive method. It was also revealed that "using dramatic pause" was the most frequently used reactive method, as the EFL teachers claimed.

  Key words: student misbehavior, classroom management, EFL teachers, proactive and reactive methods

ÖZET

ÖĞRETMENLERİN YABANCI DİL OLARAK İNGİLİZCE LİSE SINIFLARINDAKİ UYGUNSUZ ÖĞRENCİ DAVRANIŞLARINA İLİŞKİN TUTUMLARI

Gharib Babakr Hussein

İngilizce Dil Eğitimi Yüksek Lisans Programı
Danışman : Prof. Dr. Mustafa Kurt
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Bu sayısal nitelikli araştırma, Lisedeki Yabancı Dil Eğitim Sınıflarında öğrencilerin sergilemiş olduğu uygunsuz davranışları araştırarak bu konu hakkında bilgi sahibi olmayı amaçlamaktadır. Ele alınacak olan liseler, Iraktaki Pisher bölgesinde bulunmaktadır. Araştırma, aynı zamanda sınıflarda bulunan öğretmenlerin uygunsuz davranış sergileyen öğrencilere karşı proaktif ve reaktif algı ve engelleme yöntemlerini ortaya çıkarmayı amaçlamaktadır. Belirtilen amacı gerçekleştirmek için, Kurt ve Sevgen (2009)'in ortaya koyduğu beş noktalı iki bölümden oluşan bir likert ölçeği kullanılmıştır. Anketteki ilk bölümde, 45 maddelik öğrencilerin uygunsuz davranışları üzerinde durulmuştur. İkinci kısımda ise, bu davranışlara karşı olan proaktif ve reaktif 48 maddelik yöntemler gösterilmiştir. Katılımcılar 41 kişiden oluşan öğretmenlerden oluşup, SPSS, Ver 20 program kullanılmıştır.

Araştırmanın sonucu, uygunsuz davranış sergileyen öğrencilerin değerlendirme ve puanlama sisteminden şikâyetçi olup tavır koyduğu, sınıf aktivitelerine katılmadığı ve düzenli çalışmadığını göstermiştir. Yabancı Dil Eğitim Sınıflarında bulunan öğretmenlerin ise, sınıfa hazırlıklı gelmenin en çok tercih edilen proaktif yöntem olduğu kanısını doğurmuştur. Öğretmenlerin iddiasına göre, eğitimde yaratıcı drama yöntemi, öğretmenlerin en sık kullandığı proaktif ve reaktif metottur.

Anahtar Kelimeler: Öğrencinin uygunsuz davranışları, Sınıf Yönetimi, Yabancı Dil Eğitimindeki Öğretmenler, Proaktif ve Reaktif Yöntemler

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ABBREVIATIONS

BA : Bachelor of Arts

EFL : English as a foreign language

ELT : English language teaching

ODD : Oppositional Defiant Disorder

SPSS : Statistical package for social sciences

CHAPTER I

INTRODUCTION

Problem

The issue of student misbehavior at schools and in the classrooms is a difficult and problematic factor that can create serious obstacles for educators and in the process of education. As Özben (2010) states "Misbehaviors in the class ruin the class atmosphere, the teaching process and prevent both students and teachers from achieving their aims and lead to the problems in time management" (p. 587). Kyriacou (2009) thinks that student misbehavior "is simply a reaction to ineffective teaching or to behavior by the teacher that is felt to be unfair, which serves to undermine their respect for the teacher" (p. 109). Kyriacou ranges student misbehavior from "simple non-compliance (e.g., not paying attention) to overt disruptive behavior (e.g., throwing a missile across the room)" (p. 121).

In order to find a solution to this problem, it will be better to know the source of the problem. In other words, it will be better to find solutions to the causes and eradicate them before they get out of control. Kuhlenschmidt & Layne (1999) think that the first steps for solving misbehavior problem are to understand the problem and finding out the context in which the misbehavior occurs. However, solving the causes of student misbehaviors can be achieved by addressing the common types of those student misbehaviors by the school staff and teachers. Student misbehavior should be taken into consideration immediately because any kind of delay is not profitable and useful.

The environment provided in a classroom can be a significant component of a student's educational experience and it affects the teachers' professional

satisfaction and their success concerning their career as well. The other mentioned problems of student behavior can be seen in everyday life of teaching in the schools especially in the high schools in which students are in the teenage stage. As Lehman (2009) states "Adolescence is a stage of life that results in many changes. Some of these changes are biological such as a time of rapid growth in height, weight, and sexual maturation, these biological changes can influence social and emotional changes as well" (p. 1).

Among the Kurdish high schools, as it could be anywhere else, there are many incidents that can be mentioned as misbehaviors whether in the class or in the school ground by the students. These misbehaviors can create serious problems for teachers, the process of teaching and learning, and for the students themselves, too.

During the last few years, the system of education and teaching in the whole educational levels in Kurdish region in Iraq faced a general change. The changes started with building new schools, opening colleges and institutions for training specialized teachers, and changing nearly all the course books and course packs under a new system of curriculum. However, what is done concerning the school rules and dealing with the actual problems of everyday schooling is not adequate. Misbehaving, for example, is still one of the most frequent issues which can affect the system of education and it can hinder the recent plans which the government and relevant ministries are planning to implement.

From that point of view, with the existence of the problem, and lack of plans and research in this field, it was important to carry out this study in the area. Further, it was also important to find out teachers' attitudes towards these misbehaviors since they were the ones who were attacked mostly.

In Iraqi Kurdistan region till now nearly all the universities, colleges and even the specialized language institutions pure linguistics and English literature are

taught while methodology is not much concerned as them. Dealing with the factors and problems like students' psychology, student misbehaviors, and teachers' attitudes was not properly taken into consideration. Therefore, dealing with student misbehavior in the high schools is crucial and it should be thoroughly investigated.

Aim of the study

During their experience, most teachers are expected to confront with some kinds of misbehaviors in every lesson they teach. Kyriacou (2009) thinks that "being able to deal with such misbehavior is extremely important in complementing their ability to set up and sustain effective learning experiences" (p. 120). Kyriacou (2009) also stated:

> If the techniques and skills involved in dealing with pupil misbehavior are not coupled with effective learning experiences, they will, at best, serve only as damage limitation exercises, aimed at establishing some sort of truce between teacher coercion and pupil resistance. At worst, there will be no truce, but a continuing saga of friction, hostility, frustration and mutual resentment. (p. 120).

Since teachers are the sole authority at least in the classrooms they teach, they can be the key for solving the problems which are happening in the schools.

The aim of the present study was then to find out the most frequently encountered misbehaviors at the high schools observed by the EFL teachers. It also aimed at finding out the teachers' attitudes and the methods they used to cope with student misbehavior. This study sought to find answers for the following questions:

1. What are the most common student misbehaviors observed in the EFL classes according to the EFL teachers?
2. What are EFL teachers' attitudes towards student misbehaviors in the EFL classroom?
3. What proactive and reactive methods do EFL teachers use to prevent the student misbehaviors?

Significance of the study

The quality of teaching and education is the most important factor by which the system of every nation can be led. Kyriacou (2009) thinks that "… a very valuable source of information concerning teaching qualities comes from attempts by teacher educators to develop rating schedules that can be used to assess the classroom teaching of student teachers as part of their initial teacher training courses" (p. 79). The case of education in Iraqi Kurdish schools seems to be in a situation which very few research and investigations are carried out to improve the quality of teaching English.

To my knowledge, till now no studies about classroom management especially on student misbehavior have been conducted in the region. Therefore, it is concluded that the region lacks resources to have a clear view for the problem of student misbehavior. Therefore, studying the problems and factors which influence them will be very beneficial. Misbehavior is a frequent problem in the classrooms, but unfortunately, almost no research study in this field has been carried out in the area to find out the possible reasons and solutions for them. Dealing with them and carrying out surveys are hoped to be meaningful assistants towards finding the common student misbehaviors.

Limitations

   The present research study aimed to investigate the most common misbehaviors occurring in the high schools of the Iraqi Kurdistan region and the most common reactive and proactive methods used by the EFL teachers to cope with student misbehaviors. This study was done in the high schools of Kurdish region in Iraq, the area of the study was Pishdar district, and the findings of the study cannot be generalized to the whole region and to all levels of education. Since the research was held in the high schools, only teachers of this stage were the participants of the research.

Definition of the key terms

- **Student misbehavior:** Student misbehavior is any behavior that disturbs other students, spoils the activities planned in the classroom completely. It is inappropriate to legal expectations of school and teacher or cause to confusion in the classroom. (Tertemiz, 2000; as cited in Yılmaz & Şahinkaya, 2009)

- **Classroom management:** Brophy (2006) says "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction -arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities" (as cited in Ozben, 2010, p. 587).

- **High schools in Iraqi Kurdistan region:** The term refers to the classes beginning from 10th to 12th in the preparatory system. They are between 16 and 18 years old.

CHAPTER II

LITERATURE REVIEW

Introduction

The aim of the present chapter is to present certain terms and concepts which are used in the research study. Among them mainly classroom management, student misbehavior, teachers' proactive and reactive methods for preventing students misbehaviors, and teachers' attitude towards those misbehaviors which are occurring in the classrooms, are investigated. "Traditionally, classroom management is viewed as of exerting control over the learners, but more recently classroom management has been perceived as the art of establishing a good climate and managing instruction effectively" (Hue & Li, 2008, p. 45).

Classroom management

Classroom management is a momentous element of a successful class and a fruitful classroom. For the teaching process, classroom management is the key point from which teachers and administrators can start a good teaching, a poor classroom management, on the contrary, can lose the whole goals for which teachers and students seek for. "A narrow view of classroom management sees it primarily as discipline and management of student misbehavior; however, successful teaching requires more than controlling student behavior" (Allen, 2010, p. 2). Dobrescu and Grosu (2013) thought that the complex process of classroom management "merges with the action of creating a positive learning environment, both as the physical space is concerned, and through the totality of the essential elements of the pupils' personalities" (P. 456).

The key point which is worth mentioning about classroom management is that the objectives behind classroom management should be for the purpose of providing a well managed setting for teaching and learning not for personal goals or showing power. Mathieson and Price (2012) suggested that "any management situation is about achieving a constructive balance between control and empowerment, the essence of a good manager is one who can find the right balance for the right people in the right situation. The identification of management as a skill within the teacher's armory is essential in considering behavior in the classroom" (p. 27).

Students can support their teachers by acting responsibility and make the lessons run smoothly. Dunbar (2004) claimed that much research on classroom management focused on student participation in establishing codes of conduct. It suggests that students should actively participate in the creation of guidelines governing classroom behavior. Kyle and Rogien (2004) stated that "the supportive component of classroom management focuses on promoting and teaching responsible behavior" (p. 115). Students' responsibility can be defined in many terms. Kyle and Rogien (2004) also indicated that "Classroom management requires an orchestration of effective teaching, proactive preventive strategies, practical corrective strategies, and positive supportive techniques" (p. 111). There are certain tips and methods for managing a classroom; Alber (2011) the ten most important tips for managing a classroom:

1. Build community, building caring relationships with students is the cornerstone of good classroom management,
2. Design a safe, friendly, and well-managed classroom environment,
3. Include students in creating rules, norms, routines, and consequences,
4. Create a variety of communication channels,
5. Always be calm, fair, and consistent,

6. Know the students you teach,
7. Address conflict quickly and wisely,
8. Integrate positive classroom rituals,
9. Keep it real, i.e., bringing the students' real life into the classroom, and
10. Partner with parents and guardians. (p. 2)

Scrivener (2012) thought that "your classroom management is the way you manage students' learning by organizing and controlling what happens in your classroom … Or the way that you consciously decide *not* to organize and control, or the way that you delegate or relinquish such control to the learners". Teacher's attitude and personality in the classroom is very essential for fulfilling the educational purposes. Açıkgöz (2005) thought that classroom climate could be directly affected by the teacher and this would have a major impact on the students' attitude and behavior towards the learning process in the classroom.

Student misbehavior

For running a class smoothly the students' behaviors play a great role, in other words, when students well behave, teachers can convey their educational skills more productively and vice versa. Student misbehaviors were studied and investigated in many countries, which suggests that it became an issue which needs an international concern for example in the United States (Aloe et al., 2014, and Patron & Bisping, 2008), in Pakistan (Ghazi et al., 2013), in Turkey (Yılmaz, 2010 and Özben, 2010), in Portugal (Veiga, 2008), in China (Yuan & Che, 2012), in Cyprus (Sevgen, 2009), in Iran (Aliakbari, Mirzaee, & Aliabadi, 2013), in New Zealand (Singh & Blampied, 1983) and (Lewis, Romim, Qui, and Katz, 2005) also conducted a research in Australia, China and Israel about student misbehavior, too.

According to Aloe, et al. (2014) student misbehaviors have a significant relationship with teachers' burnout especially teachers' emotional exhaustion. Research shows that there is a direct impact between positive emotional climate in the classroom that meets students' needs like belongingness is linked to a fewer disruptive behavior (Brackett, et al, 2011). Kyle and Rogien (2004) mentioned proactive and preventive strategies as to be a glue that holds the classroom management plans together. Another study by Sun and Shek (2011) revealed that verbal aggression rule breaking, violating the implicit norms or expectations and being inappropriate in the classroom settings were the most common misbehaviors according to the teachers' perspectives. However, each student may have a unique behavior and personality but effective teachers with the cooperation of school staff and school psychologists can regulate and improve the students' behavior. Researchers talked more about the strategies for improving the students' behavior in the classroom and at the play ground of the schools. Manitoba Education (2001) presented a four pointed list of important strategies for improving student behaviors and preventing misbehavior:

1. Establishing a school-wide behavior support system,
2. Assisting students in the development of resiliency skills. Resiliency is the ability to "bounce back" from adversity, to overcome the negative influences or risk factors that often stop students from becoming successful.
3. Assisting students in developing prosocial skills to ensure that they obtain the necessary skills required to function socially in society.
4. Developing administrative procedures and policies for dealing with behavioral concerns.

There are many other strategies for dealing with misbehavior and improving students' behaviors in the classroom and at school. Zero tolerance strategy is

another strategy which, in addition to the pros and cons, yet some educators believe that it can prevent student misbehavior at a very high level. There are many definitions for zero tolerance approach. Skiba (2010), for instance, believes that "it is developing administrative procedures and policies for dealing with behavioral concerns". He also stated that "Zero tolerance policies assume that removing students who engage in disruptive behavior will maintain a safe learning environment as well as deter others from disruption" (p. 1).

Another effective way for improving student behavior and to prevent disruptive behaviors is self regulation. Teachers and their families should motivate them to regulate themselves with their own options. Baumeister, et al. (2006) about self regulation stated that "Self-regulation is an important personality process by which people seek to exert control over their thoughts, their feelings, their impulses and appetites, and their task performances" (p. 1773).

Solving students' behavioral problems needs certain factors. Above all of them the causes and reasons behind student misbehavior can be identified. Yuan and Che (2012) in their study focused on several causes behind students' problematic behaviors. They presented them as the follows:

1. Attention Seeking: to gain the attention of the others around them as a way to show and prove themselves, as a nature of human being.
2. Learning Difficulties: They think that when students have difficulty with learning in the classroom, they tend to misbehave and that difficulty affects their self-esteem to learn and conduct with the class rules.
3. The teachers: Teachers are playing major role in controlling the class. They should have the ability to seek the students' attention and their way of teaching have to meet the students' educational and emotional desires.

4. The Society: Student's problematic behavior in the classroom cannot be isolated from the factors that originate from society. (pp. 144-146)

Before deciding that a students' behavior is *misbehavior*, we should ask some questions and consider some evaluation for the students. Kuhlenschmidt and Layne (1999) stated that we should ask questions such as: "When does it happen? What is going on before, during, and after the behavior? Who is involved or affected? Is the behavior harmful to the student, to you, or to others? How do you feel about the behavior?" (pp. 46-48). They also claimed that "asking why a behavior occurs is not typically as useful as popularly believed; we should understand the reasons for difficult behavior" (p. 49).

For dealing with student misbehavior there are certain ways that teachers may use. These methods can be teacher made methods. They can be provided by the school headmasters and supervisors, or made through teacher-student collaboration. Some of the ways are used before the events happen and such methods are called proactive methods, while some teachers use reactive methods to deal with the students' irregularities. Proactive classroom management includes forethought concerning the many and varied interactions that take place once students arrive in a classroom. A teacher's anticipation of the relationships with and instruction of a class of students helps ensure a safe and smoothly run learning environment (Evertson & Poole, 2008).

Champlin (1991, p. 1) stated that proactive strategies are interventions which are used on an ongoing basis in an attempt to reduce the likelihood of occurrence of the challenging behavior; they are preventative and usually deal with the conditions that precede the behavior. Proactive strategies are interventions which are used only once the behavior occurs. The goal is to cut short the behavior to minimize the damage.

Classroom environment

When we are involved in a process named teaching and education, it means working in a very sensitive field which needs accurate consideration because we are working educating human beings. Amirul, Ahmad, Yahya, Abdullah, Adnan, and Noh (2013) stated that learning environment is a major aspect in the teaching and learning process and is crucial to determine students' learning. Learning environment stimulates students' engagement in the learning process and influences their behavior (p. 2). From this point, we understand that the process needs appropriate environment in the classrooms and at school. In general, when we speak about classroom environment we have to speak about it from different aspects which are psychological, physical, and social environments.

Psychological / emotional environment

There can be many reasons for why students misbehave or do not do well in the classroom. One of the most important and highly effective reasons is the psychology of the students and their emotional state. Students, especially at high schools challenge with a lot of biological and psychological changes in their bodies and their mental states. They are expected to face a new emotional world which is transiting from teenage to their adolescence. Therefore, teachers particularly should provide an environment in the classrooms and in the play ground in which students feel that students and teachers are taking care of each other. According to Hamre and Pianta (2007) there are certain characteristics for a healthy emotional environment which are: (a) teacher sensitivity to student needs, (b) warm, friendly, respectful, and nurturing teacher-student relationships (c) regard for students' perspectives and encouragement of active participation, and (d) the absence of abrasive disciplinary practices and cynicism (as cited in Brakette, Reyes, Rivers, Elbertson & Salovey, 2011, pp. 27-28).

Physical environment

One of the highly important aspects of classroom management is a good environment in which the educational goals can be accomplished. A classroom with seats well arranged, good temperature, a good air quality, clean surfaces and proper lighting can be mentioned as a well managed physical environment. Favorable physical environment has a significant positive effect on the efficiency of any organization and acts as catalyzing agent to provide a straight way for achieving predetermined objectives of an organization (Suleman, Aslam, and Hussain, 2014). When we speak about classroom physical environment, we have to deal with the physical components of the room consisting of several elements. Some of these components are as follows:

Temperature

Providing a good temperature for the students attending in a classroom can increase the ability of learning of the students and hence the lack of this condition may have direct effect on the ability of the students for learning and the teachers' ability for teaching. According to Suleman et al. (2014) temperature and ventilation systems inside classrooms are the crucial factors that affect classroom learning environment. Too cold or too hot classrooms negatively affect students' performance and concentration as they feel uncomfortable in such conditions (p. 74).

Seating arrangements

There are various types for arranging the seats of the classroom according to the class size and the subject which is taught in the class. Arranging the seats should not be done randomly but it would be better to do that systematically and

above all the arrangement should meet the students' happiness not to be deliberate. Scrivener (2012) suggested five ways for arranging classroom seats:

1. Alphabetical order of surname or first name.
2. Age or height.
3. Recent test scores.
4. Gender (all the boys on one side, all the girls on the other; or girl/boy, boy/girl).
5. Good and naughty (the naughtier you are, the closer you are to the front).

Lighting

It is clear that in a place the all the people are working, especially on education and teaching, lighting can have a strong effect on that environment. Suleman et al. (2014) think that "Classroom lighting consists of undetectable light, illumination at a student's desk, lighting from projection screens and windows. Improper lighting negatively affects academic achievement and promotes distress and obstruction for students in the classroom (p. 74)". The lighting is the main cause for the students' sight. That is why it is crucial for the teacher at the beginning of every school year to ask all the students if they have any problems with their eye sights as Scrivener (2012) stated "it is certainly worth asking if any students are having problems seeing clearly and taking account of this when making seating plans" (p. 30). Lights, projectors and bright sunshine may make problems too. That is why they should be taken in consideration carefully.

Noise

Findings gained form studies prove that noise in the classrooms has a bad effect on the physical environment in which the students live and work. Woolner and Hall (2010) stated that "noisy conditions have direct negative effects on

learning, particularly language and reading development, as well as causing indirect problems to learners through distracting or annoying them" (p. 3257). In a study conducted by Enmarker and Boman (2004) noticed that both teachers and student were annoyed by noise in the classroom. This shows that noise not only affects students' ability to learn but it may have a negative impact on the ability of teachers for teaching effectively. Enmarker and Boman (2004) investigated that both teachers and students reported chatter as the most observed source of noise. Whatever the causes are, there should be immediate solutions and plans by the school staff and the teacher to prevent the disruptive behavior.

Beside all the mentioned components of the physical environment of a classroom there are other conditions like cleanliness and color with their own importance which cannot be ignored. When we speak about cleanliness we should think about the surface of the classroom, clean water, clean and fresh air, and etc. According to Gaines and Curry (2011) color impacts student behavior within the physical learning environment. They think that a stressful learning environment will result from excessive use of color. They also thought that color has psychological responses by the students by releasing a hormone from brain that is affected by the color transforming through eyes by which changes can be done to mood and attention. Class size and number of the students attending in a class also have a potential effect on the student's ability to learn, and it is supposed to be a great aspect of the physical environment of the classroom. Ehrenberg, Brewer, Gamoran and Willms (2001) proposed that the number of students in a class has the potential to affect how much is learned in a number of different ways. They also think that the number of students may result in more or less noise and disruptive behavior, which in turn affects the kinds of activities the teacher is able to promote. It could affect how much time the teacher is able to focus on

individual students and their specific needs rather than on the group as a whole (p. 1).

Social environment

The social environment of a classroom is an important educational context that is related to a wide range of adaptive student learning-related beliefs and behaviors. The social environment of a classroom is comprised of students' perceptions about how they are encouraged to interact with and relate to others, e.g., classmates and the teacher (Patrick & Ryan, 2003). It is the teachers' role to make a social context in the classroom in which students feel to be socialized with their colleagues instructing the curriculum. According to (Ryan & Patrick, 2001, p. 438) teachers are more than subject matter specialists. In addition to delivering the curriculum, teachers help to construct the classroom social environment by creating norm and rules for student social behavior in the classroom and giving explicit message regarding students' interactions with their classmates.

There is no doubt that teachers apart from their main job, teaching and educating, they can manage their classrooms through certain skills and via their educational experience. Marzano, Marzano and Pickering (2003) indicated that "the effective teacher performs many actions which can be organized into three major roles: 1) making wise choices about the most effective instructional strategies to employ (2) designing classroom curriculum to facilitate student learning (3) making effective use of classroom management techniques" (p. 3).

CHAPTER III

METHODOLOGY

Introduction

This chapter presents information about the participants, the research design, the materials used to collect data, data collection procedures, and the data analysis.

Research design

The research was designed as a survey to investigate the attitudes of high school teachers of English language towards student misbehaviors, the types of misbehavior they face most, and the methods they use to prevent misbehaviors. A quantitative method was used to collect the data as the study is an associational one. Quantitative methods focus on numerical analysis and specific standardized measurements of data can be collected through a variety of ways like polls, filled questionnaires and surveys (Babbie, 2007).

The participants

The participants of the study were high school EFL teachers working at the high schools in Pishdar district - Sulaimanya government- north of Iraq. In the area of the study 62 high school English language teachers are teaching. The questionnaire was distributed to 48 teachers randomly. 45 of them returned the questionnaires since 4 of them returned the questionnaires with missing and invalid answers.

Table 1 illustrates the participants' demographic information.

Table: 1

Demographic Information About 41 High School English Language Teachers

Gender	Distribution	%
Male	24	58.5%
Female	17	41.5%
Age		
22-30	17	41.5%
31-38	18	43.9%
39- over	6	14.6
Years of Experience		
1-3	11	26.8%
4-7	15	36.5%
8-11	6	14.6%
12-15	6	14.6%
16 and over	3	7.3%
Total	41	100%

Table 1 shows that 24 of the teachers who participated in the survey were male teachers and 17 of them were female teachers. Seventeen of them were between the ages of 22 and 30 and 18 teachers were between the ages of 31 and 38, 6 of them were 39 and older than 39. After that, the participants were divided into four

groups according to the years of their teaching experience. Among the participating teachers 11 of them had 1 to 3 years of experience, the experience of 15 teachers was between 4 and 7 years, 6 teachers had 8 to 11years of experience. and another 6 of the participating teachers had 12 to 15 years of teaching experience the last 3 teachers had 16 or more than 16 years of teaching experience.

Materials

As the main means of data collection, a questionnaire was used (see appendix A). The questionnaire was designed and originally developed by Mustafa Kurt and Oya Sevgen Yuksekin (2009) and after getting their permission some new items were added and some other items were omitted by the researcher as a result of cultural adaptation. That is because the original questionnaire was used and distributed in North Cyprus and some items were considered to be different according to the Cypriot society and Iraqi Kurdish society. The system of education in the two countries is quite different.

The questionnaire was written in English and the Kurdish translation was provided under each item. For the purpose of revising and clarity of the meaning, after translating them by the researcher, an English copy was given to a Kurdish language teacher to translate it into English and a Kurdish copy was given to an English language teacher to translate it into Kurdish. The two translated copies were compared and the meaning and content of each were similar.

The questionnaire consists of three main parts. The first part of the questionnaire is a demographic part asking about the participants' gender, age, and their teaching experience. The second part is about types of student misbehaviors they encounter which are categorized as class disruptions, aggression, defiance of authority, and not-minding misbehaviors. In the third part,

the methods teachers use to prevent misbehavior were investigated and they were categorized as proactive methods and reactive methods.

A five-point Likert scale was used in the second and the third parts of the questionnaire where the participants were required to indicate their response about the frequency of the student misbehaviors occurring in their classrooms. They were asked to indicate their response about the frequency of the methods they use in their classrooms. The scale was from 1 to 5 where 1 means *never*, 2 means *rarely*, 3 means *sometimes*, 4 means *often*, and 5 means *always*.

Reliability and Validity

For the reliability and internal consistency, the researcher used Cronbach Alpha which was calculated as 0.928 (for the second part) and 0.702 (for the third part). As a result of this, the materials used for collecting data were considered to be reliable. For the purpose of checking the validity of the questionnaire, a copy of the questionnaire was sent to two experts in the field to confirm the suitability of the instrument of the study. They declared that the items were useful for the study. For content validity, previous studies and resources were used about student misbehavior in different times and various settings. For example, Ozben (2009) conducted a research about teachers' strategies to cope with student misbehavior in which teachers' strategies and student misbehaviors were studied.

Data collection

Before distributing the questionnaires, the researcher consulted the general directorate of the area of the study (Pishdar district). After taking their permission (see Appendix B). The researcher took advantage of a formal meeting of the high school EFL teachers of the district with the English supervisors. The meeting was for the purpose of the preparation for 2003-2004 school year. After getting the

supervisors' permission the questionnaire was distributed among 38 attended EFL teachers and a session was given to them for filling up the questionnaires. Then during the school days the researcher visited the teachers in their schools in the centre of the district for distributing other questionnaires. Three copies were sent via emails for the teachers outside the centre of the district. Finally 48 copies were distributed but only 45 copies were received back. After receiving them, the data were put on a computer program called Statistical Package for Social Sciences (IBM Spss V. 20) and analyzed accordingly in chapter four. Among the collected questionnaires 4 copies were left because of missing or invalid answers.

Data Analysis

The data collected for this study was analyzed quantitatively. The quantitative analysis of data was conducted by using SPSS for Windows Release 20.0.0. Descriptive statistics used to find out the percentages and the frequencies of different groups within each variable. The same way was also used to find out the frequencies of each group's reactions about classroom misbehaviors and methods.

Ethical Issues

During the process of data collection, all the participating teachers were fully informed that the data collected through the questionnaire would be treated confidentially and used for research purposes only. The participants were also assured that they would remain completely anonymous throughout the entire study.

CHAPTER IV

FINDINGS AND DISCUSSIONS

Introduction

The aim of this chapter is to analyze the collected data to interpret the results. The findings of the study are going to be discussed in the following sections and subsections.

Common student misbehaviors occurring in the EFL classrooms at the high schools.

Class disruptions

Among 45 student misbehaviors 19 of them were considered to be class disruptions. In Table 2 frequencies, percentages mean, and standard deviation of most frequently encountered disruptive behaviors are presented.

Table 2 shows five of the most frequent disruptive behaviors among all the disruptive student misbehaviors. Among them misbehavior number 45 "Complaining about assessments and marks" with a mean of 3.2927 was the most common class disruption behavior, as teachers claimed.

Table 2

The most frequent disruptive behaviors.

No	Misbehaviors	N	F		%	M	SD
45	Complaining about assessments and marks.	41	N	0	0.0	3.2927	.87304
			R	8	19.5		
			S	16	39.0		
			O	14	34.1		
			A	3	7.3		
44	Not bringing books, notebooks, or necessary equipment to the class.	41	N	1	2.4	3.1463	.88207
			R	7	17.1		
			S	21	51.2		
			O	9	22.0		
			A	3	7.3		
1	Talking during the lesson or activity.	41	N	1	2.4	3.0488	.80471
			R	8	19.5		
			S	21	51.2		
			O	10	24.4		
			A	1	2.4		
25	Complaining about his/her friends.	41	N	2	4.9	2.9512	1.02350
			R	13	31.7		
			S	14	34.1		
			O	9	22.0		
			A	3	7.3		
42	Being late after the breaks.	41	N	3	7.3	2.7805	.88069
			R	10	24.4		
			S	23	56.1		
			O	3	7.3		
			A	2	4.9		

Note. No = Number of the misbehavior. SD = Standard Deviation

For misbehavior no. 45, 16 teachers (36%) indicated that they sometimes faced such a behavior from students, 14 of them (34.1%) claimed that they often saw this kind of complaining, 8 teachers (19.5%) pretended that such a problem rarely occurred in their classes but none of the participating teachers stated that they never received a complaint from the students about their marks and assessment.

These results show that this kind of disruptive behavior is the most common misbehavior that may happen to the teachers of English language in high schools of Kurdistan region and Pishder district. This problem can be mentioned as misbehavior when the students are insisting on their own complaints by disrupting the ongoing lesson. The clearest one can be the system of higher education according which going to the highest departments of the colleges and institutions requires the highest grade obtained in high school level. Another reason may be the system of assessment in which a great amount of the marks (more than 20%) that a student must attain is based on daily activities and class participations as most of the students think that the teachers are not quite fair in this respect or they do not agree with methods of measurement the teachers use. Complaining about the assessments, might come from the difference between the way the students think about assessment and the way the teachers think.

The second common disruptive behavior is misbehavior number 44 "not bringing books, notebooks, or necessary equipment to the class" with a mean score of 3.1463. For this kind of misbehavior 21 teachers (51.2%) believed that their students sometimes did not bring books, notebooks and necessary equipment to the classes, for 9 (22%) teachers this problem often happened, 7 participating teachers (17.1%) thought that this behavior rarely occurred, while 3 teachers (7.1%) claimed that their students always did such a disruptive behavior, and only a teacher (2.4%) believed that she/he never faced this problem. According to the system of education in Iraqi Kurdistan region, for the subjects which are being taught at the schools, course books are provided by the authorities. For each subject a student book and an activity book are provided. The students are required to bring them besides notebooks and other equipment; if they do not bring them to the classrooms it constitutes a disruption in the class.

It is worth mentioning that for each year of studying in the high schools students must cover 7 to 9 materials and they study 5 to 6 lessons a day, for most of them they are provided with two or more books while they do not have lockers and proper places in the schools to put them in, and it is clear that bringing such a number of books with necessary equipment from home to school is not easy for the students.

The third frequent disruptive behavior in the classrooms appears to be misbehavior number 1 which is about "talking during the lesson or activity" with a mean score of 3.0488. For this kind of misbehavior, 21 teachers (51.2%) thought that their students sometimes talked during the lessons, 10 of them (24.4%) indicated that the students often talked during the lesson, 8 other participating teachers (19.1%) believed that they rarely experienced such a problem, and only one teachers (2.4%) claimed that she/he always faced such a problem and another one showed that she/he never noted that her students talked during her/his lessons and activities. It is quite clear that non-work related talking is a common problem that can disrupt the ongoing lesson which most of the times it is the result of a boring lesson by the teacher or not having a good control on the classroom by the teacher. For preventing such a problem teachers should not make any unnecessary gap and effectively regulate the classroom activities not to let the students do this kind of disruptive behavior.

Another encountered misbehavior is "complaining about their friends" which was the misbehavior number 25 in the questionnaire and its mean score was 2.9512. Among the participating teachers 14 teachers (34.1%) stated that they sometimes faced such a problem in their classrooms, 13 teachers (31.7%) declared that they rarely faced the misbehavior, 22% of the teachers claimed that their students often complained about their friends, as 3 teachers (7.3 %) believed that their students always did so, and the remaining 2 teachers (4.9%) showed that

they never saw students complaining about each other in their classrooms. As all human beings, the students come from different families and different environments, and they are expected to complain about each other but if this happens in the classroom during the lessons it becomes a serious problem for the process of learning and teaching. Although teachers are not psychologists, they are expected to put some rules and try to understand the students' problems in order not to let this complaints lead to conflicts or even violations.

Misbehavior number 42 (M=2.7805) was the fifth most common disruptive misbehavior which was about "being late after the breaks". Twenty Three teachers (56.1%) believed that their students sometimes came back to the classrooms late. Ten of them (24.4%) rarely observed their students coming back to their classes late, 3 teachers (7.1%) believed that their students were often late, another 3 teachers (7.1%) indicated that their students rarely did that, and only 2 (4.9%) of the participants believed that their students were never late after the breaks. Students who are late especially those who are habitually late after the breaks can disrupt the learning process and teaching environment and that habit can affect the late students' negatively. Sexton (2013) in a research declared that "non-misbehaving students often explained that it would not be OK to come to class late because they could get in trouble or might miss important information and fail tests if they don't come to class on time" (p. 24). It is crucial for the teachers and the school staff to have clear policy at the beginning of the school year to prevent students from being late frequently since tolerating them may not serve them and the process of education.

At the schools of the district where the present survey has been done, the time that was given to the students for having a break was only 5 minutes; in this 5 minute break the students may not be able to meet their physical and psychological needs as all of the schools have a large number of students. To

prevent this delay by the students there are simple ways that the teachers can use, for example, during the breaks they can ask the students to keep in the classroom without studying the subject or doing activities. Sloman and Mitchell (2013) supported that teachers can give breaks to the students that are unrelated to the lectures for example, they might show an entertaining video clip or read a diverting and interesting text.

Table 3

The least frequent disruptive behaviors.

No	Misbehaviors	N	F		%	M	SD
8	Calling names of his/ her friends during the lesson.	41	N	12	29.3	2.0488	.86462
			R	17	41.9		
			S	10	24.4		
			O	2	4.9		
			A	0	0.0		
23	Joking inappropriately during the lesson.	41	N	13	31.7	1.8537	.72667
			R	22	53.7		
			S	5	12.2		
			O	1	2.4		
			A	0	0.0		
17	Leaving the classroom during the lesson.	41	N	20	48.8	1.7073	.81375
			R	14	34.1		
			S	6	14.6		
			O	1	2.4		
			A	0	0.0		
38	Singing a song.	41	N	23	56.1	1.4634	.55216
			R	17	41.5		
			S	1	2.4		
			O	0	0.0		
			A	0	0.0		
24	Listening to music or something else during the lesson.	41	N	36	87.8	1.1220	.33129
			R	5	12.2		
			S	0	0.0		
			O	0	0.0		
			A	0	0.0		

Note. No = Number of the misbehavior. SD = Standard Deviation

"Calling names of his/ her friends", which is the misbehavior number 8 is the 15th among the disruptive behaviors with a mean score of 2.0488. Seventeen teachers (41.5%) thought that their students rarely disrupted the class by calling names of their friends, while 12 teachers (29.3%) thought that their students never called names of their friends during the lesson, 24.4% of the participants believed that their students sometimes disrupted the lessons by misbehavior 8, only a teacher believed that students often disrupted the lessons by calling names and none of them showed that misbehavior 8 occurred in their classes. At this stage in high schools students become more mindful of what the words stand for, that is why calling names can be worse than before as Levy (2004) thought that "adolescents developed the verbal skill and the cognitive ability to find an individual's vulnerabilities and so attack them, teachers have to stop students calling names by working with the school psychologist or social worker to help support victims and change the interactions with the social group" (pp 1-2).

It is clear from Table 3 that misbehavior 23 which is about "joking inappropriately during the lesson" is the fourteenth misbehavior among the 19 disruptive behaviors with a mean score of 1.8537. For the mentioned misbehavior 22 teachers (53.7%) declared that their students rarely joked inappropriately during the lessons while 13 of the participating teachers (31.7%) believed that the students never disrupted the lessons with joking, 12.2% of them thought that sometimes this disrupted behavior occurred in their classrooms, for one teacher joking inappropriately disrupted the lessons but none of the participants declared that they always faced it. Clean jokes do not seem to make any problems during the lessons if they are presented in a proper time but inappropriate jokes disrupt the lesson. It depends on the culture of the students, for Kurdish culture stories and jokes that are offensive or about sexual harassment cerate serious problems especially during the lessons or at school.

Misbehavior 17 which is about "leaving the classroom during the lessons" is another disruptive misbehavior (M = 1.7073) which seemed to occur rarely in EFL lessons in the Pishdar high schools. Twenty teachers (48.8 %) stated that their students never left the classrooms during the lessons, 34.1% of the participating teachers claimed that their students rarely left the class during the lesson, 6 of the participants believed that the students sometimes disrupted the class with misbehavior 17, only a teacher declared that the problem often existed in her/his class while none of them stated that their students always did that.

Singing a song is the misbehavior 38 and Table 3 demonstrated that it is the second least disruptive misbehavior with a mean score of 1.4634. More than half (56.1 %) of the participating teachers reported that they never faced misbehavior 38, but 41.5% of them declared that their students rarely sang songs during their lessons, and a teachers stated that sometimes students disrupted the class by singing during the lessons.

The least frequent disruptive behavior the teachers reported is misbehavior 24 which is about "listening to music or something else during the lesson" with a mean score of 1.1220 .The disruptive misbehavior appeared to be a less occurred problem as 36 participating teachers (87.8%) believed that their classes were never disrupted with this kind of misbehavior, only 5 teachers (12.2%) thought that their students rarely listened to music or something else during the lesson.

Aggression

Table 4 shows frequencies, means, percentages, and standard deviations of the most frequent student aggressive behaviors in the EFL classrooms of Iraqi Kurdistan High schools of Pishder district. Misbehavior number 5 "Teasing his/ her friends" with a mean 2.5854 was the most common aggressive behavior, as teachers claimed.

Table 4

The most frequent aggressive behaviors.

No	Misbehaviors	N	f		%	M	SD
5	Teasing his/ her friends.	41	N	3	7.3	2.5854	.74080
			R	14	34.1		
			S	21	51.2		
			O	3	7.3		
			A	0	0.0		
21	Ridiculing his/ her friends.	41	N	6	14.6	2.2439	.73418
			R	20	48.8		
			S	14	34.1		
			O	1	2.4		
			A	0	0.0		
6	Arguing or disagreeing with me or his/ her friends.	41	N	2	4.9	2.2195	.57062
			R	29	70.7		
			S	9	22.0		
			O	1	2.4		
			A	0			
30	Damaging classroom equipment.	41	N	10	24.4	2.0488	.86462
			R	22	53.7		
			S	7	17.1		
			O	1	2.4		
			A	1	2.4		

Note. No = Number of the misbehavior. SD = Standard Deviation

For this aggressive behavior 21 teachers (51.2 %) reported that their students sometimes teased their friends in the English classes, 14 of them (34.1%) believed that their students teased each other but rarely, 7.3% of them pretended that students often teased their friends in their classes, again 7.3 % of them believed that the students never teased their friends in their classes, but no one declared that teasing always happened in their classes. Teasing seems to be wide spread tradition but it differs from a culture to another and a context to another one but as

(Keltner, et al. 2001) stated that 'almost all investigators agree that teasing involves aggression" (p. 232).

The second most frequent aggressive behavior was the misbehavior 21 which is about "Ridiculing his/ her friends" with a mean score of 2.2439. Twenty participating teachers (48.8%) believed that their students rarely ridiculed their friends, 14 other participants (34.1%) reported that this misbehavior sometimes occurred, 14.6% of the teachers thought that the misbehavior never occurred in their classrooms, and a teacher believed that misbehavior 21 appeared in her/his classroom. It is doubtless that ridiculing is an uncivil behavior that is why the educators and the school staff should work together to eradicate it. One of the possible ways that students nowadays use to ridicule each other is cyberbullying or misusing electronics. Feinberg and Robey (2010) suggested that faculty and school staff should be "adamant about looking for the circulation of pictures, video clips, sound files, and any other items used to ridicule and defame students' characters"(p. 3).

The next encountered misbehavior of aggressions among the students was misbehavior 6 which is about "arguing or disagreeing with me or his/ her friends" with a mean score of 2.2195. The findings show that 29 participating teachers (70.7 %) indicated that they faced misbehavior 6 but rarely, 22 % of them believed that this aggressive behavior sometimes occurred in their classroom. Two other teachers stated that they never encountered this misbehavior in their classes but one teacher indicated that in her/his lessons ridiculing often happened and none of the participating teachers believed that this aggressive behavior always occurred in their classes. The fourth most encountered aggressive behavior was misbehavior 30 (Damaging classroom equipment) with a mean score of 2.0488. The findings show that more than half of the participants (53.7 %) believed that students rarely damaged classroom equipment but 24.4% of them

stated that they never saw students doing this kind of aggressive behavior. More than a quarter (17.1%) of the participants indicated that students in their classes sometimes damaged classroom equipment, only a teacher stated that she/he often saw this aggressive behavior by the students, again another teachers indicated that students always damaged classroom equipment. Damaging classroom equipment which is a type of vandalism can create severe problems like electrical chock, fire, injury, or etc… and it results serious problems for the students' lives.

Table 5

The least common aggressive behaviors.

No	Misbehaviors	N		f	%	M	SD
35	Hitting the chair or the desk during the lesson.	41	N	22	53.7	1.5854	.70624
			R	14	34.1		
			S	5	12.2		
			O	0	0.0		
10	Threatening his/ her friends.	41	N	23	56.1	1.4634	.55216
			R	17	41.5		
			S	1	2.4		
20	Insulting me.	41	N	30	73.2	1.2927	.51205
			R	10	24.4		
			S	1	2.4		
16	Threatening me or someone with a weapon (Knife, and etc…)	41	N	39	95.1	1.0488	.21808
			R	2	4.9		
			S	0	0.0		
			O	0	0.0		

Note. No = Number of the misbehavior. SD = Standard Deviation

Misbehavior 35 "Hitting the chair or the desk during the lesson" is another student aggressive behavior in the classrooms with a mean score of 1.5854. Among them 22 participating teachers (53.7%) thought that students never hit the chair or the desk during the lesson, 34.1% of them believed that students

sometimes did the aggressive behavior during the lessons, and 5 participating teachers indicated that they sometimes faced this misbehavior during their classes.

Table 5 shows that misbehavior 10 "threatening his/ her friends" with a mean score of 1.4634 is the third least frequent misbehavior among the student aggressive behaviors for which 23 participating teachers (56.1%) believed that misbehavior 10 never occurred in their classrooms but 41.5 % of them stated that students in their classrooms rarely threatened each others in their classrooms, and a teacher indicated that she/he sometimes saw students threatening their friends. None of the participating teachers thought that the aggressive behavior often or always happened in their classrooms.

Misbehavior 20 "Insulting the teacher" comes second among the least common student aggressive behaviors with a mean score of 1.2927. Among the participating teachers 30 participants (71.2%) believed that their students never insulted them, 24.4% of them showed that their students sometimes insulted them, only a teacher believed that their students sometimes insulted her/him, but again none of the teachers indicated that the problem occurred often or always. The least frequent aggressive behavior was misbehavior 16 "Threatening teachers or someone with a weapon, knife, and etc…" with a mean score of 1.0488. The table shows that 39 teachers (95.1 %) indicated that they never faced such a threat by students, only 2 teachers stated that they rarely saw students threatening them by a weapon or a tool. The findings show that this type of aggressive behavior is almost absent among the Kurdish students at high schools of Pishder district.

Culture and education have a great relationship with each other, in Kurdistan region the personality of teachers remained as a formal and respectful figure in the society, insulting a teacher looks like breaking a code for students. It rarely happens to see students insult or threaten teachers in the high schools. In case of

having such misbehaviors the authority and staff of the school should act immediately. If it led to worse situations they should ask law to solve the problem. In many countries different kinds of penalties are set against students who threat or insult teachers. For example chapter 28 of Washington State Legislature, any person who shall insult or abuse a teacher anywhere on the school premises while such teacher is carrying out his or her official duties, shall be guilty of a misdemeanor, the penalty for which shall be a fine of not less than ten dollars nor more than one hundred dollars (Washington state legislature, n.d.).

Defiance of authority

Table 6 shows three of the most common misbehaviors relating to the students' defiance of authority. Among them, misbehavior number 32 "Not joining in classroom activities" was the most common one with a mean score of 3.3902, according to the participating teachers' opinions.

Table 6

The most common misbehaviors related to defiance of authority

No	Misbehaviors	N	F		%	M	SD
32	Not Joining in classroom activities.	41	R	4	9.8	3.3902	.73750
			S	19	46.3		
			O	16	39.0		
			A	2	4.9		
43	Wearing improper clothes or violating the dress code.	41	N	1	2.4	3.0000	.83666
			R	9	22		
			S	22	53.7		
			O	7	17.1		
			A	2	4.9		
26	Declaring of not doing his/ her homework.	41	N	3	7.3	2.9024	1.06782
			R	12	29.3		
			S	16	39.0		
			O	6	14.6		
			A	4	9.8		

Note. No = Number of the misbehavior. SD = Standard Deviation.

For this misbehavior 19 (46.3%) of the participating teachers stated that they sometimes faced that problem, 16 (39%) thought that their students often did not join the classroom activities, 4 other teachers believed that their students rarely showed that kind of misbehavior, another 2 participants believed that they always encountered that type of defiance of authority but none of the teachers stated that their students never showed misbehavior 32. Adolescence is a stage of life in which psychological and biological changes can affect the behavior of the human being and their social life. Defiance of authority is one of the common phenomena among the adolescents especially at school. According to Line (2009) to make each student an active player in the learning process, an environment must be created in which there are opportunities for students to join in doing tasks.

The second most frequent misbehavior which is related to defiance of authority is misbehavior 43 which is about "wearing improper clothes or violating the dress code" with a mean score of 3.0000 for which 22 teachers (53.7%) stated that students sometimes wore improper clothes to school, 22% of the teachers indicated that their students rarely wore improper clothes but 17.1% indicated that their students often violated this code, 2 teachers claimed that their students always wore improper clothes but only a teacher believed that students never broke this code in her/his classes. In the schools of the present study uniform system is applied and most of the schools are mixed schools. The general appearance of the students is very crucial and breaking the dress code can affect the process of learning negatively. Wearing uniform can solve the problem of breaking this code as Gentile and Imberman (2009) stated that "uniforms reduce victimization of students, allow administrators and faculty to differentiate students from trespassers, encourage positive attitudes in students, reduce bad behavior, and improve attendance" (p.2). Misbehavior 26 which is about "declaring of not doing his/ her homework" is the third encountered misbehavior among those which are

related to the defiance of authority with a mean score of 2.9024. Sixty one participating teachers (39%) declared that students sometimes showed misbehavior 26, 29.3% of them stated that students rarely declared of not doing their homework, 14.6% of the teachers said that students often refused to obey doing their homework, while 9.8% of the teachers declared that their students always showed defiance of authority in this respect, but 7.3 % of them stated that they never saw students declaring of not doing their homework. Homework is another way to make students learn but outside the classroom and as Harmer (2007) says "the more time they spend working with English, the better they get at it, if they do not do the homework there are certain ways teachers can use to make the students obey doing their homework for example, asking the students what they think about homework and get their agreement about it, or making it fun to make the students involve in doing the homework (Harmer, 2007, pp.179-180).

Table 7

The least common misbehaviors related to defiance of authority

No	Misbehaviors	N	F		%	M	SD
2	Bringing a cell phone to school.	41	N	7	17.1	2.0976	.73501
			R	25	61.0		
			S	7	17.1		
			O	2	4.9		
11	Refusing to cooperate or follow the instructions.	41	N	8	19.5	2.0732	.73501
			R	22	53.7		
			S	11	26.8		
22	Getting objects that are inappropriate during the lesson.	41	N	17	41.5	1.8537	.90997
			R	16	39.0		
			S	5	12.2		
			O	3	7.3		

Note. No = Number of the misbehavior. SD = Standard Deviation.

According to the findings demonstrated in table 7, misbehavior 2 which is about "bringing a cell phone to school" was another misbehavior through which students showed the defiance of authority. For the above misbehavior (M=2.0976) 25 teachers (62%) declared having the problem but rarely, 17.1% of the participating teachers stated that students sometimes brought cell phones to school, again 17.1 of them said that students never brought such equipment to school, another 2 teachers (4.9%) declared that they often faced that kind of defiance by the students but no teachers was found stating that such problem always happened in their schools. Cell phones are common used devices especially among the students studying at high schools. What made them to be used more often is the continuous development in the quality of cell phones which meets the needs and wishes of young people, but using them at mixed high schools, like the schools of the present research, may create various problems that is why it is prohibited to use them during the lessons or during school.

The second least frequent misbehavior was the misbehavior 11 which is about "Refusing to cooperate or follow the instructions" with a mean score of 2.0732. Twenty two participating teachers (53.7%) stated that students rarely refused to cooperate or follow the instructions in the classroom, 11 participants (26.8%) declared that students sometimes showed that kind of defiance towards the authority, 19.5% of the teachers declared that students never did misbehavior 11, but none of them declared of having such a problem as to be happened often or always. Misbehavior 22 which is about "Getting objects that are inappropriate during the lesson like toy, magazine, and etc …" was the least frequent encountered misbehavior among the behaviors relating to the defiance of authority. Its mean score is (1.8537). The findings showed that 17 participating teachers (41.7%) stated that students never brought inappropriate objects to school, 16 teachers (39%) teachers stated that students rarely brought things to

school which are inappropriate, 12.2% of the participants declared that the misbehavior happened in their schools. Three participating teachers declared that students often brought inappropriate objects to school, but none of the participants said that students always misbehaved in this way.

Misbehaviors related to the students' not-minding behaviors

Table 8 shows the most 3 common related misbehaviors which were observed in the high schools. Among them misbehavior number 33 "Not studying regularly" is the most common one with a mean score of 3.5854, according to the participating teachers' opinions.

Table 8

The most common not-minding misbehaviors

No	Misbehaviors	N	F		%	M	SD
37	Not studying regularly.	41	R	2	4.9	3.5854	.77381
			S	18	43.9		
			O	16	39.0		
			A	5	12.2		
34	Watching out during the lesson.	41	N	1	2.4	2.9512	.83520
			R	10	24.4		
			S	22	53.7		
			O	6	14.6		
			A	2	4.9		
41	Showing poor interest to the lesson.	41	N	2	4.9	2.9024	.80015
			R	9	22.0		
			S	21	51.2		
			O	9	22.0		
			A	0	0.0		

Note. No = Number of the misbehavior. SD = Standard Deviation.

The findings show that 18 participating teachers (43.9%) stated that their students sometimes did not study regularly, 39% of them declared that their

students often did not study regularly, 12.2% of the participants said that students always showed misbehavior 37, but two of the teachers declared that their students rarely did not study regularly, but none of them said that students never studied regularly in their classrooms. Not studying regularly is a common factor at high schools which can affect the process of learning negatively.

The second frequent misbehavior among the related misbehaviors was misbehavior 34 which is about "Watching out during the lesson" with a mean score of 2.9512. Twenty two participating teachers (53.7%) stated that their students sometimes watched out during their lessons, 10 participating teachers said that their students did so but rarely, 14.6% of them declared that their students often did so in their lessons, 2 other participating teachers stated that they always faced that problem. Only a teacher declared that her/his students never watched out during her lessons. Watching out during the lessons at the schools of the present study might come from the style and context of the buildings in which they study. Most of the schools are among the crowded and public places that through their windows students can hear noises and see different people or places which attract their attention.

According to the findings demonstrated in table 8, among the defiance of authority misbehaviors, misbehavior 41 is the third most frequently encountered misbehavior. Misbehavior 41 is about "Showing poor interest to the lesson" and its mean score is 2.9024. Among the participating teachers 21 teachers (51.2%) stated that their students sometimes showed poor interest to the lesson, 22% of them declared that students often showed poor interest to their lessons, again 22% of the participants said that students showed poor interest but rarely, two teachers showed that students never encountered misbehavior 41. Sometimes showing poor interest may come from certain reasons, for example, that the lesson itself can be boring for the students, having a problem with the teachers' performance,

or the classroom environment. Kyriacou (2009) believes that "attention will be easily lost if the presentation is poor, for example, if the teacher's tone of voice is monotonous, if the pace of presentation is too fast or too slow, if the whiteboard or materials are unclear, and if the task is passive or too long" (p. 91).

Table 9

The least common not-minding misbehaviors

No	Misbehaviors	N	F		%	M	SD
29	Telling a lie.	41	N	0	0.0	2.7317	.83739
			R	19	46.3		
			S	16	39.0		
			O	4	9.8		
			A	2	4.9		
18	Being tardy (late) in the class.	41	N	4	9.8	2.5854	.89375
			R	16	39.0		
			S	14	34.1		
			O	2	4.9		
			A	0	0.0		
33	Imitating TV characters in class.	41	N	15	36.6	1.9268	.87722
			R	16	39.0		
			S	8	19.5		
			O	2	4.9		
			A	0	0.0		

Note. No = Number of the misbehavior. SD = Standard Deviation.

According to the findings presented in table 9, misbehavior 29 which is about "telling a lie" is the fourth frequent misbehavior among misbehavior related to the students' not-minding misbehaviors and its mean score is 2.7317. The findings demonstrate that 19 participated teachers (46.3 %) stated that their students rarely told lies, 39% of them believed that their students sometimes told lies, 9.8% of the participants declared that they often faced that misbehavior, and the rest two participants showed that their students in their schools always told lies. Misbehavior 18 is the second least frequent misbehavior among the misbehaviors

related to the students' not-minding behaviors with a mean score of 2.5854 and it is about "being tardy in the class". Sixteen participating teachers (39%) stated that students rarely appeared to be tardy in their classes, 34% of them said that sometimes tardiness happened during their classes, 9.8% of the participants declared that their students never appeared to be tardy, but the last two teachers thought that their students were often tardy during their lessons.

Misbehavior 33 is the least frequent encountered among the not-minding misbehaviors with a mean score of 1.9268 and it is about "Imitating TV characters in class". Sixteen participating teachers (39%) declared that their students rarely imitated TV characters in class but 36.6% said that they never encountered this kind of misbehavior in their classes, 19.5% of the teachers thought that the misbehavior 33 sometimes happened in their classes and only 4.9% of the participants declared that they faced the problem. Imitating TV characters may affect the students' personality. That imitation may be dangerous especially if the imitation is of an aggressive character. Martins & Wilson (2012) say "the characters on television are the models that a child observes and potentially imitates; therefore, if the character on television is behaving aggressively, the child will observe this behavior and then will imitate this aggressive behavior when put in a similar situation" (as cited in Twigg, 2013, p. 7).

Classroom management methods of high school EFL teachers

Proactive methods

Table 10 shows four of the most common proactive methods used among 15 proactive methods given to the participating teachers in the questionnaire. The findings demonstrated in the Table 10 show that proactive method number 42 "I

come to my lessons prepared" is the most used method by the participating teachers, as they claimed, with a mean of 4.7317.

Table 10

The most common used proactive methods.

No	Proactive Methods	N	f		%	M	SD
42	I come to my lessons prepared.	41	N	0	0.0	4.7317	.59264
			R	1	2.4		
			S	0	0.0		
			O	8	19.5		
			A	32	78		
41	I begin my lessons on time.	41	N	0	0.0	4.6341	.48765
			R	0	0.0		
			S	0	0.0		
			O	15	36.6		
			A	26	63.4		
19	I clarify the classroom rules so that the students can fully understand my expectations from the beginning of the semester.	41	N	0	0.0	4.5854	.74080
			R	1	2.4		
			S	3	7.3		
			O	8	19.5		
			A	29	70.7		
20	I listen to suggestions and complaints from the students.	41	N	0	0.0	4.5854	.70624
			R	0	0.0		
			S	5	12.2		
			O	7	17.1		
			A	29	70.7		

Note. No = Number of the misbehavior. SD = Standard Deviation

The findings show that 32 participating teachers (78 %) declared that they always came to their lessons prepared, 19.5% of the teachers (8 teachers) stated that they often came to the classes prepared, only a teacher said that she/he rarely came to her/his lessons prepared. What made the teachers of the high schools to come to their lessons prepared is the system of teaching which requires the teachers to have lesson plans and both the school principals and educational

supervisors visit the teachers in their classrooms and observe them frequently and at the end of each year they are evaluated according to their performance during the year, in the other hand sometimes students give the teachers their feedback. The whole evaluation of the year may cause a warning from the local directorate of education or ministry of education. If the teacher received positive results from the evaluations then he/ she may be awarded with a month added for the whole time they served in their field. Enerson, Plank, and Johnson (2004) stated that "entering a classroom without planning is like heading cross country without a map" They also thought that "being prepared means planning not just what you will teach, but how" (p. 2).

The findings in table 10 show that the proactive method 41 "I begin my lessons on time" was the second most used method among the proactive methods. Its mean score is 4.6341. Most of the participants (63.4%) stated that they always began their lessons on time and the other 36.6% declared that they often began lessons on time. Method 19 "I clarify the classroom rules so that the students can fully understand my expectations from the beginning of the semester" is the third frequent used proactive method with a mean score of 4.5854. Twenty nine participating teachers (70.7%) declared that they always used the proactive method number 19, 8 other participants (19.5%) stated that they often clarified the classroom rules in this way, 3 other teachers said that they sometimes used this proactive method and only a teacher declared that she/he rarely clarified the classroom rules in this way.

According to the findings represented in Table 10, method 20 "I listen to suggestions and complaints from the students" is another frequently used proactive method with a mean score of 4.5854. As it is demonstrated in the Table 10, 29 participating teachers (70.7%) stated that they always used the method, 17.1% of them said that they often listened to the students' suggestions and complaints, and

another 12.2 % of the participants declared that they sometimes did so. Most of the times, listening to students' voice in the process of education has a great role especially for solving the problems related to the students. Shediac, Hoteit and Jamjoom (2013) believed that "Bringing students into the process of improving education is good policy and effective practice, research shows that students' engagement improves student-teacher relationship, practices and procedures, policies, laws, and culture" (p.1).

Table 11

The least common used proactive methods.

No	Proactive Methods	N	F		%	M	SD
5	I reward my students by giving them extra marks.	41	N	3	7.3	2.9024	1.01992
			R	11	26.8		
			S	17	41.5		
			O	7	17.1		
			A	3	7.3		
44	I finish my lessons early.	41	N	3	7.3	2.7805	1.03712
			R	16	39.0		
			S	11	26.8		
			O	9	22.0		
			A	2	4.9		
4	I reward my students with more time.	41	N	7	17.1	2.6829	1.03535
			R	8	19.5		
			S	18	43.9		
			O	7	17.1		
			A	1	2.4		
34	I teach my lessons boringly.	41	N	24	58.5	1.4878	.63726
			R	14	34.1		
			S	3	7.3		
			O	0	0.0		
			A	0	0.0		

Note. No = Number of the misbehavior. SD = Standard Deviation

Table 11 shows that method 5 is the thirteenth proactive used method by the teachers among all the proactive methods. Its mean score is 2.9024 and it is about "rewarding students by giving them extra marks". The findings show that 41.5% of the participating teachers stated that they sometimes used the method, 26.8% of them rarely used the proactive method, and 17.1% indicated that they often used the method, 7.3% of the participants always used the method, and again 7.3% of them declared that they never rewarded their students by giving them extra marks.

The third least used proactive method by the teachers is method 44 "I finish my lessons early" with a mean score of 2.7805. Almost half of the participating teachers (39%) said that they rarely used that method, 26.8% of them stated that they sometimes used the method, 22% of the teachers declared that they often finished their lessons early, 7.3% thought that they never finished early, and 2.4% of the teachers declared that they always finished their lessons early. The second least used proactive method is method 4 "I reward my students with more time" with a mean score of 2.6829. Table 11 shows that 43.9% of the participating teachers said that they sometimes used the method, 19.5% of them stated that they rarely used proactive method 4, 17.1% of the participants indicated that they often gave the students more time as a reward, again 17.1% declared that they never gave them more time in this way, and only a teacher stated that she/he always used the proactive method.

The least used proactive method among the high school teachers is method 34 "I teach my lessons boringly" with a mean score of 1.4878. More than half of the participating teachers (58.5%) said that they never taught their lessons boringly, 14 of them stated that they rarely used the mentioned method during their lessons, and the other 7.3% participants declared that they sometimes taught boringly.

Reactive methods

Table 12 shows that among 32 reactive methods given in the survey, reactive method number 13 "I use dramatic pause" with a mean of 4.4146 is the most commonly used reactive method by the participating teachers. Table 12 demonstrates frequencies, percentages, mean, and standard deviation of 5 of the most common used methods, as the teachers claimed.

Table 12
The most common used reactive methods.

No	Reactive Methods	N	f		%	M	SD
13	I use dramatic pause	41	N	2	4.9	4.4146	7.67455
			R	5	12.2		
			S	18	43.9		
			O	12	29.3		
			A	3	7.3		
43	I give advice to my students.	41	N	1	2.4	4.2683	.86673
			R	0	0.0		
			S	5	12.2		
			O	16	39		
			A	19	46.3		
26	I explain why the behavior is undesirable.	41	N	0	0.0	3.9512	.86462
			R	3	7.3		
			S	7	17.1		
			O	20	48.8		
			A	11	26.8		
18	I correct the misbehaved student.	41	N	1	2.4	3.9024	.88896
			R	1	2.4		
			S	9	22		
			O	20	48.8		
			A	10	24.4		
37	I remind students about the classroom rules.	41	N	0	0.0	3.8293	.77144
			R	2	4.9		
			S	10	24.4		
			O	22	53.7		
			A	7	17.1		

Note. No = Number of the misbehavior. SD = Standard Deviation

Eighteen participating teachers (43.9%) stated that they sometimes used a dramatic pause in the classroom, 29.3% of them often used the method, 12.2% of the participants rarely used the reactive method, 7.3% of them declared that they always used it, and 4.9 % of the participating teachers thought that they never used dramatic pause. Using a dramatic pause while teaching in the classroom can convey a meaningful message to the misbehaved students that disrupt the lesson, in another words, the pause can show the students that the teacher is aware of her/his misbehaving and he/ she is going to disrupt the lesson. The advantage of using a dramatic pause during the students' misbehavior is that it can convey a message from the teacher to the student without taking time with arguments. By a short pause the teacher can make the students understand that the teacher is aware of their misbehaving and they need to stop it. As Sevgen (2009) stated that "using a dramatic pause as reactive method with students can be effective to pause for a moment during misbehavior because the student can understand he/she has made something wrong in the classroom" (p.p. 67-68).

The second most frequent reactive method is method 43 "I give advice to my students". Its mean score is 4.2683. The findings show that 46.3% of the participating teachers stated that they always used the method, 39% of them said that they often used this way to deal with misbehavior in the classroom, 12.2% of the teachers sometimes used the reactive method, and only a teacher (2.4%) declared that she/he never gave advice to her/his students.

The third most frequently used method by the high school teachers is method 26 with a mean score of 3.9512 and it is about "explaining why the behavior is undesirable". The findings demonstrate that 20 teachers (48.8%) declared that they often used that reactive method, 26.8% of them always used the method, 17.1% sometimes used the mentioned method, and 7.3% said that they rarely explained why the behavior was undesirable. Giving advice can be the most

effective strategy to improve students' behavior as well as for regulating the misbehaved students. Teachers as leaders at schools can take a great role to direct students towards the right path by giving them the right advice. They can also support the positive behavior and deal with the difficult behaviors in the classrooms they teach.

The fourth reactive method by the participating teachers is method 18 "I correct the misbehaved student" with a mean score of 3.9024.

According to the results, twelve participating teachers (48.8%) declared that they often used the method in the classroom, 24.4% of them said that they always depended on the reactive method, 22% of the teachers sometimes used the method, a teacher said that she/he rarely used it, and another teacher declared that he never corrected misbehaved students in the classroom. For professional and competent teachers there are certain ways of correcting students. Instead of using punishment or reprimanding them, teachers can correct students in an authoritative style, as Bear (2010) say "Authoritative educators guide rather than control students, they view disciplinary encounters not merely as situations that may require punishment as a means of correction, but as opportunities to teach appropriate behavior and help develop self-discipline and prevent future behavior problems" (p.2).

The fifth frequent method among the reactive methods is the method 37 "I remind students about the classroom rules" and it has a mean score of (3.8293). The data show that 53.7% of the participants (22 teachers) often used this reactive method, 24.4% of them rarely used it, 17.1% of them said that they always reminded their students about the classroom rules, and 4.9% of them rarely used reactive method 37. Kuhlenschmidt and Layne (1999) say "for changing student

behavior you can try to alter the environment or at least take action to prevent the problem from occurring again, you can remind everyone of the rules" (p. 56).

Table 13

The least common used reactive methods.

No	Reactive Methods	N	f		%	M	SD
24	I threaten the students.	41	N	18	43.9	1.7561	.76748
			R	15	36.6		
			S	8	19.5		
			O	0	0.0		
			A	0	0.0		
30	I teach my lessons with certain students.	41	N	24	58.5	1.7317	1.04939
			R	8	19.5		
			S	6	14.6		
			O	2	4.9		
			A	1	2.4		
33	I shout at my students during the lesson.	41	N	19	46.3	1.7073	.87304
			R	18	43.9		
			S	2	4.9		
			O	1	2.4		
			A	1	2.4		
9	I leave the students alone, unattended, or without supervision.	41	N	24	58.5	1.5366	.71055
			R	12	29.3		
			S	5	12.2		
			O	0	0.0		
			A	0	0.0		
23	I insult the students.	41	N	32	78	1.3415	.72835
			R	5	12.2		
			S	3	7.3		
			O	1	2.4		
			A	0	0.0		

Note. No = Number of the misbehavior. SD = Standard Deviation

The data presented in Table 13 shows that reactive method 24 "I threaten the students" is the fifth least used method with a mean score of 1.7561. Almost half of the participating high school teachers (43.9%) stated that they never used that method to deal with misbehavior, 36.6% of them rarely used the method and the

other 19.9% of the teachers declared that they sometimes threatened the misbehaved students to prevent student misbehavior in their classes. Method 30 "I teach my lessons with certain students" is the fourth less used reactive method with a mean score of 1.7317 and it is about. More than half of the participating teachers (58.5%) declared that they never used the reactive method, 19.5% of them said that they rarely depended on that method, 14.6% of the teachers sometimes used it, 4.9% of them often used reactive method 30 and only a teacher stated that she/he always taught her/his lessons with certain students.

The third least used reactive method is method 33 "I shout at my students during the lesson" with a mean score of 1.7073. The findings show that 46.3% of the participating teachers said that they never used that method during their lessons, 43.9% of the teachers stated that they rarely used the reactive method, 4.9% of the participants declared that they sometimes shouted at the students, only a teacher stated that she/he often shouted at her students during the lesson, again another teacher declared that she/he always used reactive method 33. The second least used reactive method among the participating teachers was method 9 "I leave the students alone, unattended, or without supervision" with a mean score of 1.5366. As it is demonstrated in Table 13, more than half of the participating teachers (58.8%) declared that they never used that reactive method, 29.3% of the teachers said that they rarely used it and only 12.2% of the participants showed that they sometimes left the students in this way.

The least used method among all the reactive methods is method 23 "I insult the students" with a mean score of 1.3415. The data shows that 78% of the participating high school teachers declared that they never used this reactive method, 12.2% of the participants stated that they rarely used the method, 7.3% sometimes used it and a teacher stated that she/he often insulted students while she/he dealt with student misbehavior. Teacher and student relationship is crucial

to enhance the process of education in the classroom environment, having tension affects the process negatively. Insulting students is a verbal aggression by the teachers' side which can violate the code of teachers' professional practice. Bekiary et al. (2005) believed that "the verbal aggression of teacher reduces student to developing a positive attitude toward learning so that behavior prevents the learning of students and it creates hostile emotions on students against learning process" (as cited in Keçici et al. 2013, p. 15).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The principal purpose of the study was to investigate how EFL teachers dealt with student misbehaviors in Iraqi Kurdish high schools, what the most common student misbehaviors were and which occurred in the classrooms according to the teachers' perspectives. The study also sought to find out what proactive and reactive methods EFL teachers employed to deal with student misbehaviors. The study posed the following research questions:

1. What are the most common student misbehaviors observed in the EFL classes according to the EFL teachers?
2. What are teachers' attitudes towards students' misbehavior in the EFL classroom?
3. What are EFL teachers' proactive and reactive attitudes towards preventing the students' misbehavior?

Summary of the findings

Common student misbehaviors observed in the EFL classrooms at the high schools.

Almost all the teachers are subject to confront student misbehavior during teaching. Oliveira and Graça (2013) say:

> Misbehavior in schools and in the classroom is considered to be a
> serious problem to all those interested in teaching. It has been a

> highly debated topic, as well as a recurrent one, firstly reflecting the importance that society attributes to discipline in schools, which is expressed in the plurality of perspectives and positions, more or less quartered around conflicting ideologies or value scales. Secondly, it is a theme that stubbornly resists miraculous or definitive solutions, even though it continuously and abundantly segregates them (p. 10).

In the present study, misbehaviors presented to be dealt with were divided into four types which are:

Class disruptions: The term "is considered as the transgression of school rules, troubling learning conditions, teaching environment or relationship with school" (Veiga, 2008. P. 204). Disruptive behaviors are "behaviors that are disruptive to the classroom process and difficult for teachers to manage are called disruptive behaviors" (Kamphaus, Huberty, DiStefano, & Petoskey, as cited in Owens et al. 2012. p. 848). Ali and Gracy (2013) believed that besides the other types of student misbehaviors disruptive behaviors are common in higher education classrooms.

Aggression: Anderson and Bushman (2001) define aggression as "a behavior intended to harm another individual who is motivated to avoid that harm" (p. 354). Potirniche and Enache (2014) believe that aggressive behavior in teaching institutions can have negative impact on the success of the process of education.

Defiance of authority: Defiance behavior can be defined as any refusal behavior to obey others orders and requirements. Students sometimes seek to challenge with the teachers and school staff's orders, this may be for the purpose attracting others' attention or to show off. However sometimes the educators' rough orders make the students to show defiant behavior and disobey the rules. In any

conditions, it can puncture the ongoing process of teaching and education. McFarland (2001) states that "Overt defiance can chip away at a teacher's authority and the legitimacy of tasks until all the official sanctions and controls at the teacher's discretion are depleted (p. 614).

Not minding misbehaviors (disobedience): Students are called (not minding misbehaved) when they do not follow the general directions and ignore them. Students may attend in the classroom but they show poor interest to the lesson or watch out during the lesson like telling a lie, not studying regularly, imitating TV characters, and etc.

The reactions of high school EFL teachers to class disruptions, aggression, defiance of authority and not-minding misbehaviors.

The findings showed that among the disruptive behaviors "Complaining about assessments and marks" was the most frequently encountered misbehavior. All of the participating teachers believed that their students complained about assessments and their marks. Shahadan, Shafie and Liew, (2012) say "Assessment is one of the tools used in the educational environment to trigger and to evaluate the growth and progress of student learning, development and final achievement as the outcome" (p. 2125). Ur (2012) stated "The most common practical problem relating to assessment that teachers face is how to decide the final grade of a student, whether it is at the end of a course, at the end of a term, or at the end of a year". To make student agree with the assessments and the marks they gain there are several tips and methods that teachers can use. First of all students should be involved in deciding on the criterion and type of the assessment or test they are going to be evaluate with. Ur (2012) thinks that "in order to prevent that complaints teachers should discuss the grades with individual students. He states that "give them general feedback on their performance, tell them what grade you

intend to give them, ask them what grade they consider they deserve; clarify and discuss any differences, he also thinks that this may help you decide on a fair grade" (pp.170-172).

According to the findings presented in the study, misbehaviors "Not bringing books, notebooks, or necessary equipment to the class", "Talking during the lesson or activity", "Complaining about his/her friends", "Being late after the breaks", "Calling names of his/ her friends during the lesson", "Joking inappropriately during the lesson", "Leaving the classroom during the lesson", "Singing a song", and "Listening to music or something else during the lesson" were the most frequently encountered disruptive misbehaviors, as the participating teachers claimed. Disruptive behaviors are the most common types of behaviors that obstruct the teaching process. Since the participating EFL teachers claimed that students showed these kinds of misbehaviors frequently disruptive behaviors should become a concern for the teachers and school staff alike. For dealing with them, effective classroom management and proactive plans should be used by the teachers. Güleç and Güleç (2013) say "For instructors, lecturers and teachers, it is important to start with some clarification of what types of behavior are likely to be disruptive; and to understand what can cause such behavior, next to create solutions to the problem" (p. 390).

The findings revealed that among the students' aggressive behaviors "Teasing his/ her friends" was the most frequently encountered misbehavior according to the teachers' perspectives. In a study done in Minnesota, USA, it was revealed that bullying and teasing became critical issues nationwide (Bowman, as cited in Hoover and Stenhjem, 2003, p. 1). Among students of high schools teasing can have a bad effect and harm the students psychologically. That is why it should not be ignored. Hoover and Stenhjem (2003) think that teasing includes spreading rumors or gossip, ridicule, verbal abuse, public shunning or private humiliation,

and embarrassment (p. 2). There is no doubt that in a friendly and socialized environment students can improve better especially in the English classes where students need more group work for the activities and conversations.

The results also showed that "Ridiculing his/ her friends", "Arguing or disagreeing with me or his/ her friends", "Damaging classroom equipment", "Hitting the chair or the desk during the lesson", "Threatening his/ her friends", "Insulting me", and "Threatening me or someone with a weapon (Knife, and etc…)" were other frequently encountered aggressive behaviors respectively, as the teachers claimed.

The participating teachers declared that "Not joining in classroom activities" was the most encountered misbehavior among the misbehaviors relating to the defiance of authority behaviors. They also thought that "Wearing improper clothes or violating the dress code", and "Declaring of not doing his/ her homework" are another frequently encountered defiant behaviors by the students. These findings showed that in the EFL classroom of the high schools of Iraqi Kurdistan students behaved defiantly and this suggests that much attention should be focused on the problem. First of all the defiant students can be diagnosed of having Oppositional Defiant Disorder (ODD) which can be characterized by argumentativeness toward the authority and refusal to comply with their requests (Hinshaw & Lee, as cited in Gregory & Weinstein, 2008). Creating a friendship and trustful environment is another step which can have a positive impact to make the students cooperate and obey classroom rules. Teachers should maintain classroom discipline in order to be able to take their proactive and reactive plans.

"Not studying regularly" was the most frequently encountered misbehavior among the misbehaviors related to the not-minding misbehaviors according to the teachers' declaration. The participating teachers also thought that "Watching out

during the lesson" and "Showing poor interest to the lesson" were among the related misbehaviors that students in their classrooms encountered.

The methods used by the high school EFL teachers to deal with student misbehavior.

For dealing with student misbehaviors and managing their classrooms, teachers should provide themselves with important methods. To a great extent, teachers' effectiveness depends on how well they manage their classroom and how successfully they control their students' behavior. There is a growing emphasis on classroom management methods to support students' positive behavior. Classroom management methods are mainly divided in to proactive and reactive methods. Proactive strategies are to prevent problems before they happen in the classroom and they can be seen as more positive and effective than reactive methods. Lan et al. (2009) think that "reactive instructions are an index for student disengagement or they are used when a student is seen to become less behaviorally engaged" (p. 207). They also think that "reactive methods themselves may be distracting the students such as when a teacher scolds one child for looking out the window, and all the children follow by looking out the window" (p. 207).

The proactive methods used by the high school EFL teachers.

According to Evertson and Poole (2008) "effective classrooms are developed through proactive classroom management"(p.131). The results of the study show that among 15 proactive methods "I come to my lessons prepared" was the most used method by the participating teachers while all of the teachers believed that they used the method with different frequencies. Evertson and Poole (2008) stated "the preparatory work that a teacher completes enhances the likelihood that

students will know what to expect" (p. 132). In addition to that, the results showed that the participating high school EFL teachers frequently used the following proactive methods: "I begin my lessons on time", "I clarify the classroom rules so that the students can fully understand my expectations from the beginning of the semester", and "I listen to suggestions and complaints from the students". Using proactive methods can be seen as a preventive plan that teachers use to stop misbehaviors and improve positive behaviors in their students. Mathieson and Price (2003) say "By being proactive in this way, we are able to maintain our perspective of pupil behavior in the context of our initial behavior plan rather than feeling that all is lost and no progress has been made" (p. 40).

The reactive methods used by the high school English language teachers.

According to the results, the most used reactive method by the participating high school English teachers was "I use dramatic pause" as a reactive method to deal with student misbehaviors. According to Linsin (2012) when used strategically, a pause creates suspense and curiosity in the listener, causing them to sit up straighter and lean in closer. It can make the most mundane information seem interesting and worth listening to. He also stated that speaking without intentional pausing sounds like droning to students, who are quick to lose interest, grow bored, and misbehave. An occasional two or three second pause breaks up the familiar tone of your voice, keeps students on their toes. The other frequently used methods are "giving advice to their students", "explaining why the behavior is undesirable", "correcting the misbehaved student", and "reminding students about the classroom rules" to deal with student misbehavior in their classrooms.

Implications

Based on the findings and conclusions of the study there are some recommendations for teachers, school staff and educational institutions.

The participating EFL teachers of the survey determined various kinds of student misbehaviors that were worth dealing with. It was also declared that the teachers were using proactive and reactive methods but, interestingly, it seemed that they were employing proactive method rather than reactive methods. In conclusion, certain implementations can be made. First of all, the ministry of education should raise EFL teachers' awareness by organizing workshops and special seminars about dealing with the issue. Teachers and school staff, who are directly dealing with students and their issues, should be provided with proactive strategies and early plans to manage their classrooms effectively. EFL teachers should be trained to be more careful about assessment and evaluation system as most of the teachers claimed that their students complained about this case. The problem of teasing friends is another problem which should be taken in consideration more seriously not letting the misbehaved students show that kind of aggression and disrupt the classes as it may make their friends lose the sympathy to school.

Universities and institutions from which teachers are graduating more interest should be taken to behavioral psychology of teachers and students' subject. Another recommendation of the study is that FFL teachers should be provided with training courses by the educational institutions and directorates. Using proactive plans enable teachers to create a socialized environment in their classroom to make their students join the activities. Not studying regularly is another misbehavior that the participating teachers acknowledged. Teachers can reduce this kind of misbehavior by making the students participate in class activities regularly by giving them responsibilities. In addition teachers can give

regular homework to the students who are not studying regularly to make them study regularly. Research suggests that homework can have a positive impact on students' attitude towards school. Ramdass and Zimmerman (2011) in their study revealed that homework has positive relationship with students' self regulation skills and responsibility for learning.

The study showed that teasing their friends was a common encountered misbehavior among the high school students. From that point the researcher concluded that there should be proactive plans to prevent the problem. School staff and administrators should employ strict discipline to prevent inappropriate teasing among students. Hoover and Stenhjem (2003) suggest that "schools must start implementing comprehensive antiviolence programs to reduce bullying and teasing of all youth" (p. 3). That kind of programs should be implemented by the ministry of education for the EFL teachers and school administrators.

Not joining in classroom activities was another misbehavior the teachers reported. Having a large number of students in the classrooms can be the main cause of such a problem. It is not easy to manage large classes and engage all the students regularly in the class activities. Classrooms with large number of students can provide a context in which some students exploit the situation and do not join in the activities. Teachers should use group working in the classroom, motivate the students to engage actively, and not let students feel passive in the class. This can be done by creating an excitement and active learning environment in the classroom by the teachers.

The study reported that the participating high school EFL teachers claimed that there were some misbehaviors which were related to students' not-minding behaviors like "telling a lie, being tardy in the class, and etc ..." It was declared that the students did not study regularly. Sevgen (2009) in her study also found

that not studying regularly was the most frequently encountered misbehavior related to the students' personality in EFL classrooms. This shows that the problem should be taken into account by the EFL Kurdish teachers. Roediger, Putnam, and Smith (2011) stated that "if students are quizzed every week they would probably study more and more regularly during a semester than if they were tested only on a midterm and a final exam" (p. 3).

Suggestions for further research

The present study was conducted in Pishder district with 41 high school EFL teachers as participants. The main purpose of this study was to investigate the reactions of EFL high school teachers in Iraqi Kurdistan, Pishdar district. The study was also sought to investigate the use of proactive and reactive classroom management methods by the EFL teachers. The following recommendations for further research can be made:

1. Since the results of the study concluded that most of the teachers confronted with students' complaints about assessment and marks, a correlational study can be done to investigate the reasons for and causes of this common problem and seek solutions to the problem.

2. The results also showed that teasing among highs school students became a problematic behavior. Further research could be done to investigate the negative effects of this misbehavior and to find out preventive strategies for the problem. Since not joining in classroom activities and not studying regularly were revealed to be the most common student misbehaviors in the classroom, further research studies can be recommended to locate and investigate the effective methods which make students participate in the class activities and study regularly.

3.   Finally, the research study was limited in EFL high school classrooms; because teachers of the high schools in Iraq have B.A. degrees and most of basic school teachers have associate degrees. Students at high schools are younger and teenagers while basic school students are children under fifteen. Psychologically and biologically the two groups of teachers and students are supposed to have different characteristics. That is why further research would be a great interest to investigate basic schools teachers' attitude towards their students' misbehaviors.

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APPENDICES

Appendix A

Questionnaire for EFL High School teachers

Dear teachers

    This questionnaire is designed to find out what EFL teachers think about student misbehaviors and how they deal with misbehavior in the high schools of Iraqi Kurdistan region / Pishder district. The data collected will be treated confidentially and used for research purposes only.

Thank you for your cooperation

Directions

Put a tick (√) in the field that you choose.

When you have completed the questionnaire, turn it back as soon as you could, please.

Gender: Male ………………..   Female: …………….

Age: …………………………..

How long have you been teaching (years and months): ………………………

Frequency ranks: (1=never), (2= rarely), (3= sometimes), (4= often), (5= always)

No	A - How often do the following student behaviors occur in your classroom?	1	2	3	4	5
1	Talking during the lesson or activity					
2	Bringing a cell phone to school					
3	Yelling, whistling or making inappropriate noises during the lesson.					
4	Using disrespectful language toward me.					
5	Teasing his/ her friends.					
6	Arguing or disagreeing with me or his/ her frinds.					
7	Laughing disorderly.					
8	Calling names of his/ her friends during the lesson.					
9	Touching his/ her friends during the lesson.					
10	Threatening his/ her friends.					
11	Refusing to cooperate or follow the instructions.					
12	Cheating in the exam.					
13	Disrupting the ongoing instructions in the class.					
14	Taking or damaging his/ her friends' objects					
15	Pushing, grabbing, hitting, or kicking his/ her friends during the lesson.					
16	Threatening me or someone with a weapon (knife, and etc…).					
17	Leaving the classroom during the lesson.					

No		1	2	3	4	5
18	Being tardy (late) in the class.					
19	Eating or drinking something or chewing gum during the lesson.					
20	Insulting me.					
21	Ridiculing his/ her friends.					
22	Getting objects that is inappropriate to the lesson (toy, magazine, and etc…)					
23	Joking inappropriately during the lesson.					
24	Listening to music or something else during the lesson.					
25	Complaining about his/ her friends.					
26	Declaring of not doing his her homework.					
27	Not listening to the lesson while dealing with other things.					
28	Violating the cleaning rules.					
29	Telling a lie.					
30	Damaging classroom equipment.					
31	Violating the school rules.					
32	Not joining in the classroom activities.					
33	Imitating TV characters in class.					
34	Watching out during the lesson.					
35	Hitting the chair or the desk during the lesson.					

No		1	2	3	4	5
36	Sending notes to his/ her friends.					
37	Not studying regularly.					
38	Singing a song.					
39	Changing his/ her chair without permission.					
40	Talking about something irrelevant.					
41	Showing poor interest in the class.					
42	Being late after the breaks.					
43	Wearing improper clothes or violating the dress code.					
44	Not bringing books, notebooks, or necessary equipment to the class.					
45	Complaining about assessments and marks.					

No	B- How often do you use the following methods in your classroom?	1	2	3	4	5
1	I put some proactive rules and use them in the classroom.					
2	I use verbal praise as a reward.					
3	I use non verbal expressions as a reward (nodding, smiling, and eye-contact gestures.					
4	I reward my students with more time.					
5	I reward my students by giving them extra marks.					
6	I ignore minor misbehaviors.					
7	I explain things to the students at their levels.					
8	I send the misbehaved students out of the classroom.					
9	I leave the students alone, unattended, or without supervision.					
10	I ask some questions to the misbehaved student and keep him/her focused on the subject during the lesson.					
11	I use facial expressions (frowning, etc…)					
12	I make some changes on the activity when I feel the students are passive during the lesson					
13	I use dramatic pause.					
14	I reprimand the misbehaved students.					
15	I use some statements to stop misbehavior (shut up, sit down, stop talking)					
16	I change the seat of the misbehaved student.					

No		1	2	3	4	5
17	I use humor.					
18	I correct the misbehaved students.					
19	I clarify the classroom rules so that the students can fully understand my expectations from the beginning of the semester.					
20	I listen to suggestions and complaints from the students.					
22	I give orders to the students.					
23	I insult the students.					
24	I threaten the students.					
25	I criticize misbehavior not the students.					
26	I explain why the behavior is undesirable.					
27	I give some responsibilities to the misbehaved students during the lesson.					
28	I send the misbehaved students to the headmaster.					
29	I use time well.					
30	I teach my lessons with certain students.					
31	I show understanding and sympathy to my students.					
32	I compare my students with each other.					
33	I shout at my students during the lesson.					
34	I teach my lessons boringly.					

No		1	2	3	4	5
35	I call the misbehaved students parents to the school.					
36	I retain the misbehaved students from the classroom.					
37	I remind students about the classroom rules.					
41	I begin my lessons on time.					
42	I come to my lessons prepared.					
43	I give advice to my students.					
44	I finish my lessons early.					
45	I consider the students' social ranks when I deal with their misbehaving.					
46	I use some religious advice to prevent misbehavior.					
47	I treat genders differently.					
48	I dictate my own rules.					

Appendix B

Approval letter from General Directorate of Education in Pishder district

Appendix C

Frequencies, percentages, mean, and standard deviation of the student disruptive misbehaviors:

No	Misbehaviors	N		f	%	M	SD
19	Eating or drinking something during the lesson.	41	N R S O A	2 14 17 8 0	4.9 34.1 41.5 19.5 0.0	2.7561	.83007
40	Talking about something apart from the lesson.	41	N R S O A	2 15 17 6 1	4.9 36.6 41.5 14.6 2.4	2.7317	.86673
27	Not listening to the lesson, dealing with other things.	41	N R S O A	1 17 17 5 1	2.4 41.5 41.5 12.2 2.4	2.7073	.81375
9	Touching his/her friends during the lesson.	41	N R S O A	4 15 17 5 0	9.8 36.6 41.5 12.2 0.0	2.5610	.83812
7	Laughing disorderly during the lesson.	41	N R S O A	8 15 15 3 0	19.5 36.6 36.6 7.3 0.0	2.3171	.87861
13	Disrupting the ongoing instruction in the class.	41	N R S O A	9 16 14 2 0	22.0 39.0 34.1 4.9 0.0	2.2195	.85183
36	Sending notes to his/ her friends.	41	N R S O A	6 21 13 1 0	14.6 51.2 31.7 2.4 0.0	2.2195	.72499
39	Changing his/ her seat without permission.	41	N R S O A	9 23 7 1 1	22.0 56.1 17.1 2.4 2.4	2.0732	.84824
3	Yelling, whistling, or making inappropriate noises during the class.	41	N R S O A	7 25 8 1 0	17.1 61.0 19.5 2.4 0.0	2.0732	68521

Frequencies, percentages, mean, and standard deviation of the student aggressive misbehaviors:

No	Misbehaviors	N	f		%	M	SD
15	Pushing, grabbing, hitting, or kicking his/ her friends during the lecture.	41	N	14	34.1	1.8537	.76030
			R	20	48.8		
			S	6	14.6		
			O	1	2.4		
			A	0	0.0		
14	Taking or damaging his/ her friend's objects.	41	N	16	39.0	1.7805	.72499
			R	18	43.9		
			S	7	17.1		
			O	0	0.0		
			A	0	0.0		
4	Using disrespectful language towards me.	41	N	21	51.2	1.5854	.70624
			R	17	41.5		
			S	2	4.9		
			O	1	2.4		
			A	0	0.0		

Frequencies, percentages, mean, and standard deviation of the students' defiance of authority behaviors:

No	Misbehaviors	N	f		%	M	SD
28	Violating the cleaning rules.	41	N	3	7.3	2.7073	1.10100
			R	19	46.3		
			S	10	24.4		
			O	5	12.2		
			A	4	9.8		
28	Violating the cleaning rules.	41	N	3	7.3	2.7073	1.10100
			R	19			
			S	10	46.3		
			O	5			
			A	4	24.4		
12	Cheating in the exam.	41	N	7	17.1	2.1955	.71483
			R	19	46.3		
			S	15	36.6		
			O	0			
			A	0			

Appendix D

Frequencies, percentages, mean, and standard deviation of teachers' proactive management methods

No	Proactive methods	N		f	%	M	SD
31	I show understanding and sympathy to my students.	41	N R S O A	0 1 0 15 25	0.0 2.4 0.0 36.6 61.0	4.5610	.63438
29	I use time well.	41	N R S O A	0 0 1 17 23	0.0 0.0 2.4 41.5 56.1	4.5366	.55216
7	I explain things to the students at their levels.	41	N R S O A	0 1 2 19 19	0.0 2.4 4.9 46.3 46.3	4.3659	.69843
21	I show interest in what students are doing.	41	N R S O A	0 1 6 19 15	0.0 2.4 14.6 46.3 36.6	4.1707	.77144
2	I use verbal praise as a reward.	41	N R S O A	0 1 8 16 16	0.0 2.4 19.5 39.0 39.0	4.1463	.82344
1	I put some proactive rules and use them in the classroom.	41	N R S O A	1 3 7 17 13	2.4 7.3 17.1 41.5 31.7	3.9268	1.00971
3	I use non verbal expressions as a reward (nodding, smiling, and eye contact, gestures …)	41	N R S O A	0 7 14 11 9	0.0 17.1 34.1 26.8 22.0	3.5366	1.02707
46	I use some religious advice to prevent misbehaviors.	41	N R S O A	1 9 12 13 6	2.4 22.0 29.3 31.7 14.6	3.3415	1.06324

Appendix E

Frequencies, percentages, mean, and standard deviation of teachers' reactive management methods

No	Proactive methods	N		f	%	M	SD
12	I make some changes on the activity when I feel the students are passive during the lesson activity.	41	N R S O A	0 5 8 20 8	0.0 12.2 19.5 48.8 19.5	3.7561	.91598
10	I ask some questions to the misbehaved student and keep him/ her focus on the subject during the lesson.	41	N R S O A	0 2 14 18 7	0.0 4.9 34.1 43.9 17.1	3.7317	.80698
25	I criticize misbehaviors not the students.	41	N R S O A	0 7 12 9 13	0.0 17.1 29.3 22 31.7	3.6829	1.10542
40	I go to the side of the misbehaved student and worn him/ her quietly.	41	N R S O A	1 4 12 16 8	2.4 9.8 29.3 39 19.5	3.6341	.99388
6	I ignore minor misbehaviors.	41	N R S O A	2 10 5 15 9	4.9 24.4 12.2 36.6 22	3.4634	1.22673
32	I compare my students with each other.	41	N R S O A	1 11 17 9 3	2.4 26.8 41.5 22 7.3	3.0488	.94740
48	I dictate my own rules in the classroom.	41	N R S O A	6 9 11 9 6	14.6 22 26.8 22 14.6	3.0000	1.28452

11	I use facial expressions (frowning, and etc…)	41	N	5	12.2	2.9756	1.08369
			R	6	14.6		
			S	18	43.9		
			O	9	22		
			A	3	7.3		
36	I retain the misbehaved student from the classroom.	41	N	10	24.4	2.9512	1.49919
			R	8	19.5		
			S	5	12.2		
			O	10	24.4		
			A	8	19.5		
27	I give some responsibilities to the misbehaved student during the lesson.	41	N	3	7.3	2.9512	.89306
			R	7	17.1		
			S	21	51.2		
			O	9	22		
			A	1	2.4		
45	I consider the students' social ranks when I deal with their misbehaving.	41	N	10	24.4	2.8537	1.40643
			R	8	19.5		
			S	6	14.6		
			O	12	29.3		
			A	5	12.2		
16	I change the seat of the misbehaved student.	41	N	2	4.9	2.8537	.96335
			R	14	34.1		
			S	15	36.6		
			O	8	19.5		
			A	2	4.9		
22	I give orders to the students.	41	N	1	2.4	2.7317	.77538
			R	16	39		
			S	17	41.5		
			O	7	17.1		
			A	0	0.0		
39	I warn the misbehaved student in front of the class.	41	N	7	17.1	2.6341	1.21976
			R	15	36.6		
			S	9	22		
			O	6	14.6		
			A	4	9.8		
17	I use humor.	41	N	7	17.1	2.5610	1.04997
			R	13	31.7		
			S	13	31.7		
			O	7	17.1		
			A	1	2.4		

35	I call the misbehaved students' parents to the school.	41	N R S O A	9 10 14 7 1	22 24.4 34.1 17.1 2.4	2.5366	1.09767
14	I reprimand the misbehaved students.	41	N R S O A	3 20 12 5 1	7.3 48.8 29.3 12.2 2.4	2.5366	.89715
15	I use some statements to stop misbehavior (shut up, seat down, stop talking, and etc…)	41	N R S O A	4 20 10 7 0	9.8 48.8 24.4 17.1 0.0	2.4878	.89783
8	I send the misbehaved student out of the classroom.	41	N R S O A	9 19 7 5 1	22 46.3 17.1 12.2 2.4	2.2683	1.02529
28	I send the misbehaved student to the headmaster.	41	N R S O A	13 16 9 3 0	31.7 39 22 7.3 0.0	2.0488	.92063
38	I give extra homework to the misbehaved students.	41	N R S O A	18 13 8 0 2	43.9 31.7 19.5 0.0 4.9	1.9024	1.04415
47	I treat genders differently.	41	N R S O A	23 9 2 6 1	56.1 22 4.9 14.6 2.4	1.8537	1.19501