Article Info/Makale Bilgisi

Examination Of Teacher Views On The Management Of Undesirable Student Behaviors In Online Courses In The Distance Education Process

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Abstract

In this study, it is aimed to examine the teachers' views on the management of undesirable student behaviors in online courses in the distance education process. The research was designed as a case study. In the research, an open-ended questionnaire form was used as a data collection tool. The obtained data were analyzed by content analysis. Maximum variation sampling, one of the purposive sampling methods, was used in the study. The study group of the research consisted of 40 teachers working at different school levels. According to the findings of the research, teachers encountered with undesirable student behaviors in the context of the technological factors, way of communication, course attendancy and teaching process. Teachers were affected emotionally, had low motivation, couldn't achieve professional satisfaction, had difficulty managing the situations about students' undesirable behaviors. On the management of such behaviors, teachers evaluated it as warning and guiding students, communicating with parents and students, drawing students' attention to the teaching activities and knowing the technical features of online appliances. While teachers made suggestions to their colleagues about online appliances, course rules, communication and motivation; they also made suggestions to the parents about the classroom, communication, follow and control students, and warm-up activities.

Keywords: Online courses, distance education, undesirable behaviors, teacher views

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Uzaktan Eğitim Sürecinde Çevrimiçi Derslerde İstenmeyen Öğrenci Davranışlarının Yönetimine İlişkin Öğretmen Görüşlerinin İncelenmesi

Öz

Bu araştırmada, uzaktan eğitim sürecinde çevrimiçi derslerde istenmeyen öğrenci davranışların yönetimine ilişkin öğretmen görüşlerinin incelenmesi amaçlanmaktadır. Araştırma, nitel araştırma desenlerinden durum çalışması olarak tasarlanmıştır. Araştırmada veri toplama aracı olarak açık uçlu anket formu kullanılmıştır. Elde edilen veriler içerik analizi ile analiz edilmiştir. Çalışmada amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örneklemesi kullanılmıştır. Araştırmanın çalışma grubunu, farklı okul kademelerinde görev yapan 40 öğretmen oluşturmaktadır. Araştırma sonuçlarına göre öğretmenler uzaktan eğitim sürecinde çevrimiçi derslerde teknolojik araçların kullanımı, iletişim dili, öğrencilerin derse katılımı ve öğretim süreci bağlamında istenmeyen öğrenci davranışları ile karşılaşmışlardır. Öğretmenler, çevrimiçi derslerde istenmeyen öğrenci davranışlarıyla karşılaştıklarında duygusal olarak olumsuz etkilendiklerini, motivasyon düşüklüğü yaşadıklarını, mesleki doyuma ulaşamadıklarını, bu durumu yönetmede zorlandıklarını belirtmişlerdir. Bu tür davranışların yönetimine ilişkin olarak öğrencileri uyarma, veli ve öğrenci ile iletişim geçme, öğrencilere rehberlik etme, öğretim faaliyetlerine dikkatlerini çekme ve çevrimiçi uygulamanın teknik özelliklerini bilme şeklinde değerlendirmişlerdir. Öğretmenler, meslektaşlarına çevrimiçi uygulama, iletişim, kurallar ve motivasyon ile ilgili önerilerde bulunurken; ebeveynlere de ders ortamı, iletişim, takip ve kontrol, ve derse güdüleme ile ilgili önerilerde bulunmuşlardır.

Anahtar Kelimeler: Çevrimiçi dersler, uzaktan eğitim, istenmeyen davranışlar, öğretmen görüşleri

1. INTRODUCTION

When the first case was seen in Wuhan, China in December 2019, Covid-19 which affected the whole world in a very short time was declared as an ongoing pandemic by the World Health Organization after the seriousness of the situation was realized. So, from the date of the first case in Turkey, particularly Scientific Committee was established by the Ministry of Health subsequently, epidemic management board was established in all government agencies urgently. Studies started and collective activities were restricted. With the process developed after curfew circular issued by the Ministry of Interior, precautions were taken to prevent Covid-19 epidemic in all educational institutions attached to the Council of Higher Education and Ministry of National Education on suggestion of the Ministry of Health. Within this context, it was aimed to continue education via distance education by pausing face to face education (Demir & Özdaş). For this purpose, distance education was brought to agenda and for the first time it was started to be practiced extensively all over the world (Eken, Tosun & Eken, 2020).

Distance education is formal education activities where the learner and the instuctor are seperated by time and place, Sometimes face to face sessions or meetings are held in order to support, improve or research but it is mostly carried out via technology (Anderson &Vargas, 2020). Distance education is closely related to education technologies and basically learners and instructors don't meet individually or in a classroom environment. At the same time, it is performed by face to face interactions but mostly distance education is a form of education used systematic two-way communication and supportive sound recordings, radio, TV programs with other media tools between learner and instructor (Holmberg, 1980). Distance education where technology has critical importance is an education method where students take education wherever and whenever they want without meeting face to face with a teacher rather than philosophical orientation (Bates, 2005). Based on these definitions, distance education can be thought that it is an important approach used for solving educational problems (Kaya, 2002). In this process, distance education has been used in order to continue the education and because it is an easy applicable way (Demir & Özdaş, 2020).

Because of pandemic, there was a need for different scenarios in case schools were suspended and the process would last (Demir & Özdaş, 2020). In line with distance education process accompanied by changes and developments; when distance education started for primary, secondary and high school students, significant developments occured in technological, pedagogical content knowledge and skills of teachers and teachers shared course content and gave homework via EBA and also with the transition to the live classroom; the process were supported online (Kırmızıgül, 2020). Online learning becoming an obligation together with the pandemic (Ali, 2020) enabled students and teachers to have more lessons with virtual classroom applications such as Zoom, Skype, Google Meet, Microsoft Teams with the necessary precaution taken in a short time for sustainability of education and prevention of feeling emptiness for learners. Similarly, Whatsapp has been used to facilitate student-teacher communication and learning-teaching activities in distance education (Rahmadi, 2021). Thus, both pedagogical and emotional disconnection was prevented by bringing students together with their teachers in a virtual classroom, even from a distance. After this development, distance education was carried out with synchronous and asynchronous tools. In this process, synchronous technologies which are widely used in distance education enabled educators to communicate with students in real time with applications such as video conferencing, instant messaging and web conferencing (Martin & Parker, 2014). On the other hand, thanks to asynchronous tools, pre-prepared contents has allowed students to study on their own or in collaboration with their peers or teachers and communicate via messaging and discussion forums, even when they are not online (Hrastinski, 2008).

In the Covid-19 process, it has been faced with various difficulties in a virtual environment where students meet in different places and with different opportunities especially in a synchronous

courses. Yusuf and Ahmad (2020) found out that students are not interested enough in the online learning process, the online learning platform is not satisfying, learning tools are limited, students' internet access is insufficient to continue the lessons, and also the poor internet connection of the educators affect the learning process negatively and students don not attend online courses. Lestiyanawati and Widyantoro (2020) also stated that a variety of teaching problems arose because teachers had difficulty accessing the technology, insufficient school facilities, difficulties in offering materials, limited internet connection of students, economically disadvantaged students and they do not get parents support. Nambiar (2020) emphasized that it is faced with some technical problems like weak network connections, power cut, poor audio and video quality, promblems with online applications, connection interruptions and difficulties in re-entrance the course.

Learning environments are social places and they are interactive. It requires a continuous dialogue between student-student, student-teacher. In this context, it doesn't matter whether these environments are classroom environment in a school or any online platforms. However; in this process, teachers have many difficulties in classroom management in education just like in face to face education even if education is not given at school or in a classroom. Undesirable student behaviors are the leading ones of these difficulties. Undesirable student behaviors continued without face to face education. Undesirable student behaviors can be defined as actions that distrupt the efficiency of the learning environment in the classroom, threaten the classroom arrangement and also cause teaching distruption and distractibility in learning environment, interrupt the learning experiences of the students themselves and their peers (Kulinna, 2007; Johnson, Claus, Goldman & Sollitta, 2016; Plax, Kearney & Tucker, 1986)

Of course, due to the extension of the process; it has been faced with many undesirable problems in distance education depends on systemic and communicative deficiency. When the literature is scanned, undesirable behaviors are defined as follows: exchanging documents without permission and sharing something unnecessarily, irrelevant conversation, using bad words and inappropriate language in chat box, making strange sounds, presenting inappropriate images at the background, not speaking of students at all and disappearing immediately, joining the course late end leaving early, not following the lesson and not joining the courses, being busy with different things during the lesson, lack of communication with teacher and their friends in the course, negative attitudes towards teacher, negative attitudes and expressions towards their classmates, making fun of peers, laughing unnecessarily, being indifferent to goings on in the course, not participating the team and individual works, postponing or ignoring assigned tasks, not answering the questions or giving short and evasive answers, resarching the questions online, getting help from someone else next to

them or copying from the sources, abusing of technological facilities, paying attention to the phone or computer, playing with objects around them, and also being not good at using technologies, eating, sleeping, daydreaming during the course, complaining constantly, lying, defficiency in critical thinking. All situations like these are the reflections of undesirable student behaviors (Li &Titsworth, 2015; Johnson, Claus, Goldman & Sollitta, 2016; Ding, Li, Li & Kulm, 2008). Dealing with these kinds of undesirable behaviors takes too much time of the teachers and damages the education (Al Qahtani, 2016).

Effective online classroom managemet is possible with good lesson planning, effective management of students behaviors, effective using and management of technologial tools during online courses. It can be said that effective online course management is associated with good organization. Especially, choosing, using, and organization of technological tools; planning and using of the methods and techniques to be used in the classroom; preparing and using of the teaching materials covering the needs and expectations of the students; and also effective communication with students and organization of learning environments (tablet, mobile phones and etc.) have a great importance. In this context, most of the undesirable behaviors in online courses can be caused by instructors, students, content, presentation way of the lesson, atmosphere and environment (Can, 2020).

Distance education has started as an emergency scenario against epidemic emerging suddenly and still continuing. Because the epidemic is continuing, lessons are taught online via live classroom applications by keeping the students connected to the school. Besides, it is a stubborn fact that teachers as one of the main stakeholders in distance education process face many undesired cases in online courses. It is important to get teachers opinions about difficulties in management of undesirable behaviors of students experienced in online courses in order to reveal these problems and difficulties and to offer solutions about this issue. In addition, it is considered that conducted research is valuable for providing information to the authorities in line with the results and suggestions by evaluating the distance education from wider perspectives with parents, who are the other stakeholders of the process except from the teachers and students.

This study is important because the studies are limited in distance education during the Covid-19 process and it is one of the first studies on evaluating of the teachers views about managemet of student behavior during online courses in distance education. It is expected that results of the research will improve the learning environments in the distance education process and the stakeholders will obtain the solution suggestions in terms of changing education environments. As a result it is expected that, educational program practised more effectively will ensure the improvement of the distance education and it will be beneficial for becoming studies in this subject. Based on these basic facts, it is

aimed to examine the views of the teachers on the management of undesirable student behaviors in online courses. For this purpose, following questions will be searched;

1. Which undesirable student behaviors have you experienced during online courses?
2. How do you feel when you experience undesirable student behaviors in online courses?
3. How do you handle with undesirable student behaviors in online courses?
4. What are your recommendations for teachers to minimize the undesirable student behaviors during the online courses?
5. What are your recommendations for parents to minimize the undesirable student behaviors during the online courses?

2. METHOD

In this study, one of the qualitative research methods, case study design was used. According to Creswell (2020) case study is a qualitative research approach where the researcher collect detailed and deeply information from real life, current situation or a situation limited in a certain time through data collection tools (observations, interviews, audio-visual materials, documents, reports) including multi information sources so as to describe the condition and condition themes. In this context, within the scope of the research, the views of the teachers on the management of undesirable student behaviors in online courses in the process of Covid- 19 will be discussed within the research questions.

Participants

One of the purposive sampling methods, maximum variation sampling method has been chosen as a study group. The aim here is to create a relatively small sample and reflect the diversity of the individuals who may be a party to the problem studied in this sample to the maximum extent (Yıldırım and Şimşek, 2018). While determining the teachers in this study, gender, school grades and branch variables have been taken into consideration. In addition, it has been taken into account that teachers work at different locations such as village, town and city center and in different socio-economic environments. So, in this research, the study group consists of 40 teachers working in different branches for different grades. There are 22 women and 18 men teachers, seven of them work at primary school, twenty of them work at secondary school, thirteen of them work at high school. Seven of them are classroom teachers and thirty- three of them are branch teachers. The data about study group is shown in Table 1.

Table 1. Data about study group

Gender	Man	18
	Woman	22
School types	Primary School	7
	Secondary School	20
	High school	13
Branch	Classroom teachers	7
	Branch Teachers	33
Location	Village	5
	Town	20
	City	15

Data Collection Tools

In order to collect the data, dated 04.05.2021 ethics committee approval with the number of 2021/4-29 was obtained from Mardin Artuklu University as data collection tool for research, open-ended questionnaire form has been used. "Open-ended" questions used in the questionnaire preferred if they are asked to respond freely by the participants. In known open-ended questions, also known as unstructured questions, the respondent freely answers the question. The advantage of such questions is the researcher can get answers that he did not expect or planned, and thus it is possible to have more extensive and detailed information about the subject (Büyüköztürk, 2020). The interview form contains four personal information and five questions related to the subject. Necessary evaluations were made by referring to the expert opinion to what extent the articles contained in the interview form serve the purpose in terms of research problem. After reaching a consensus in terms of applicability, the interview form was started to be applied. In order to ensure the validity and reliability of the research, first of all, the interview form was evaluated by submitting it to the expert opinion. In this context, two Assoc. Dr. and a Dr. Instructor member's opinion was consulted. The data collected in the study were stored electronically. What is done during the research process is described in detail in an open and transparent manner. The collected data is individually encoded and divided into themes by the researchers. Teacher opinions are given in the form of direct quotes and tables, free from prejudices. Information about the stakeholders of the research is given in full.

Data Collection and Analysis

In this study, data was collected through open-ended survey. Open ended survey prepared on the management of the undesired student behaviors in distance education during epidemic was sent via e-mail, messaging applications because of the epidemic, and asked to be answered voluntarily. Teachers wrote their opions about questions and sent them electronically. Data was recorded

electronically and the opinions of the participants were evaluated separately with regard to subgoal of the research. In the research, the data was analyzed using the content analysis method. "Content analysis" is defined as a systematic, iterable technique in which some words of a text are summarized into smaller content categories with encodings based on certain rules. It is a technique in which inferences are made for the objective and systematic recognition of certain features of a message. Content analysis is done to determine the existence of certain words or concepts in a text or a set of texts (Büyüköztürk, 2020). The data stored in the electronic environment were converted into written transcripts and examined. The research questions were coded separately for each item in the context of teachers' opinions. Codes were made according to the concepts that emerged in the light of the data and the codes obtained were combined under common themes. The data was first given directly and in tabular form, and then the findings were presented by interpreting. Qualitative data analysis was carried out by the coders independently of each other, and a consensus of over 90% was reached according to the reliability formula of Miles and Huberman (1994) with the coefficient of agreement between the evaluators. Numerical data were used to increase reliability while tabulating. While analyzing the views of the teachers, each teacher was coded as T1, T2, T3, … T39, T40.

3. FINDINGS

Below, the findings obtained from the teachers' opinions are presented within the framework of the sub-objectives of the research.

Undesirable Student Behaviors Experienced in Online Courses

Table 2 shows which undesirable student behaviors the teachers who participated in the research encountered in online courses during the distance education process:

Table 2. Undesirable Student Behaviors Experienced in Online Courses

Theme	Content	f
Technological factors	Turning off the camera (t1, t3, t8, t37), Audio muting (t1, t3, t4, t8, t12, t15), Drawing on the screen (t4, t29, t35), Texting on the chat box unnecessarily (t4, t7, t35)	16
Way of communication	Using slang words (t13, t15, t19, t26, t34), Speaking without permission (t2, t11, t17, t24, t29, t32, t39, t40)	13
Course attendancy	Not following the lesson (t2, t3, t10, t17, t18, t21, t23, t31, t33, t38), Joining the course with different names (t6, t9, t13, t15), Not participating actively to the courses (t2, t20, t22, t24, t27, t28, t39), Sabotaging the lesson (t9, t14, t17, t30, t35), Not preparing for the lesson (t36, t38)	28
Teaching	Being reluctant to the lessons (t18, t20, t27, t31, t33), Not answering the	12

process	questions (t21, t25, t27), Listening in crowded places (t5, t31, t35, t39)

When Table 2 is examined, it has been revealed that undesirable student behaviors in online lessons are gathered under four themes. These themes were named as *technological factors, way of communication, course attendancy and teaching process.* In relation to technological factors, it has been found that students turn off their cameras and microphones, draw the screen and write unnecessary extracurricular texts. In relation to the way of communication, it is stated that students use slang words in online lessons and speak without permission. On the course attendancy, it was found that the students did not follow the courses defined online, did not actively participate in the course, did not make a preliminary preparation before the course, entered the course with different names other than their own names and sabotaged the course. Regarding the teaching process, it was found that they were indifferent to the lesson during the lesson, avoided answering the questions asked, and listened to the lesson in crowded environments.

Some of the opinions expressed by the teachers regarding the undesirable student behaviors they encounter in online lessons are as follows:

Technological factors: *"...Students write their names as a different name." (T15), "The biggest problem is that the student turns off his camera and sound." (T1), "I see some student behaviors that they turn off their voice, image and do not react in any way." (T3), "Students attend the course with the camera and voice turned off. I'm not sure if they are listening me or not." (T8), "Some students scribble on the screen and run away from the course immediately and they cannot focus on the course by dealing with the smartphone or tablet even though they attend the course." (T29), "Drawing on the screen and correspondence among themselves reduces the efficiency of the lesson. Due to microphone being turned on, voices come from behind also hinder the understanding of the course" (T35), "Some of the students leave the screen after they enter the course because the cameras are turned off." (T37)*

Way of Communication: *"There are many students who log in with different abusive names." (T13),"Students argue with each other and they use negative, derogatory words against each other." (T34), "Swearing, insults and extracurricular noises occur during the course" (T15), "Speaking all at once." (T29), "Students can sometimes use undesirable words against each other when talking among themselves without permission." (T19), "Uncontrolled speech of the students negatively affects the course process." (T11), "They sometimes can listen to the lecture in a convertional mood. This situation causes interruption of the teacher speaking and loud noise that interferes with the course. Also they leave the course and move to another*

room while they are online from time to time." (T17), "During the online course, someone interrupts and makes strange noises." (T39)

Course Attendancy: *"Students do not attend the lesson…" (T27), "There are difficulties in following the lessons and ensuring active participation in the lesson." (T2), "...the students write their names as different names…" (T15), "There are many students who enter with different abusive names." (T13), "I encountered a student who was attending the class under the name of another student and was trying to sabotage the lesson." (T9), "The lack of any preparation for the lesson and the subject." (T36), "Behaviors such as attending the course in a crowded family environment, having the television on, watching the TV programs and trying to make absurd sounds by the feeling of entering the lesson with parental force, performing different activities during the course are observed." (T31), "I encounter undesirable behaviors such as lack of attention, inability to focus, absent-mindedness, being comfortable, not making an effort to learn, and acting undisciplined." (T33).*

Teaching process: *"Students are uninterested in lessons." (T20), "Students pretend to listen the lecture but they are often interested in different stimulus around. Also they do not listen to the lesson in a suitable environment, but listen in a crowded place." (T5), "Students are not motivated and are busy with other things during the course." (T18), "Although the students appear in the course, they do not listen and answer the questions." (T21), "The lack of communication experinced by the lack of internet access causes the course to be frequently interrupted and not understood well." (T35).*

When the opinions of the teachers participating in the research were examined, the teachers encountered many negative student behaviors in online lessons in distance education, some of them were caused by the function of the technological factors used, some of them were caused by the disorder and disconnection of the communication, as well as the deficiencies and negativities experienced in participation in the lesson and the indifferent attitudes of the students towards the lesson during the lesson has emerged. According to these findings, it can be said that teachers encounter many undesirable student behaviors in online lessons.

Teachers' Feelings Regarding Undesirable Student Behaviors in Online Courses

Table 3 shows how the teachers participating in the research felt when they encountered undesirable student behaviors in online courses:

Table 3. Teachers' Feelings About Undesirable Student Behaviors in Online Courses

Theme	Content	f
Emotion	Upset (t3, t5, t6, t8, t22, t26, t27, t28, t29, t32, t35, t37, t39), Desperation (t3, t8, t10, t15, t18, t38, t40), Anger (t15, t17, t26), Anxiousness, Nerveousness, and Tension (t9, t12, t13), Empathize (t16, t33, t36)	29
Mood	Distractibility (t1, t7, t30, t31, t32), Demotivation (t4, t11, t17, t23,t24), Unwillingness (t17, t19, t20, t25)	14
Compulsion	Having difficulty understanding students (t2, t4, t9, t16)	4
Satisfaction	Believing courses pass ineffectively (t6, t14, t21, t34)	4

When Table 3 is examined, it has been revealed that teachers' opinions against undesirable student behaviors in online lessons are gathered under four themes. These themes were named as *emotion, mood, compulsion and satisfaction.* As the table shows, the teachers are upset, feeling helpless, angry, anxious, nervous and also they put themselves in the shoes of students to understand them in online lessons and push themselves to find solutions. It was revealed that their attention was distracted, their motivation decreased and they felt reluctant to teach the lesson in such situations. It was determined that teachers had difficulties about online courses and they could not achieve a satisfaction because they find online lessons inefficient.

Some of the opinions expressed by the teachers about how they feel regarding the undesirable student behaviors they encounter in online courses are as follows:

Emotion: *"...I feel sad, sometimes I feel helpless." (T3), "I feel sad when students take the opportunity of online course and behave in this way, ...I feel helpless." (T8), "I feel uneasy about classroom management." (T12), "Encountering such student behaviors discourages me from teaching and trying to explain something to distant students that is not under my control makes me angry." (T17), "We are in a psychological depression…" (T32), "I feel tied up…" (T38), "I am sad and feel bad." (T39), "Of course, I feel bad, I'm sorry that my efforts are wasted in this period when we can't get efficiency." (T6), "Because there is no physical communication with the students in distance education, I find it difficult to understand the feelings and thoughts of the students. This worries me a lot." (T9), "I want online class to end as soon as possible and I feel sad." (T27), "At first I think it can be a joke when he did it. But if it repeats over and over again, I will be sad. I ask why students do this and think about how to fix it." (T29), "I empathize. I consider the pandemic conditions. I think about the existence of psychosocial effects, situations caused by living in a state of emergency." (T33)*

Mood: *" ...both I and the students in the course are distracted." (T1), "I am distracted during the lesson." (T7), "I become demotivated." (T11), I am discouraged for teaching...(T17), "When intervention is required to correct the situation, teacher motivation and classroom*

motivation decrease, which makes teaching and classroom management difficult." (T4), "Since we are not in the classroom environment, we are not in control. This causes us to become reluctant towards the lesson." (T19), "The occurrence of many negative factors in online course causes us to get tired more and the lack of classroom dominance as in face-to-face education causes loss of concentration." (T30),"We are in a psychological breakdown and cannot concentrate on the lessons." (Ö32), "During the lecture, attention is distracted against undesirable behaviors. This is definitely bothering me ..." (T31)

Compulsion: *"...this make it difficult to teach and manage the classroom." (T4), "...I have difficulty in understanding the feelings and thoughts of the students..." (T9), "When I want to change undesirable student behavior with positive behaviors, it is difficult to succeed because one-to-one dialogue cannot be established." (T2), "I think how difficult online classes are for us and it will force me to reach a solution." (T16)*

Satisfaction: *"Of course I feel bad, and I feel sorry that my efforts are wasted in this period when we can't teach efficiently." (T6), "I feel that the lesson isn't efficient and I can't draw the attention of the students enough."(T14), "There is a feeling that I teach in vain." (T21), "In general, I feel that me and my profession are not respected." (T34)*

When the opinions of the teachers participating to the research were examined, It was found out that the teachers did not have the desired feelings and thoughts for online courses in distance education. It has been determined that they are not fond of online courses. They suffer from lack of motivation and reluctance. Besides, they are not satisfied with their occupation within this process and they are in search of solutions.

Management of Undesirable Student Behaviors Encountered in Online Courses

Table 4 shows how the teachers who participated in the research managed undesirable student behaviors in online courses:

Table 4. Teacher Views on The Management of Undesirable Student Behaviors Encountered in Online Courses

Theme	Content	f
Warning	Warning up the students (t3, t4, t9, t10, t11, t14, t15, t19, t21, t22, t24, t26, t31, t35)	14
Technical intervention	Management of Audio/Camera on-off (t2, t4, t8, t11, t12, t19, t20, t35, t40), Removing student out of course (t13, t14, t15, t22, t31, t35), Prevent name changes (t6, t8), Disable annotation (t8)	18
Communication	Communication with parents (t1, t30, t33, t38), Communication with	9

	students (t23, t25, t33, t36, t37)	
Motivation	Making the course fun (t5, t24, t27) , Encouragement (t24, t28) Ignore (t7, t39), Speak up (t17), Give homework (t23, t29), Changing teaching method (t33)	11
Guidance	Guide (t9, t17, t21, t31, t34), Advise (t32, t40) , Empathise (t16, t33, t36)	10

As seen in the table 4, the data show that the views of teachers on the management of undesirable student behaviors in online courses are grouped under five themes. These are *warning, technical intervention, communication, motivation* and *guidance.* In warning, it has been determined that the teachers warned the students against undesired behaviors. Relating to technical intervention, it has been observed that teachers benefit from online appliances features such as turning on and off the audio and camera of the students, removing disrupter students out of course, disabling students annotation and preventing name changes that are different from their real names. In communication, it has been determined that teachers are in touch with both parents and students. As to motivation, it has been observed that teachers try to make courses fun to involve students in online class atmosphere and encourage them, ignore some inappropriate behaviors, sometimes speak up, give them homework and try different teaching methods. In guidance, it has been stated that teachers guide students, give them advice and empathize to manage undesirable behaviors in online courses.

Some of the opinions expressed by the teachers on the management of undesirable student behaviors in online courses are as follow:

Warning: *"I warn about undesired behaviors." (T26), "I warn students verbally. I try to get everyone involved in course." (T3),"I try to manage the students who exhibit negative behaviors by warning them so that their other friends will not be disturbed." (T9),"By giving the necessary warning to the students and informing them that they will be suspended from the course if they continue." (T14), "I warn the student several times, I wait for her/him not to do the behavior, but if the behavior continues, I will remove her/him from the lesson." (T15),"I warn the students at the beginning of the lesson first, otherwise I turn off their microphones." (T19), "I try to keep my calm, tidy up the situation, and intervene immediately if possible. It warns in case of noise, if it continues, I turn off the microphones. If anyone sabotages the lesson despite my warnings, I remove them out of course." (T35), "I make warnings. If s/he insists on too much, I will kick the student out of the course." (T22)*

Technical Intervention: *"I turn off the name change features from the setting." (T6),"I manage using audio and camera of the students" (T12), "...If s/he insists on, I remove s/he out of course." (T22), "Usually when speaking without asking permission, I turn off the sounds and turn on the voice of the person who wants to talk." (T2), "I prevent students from*

changing their name. I disable participants annotation. I turn off the sounds when necessary." (T8), *"We have difficulty in managing. However, we can dismiss it. Other than that, there's not much we can do unfortunately."* (T13), *"Necessary conversation and suggestions in a constructive style after muting the speaking students. Later letting speaking and providing feedback."* (T40), *"By taking advantage of the features of the online program (such as turning off the microphone, restricting the Chat) and alerting students to the situation."* (T4)

Communication: *"I collaborate with the family of the students…''* (T1), *"I'm trying to solve by mutual communication."* (T25), *"… I contact with the students' family, …or I try to talk to students directly."* (T33), *"… I contact with students personally at the end of the course."* (T36), *"… I send messages to the parents about undesirable students behaviors in online courses."* (T38), *"Communicate with family members and acting together to make the course environment more efficient and to follow the online course hours of the student."* (T30), *" In the next lessons, I focus on the negative effects of this situation on me and make the students understand and empathize with me."* (T37)

Motivation: *"…I try to speak up even more and drown their voice…"* (T17), *"…I give them homework."* (T23), *"…encourage for course participation…"* (T24), *"…I try some different teaching methods…"* (T33), *"I make the lesson fun and interesting. I ensure the participation of the students, I teach the lesson in the form of questions and answers."* (T5), *"I eliminate negative behavior from time to time by making the lesson fun."* (T27), *"I try to encourage them to the lesson to increase participation."* (T28), *"I pretend not to hear the sounds being made. After a while the sounds stop."* (T39), *"… I keep students awake by constantly asking. I prevent them from being busy with extracurricular things by having them write in the lessons."* (T29)

Guidance: *"…I try to make feel that I clearly understand you."* (T16), *"…I reexpress the students how should they behave in online course…"* (T31), *"…I try to meet students' expectations."* (T33), *"… I am trying to find the reason behind that behavior."* (T9), *"I explain the required behaviors that they can show instead of the undesirable behaviors and I want them to practice them."* (T34), *"Necessary conversation and suggestions in a constructive style after muting the speaking students. Then give voice and receive feedback."* (T40), *"While informing the students about the course at the beginning of the semester, I set some rules in the classroom and talk to the students within this framework in order to prevent the emergence of undesirable behaviors…"* (T36), *"I first consider the underlying causes of*

the undesirable behaviors. I act accordingly.. I try to meet the expectations of the students. I try to make them aware of the contribution of the course to them." (T33), "I give them advice on how to behave ..." (T32)

It has been determined that teachers try to manage by communicating with both the students and parents, stating that they understand the situation of students, empathizing, guiding and giving advice against undesirable behaviors encountered in online courses. In addition, it was stated that they learned and applied technical interventions in terms of online appliances, and they used different methods to motivate students while making course fun and interesting.

Recommendations for Teachers to Minimize Undesirable Student Behaviors Encountered in Online Courses

Table 5 shows the recommendations of teachers, participated in the research, to minimize undesirable student behaviors encountered in online courses:

Table 5. Recommendations for Teachers to Minimize Undesirable Student Behaviors Encountered in Online Courses

Theme	Content	f
Online Appliance Recommendations	Mastering the features of online appliance (t4, t6, t7, t8, t13, t14, t16, t29, t40), Taking appliance system precautions (Chat, Waiting Room, audio, camera, renaming etc.) (t8, t11, t12, t13, t15, t16, t18, t35)	17
Communication Recommendations	Communicating with parents and students (t1, t2, t9, t21, t25, t26, t28, t30, t31, t32, t34)	11
Course Rules Recommendations	Reminding the rules at the beginning of course (t10, t17, t31, t34, t35, t36)	6
Motivation Recommendations	Attracting students' attention and interest (t3, t5, t16, t19, t20, t22, t23, t24, t27, t30, t33, t37), Being patient (t33, t38)	14

As seen in table 5, the data show that recommendations to teachers to minimize undesirable student behaviors encountered in online courses are grouped under four themes. These are recommendations on *online appliance, communication, course rules* and *motivation.* Relating to the recommendations, it has been emphasized that teachers should have a good master on the features of online appliance and take appliance system precautions, also it is important to remind course rules at the beginning of the course. It has been stated importantly that teachers should communication with both parents and students against these behaviors, also activities that will attract attention and interest of the students to provide course motivation should be done and after all it is necessary to be patient.

Some of the recommendations expressed by the teachers to minimize undesirable student behaviors in online courses are as follow:

Online Appliance: *"Mastering the features of online appliance…"* (T4), *"They need to be familiar with the features of online appliances (especially Zoom)."* (T29), *"Taking all the system precautions at the beginning of the course…"* (T16), *"I suggest they take control of the audio."* (T12), *"Cameras should be on all the time."* (T18), *"Minimizing negativities by learning the settings."* (T6), *"To know the situations that may be open about the program being used."* (T7), *"Options such as participating in the lesson with each student's name, having the chat option open only to write to the teacher, entering each lesson with a password can be the solution."* (T8), *"Keeping the student microphones closed all the time, they should only be turned on when they will participate in class activities."* (T11), *"To use live lesson applications in a way that provides maximum control and not to provide students with a chance to show undesirable behaviors."* (T14), *"I recommend that they should leave the Waiting Room open, turn off the option to change their name, and warn students not to let students who do not write their own names."* (T15), *"Turning off the sounds during the lecture will increase the quality of the lesson."* (T35)

Communication: *"Being in communication with students and parents."* (T21), *"Being in contact with the family has a great impact on minimizing negative student behaviors."* (T2), *"In order to be able to communicate well and understand the student, they need to communicate with the student one-to-one."* (T25), *"First of all, family members should be interviewed for negative behaviors, and ideas should be exchanged about the student and other negative factors during the online lesson..."* (T30), *"… The course teacher and parents of the student who exhibits negative behaviors should be contacted. I think this must be done."* (T31), *"I recommend that they establish good communication with students."* (T26)

Course Rules: *"Course rules should be reminded at the beginning of the course."* (T17), *"I remind the rules at the beginning of the course."* (T10), *"Rules can be developed to create an atmosphere like in the classroom and to handle the lesson comfortably…"* (T31), *"At the beginning of the semester, the rules to be followed in the online course should be determined together with the students. I think these rules should be reminded from time to time."* (T36)

Motivation: *"You have to be patient…"* (T38), *"Efforts should be made to involve all students in the lesson. There should be activities that will attract the attention of the students."* (T3), *"I suggest that they make the lessons appropriate and fun for the students' level and do various activities to maximize student participation."* (T5), *"Being active throughout the lesson and*

making the lesson more interesting." (T24), "Students' attention should be attracted sometimes by asking extracurricular questions." (T27)

In the context of recommendations to the teachers, it has been stated that teachers should have a good master about the features of online appliances, remind course rules at the beginning of course, be in communication with parents and students, make course interesting and do activities that attract students' attention to motivate them against undesired behaviors in online courses.

Recommendations for Parents to Minimize Undesirable Student Behaviors Encountered in Online Courses

Table 6 shows the recommendations of teachers, participated in the research, to the parents in order to minimize undesirable student behaviors encountered in online courses:

Table 6. Recommendations for Parents to Minimize Undesirable Student Behaviors Encountered in Online Courses

Theme	Content	f
Classroom Recommendations	Preparing suitable course environment (t3, t5, t10, t24, t29, t30, t31, t32, t35, t37, t38, t40)	12
Communication Recommendations	Keeping in touch with teachers (t6, t10, t11, t31, t33, t40), Communicating with students (t2, t15, t25, t27, t30, t34)	12
Follow and Control Recommendations	Follow and control students' course attendance (t1, t2, t3, t4, t7, t9, t12, t13, t14, t15, t18, t19, t20, t21, t22, t24, t25, t26, t27, t28, t29, t31, t32, t33, t37, t38, t39), Controlling students during course (t9, t12, t13, t14, t18, t20, t22, t24, t25, t26, t29, t32, t33, t37), Checking students' studies (t21, t38), Controlling devices' contents (t3)	44
Warm-up Recommendations	Encouraging and rewarding positive behaviors (t1, t8, t17, t25, t33), Doing activities that relieve students' fatigue (t17), Taking care of (t16), Providing motivation (t23)	8

As seen in table 6, the data show that recommendations to the parents to minimize undesirable student behaviors encountered in online courses are grouped under four themes. These are *classroom environment, communication, follow and control,* and *warm-up.* Relating to classroom environment, in the context of recommendations to the parents it has been stated that students should be provided suitable class environments to learn efficiently. In communication, it has been emphasized that parents should be in contact with teachers about their children's behaviors, and by the help of teachers, parents should communicate with their children one-on-one against undesired behaviors in online courses. As to follow and control of the students by the parents, it has been found very important to monitor students' participation in the course, to control their participations' from the system, and to check students from a distance during the course. It is also specified to check the studies they do in the

course and to control device contents. It has been stated that parents should take care of their children and motivate them by various activities that will relieve their fatigue, and positive behaviors should be rewarded with appropriate reinforcers.

Some of the recommendations expressed by the teachers to the parents to minimize undesirable student behaviors in online courses are as follow:

Classroom Environment: *"Children's course environment should be made suitable for the online courses…"* (T30), *"Parents are responsible for providing quite and undistracting environments to their children."* (T31), *"They should remove things that distract children from around."* (T3), *"Parents can be reminded that in order to use their time effectively and efficiently in the classroom, they should strive to create suitable conditions for children at home."* (T10), *"I recommend them to prevent noise in the course environment during the lesson."* (T29), *"A classroom atmosphere should be created for the children and if possible, they should be allowed to attend the lesson in a room alone."* (T32), *"If possible, have students arrange a quiet room with a desk, where no one is present during the lesson."* (T35), *"Parents need to transform a part of the house into a school environment and ensure that students receive their education in a comfortable environment."* (T37), *"Creating a healthy teaching and working environment in a separate room."* (T40)

Communication: *"…coordinate with teachers."* (T40), *"…being in communication about the students' difficulties."* (T2), *"Parents should be told how the student should behave in the online lesson."* (T11), *"They can learn the online course performance by contacting the class teacher at certain intervals."* (T31), *"I recommend that parents warn students not to do these behaviors."* (T15), *"It should be explained that it is important to attend classes even if they are online."* (T27)

Follow and Control: *"Following students frequently."* (T7), *"I recommend parents to check students during online course."* (T12), *"Parents should follow online schedule of their children."* (T2), *"… They should pay attention to the fact that there are no games in the devices they use in the course. Search engines should be controlled."* (T3), *"Students' attendance to online classes should be checked …"* (T4), *"I recommend that parents check on the student while the students are in the course …"* (T9), *"To follow and control the student at regular intervals during the course."* (T14), *"They must follow the children during the lesson."* (T18), *"It is necessary to follow the students to ensure that they are motivated to the lesson."* (T19), *"Parents should follow students' attendance and studies."* (T21), *"I advise*

them to check their children, to keep track of whether they are in the course or not." (T22), "They need to control their children. So they need to check what they do during the lesson." (T26), "During the lesson, I recommend that they stand by their students so that they can see their level and focus on the lesson…" (T29), "From the beginning of the lesson to the end, they should follow up their student from time to time." (T31), "To prevent undesirable behavior, parents should check the student from time to time." (T32), "Parents should follow up the courses and homework regularly." (T38)

Warm-up: *"…Parents should reinforce students' positive behaviors." (T1), "Students should be encouraged to engage in positive behaviors…" (T8), "Parents need to take care of their children." (T16), "Since the teachers are away, parents should use the punishment and reward method and activities should be done to relieve their fatigue." (T17), "…required motivation should be provided by the parents about courses." (T23)*

In the context of recommendations to the parents, it has been generally emphasized that parents should provide suitable course environment for their children, follow and check whether they attend the courses or not, also control them from time to time during courses. It has been stated that parents should be in communication with teachers and their children about online courses. In addition, it has been recommended that parents should take care of their children and motivate them, do activities that will relieve their fatigue, reinforce and encourage positive behaviors against undesired behaviors in online courses.

4. CONCLUSION, DISCUSSION and RECOMMENDATIONS

Findings show that teachers encounter undesirable student behaviors in online courses during the distance education process. These behaviors have been arisen from the use of technological appliances, the way of students' communication, online course participation and teaching process. It has been determined that students turn off their camera and audio as the convenience of technological appliances, draw the shared screen, correspond unnecessary contents on Chat; sabotage courses, enter courses by different names, not actively participate in courses; use slang words and talk unnecessarily without permission; avoid answering questions, are indifferent to the courses and attend courses in crowded environments. As the result of similar studies carried out in this context, it has been revealed that undesirable student behaviors in online courses include using undesired language against friends and teachers, sharing unfavorable contents, participating courses without justification, entering courses late and leaving early, not following contents, being busy with irrelevant activities in the course, not obeying the rules about camera and audio, being indifferent to the course, failing use of technology, not answering questions, attending the courses unprepared, bending the rules in his/her own way,

sabotaging courses and so on (Can, 2020; Lin & Gao, 2020; Bakioğlu & Çevik 2020). Consequently, teachers encountered with many undesirable students behaviors in online courses in the context of distance education as in face-to-face education and most of these are caused by the requirements of the process and technological appliances, so they are issues that are almost never encountered before this process. This situation affects the efficiency of learning and teaching process, also motivation of the stakeholders. So, it is recommended that supporting teachers by administrators, improving technical matters of the online appliances, informing students and parents regularly about online education and technology, also being in communication with them can be beneficial for efficiency of the process.

It has been determined that how the teachers felt against undesirable student behaviors in the online courses. Based on findings, teachers have difficulties on the management of such behaviors; they feel sad, helpless, angry, worried, uneasy and nervous; they experience lack of motivation and distraction; they believe that the courses were resultless; also due to the difficulty of process, it is seen that they empathize with the students and seek solutions about undesired behaviors. It can be said that teachers' motivation to teach has decreased against such negative behaviors and they felt bad emotionally. It has been emphasized that as a result of the teachers' inability to manage the process as desired, undesirable student behaviors can lead to burnout in case of excessive stress (Lewis et al., 2005). Özgöl et al. (2017) revealed that one of the disadvantages of distance education is that teachers feel a lack of job satisfaction and lose their enthusiasm. It was determined that teachers experience loss of motivation in the distance education process (Kurnaz et al., 2020), also they experience anxiety, feel inadequate, unhappy, sad, stressed and uneasy (Allen, Jerrim & Sims, 2020; Bakioğlu & Çevik, 2020). Similarly, Bozkurt et al. (2020) stated that teachers have psycholoical difficulties and experience high levels of anxiety. In this context, it is recommended that teachers should be motivated, safe online appliances and counseling, in-service training and psychological support should be provided. In addition, they should be encouraged to participate in activities such as online/face-to-face workshops, seminars etc that will enable them to achieve professional satisfaction.

Teachers stated that they guided, communicated, warned students, did activities that would attract their attention and intervened technically about the management of undesirable student behaviors. While Reimers and Schleicher (2020) pointed out that without the support and guidance of the teacher, it is unlikely that students will be able to act on their own in online education, Başaran et al. (2020) also stated that it is necessary to encourage students and to provide guidance services for the development and improvement of online education. Studies show that communication and interaction of the students, teachers and parents with each other have a great importance in the distance education process (OECD 2020; Garbe, Ogurlu, Logan & Cook, 2020; Hapsari, Sugito & Fauziah (2020). Also

Reimers and Schleicher (2020) stated that one of the important facts of the distance education process is communication with parents. All these will make the course more effective and will make it easier for teachers to manage undesirable student behaviors in online education.

According to the findings, it was seen that teachers made suggestions in the context of online appliances, communication, course rules and motivation themes to minimize undesirable student behaviors in the online courses. It has been recommended that teachers should know the features of the online appliances, communicate with parents and students, set the course rules and motivate students at the beginning of the course and be patient about such behaviors. Since the distance education is carried out through several online appliances, it has revealed some facts. The most important of these is the necessity of teachers to have technological literacy, to benefit from technology and to cope with online class problems they encounter. Today, information is provided by digital learning and teaching tools (Deshmukh, 2020), and thus most of the states have attempted to continue the education in this process by initiating emergency precaution packages about the use of digital technologies (Angoletto & Queiroz, 2020). Rahmadi (2021) emphasized that the importance of teachers' adoption of distance education and technology integration has increased in this process. Milliken (2019) stated that expectations and course rules should be determined in the online course, also Young (2006) revealed the importance of motivating students for an effective teaching, facilitating the subject of the course and establishing effective communication with students in the online class. The data show that teachers offered various recommendations to their colleagues about undesired student behaviors. In this context, the evaluation and enhancement of online appliances, and establisment of online class information and support service within the Ministry of National Education can be beneficial for the efficiency of teaching activities.

The findings show that teachers make suggestions to the parents about classroom environment, communication, follow and control, and warm-up activities to minimize undesirable student behaviors. Teachers suggested that parents should create a suitable teaching environment for their children to participate in online courses. The fact that the course environment contains distracting stimuli can negatively affect the learning-teaching process. On this point, Zhang et al. (2020) stated that one of the probable issues in the online education is the complex home environment, and similarly Yusuf and Ahmad (2020) emphasized that disturbing home environments are not suitable for online education. It was stated that parents should be in communication with teachers and that they should communicate with themselves by trying to understand their children. Kırmızıgül (2020) also emphasized the importance of parents having more interaction and communication with their children during distance education process. Almost all of the teachers pointed out that parents should follow their children' participation in online courses and control them during the course. Başaran et al. (2020)

determined that parents did not follow their children enough during the distance education and not deal with them whether they attended the courses or not.

Sari and Nayir (2020) also stated that it is not only the teachers' but also parents' responsibility to follow and control students' participation in online courses. The fact that the teachers mostly suggested to the parents about follow and control participation of the students may have arisen from the desire of the parents to participate more actively in the process. In addition, teachers suggested parents about using reinforcers in order to encourage positive behaviors, motivate students and ensure participation to online courses. Can (2020) also stated that providing appropriate reinforcers to students can help reduce and remove undesirable student behaviors in the online class environment.

As a result, it is seen that teachers encounter with a lot of undesirable student behaviors in online courses. In this context, it was emphasized that teachers should know well the technical features of online appliances, be in communication with students and parents, do activities that attract students' attention and motivate them in order to make learning-teaching process more effective, and also give importance to the guidance services. On the other hand, parents should cooperate with teachers, create suitable class environments for their children, also follow and control them about online courses. As it is seen teachers assumed very important roles and responsibilities in the distance education process, and tried to manage the process by versatile and various methods. Similarly, Bıyıklı ve Özgür (2021) stated that teachers have been the most important actors in the learning-teaching process in the online courses in distance education as well as in face-to-face education.

Etik Kurul Kararı

Bu araştırma Mardin Artuklu Üniversitesi Etik Kurul'unun 16.05.2021 tarihli ve E-79906804-050.06.04-12972 sayılı kararı ile uygun bulunmuştur.

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Genişletilmiş Özet

Uzaktan eğitim, yıllardır dünya çapında kullanılan bir eğitim modeli olmasının yanında pandemi ile birlikte yoğun bir şekilde gündeme gelmiş ve pedagojik faaliyetlerin senkron ve asenkron yürütülmesine olanak sağlamıştır. Eğitimin sürdürülebilirliği açısından sağladığı kolaylıkların yanında, paydaşların daha önce çok fazla deneyimlemediği bir eğitim modeli olmasının getirdiği zorluklar ile karşılaşılmıştır. Eğitim okulda ya da sınıf içerisinde yapılmasa bile, bu süreçte öğretmenler yüz yüze eğitimde olduğu gibi uzaktan çevrimiçi eğitimde de sınıf yönetimi konusunda istenmeyen birçok öğrenci davranışı ortaya çıkmıştır. Çevrimiçi öğrenme ortamlarında işlenen derslerde öğretmen-öğrenci ve öğrenci-öğrenci arasında kurulan iletişim, öğrenme ortamının sağladığı rahatlık ve uzaklık nedeniyle pek sağlıklı yürütülememiştir. Öğretmenlerin çevrimiçi derslerde karşılaştıkları istenmeyen öğrenci davranışlarının yönetimi konusunda yaşadıkları zorlukların ve sorunların ortaya konulması ve bu konuda çözüm önerilerinin üretilmesi bağlamında görüşlerinin alınması amaçlanmıştır. Araştırma, nitel araştırma desenlerinden durum çalışması olarak tasarlanmıştır. Görüşlerinin ortaya çıkarılması için amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örneklemesi seçilerek Mardin ilinin ilköğretim ve ortaöğretim kademelerinde farklı branşlarda görev yapan 40 öğretmen seçilmiştir. Öğretmenlerin köy, ilçe ve il merkezi gibi farklı yerleşim birimlerinde ve farklı sosyo-ekonomik çevrelerde görev yapmaları dikkate alınmıştır. Katılımcı öğretmenlerin 22'si kadın, 18'i erkek olup yedi tanesi ilkokul, 20 tanesi ortaokul, 13 tanesi lise kademesinden olup, yedi tanesi sınıf öğretmeni ve 33 tanesi branş öğretmenidir. Görüşlerinin alınması amacıyla öğretmenlere yarı yapılandırılmış görüşme formu uygulanmıştır. Araştırmanın geçerliği ve güvenirliğini sağlamak amacıyla öncelikle görüşme formu uzman görüşüne sunularak değerlendirilmiş ve uygulanabilirliği teyit edilmiştir. Öğretmenlere e-posta ve mesajlaşma programları vasıtasıyla gönderilerek, gönüllülük esasına bağlı olarak görüşme formunu doldurmaları istenmiştir. Toplanan veriler içerik analizi yöntemi kullanılarak analiz edilmiştir. Veriler ışığında ortaya çıkan kavramlara göre kodlamalar yapılmış ve elde edilen kodlar ortak temalar altında birleştirilmiştir. Nitel veri analizi kodlayıcılar tarafından birbirinden bağımsız olarak yapılmış ve güvenirlik formülüne göre %90'ın üzerinde görüş birliğine varılmıştır. Veriler önce doğrudan ve tablolaştırılarak verilmiş daha sonra bulgular yorumlanarak sunulmuştur. Öğretmen görüşleri analiz edilirken her bir öğretmen Ö1, Ö2, Ö3, … Ö39, Ö40 şeklinde kodlanmıştır. Öğretmen görüşlerinden elde edilen bulgular sonucu, öğretmenler çevrimiçi derslerde teknolojik araçların kullanım şekli, kullanılan iletişim dili, ders katılımı ve takibi ile öğrencilerin derse karşı ilgisiz tavırları bağlamlarında istenmeyen birçok öğrenci davranışıyla karşılaşmışlardır. Bu davranışlar karşısında öğretmenlerin duygusal açıdan düştükleri, motivasyonlarının azaldıkları, bu davranışları yönetmekte zorlandıkları, mesleki doyuma ulaşamadıkları ve öğrencilerin istenmeyen davranışlarını anlamaya çalışıp çözüm yolları bulmaya giriştikleri tespit edilmiştir. Ortaya çıkan bu istenmeyen davranışların yönetimi karşısında öğretmenler, hem öğrenci hem de veli ile iletişime geçerek, öğrencileri ders başlangıcında uyarıp kuralları hatırlatarak, çevrimiçi uygulamanın teknik özelliklerini öğrenip istenmeyen davranışlara uzaktan müdahale ederek, öğrencilerin bu davranışları bırakıp derse motive olmaları adına eğlenceli, dikkat çekici etkinliklere ve ders işleme yöntemlerine başvurarak ve öğrencilere rehberlik edip, nasihat verip onları yönlendirerek ve empati kurarak süreci yönetmeye ve bu davranışların önüne geçmeye çalışmışlardır. Öğretmenler meslektaşlarına istenmeyen öğrenci davranışlarının en aza indirilmesi konusunda çeşitli önerilerde bulunmuşlardır. Kullanılan çevrimiçi uygulamanın teknik özelliklerine hakim olunması, öğrenci ve velilerle

sürekli iletişim halinde kalınması, öğrencilere dersin başında çevrimiçi sınıf kurallarının hatırlatılması ve mativasyonlarını arttırmak için öğrencinin ilgisini ve dikkatini çekecek etkinliklerin yapılması önerilmiştir. Öğretmenler meslektaşları dışında ebeveynlere de bu konuda çeşitli önerilerde bulunmuşlardır. Ebeveynlere yapılan öneriler arasında öğrencilerin ders işleyebilecekleri uygun sınıf ortamlarının oluşturulması, derse katılımlarının takip edilmesi ve ders esnasında öğrencilerin kontrol edilmesi, öğretmenlerle iletişim halinde olunması, çocuklarıyla sağlıklı iletişim kurulması ve olumlu davranışların oluşması adına çeşitli pekiştireçler kullanılarak onları derse motive etmeleri şeklinde öneriler ortaya çıkmıştır. Bu sonuçlar doğrultusunda öğretmenler uzaktan eğitimde çevrimiçi derslerde istenmeyen birçok öğrenci davranışı ile karşılaşmış, bunların çoğunun daha önce karşılaşılmayan davranışlar olduğu ve bu davranışların öğrenme ve öğretme sürecinin verimliliğini düşürdüğü tespit edilmiş ve bu konuda öğretmenler, yaşanan sorunlara çözüm üretmek adına çeşitli yollara başvurmuş, öneriler geliştirmiştir ve süreci yürütmeye çalışmışlardır. Bununla beraber, bu araştırmanın sonuçları eğitim-öğretim faaliyetlerinde çevrimiçi derslerde istenmeyen öğrenci davranışlarının yönetimi konusunda kaynak oluşturması adına önem arz etmektedir.