

## Views of Teachers Working at Turkish Schools in England about Students' Misbehaviors in Classroom

Celalettin Çelebi<sup>1</sup>

*Necmettin Erbakan University*

### Abstract

The aim of this research is to point out views of teachers working at Turkish schools in England about misbehaviours of students' in Turkish lessons. The research has been carried out in accordance with the phenomenological design of qualitative research designs, descriptive analysis technique was used for data analysis. The research has been carried out with 23 teachers chosen by basing maximum variety sampling at schools in England. Data has been gathered with semi-structured interview form prepared by taking advantage of body of literature and expert opinion by researcher. According to teachers, the most misbehaviour is "talking out of turn" in lessons. Misbehaviours such as "playing with personal stuff", "not being interested in lesson/not listening" follow this misbehaviour. Majority of teachers have stated that they have got training about solutions of misbehaviours and they find themselves proficient. It has been determined that problems resulting from "family" and "circle of friends" caused most misbehaviours. It has been found out that teachers most use method of "warning", "talking/giving advice", "communicating well with students" etc. in order to cope with misbehaviours faced in classroom. Teachers regard "raising parents awareness/informing" as very significant in preventing misbehaviours.

### Keywords

Unwanted behavior • Turkish supplementary school • Classroom manegament

<sup>1</sup> **Correspondance to:** Celalettin Çelebi (PhD), Primary Education Department, Necmettin Erbakan University, Faculty of Ereğli Education, Konya, Turkey. Email: ccelebi@erbakan.edu.tr **ORCID:** 0000-0002-2189-6403

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Classroom is not only composed of four walls among which people get together. Classroom is the environment that students and teachers share information and experiences they have and supply with various communication means in order to achieve educational objectives with a suitable arrangement (Başar, 2011). Classroom is place of production of education-training activity. Therefore, in classroom management, physical environment of class, characteristics of students, proficiency of teachers are extremely crucial. In class, the person in control is teacher (Celep, 2008).

Teacher is defined as a person that guide and provide learning. Teacher's function is to bring order to experience of learning and to evaluate if desired behaviours are got by students by taking advantage of various teaching techniques and methods (Fidan & Erden, 1994). The most important factor of class is relation between teacher and student (Balay, 2014). Maintaining the relation between teacher and student in a positive way and developing will contribute to the process of education and training positively. However, because of the various reasons that result in student, teacher, environment and different factors, communication between teacher and student weakens, achieving target acquisitions gets harder and in process of learning – teaching activities, some undesired negative behaviours occur.

### **Misbehaviours and Classrom Managment**

At school, every kind of behaviour that prevents educational efforts is called misbehaviour. Negative effects of the behaviours grow gradually. In this respect, misbehaviours are ranged toward constructive but rather disruptive (Başar, 2011). Approved behaviours are called desired behaviours, as for rejected behaviours are called misbehaviours (Okutan, 2005). Generally, any behaviour that threatens the flow of academic performance at specific context is meant student's misbehaviour in-class (Türnüklü & Galton, 2001). As it is understood from these definitions, every kind of behaviour that affects process of learning-teaching negatively, disrupts flow of lesson can be defined as misbehaviour.

In a study that were done with parents and teachers at more than 3.000 English schools, it is determined that misbehaviours at schools in England are deeply worrying level. One in twelve secondary teachers spent for more than ten minutes of his every lesson hour for behaviour problems (Office for Standards in Education, Children's Services and Skills [OFSTED], 2014). In a study that was done in 2014 aiming for management practice at state schools in Australia , % 39 of teachers and managers have stated that they have time for behaviour management for %20 of their time in process learning-teaching (Crawshaw, 2015). It can be stated that misbehaviours occur in-class at different teaching levels increasingly year after year according to conclusion of several researches were done with in-class observations by basing views of teachers, students and principals in several countries.

In different researches that were done in several countries, it is determined that students acted misbehavior such as “talking out of turn”, “disobedience”, “disrupting the others”, “disturbing the others”, “inattention”, “not being interested in lesson”, “absenteeism”, “noisemaking”, “hanging around without permission”, “daydreaming”, “disrespect to teacher”, “dealing with the things out of class”, “complaint”, “lateness” in diifferent researches were done in several countries (Aksoy, 1999; Crawshaw, 2015; Ding, Yeping, Li, Li, & Kulm, 2008; Ho & Leung, 2002; Houghton, Wheldall, & Merrett, 1988; Little, 2005; Kyriacou, 2010; Sadık, 2006; Sağlam & Balay, 2008; Stephenson, Linfoot, & Martin, 2000; Wragg & Dooley 1996; Türnüklü & Galton, 2001; Türnüklü & Yıldız, 2002).

According to [Sun and Shek \(2012\)](#), teachers has stated that students act misbehaviours such as; “doing something secretly”, “talking out of turn”, “attacking verbally”, “disrespect to teachers”, “inattention”, “daydreaming”, “sleeping”, “indifference”, “always lacking of delivery assignment”, “out of desk”. [Türnüklü and Galton \(2001\)](#) stated that discipline problems that teachers of both countries faced the most are “noisemaking”, “talking out of turn”, “disrupting their friends” and “hanging around without permission” followed them respectively.

It is determined that misbehaviours that are also called unwanted behaviours that damage continuously learning environment at every kind of class level and context ([Johnson, Claus, Goldman, & Sollitto, 2016](#)). A problematic student doesn't damage just himself, because he affects productivity of teacher, the other students' desire of learning and class environment negatively. Educators are frequently obliged to interrupt lesson in order to cope with misbehaviours, many students lose their attention, efficiency of lesson decreases, as a result, he leads a problem in-class. According to the results of research, the student in the class where misbehaviours happen are at low level at achievement tests ([Gazi, Shahzada, Tark, & Han, 2013](#)).

According to [Charles and Senter \(2005\)](#), misbehaviours of students inclass have negative results such as preventing rights of the other students' learning, preventing teachers' rights of teaching, wasting time, weakening motivation and energy of teachers, creating fright and stress for students and teachers in class environment, betraying trust, reducing co-operation between teachers and students.

It can be said that discipline problems coming up in class or reasons of misbehaviours are numerous and complicated, problems are based on several social reasons ([Aksoy, 2000, p. 5](#)). In the study by [Türnüklü and Galton \(2001\)](#) at schools in Turkey and England, it is determined that factors such as age, gender, sitting order, practiced education activities and course subject are related to discipline problems. Teachers in Turkey have showed as main source of misbehaviours economical problems faced in family, as for teachers in England have showed divorcements as main reason ([Türnüklü & Galton, 2001](#)). “Even if reasons of students' misbehaviours that acted in class are various, it can be categorized at 3 main parts:

- a- Students' motivation for behaviour/misbehaviour
- b-Students' personal and family conditions
- c-Characteristic of instruction and curriculum

All in all, poor parenting has been showed as one of the main reasons of continuous misbehaviours as the result of respect to teachers, behaving well at school, not instillment desire of being good” ([Kyriacou, 2010, p. 246](#)). Different factors (at school and out of school) such as person himself, teacher, consequences resulted from factors like house and school have affected.

Today, enrichment of stimuli in learning environment, differentiation of characteristics of students and his needs in parallel with social change has caused increasion of students' misbehaviours. At first, while traditional methods were enough for classroom management, today, it is required that classroom arrangement is provided, adaptation of studies in fields of learning and teaching, management, social psychology, general psychology to education environment for effective classroom management and developing new methods ([Erden, 2014](#)). Classroom management is affected from class environment, psychological characteristics of individual and factors out of class. Hence, classroom management consist of some difficulties. Teachers that have got training

effective classroom management and are able to practice those they have learnt can take precautions by estimating in advance.

Overcoming these difficulties require being aware of factors affecting classroom management and being creative in problem solving (Taş, 2008). “There are some qualifications and features that classroom managers must have. These are:

- \*Being well-informed
- \*Being capable in terms of technical, human and conceptual
- \*Being well-behaved
- \*Being experienced
- \*Being healthy” (Erdoğan (2003, p. 20-24).

In studies that were done considering views of teachers in regard to which discipline strategies are the most effective in class, it is commonly admitted that determining clear classroom rules is very effective (Kyriacou, 2010; Little, 2005; Stephenson, Linfoot, & Martin, 2000). While approaches that teachers follow change in accordance with type of behaviour with regard to preventing misbehaviours, teachers have stated to use methods of talking individually with student, warning in by way of non verbal communication, gathering his/her attention, wanting him to stop his/her behaviour, warning student verbally (Aksoy, 1999; Celep, 2008).

According to Kyriacou (2010) talking constructively with student is an effective strategy in preventing misbehaviours. According to Öztürk and İra (2006) “precautions that will be able to be taken against misbehaviour are so:

a-Non-verbal precautions: Ignoring, eye contact, physical closeness, touching, not caring, keeping silent.

b-Verbal precautions: Questioning, warning, reminding the rules, talking out of class, contacting the principal and counsellor, contacting parents and punishment” (Öztürk & İra, 2006, p. 194).

### **Turkish Language Teaching of Turkish Children in England**

Turkish population was available substantially in England though not Germany, Belgium, Austria, together with the immigration that began with immigration of the Turks from Cyprus to England by 1950s and afterwards with immigrants from Turkey joining in this process. Even if different sources and studies give different information from each other in this particular topic, it can be admitted that generally about 300 000 to 400 000 Turkish people is present in England and %75 of this population lives in London. Based on census and previous studies, it can be estimated that numbers of Turkish children at school period in London is 30 thousand (Uysal, 2015).

Teaching mother tongue and Turkish culture that has been continuing from generation to generation for centuries via their mother tongues to Turkish children abroad, so not losing identities of Turkish children and having with minimum damage from assimilation policies that were practised themselves in countries they live, a balanced bilingual and being cultural individuals are quite important. For this purpose, Turkish children in England are given Turkish lessons by teachers who are sent from Turkey and TRNC. Also, besides their education at these schools, Turkish children usually are given classes Turkish language and Turkish culture one

day in a week and at association schools mostly being opened at weekends that Turkish association established or supported (Yaman & Dağtaş, 2015).

It's not true to call 'school' traditionally for centers that give Turkish language and Turkish culture teaching in England. Most of these centers are places that engage in training activity for 2-3 hours on some days of the week. Because of this schools in question are like course in terms of functional but are with regards to missions undertaken (Uysal, 2015). These schools that serve with aim of giving classes of Turkish language and Turkish culture are called with different names such as Turkish weekend college, association schools, support schools and Turkish schools. In spite of various namings, primary duty of these schools is to teach for their own languages and cultures to children of Turkish society living in England.

Turkish schools also faced with most problems that most weekend colleges faced problems in England. These are: Shortage of educated, qualified teacher condition of work and institutions, old fashioned educational materials, crowded classrooms, paying teachers' salary, insufficient financial facilities to get new equipments. Most of these schools are obliged to train at schools they rented or in classrooms because most of them don't have a building that belongs to themselves. School managers express their expectations from Turkey and TRNC on all occasions for financial problems they face (Baker, 2011; Bayat, 2015).

Children that go to England state schools also continue support schools for assistive education (Bayat, 2015). According to information that is gathered from association schools and Turkey Education Consultancy, as well as not being certain, number of students that go to these schools is about 2000-3000 every year. These schools generally conduct education-training activity from preschool, primary school, secondary school, high school and even to level of preparatory classes.

Students go to schools are categorized according to their levels of their Turkish language and ages as soon as possible. In cases that number of students inadequate, multigrade classes are available also implemented. Students' levels of Turkish language differentiate considerably in comparison with their peers in Turkey. As Uysal (2015) said that there are some that know Turkish a little or don't know it as there are some know Turkish at a high level among students.

Aim of this research is develop suggestions for the field and determine misbehaviours in-class of students going to Turkish schools in England and determining what reasons of these behaviours and solutions are according to teacher views. Although researches related to misbehaviours of students in class were done in different countries, classrooms, lessons in the literature, it is clear that researches like these are not available in Turkish lessons abroad, especially at Turkish schools in England. Because of this, it is aimed with this study teachers working at Turkish schools in England express their views about students' in Turkish lesson. Five questions are asked in this research.

- 1- What are the misbehaviours in class?
- 2- What are the most frequent misbehaviours in class?
- 3- What are the reasons of misbehaviours in class?
- 4- What are the solutions of misbehaviours in class?

5- Do views related to misbehaviours in class of teachers that work at Turkish schools in England change according to their genders?

## **Method**

### **Research Model**

The research has been practised and prepared in a suitable way for the phenomenological design from qualitative research designs. Phenomenology focuses on phenomena, which the individual is aware of but does not have in depth and detailed understanding of it and tries to define the interpretations, experiences, orientations, feelings and judgements (Yıldırım & Şimşek 2006). It has been aimed to determine views of teachers about misbehaviours occur in Turkish lessons at Turkish schools in England with this research.

### **Data Gathering Tools**

As data gathering tool, by taking advantage of body of literature semi structured interview form developed by researcher has been used. In order to prepare questions in the interview form, firstly semi official interview was done with 3 teachers that give Turkish lessons at Turkish schools in England and it was determined what might be some solutions of the reasons of misbehaviours and their solutions were prepared and a draft form was prepared. This draft form was viewed with an academician that knows structure of Turkish schools in England from Sakarya University and 2 academicians from Necmettin Erbakan University and in the wake of required corrections, interview form finalised. Validity of data gathering tool (content) was provided with expert opinion. Interview form composed of 6 open-ended questions and 2 questions in type of yes-no at total 8 questions. Semi-structured interview form was implemented in the way talking face to face with teachers that give Turkish lessons.

### **Analysis of the Data**

In the analysis of the data, descriptive analysis has been used. Descriptive analysis is made with the aim of presenting the findings gathered in the way organized and interpreted. The data obtained in descriptive analysis is summarised and interpreted in accordance with previously determined themes (Yıldırım & Şimşek, 2006). Data gathered with teacher interview form has been transferred into Microsoft Word. Data have been placed into themes formed with questions. Expressions indicating same and similar view have been given in related themes by investigating sentences about every question. Teacher views according to their genders have been interpreted by giving percentage.

### **Working Group**

Within research, 23 teachers that give Turkish lesson at Turkish schools in England were interviewed. In order to show different views and reflect different points of views in the research, total 23 teachers from Turkish schools in different areas in England were chosen by being based maximum variety sampling among intentional sampling techniques. (Büyükoztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2018).

Table 1

*Genders of Teachers*

| <b>Gender</b>             | <b>Male</b> | <b>Female</b> | <b>Total</b> |
|---------------------------|-------------|---------------|--------------|
| <b>Number of teachers</b> | 13          | 10            | 23           |
| <b>Percentage %</b>       | 56,53       | 43,47         | 100          |

It has been determined that %56,53 of teachers having participated in the research are male, %43,47 of teachers are female.

Table 2

*Branches of Teachers*

|    | <b>Branches of Teachers</b>              | <b>Number of teachers<br/>(f)</b> | <b>Percentage<br/>(%)</b> |
|----|--|-----------------------------------|---------------------------|
| 1  | Archaeology and Art History              | 1                                 | 4,35                      |
| 2  | Physics Teaching                         | 1                                 | 4,35                      |
| 3  | Law                                      | 1                                 | 4,35                      |
| 4  | Theology                                 | 1                                 | 4,35                      |
| 5  | Management                               | 2                                 | 8,7                       |
| 6  | Geological Engineering                   | 1                                 | 4,35                      |
| 7  | Guidance and Psychological Counseling    | 2                                 | 8,7                       |
| 8  | Primary Teaching                         | 4                                 | 17,4                      |
| 9  | Turkish Language and Literature Teaching | 4                                 | 17,4                      |
| 10 | Turkish Language Teaching                | 6                                 | 26,1                      |
|    | <b>Total</b>                             | <b>23</b>                         | <b>100</b>                |

It has been found out that %26,1 of teachers having participated in the research at Turkish schools in England have graduated from Turkish Language Teaching, %17,4 of them are from Turkish Language and Literature Teaching, %17,4 of them have graduated from Primary Teaching, %8,7 of them have graduated from Management and Guidance and Psychological Counseling and %4,36 of them have graduated from different departments.

Table 3

*Ages of Teachers*

| <b>Age Range</b>               | <b>20-30</b> | <b>31-40</b> | <b>41-50</b> | <b>51-60</b> | <b>61-70</b> | <b>Total</b> |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| <b>Numbers of Teachers (f)</b> | 1            | 13           | 6            | 2            | 1            | <b>23</b>    |
| <b>Percentage (%)</b>          | 4,35         | 56,5         | 26,1         | 8,7          | 4,35         | <b>100</b>   |

It has been found out that %56,5 of teachers at schools in which research has been carried out are between 31-40 age, %26,1 of them are 41-50 age, %8,7 of them are between 51-60 age and rate of those are between 20-30 and 61-70 age is %4,35.

Table 4

*Job Seniority of Teachers*

| Duty Term               | 0-5   | 6-10  | 11-15 | 16-20 | 21-25 | 30 + years | Total |
|-------------------------|-------|-------|-------|-------|-------|------------|-------|
| Numbers of Teachers (f) | 3     | 4     | 7     | 6     | 2     | 1          | 23    |
| Percentage (%)          | 13,04 | 17,39 | 30,4  | 26,1  | 8,7   | 4,35       | 100   |

It has been found out that %30,4 of participant teachers have 11-15 years, %26,1 of them have 16-20 years, %17,39 of them have 6-10 years, %8,7 of them have 21-25 years, %4,35 of them have over 30 years of job seniority. Accordingly, it can be said that majority of teachers have teaching experience over 10 years.

Table 5

*Institutions that Employed Teachers and Numbers of Teachers*

| Employment institution | Turkey the Ministry of Education | School Management | North Cyprus the Ministry of Education | Total |
|------------------------|----------------------------------|-------------------|--|-------|
| Number of Teachers (f) | 12                               | 11                | 1                                      | 23    |
| Percentage(%)          | 52,17                            | 47,83             | 4,35                                   | 100   |

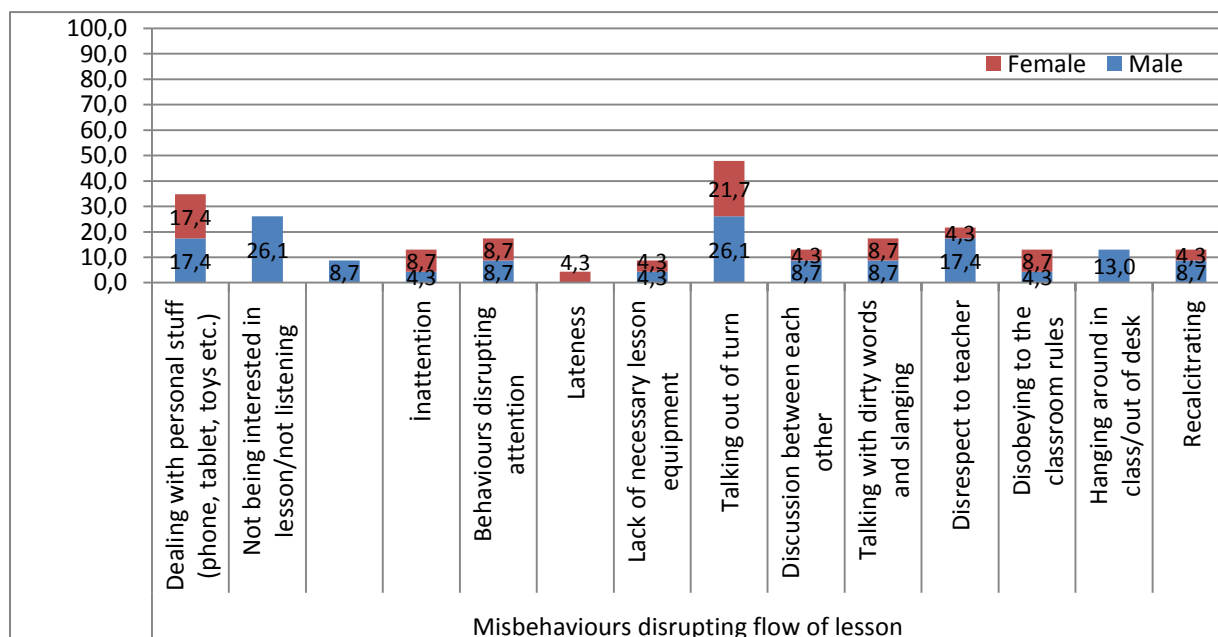
It has been found out that %52,17 of participant teachers were employed by Turkey Ministry of Education, %48,83 of them were employed by school managements, %4,35 of them were employed by North Cyprus Ministry of Education.

**Findings**

Findings gathered within the scope of this study that was done for determining of views of teachers about misbehaviours in-class are below:

Table 6

*Misbehaviours Disrupting Flow of Lesson and Their Percentages*

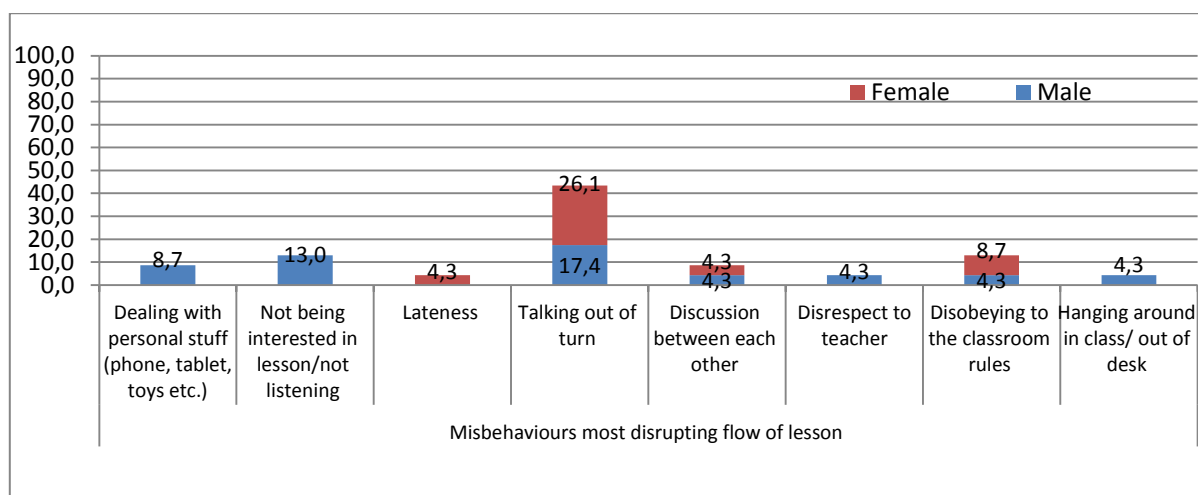




According to study findings, nearly half of the male and female teachers expressed that they faced with “talking out of turn” in their classes. Teachers expressed that they faced with misbehaviours affecting classroom management negatively such as “dealing with personal stuff (phone, tablet, toys etc.)” (34,8), “not being interested in lesson/not listening” (%26,1), “disrespect to teacher”(21,7), “behaviours disrupting attention” (%17,4), “talking with dirty words and slanging”(17,4), “inattention” (%13,0), “discussion between each other” (%13,0), disobeying to the classroom rules” (%13,0), “hanging around classroom/out of desk” (%13,0), “recalcitrating” (%13,0) following this behaviour. However, it might be said that female teachers face more with misbehaviours such as “disobeying to classroom rules” (%8,7) and “lateness” (%4,3), as for male teachers face more with behaviours such as “not being interested in lesson/not listening” (%26,1), “talking out of turn” (%26,1), “not doing homework/tasks about lesson” (%8,7), “disrespect to teacher” (%21,7), “hanging around in class/out of desk” (%13,0), “recalcitrating” (%8,7). From these findings, female teachers face misbehaviours less than male teachers in class.

Table 7

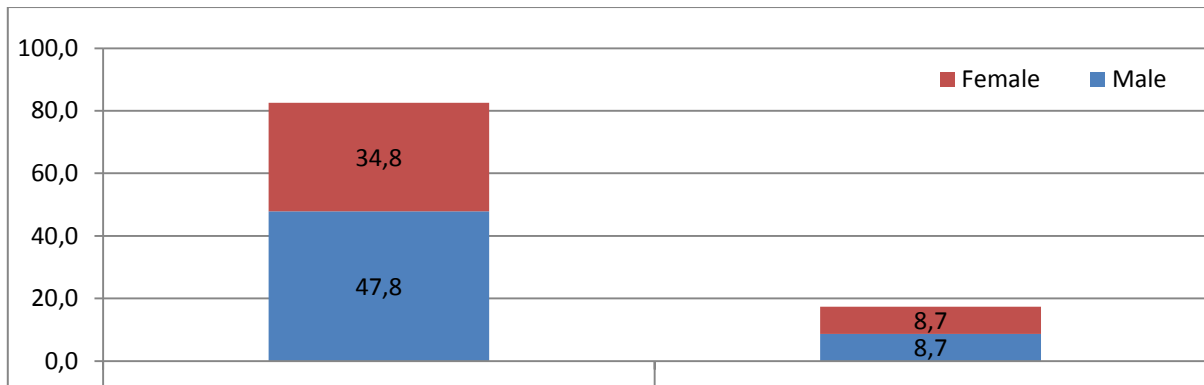
Misbehaviours Most Disrupting Flow of Lesson and Their Percentages



According to findings of the study, important part of both male teachers and female teachers face most with students’ misbehaviours “talking out of turn” (%43,5) in classes. "Male teachers have stated that they face with misbehaviours such as “not being interested in lesson/not listening” (%13,0), “playing with personal stuff (phone, tablet, toys, etc.)” (%8,7), “discussion between each other” (%4,3), “disobeying to classroom rules” (%4,3), “hanging around the classroom/out of seat” (%4,3) most, as for female teachers face with misbehaviours such as “lateness” (%4,3), “discussion between each other” (%4,3) and “disobeying to classroom rules” (%4,3).

Table 8

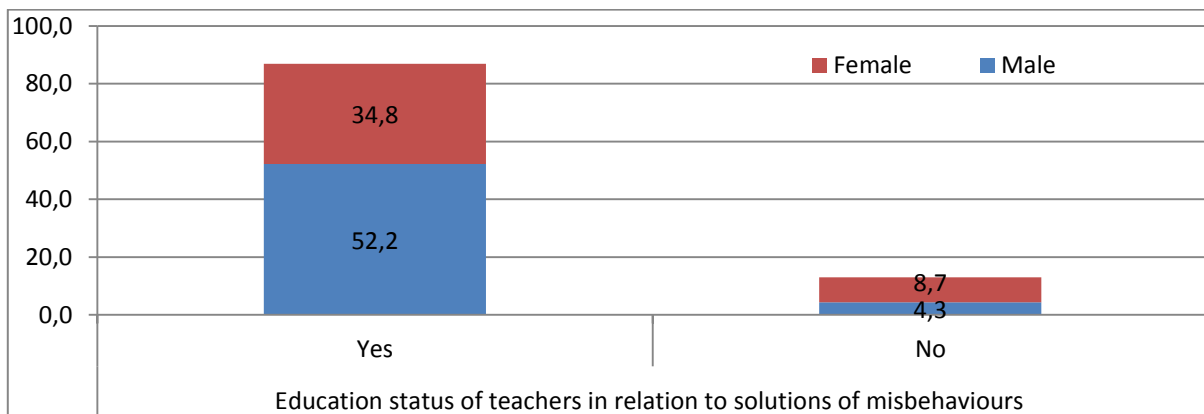
*Proficiency Status in Relation to Solutions of Misbehaviours and Their Percentages*



According to findings important part (%82,6) of male (%34,8) and female teachers (%34,8) find themselves proficient about solutions of misbehaviours.

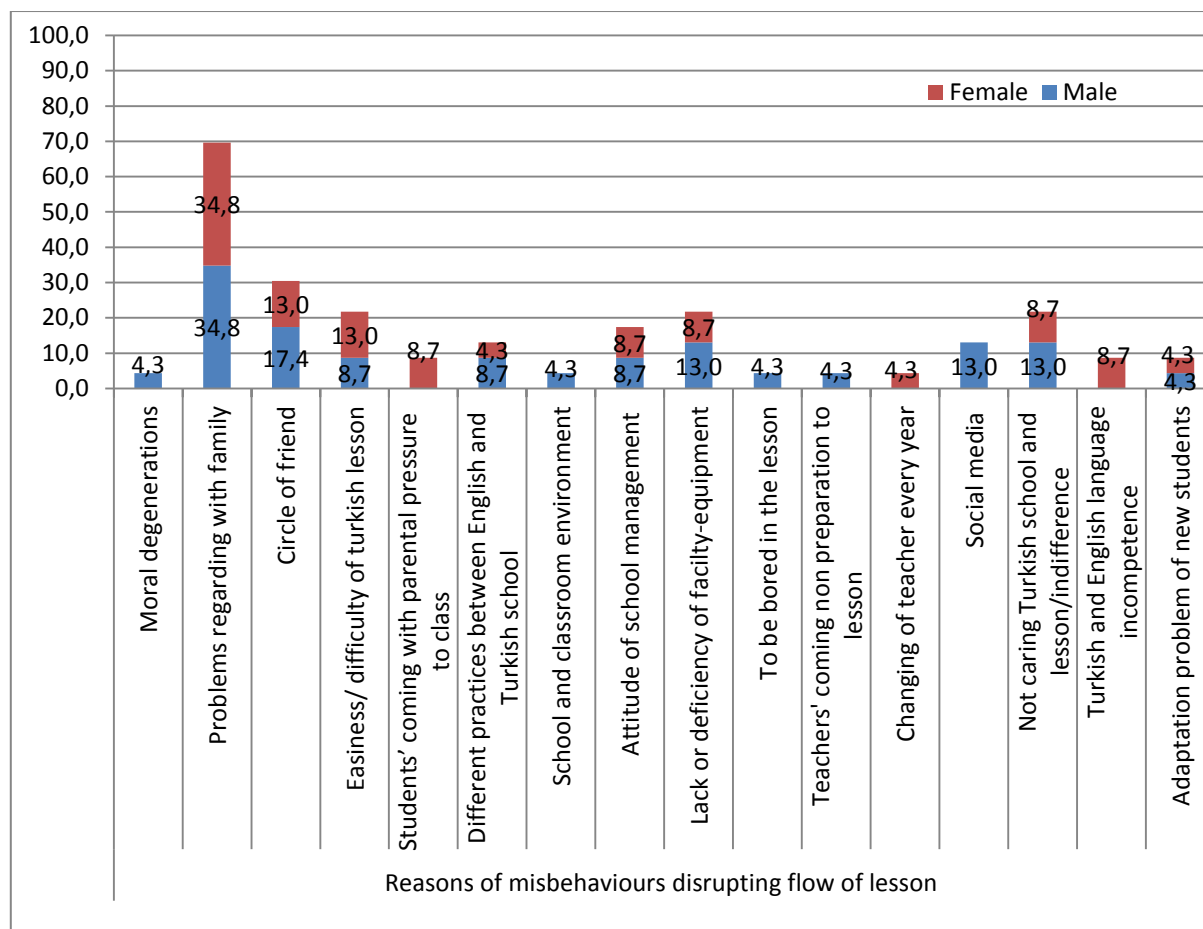
Table 9

*Education Status of Teachers in Relation to Solutions of Misbehaviours*



According to findings, majority of male and female teachers (%87,0) have got training about solutions of misbehaviours.

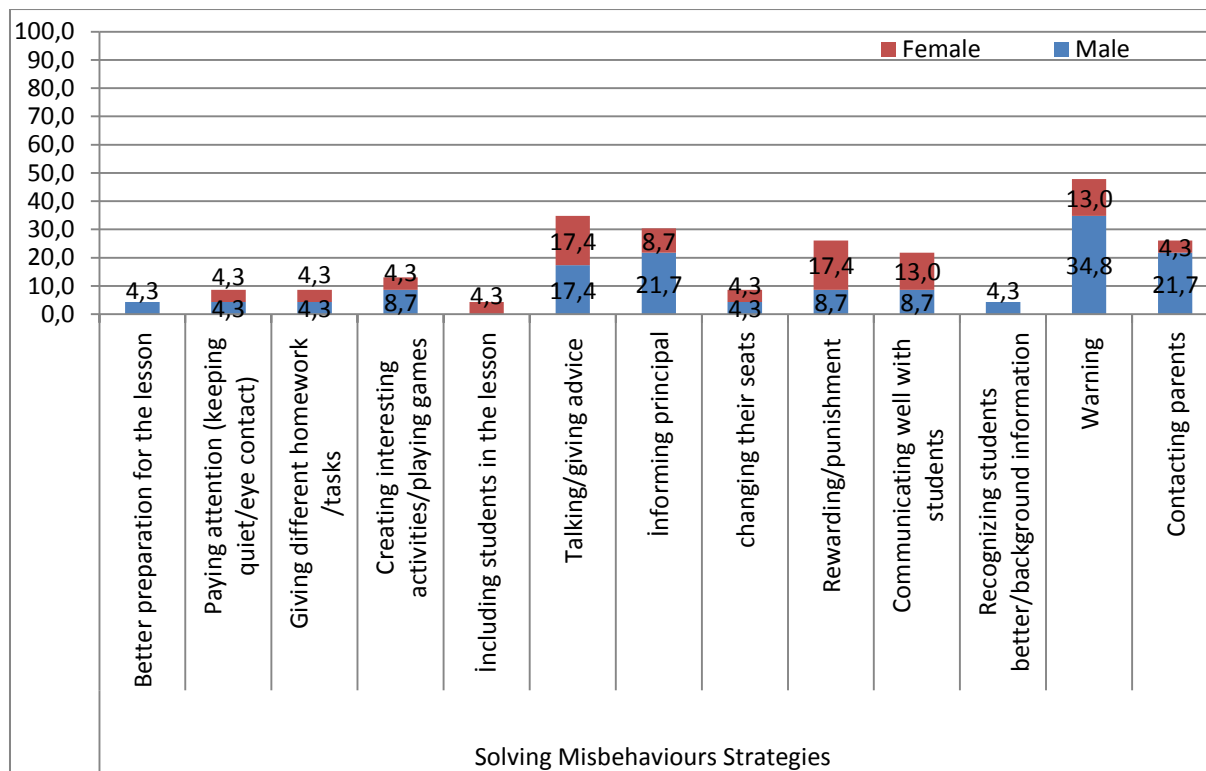
Table 10

*Reasons of Misbehaviours Disrupting Flow of Lesson and Their Percentages*

According to the findings, it was determined that male and female teachers think that “problems regarding with family” (% 69,6) and “circle of friends” (30,4%) cause misbehaviors in the classroom. Also factors such as “easiness/difficulty of Turkish lesson” (%21,7), “lack or deficiency of facility-equipment” (%21,7), “not caring Turkish school and lesson/indifference” (%21,7) cause misbehaviours. Reasons such as “attitude of school management” (%17,4), “different practices between English and Turkish schools” (%13,0), “social media” (%13,0), “students’ coming with parental pressure to class” (%8,7), “Turkish and English language incompetence” (%8,7), “socio-economic level of family” (%8,6) have followed them.

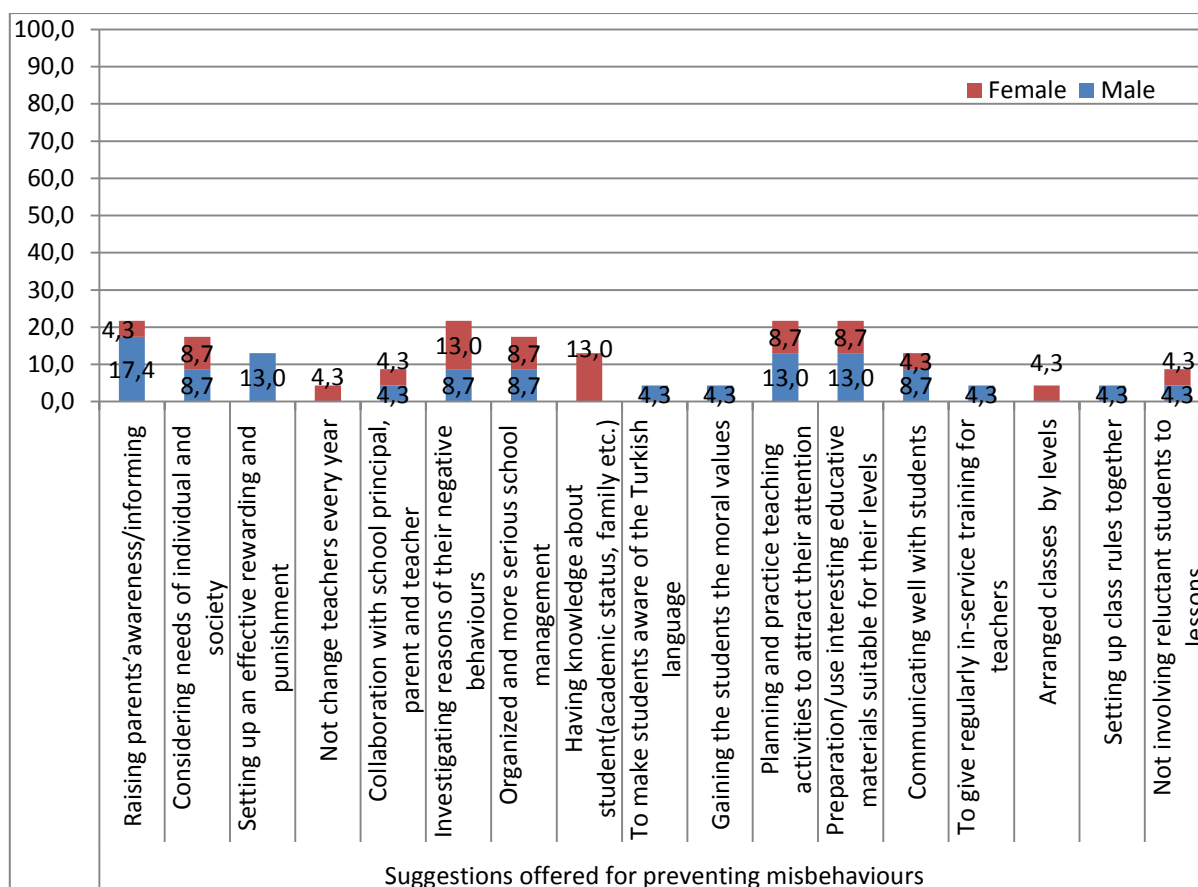
Table 11

*Solving Misbehaviours Strategies and Percentages of Them*



Teachers most use methods such as “warning” (%47,8), “talking/giving advice” (%34,8), “informing principal” (%30,4), “rewarding/punishment” (26,1), “contacting parents” (%26,0), “communicating well with students” (%21,7), creating interesting activities/playing games(%13,0), “paying attention (keeping quiet/eye contact)” (%8,6), “giving different homework/tasks” (%8,6), “changing their seats” (%8,6) respectively in order to solve misbehaviours they faced in class. In addition to this, male teachers most use methods such as “warning” (%34,8), “informing principal” (%21,7), “contacting parents” (%21,7) more than female teachers, as for female teachers most use “rewarding/punishment” (%17,4), “communicating well with students” (%13,0) more than male teachers.

Table 12

*Suggestions Offered for Preventing Misbehaviours and Percentages*

According to gathered findings, teachers have brought forward proposals such as “raising parents’ awareness/informing” (%21,7), “investigating reasons of their negative behaviours” (%21,7), “considering needs of individual and society” (%17,4), “organized and more serious school management” (%17,4), “planning and practice teaching activities to attract their attention” (%17,4), “communicating well with students” (%17,4), “preparation/use interesting educative materials suitable for their levels” (%17,4), “having knowledge about student (academic status, family etc.)” (%13,0), “setting up an effective rewarding and punishment” (%13,0), “collaboration with school principal, parent and teacher” (%8,6), “not involving reluctant students to lesson” (%8,6) in order to prevent misbehaviours in class and cope with these behaviours. However, male teachers regard “raising parents’ awareness/informing” (%17,4) as significant, while female teachers regard offer of “having knowledge about student (academic status, family etc.)” (%13,0) as more significant.

### Conclusion and Discussion

In this study, we aim to found out which misbehaviors are in class, causes of misbehaviors and solution suggestions for misbehaviors according to the views of teachers working in Turkish support schools in England.

Misbehaviours are the most important problems that a teacher faces in classroom management (Okutan, 2010, p.7). From conclusion of the research, it might be said that both male and female teachers face with

misbehaviours affecting classroom management negatively such as “talking out of turn”, “playing with personal stuff (phone, tablet, toys, etc.)”, “not being interested in lesson/not listening”, “disrespect to teacher”, “behaviours disrupting attention”, “talking with dirty words and slanging”, “inattention”, “discussion between each other”, “disobeying to classroom rules”, “hanging around classroom/not sitting on the desk”, “recalcitrating”. Being gathered similar results (Aksoy, 1999; Crawshaw, 2015; Ding, Yeping, Li, Li, & Kulm, 2008; Keskin, 2002; Keyik, 2014; Kyriacou, 2010; Sadık, 2006; Sağlam & Balay, 2008; Sayın, 2001; Sun & Shek, 2012; Türnüklü & Galton, 2001) in studies that were done in different countries has showed that misbehaviour in class is a general problem. Hence, it might be thought that investigating reasons creating misbehaviours in a more detailed way and developing strategies for preventing these in an effective way are needed.

Being determined that first rank in studies done about misbehaviours, “talking out of turn” is also misbehaviour that most affects classroom environment negatively according to views of teachers in this study (Ding, Yeping, Li, Li, & Kulm, 2008; Türnüklü & Galton, 2001). Crawshaw (2015) also has stated that teachers frequently face is to “talk out of turn” misbehaviour in class in his study that he evaluated ten researches that were done about misbehaviours in different countries between 1983-2013 years.

Male teachers stated that they faced most with misbehaviours such as not “being interested in lesson/not listening”, “playing with personal stuff (phone, tablet, toys, etc.)”, “discussion between each other”, “disobeying classroom rules”, “hanging around classroom/not sitting on the desk”; as for female teachers face most with misbehaviours affecting classroom environment negatively such as “lateness”, “discussion between each other” and “disobeying classroom rules”. When results of researches are generally analyzed, male teachers face with much more and more various misbehaviours than female teachers. As Tezcan and Demir (2006) say, it can be thought that analysis student's behaviour well, acting with motherliness and setting behaviours by understanding them better are effective in their facing with misbehaviours less.

According to results of the research, majority of male and female teachers stated that they find themselves “proficient” and they “have got training” about solving misbehaviour. However, Johnson, Goldman, and Claus (2018) have stated that almost all teachers that participated in their studies need help in order to make better classroom management, as for a very few of them doesn't want any help for not occurring behaviours in their classes. Accordingly, it can be said that teachers find themselves proficient about preventing and reducing students' misbehaviours based upon their education and experiences even if they face with some problems.

Teachers have stated that problems regarding with family (%69,6), cause misbehaviours in class. Accordingly, family is on the first rank among reasons of misbehaviour (Doğar, 2013; Johnson, Goldman & Claus, 2018; Sadık, 2008; Sun & Shek, 2012).

The first aim for the families immigrating with especially economic reasons from countrysides of Turkey to England is to provide recovery in their socio-economic status. Fathers can't have enough time for kids because they work long hours, because of this, only mothers take care of kids. Also, it is thought that factors such as lack of education, cultural mismatch, incompetence of English of families coming from countrysides have effects on getting culture of the country where they are, adapting and academic achievement of students. Kyriacou (2010) also stated that teachers think that main reason of students' misbehaviour results from family and student rather

than factors about school. In [Sadık's \(2000\)](#) study, teachers have holded family responsible for students' misbehaviour.

An important part of teachers participating in the research have stated that "social media" and "circle of friends" ([Cabaroğlu & Altinel, 2010](#)) cause misbehaviours in class. Peers have caused students' negative behaviours by making them include with chatting that affects learning environment negatively ([Johnson, Goldman, & Claus, 2018](#)). One of the factors affecting behaviours of especially individuals at puberty is circle of friends. It has been thought that students at puberty cause misbehaviours with drives such as being adopted in circle of friends, getting attention in class.

There are many factors in class and out of class affecting occurrence of student behaviour or determining this. As [Akar \(2002\)](#) that express these factors as family, social environment, structure of school and its environment, curriculums, teaching methods, characteristics of student, characteristics and attitude of teachers say, there are many reasons for misbehaviours. An important part of children going to Turkish schools in England was born in England. It was determined that students going to Turkish schools in weekdays or at weekends besides their formal education had difficulty in adaptation because of different practices between English and Turkish school. It is thought that many factors such as facility difference between Turkish and English schools, equipment variety, different practices about teaching-education methods have effects on this result.

While students going to Turkish schools in England usually talk in Turkish at home, they commonly use English in their daily lives ([Bayat, 2015](#)). Some teachers participating in the study have expressed that some of students are insufficient about Turkish and English language, for some of students Turkish lessons are difficult or easy. It might be said that students using Turkish at home English at school tend mostly to misbehave in class with the purpose of getting out of boredom in a lesson that is rich contented about cognitive domain, such as Turkish as being determined in [Sadık's \(2000\)](#) study.

Also, lack of equipment or deficiency of them ([Baker, 2011; Bayat, 2015](#)) in Turkish lessons at Turkish schools has caused problems in class. Saying of a student "in fact, I don't want to come to Turkish school, I don't understand anything, my mother wants me to come that's why I come" has parallel with the result that some students come to Turkish lesson with parental pressure in [Uysal's \(2014, p. 760\)](#) study. It can be said that lack of class equipment in educational environment and student's going on Turkish school with parental pressure has caused misbehaviours such as not caring Turkish school and Turkish lesson/indifference.

Main problems faced in teaching Turkish in England rank the way indifference of students and unwillingness, insufficiency of teaching materials and Turkish lesson period, not being done homework given, ignorance of families, being students having different levels at the same class, cultural differences, absenteeism, reading Turkish books, being low of readiness, using technology insufficiently, inexperience of temporary teachers and regarding Turkish teachers as authority ([Bayat, 2015](#)). Also, changing teachers at Turkish schools every year and not going on Turkish school in a long time of students prevents teachers having enough knowledge about characteristics of students and classrooms. Structural problems of Turkish schools can be a factor in acting misbehaviour of students in class.

Teachers stated that they use method of “warning” (Atıcı, 1999; Cabaroğlu & Altınel, 2010; Demiroğlu, 2001; Keyik, 2014; Öztürk, 2001) in order to cope with misbehaviours. However, “warning” has become partly effective in coping with misbehaviours (Sadık & Arslan, 2015).

Teachers use methods such as “talking/giving advice” with students in classroom (Keyik, 2014; Şahin & Arslan, 2014). Japanese teachers have expressed that the most effective discipline strategy is talking constructively with students in the study of Kyriacou (2010). Teachers have stated that they use methods such as “informing school principal”, “contacting parents” (Demiroğlu, 2001), “rewarding/punishment” (Keyik, 2014; Kırbaş & Atay, 2017). It is thought that contacting one-to-one with students out of class affects them in more positive way, as for punishment in class affects students negatively (Şahin & Arslan, 2014).

It is determined that teachers use strategies of coping with misbehaviours such as “communicating well with students”, “creating interesting activities/playing games” (Keyik, 2014), “paying attention (keeping quiet/eye contact)”, “giving different homework/tasks”, “changing their seats”.

Majority of teachers think that misbehaviours occurring in class result from family. Because of this, teachers regard “raising parents awareness”, “informing” as very significant in preventing misbehaviours. Teachers consider it is important “to examine reasons of students' negative behaviors in the classroom”, “having information about students (academic status, family, etc.)”, communicating well with students” and “setting up an effective reward-punishment system” for preventing misbehaviours.

In order to be prevented misbehaviours, teachers have thought that practice of learning and teaching process by “considering needs of individual and society”, “planning in an attractive way” and “preparation and use of interesting and suitable for their levels education materials” requires. Accordingly, “preparation of activities in lesson by considering students levels” and interests in more qualified way in advance and “use of interesting materials will increase student's interest to the lesson”.

“Not collaboration between school management, parent and teacher” have affected educational system negatively. In order to collaborate between these three, there must be a positive communication between them (Paliç & Keleş, 2011). Also organized and more serious school management is an important factor in preventing misbehaviours.

### **Recommendations**

1. Teachers should take precautions before a misbehaviour occurs.
2. Teachers should form positive class environment.
3. Teachers should plan and practice educational activities by considering their students' needs and interests.
4. Teachers should make lessons enjoyable, prepare educational materials that attracts students' interest and use these materials.
5. Teachers should make effort in order to find reasons of students' misbehaviours.
6. Educational activities about English educational system should be organized to Turkish parents and students.



7. It should be established structures that become organized by determining problems that families and students faced in order to be reduced and removed these problems.

8. Adequate adaptation training should be given for teachers sent to England and abroad by Ministry of Education familiarising educational environment, culture and country where they work.

9. Teachers should be changed through much more long time in case students and teacher get to know and are used to each other and they shouldn't be changed every year.

10. Raising awareness and informative activities should be organized with support of all stakeholders for getting positive attitude to Turkish language and Turkish school of students going on Turkish schools or despite level and age of them are suitable, students not getting Turkish lessons.

11. Views of teachers about misbehaviour have been determined with this study. A study that parent, principal, students and much more teachers will participate can be done.

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