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**The use of Classroom Management Techniques to reduce Discipline Problems**

**Case study: First year English language learners at Idressi Mohamed Secondary School Foughala, Biskra**

A dissertation presented to the Department of Foreign Languages  
in partial fulfilment for the Master's Degree in Sciences of Language

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## **Dedication**

*I dedicate my work,*

*To my dear parents,*

*To my brothers and sisters,*

*To all my teachers,*

*To all my friends,*

*To everyone who knows me*

## **Acknowledgement**

**I am most grateful to my supervisor, Mrs. Ladjali Djamila, for her help, and guidance. For the simple reason that my dissertation could have never been completed without her observation and advice, she has been a strong support and encouragement for me .I wish all the best for her, without forgetting, Mrs.Messaibi and Mrs. Bencharef.**

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## **Abstract**

The goal from this present dissertation is to discover how teachers can reduce discipline problems or learner's misbehaviour in the classroom. This study focuses particularly on classroom management techniques and strategies adopted by teachers in teaching-learning process. we hypothesize that the use of classroom management techniques by teachers will reduce discipline problems. The study was conducted with five (05) teachers and fifty (50) of first year secondary school pupils .The research was qualitative and quantitative, and two questionnaires were planned one for teachers and other for pupils. In fact the findings show that they use some classroom management techniques and we can reduce misbehaviour through the use of techniques and strategies, then, through the responses of pupils teachers can recognize some causes of misbehaviour.

## **List of Abbreviations**

**-CM: Classroom Management.**

**-N: Numbers.**

**-%: Percentage.**

**-EFL:English Foreign Language.**

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## **General introduction**

One of the most important aspects of teaching and learning process is classroom management, effective teachers must be good managers, they need particularly management competencies for the learners. Besides they must deal consciously with learner's misbehaviour, in order to make learners have ability to learn without obstacles. Indeed classroom management means search of organizational issues in classes, and how can teachers deal with classroom actions and reactions?, and how can teachers maintain classroom discipline?. Because teaching needs discipline. Teachers must adopt some strategies and techniques to reduce problems which occur in the classroom, so CM is what teachers can do to control,guide,and organize classroom environment,and how can they do it as quietly, quickly and efficiently?. Effective classroom managers are those who use techniques as part from their teaching.

### **1-Statement of the problem**

Discipline problems or learner's misbehaviours are obstacle in teaching and learning process.In noisy classroom teachers cannot teach and learners cannot learn, in addition teachers will lose concentration, instead of explaining lessons, they will waste time in giving rules and instructions.

### **2-Aims of study**

1-Classroom management create orderly, safe atmosphere where learners feel valued.

2-Teachers use classroom management techniques to encourage learners to be responsible for their own behaviour.

3-These techniques facilitate and help teachers to reduce problems.

4-Classroom management creates a positive productive learning.

### **3. Hypothesis**

We hypothesize that:

1-If teachers establish a positive classroom management; they would generally reduce discipline problems.

### **4. Research questions:**

Many Questions maybe raised during our research such as:

1-What are the most important classroom management techniques?

2-How can teachers be effective managers?

3-To what extent can these techniques help teachers in creating positive atmosphere?

### **5. Research Methodology**

In this study, we choose the descriptive method because, it is the most appropriate method for investigation, our research is based on the description of the classroom environment.**Sample:** first year of secondary school pupils at Idressi Mohammed Foughala.and **Population:** 50 pupils (group 1)**Research instrument:** the tools to conduct research are questionnaires ,concerning data collection,we designed two main qestionnaires.

### **6-Structure of the Dissertation**

The first chapter presents the most important classroom management techniques (20 techniques). The second chapter provides some causes that lead to misbehaviour (15 causes).The last chapter represents the analysis of the findings provided from teachers and learner's questionnaires.

# **Chapter One**

## **Classroom Management Techniques**

## Chapter One

### Classroom management techniques

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# **Chapter One**

## **Classroom Management Techniques**

### **Introduction**

Controlling learners in the classroom environment can be considered as a difficult task, because students come into their classroom with different attitudes, beliefs, and intelligence . Indeed teachers in teaching and learning operation need to use classroom management techniques and strategies, in which the use of these techniques makes them able to control, order, and guide the classroom. From this teachers can maintain appropriate climate and organizational atmosphere for teaching and learning process. By classroom management techniques teachers show to learners how to behave ,and at the same time, they will establish way of success. Classroom management is essential in the classroom because the way teachers control the classroom will affect the students' behaviour and will be reflected in their work and performance.

In this chapter, we will try to see first: classroom management concept, then why we need classroom management, and second we will see essential classroom management techniques, which are very beneficial particularly for novice teachers for examples: motivational strategies, appropriate teachers behaviour, good lesson preparation.

### **1- Classroom management?**

It is important for teachers and learners to take consideration of classroom management for a simple reason that classroom management provides too much support for both teachers and learners and it facilitates or enhances teaching and learning process, for that teacher must have the opportunity to

adapt classroom management techniques and strategies to create the right conditions and to enable students to learn efficiently.

Scrivener(2012) believed that when teachers follow what occurs in classes ,this process is defined as CM. In addition, that the classroom management selection make teachers have chance to differentiate the ability of students of working in classroom environment, then how it helps teacher in classroom whether it is an interesting entertaining ,and attractive for students to be learning or whether it fails to engage students interest. Teaching and learning, learner efforts and teacher learner connection are very important. They show the relationship of every one to classroom.

Dornyei (2001) confirmed that classroom management and discipline complete each other. So classroom management is about how the teachers guide students how they must behave and how they could reduce student's misbehaviours.

“Classroom management typically refers to ways of keeping order in class and specifically to discipline –related problems. Discipline is certainly one area of classroom management, but it is only one, and interestingly, many of the biggest problems associated with keeping order are often best answered by dealing with other, seemingly separate ,issues of classroom management for example: in many context ,if you make significant improvement in how well you encourage all students to participate in classroom management interaction, then this is very likely to have significant knock –on effects to how engaged students are in your lessons, which then affects how well they behave.”(Scrivener 2012:2).

What is classroom management:it is question that has different answers. Scrivener (2012) suggested that classroom management depends on student's area of working in addition to attention to their work in the classroom that

classroom management needs: the work of both the teacher and the learner. As well as the significant interaction between them, but this interaction requires exchange of polite and encouraging ways.

Erwin (2004) stated that effective teachers must have the ability of conducting ,because large part of classroom management depends on this ability .The teacher in the classroom are first leader which must control learners.

“Whether you are a teacher, a coach, or in any position in which you work with young people, you are first and foremost a manager. Managing is first creating the conditions for students to be interested in learning or performing, and then providing the structures, strategies, and activities that will encourage quality learning and quality performance. Teachers manage the learning space, time, materials, and the mental, physical, and emotional states of individuals, partners, small groups, and large groups. Effective teachers must be effective managers.”(Erwin 2004)

## **2-The importance of classroom management?**

In fact teacher influence by various daily activities such as: controlling things, take consideration, direction, pay attention to each other, seek answers, and speak, all of these activities are beneficial when we become teacher for a simple reason that a lot of these natural skills will apply in classroom. Teachers need to obtain techniques and strategies because all of these techniques participate in creating the relaxed and appropriate atmosphere for learning. For instance: how teachers interact with students, how to guide them, how to pay attention to solve students problem and so on. (Scrivener 2012).

## **3-The role of teacher**

Teacher is the essential member in Educational system. In fact he is the leader in classroom, his works is not just teaching but also control and guide students, when teachers use classroom management techniques they start behaviours(constructive student's behaviour) and stop another behaviours (preventing student's problems) Phelan and Schonour (2004).positive classroom management is result from effective teachers.Swainston(2008) believed that teaching is not easy process but it needs effort in this process teachers must increase confidence and Professionalism in themselves.

“Teaching is a job which demands a great deal of energy.....”

(Swainston, 2008, p.27).

## **4-Classroom management techniques**

### **4-1-Motivational strategies**

Dornyei (2001) tend to regard motivation as the best factor which covers the learner success. In which students who success are really motivated but students who failed are unmotivated so motivation pushes students to work positively. So he believed that there is an influence of motivation on participation on success and also on the student's performance.

“Motivation is related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has a very important role determining success or failing in any learning situation”.(Dornyei 2001:2)

Dornyei (2001) one of the supporter of motivation aspect claimed that there are correlation between motivation and success and they follow each other. Teachers must not ignore the important of this factor in classroom management because motivation is like positive energy.

“Language teacher’s frequently use the term motivation when they describe successful or unsuccessful learners.”(Dornyei 2001:5)

According to Dornyei (2001) Successful learning need motivational mechanisms which are techniques that must be adapted by the teachers in EFLclassroom to achieve some fixed goals. However the teachers must order them for example:

1-Focus on key motivational concepts such as intrinsic interest, self confidence or students autonomy and use these main organizing units.

2-Centre the discussion on the main types of teacher behaviour that have motivating effects for example (showing a good example and modeling students behaviour; communication and relationships with the students; consciousness raising about self-regulated strategies; or stage managing classroom events).

3-Focus on the internal structure of a typical language class and cluster the strategies according to the various structural units (strategies to present new material, give feedback, set up communicative tasks or assign homework).

4-Design a primarily trouble-shooting guide in which some particularly problematic facets of the classroom’s motivational life are listed and suggestion are offered on how to handle these for example:(how to deal with student lethargy; lack of voluntary participation; or anti-learning influences of deviant children).

Dornyei (2001) suggested a sample of motivational teaching practice which are beneficial for teacher to teach and for learner to learn.Furthermore this model provides a favorable and positive effects in classroom. It has been particularly for educational application.

#### **4-1-1-Creating the basic motivational conditions:**

1-Appropriate teacher behavior.

2-A pleasant and supportive atmosphere in the classroom.

3-A cohesive learner group with appropriate group norms (Dornyei 2001)

#### **4-1-2 Encouraging positive retrospective self-evaluation**

1-Promoting motivational attributions

2- Motivational feedback.

3-Increasing learner satisfaction.

4-Offering rewards and grades in a motivating manner. (Dornyei 2001)

#### **4-1-3-Generating initial motivation**

1-Enhancing the learners related values and attitudes

2-Encreasing the learners' expectancy of success.

3-Increasing the learners' goal-orientedness

4-Making the teaching materials relevant for the learners

5-Creating realistic learner's beliefs(Dornyei 2001)

#### **4-1-4-Maintaining and protecting motivation**

1-Making learning stimulating and enjoyable

2-Presenting tasks in a motivating way

3-Setting specific learner goals

4-Protecting the learners' self-esteem and increasing their self confidence

5-Allowing learners to maintain a positive social image

6-Creating learner autonomy

7-Promot self-motivating state(Dornyei 2001)

#### **4-2- Arranging Classroom successfully**

Partin (2009) It is important for the teachers to take consideration of the physical arrangement of classroom because it prevents misbehaviour. The arrangement and the organization of the classroom affect learner's feedback. Good arrangement leads to good learning environment.

“Spend time organizing your classroom for maximum efficiency. The physical arrangement of your classroom can influence your students' behavior and learning. The placement of desks, bookshelves, pencil sharpeners, and cabinets can influence traffic flow, student interaction, as well as noise, attention, or disruption levels. The impact of the room arrangement is too important to leave to chance”. (Partin, 2009, p.2)

### **4-3-Establishing and maintaining good relationship**

Building positive relationship between teachers and students facilitates the process of controlling and managing classroom. Partin (2009)

“Positive teacher-student relationships provide the foundation for effective instruction and constructive classroom management”. (Partin, 2009, p.14)

According to Scrivener (2012) what learners need from teacher, is good relation in the classroom (teacher- student, student –student) .Being an effective teacher has to be able to create good relationships (authenticity), also pay attention to listening are important. From these teachers can provide support and encourage students and keep good communication with them. And give them opportunities to learn. Teachers can establish good relationship by these steps:

1-Be friendly when students tell you thing and show interest (provide them with confidence and be supportive)



2-Make time to record a good things about your students as an individual for example :(ask them about their hobbies, or their achievement).

3-Be yourself

4- Do not treat student in ironic manner.

#### **4-4-Ways of listening**

In fact, ways of listening are a fundamental aspects in managing classroom for both teachers and students .Scrivener (2012) believed that teachers pay attention to listening to their students for different goals: not for just to discover errors ( student use it) but also to discover student’s personality.

“I could listen primarily in order to notice and draw attention to useful errors, or I could listen with the focused intention of understanding another person.”(Scrivener 2012:44)

Scrivener (2012) believed that the teacher must adopt listening skill with student and with different manner:

**4-4-1-Analytical listening:** when teacher must follow listening by comments and correction mistakes of students such: grammar mistakes, it focused on language.

“Analytical listening is listening following the teacher agenda”  
(scrivener2012:44).

**4-4-2-Supportive listening:** it is good to give time to students to communicate.And listen to them in respect and encouraging ways with sharing ideas. This strategy focused on how teacher do the best to understand student. This kind of listening is focused on what student want to achieve (message).

“Listening involves the physical act of hearing, together with a mental effort.”(Scrivener 2012:45).

#### **4-5--Gestures and facial expressions**

Following Scrivener (2012) when teachers use gestures will train their learners to understand what teachers want quickly without wastes of time, add to this teachers will diminish ambiguous speaking. By this learners will feel that can interacting with teachers easily, so teachers need to use some gestures in the classroom.

#### **4-6-The Teacher's language**

According to Scrivener (2012) a teacher must be reasonable about his language in the classroom. His language must be clear ,simple and acceptable when he provides student with explanation, he must :(1) avoid grammatical elements that students not yet learn,(2)provide information in systematic way,(3)make the difficult messages easy and make complexity simple for his students,(4)teacher language must tend to be shorter and brief rather than too long.

#### **4-7- Learner's name**

Scrivener(2012) believed that the teacher must not ignore the use of student's names, student will feel confidence and motivation in addition that they are very important member in the classroom and not unknown, when teachers use student's name ,the teacher will can recognize student at the same time students will know each other,from this student will learn better.

Scrivener (2012) remind your student's name need just follow some steps:

1-Read and read list of students name and do not forget check the correct pronunciation.

2-Teacher must use student's name cards

#### **4-8-Helping the group to work together**

The teacher must believe that student must work together to share and exchange their thoughts through discussion... Moreover cooperative working will maintain good relationships among students ,at the same time this strategy combines abilities (student who is good in grammar will meet student who is able in spelling), then it build good relationship among students in classroom environment. (Scrivener 2012).

#### **4-9- Working with large classes**

The most challenge faced by teachers is a huge number of students, but in fact, working with class has small numbers of students has opportunity for better learning, add to this working with small class is easier than working with large class.(scrivener 20012)suggested that:

- A quite tiny class (2 to 6 students).
- A tiny class (7 to 13)
- A standard class (14 to 25)
- A large class (26 to 45)
- A very large class (45+)

Surely those large classes create a lot of noise and disruption. Teachers must be aware that they must deal with large classes in a manner to achieve desired result; in addition they must know how to guide them to leave misbehaviour to allow to teachers to work in good atmosphere. Scrivener (2012:97) believed that a teachers in case of large classes must be prepare a plan to work on in order to control their students

- 1-Pair and group work.
- 2-Show your student that their works are very important ,and their behaviours.
- 3-Check that all students can learn without obstacles

4-Make students learn how to be well organized.

#### **4-10-Checking learning and understanding**

The role of the teacher is not just presents the lessons but also examine student's understanding. So teachers must check student's understand from time to time to see if the learning process is accomplished, add to they must make their students use their own words, with providing tests from time to time. Teacher must train them to know that ,we learn from our mistakes and we must correct them to achieve our goals and make a learning process effective (scrivener 2012).

#### **4-11-Facilitating interaction**

If effective interaction in the classroom is really present, this means that there are good relationship between the teacher and their students. Teacher must motivate and help students to communicate without obstacles. Scrivener (2012) suggested that to make learners communicate easily need:

##### **4-11-1 Encouraging learners to speak:**

Students must know that they must talk, discuss, and communicate in the classroom and they not attend just to listening to teacher. Add to this the teacher should provides their students with enough time to communicate, by making questions during the lessons (their question are very important for better understanding), devote time for discussion between students, so interaction depend on exchange listening and speaking. (ibid 2012)

#### **4-12-Maintaining appropriate behaviour**

Teachers need good atmosphere in the classroom, students must leave behave badly in order to allow the teacher to work without lose of concentration ,and make learning process accomplished.The teacher must train

students to behave in the right way, and make them avoid behaving badly , not with mistreatment which leads to bad results, but with instructions ,rules, motivation and advice of teachers ,indeed when learners will avoid misbehaviour when they feel intersted.In addition when teachers have the ability to present lessons in an enjoyable manner and praise students who do well(ibid 2012)

Chaplain (2003) suggested that teachers have the ability to change student's misbehaviour into appropriate behaviours, dealing with motivation and reinforcement instead of punishment.

“Rewarding or reinforcing behaviour appropriately leads to its repetition, so choosing the most appropriate reinforcer needs careful thought”  
(chaplain, 2003, p.157)

#### **4-13-Establishing rules of conducting**

Dumber (2004) believed that students pay attention to things they create for that, it is possible to allow students to contribute in making rules and instruction which control and conduct student's misbehaviour in the classroom.

“Students should actively participate in the creation of guidelines governing classroom behavior. This belief suggests that students will support rules they establish.”(Dunbar 2004:3)

According to Dunbar (2004) teachers in CM need to check that all students recognize the instruction and rules of classroom discipline, and train them to use these instructions and rules, add to this, teachers must tell students the bad effects of misbehaviour and discipline is very important in teaching and learning process.

#### **4-14- Praise**

Shindler (2010) believed that praise has favorable impact on student's performance, moreover it provides students with too much support and motivation, in addition praise make students trust ,and it increases their self esteem and pushes them to work. Add to this,creativity is the result of praise and encouragement. Teachers use praise to achieve the desired goals, with praise students will feel that they are valued. (Barnes 2006). Phelan and Schonour, (2004)stated that to praise student in front of his classmates is the appropriate way. It is wrong that teachers use punishment as tool to prevent misbehaviours , in fact ,it is an obstacle in student's success. Because teachers could improve students level without punishment. (Sharon, 1994) proposed that it is important to praise student who respect the classroom rules and they do not behave badly.

“Punishment may stop unwanted behavior in the short term, which contributes to the illusion that it works, but the lesson learned is not related to the problem behavior and so will not lead to learning or behavior change”(shindler,2010,p.163)

#### **4-15-Good Lesson Preparation,**

Kounin (1970) cited in Shindler (2010) stated that effectiveness of teachers have relation with good lesson plan which is very important strategy, from it teachers show student that they are interested about what will study in the classroom. When students feel that teachers have satisfactory knowledge about the lessons they will pay attention to them. Good lesson plan must be one of the characteristics of effective teacher because it leads for learning progression. (Swainston, 2008)

“Kounin (1970) found that teachers who were most successful were effective in their management of the technical aspects of the lesson:

maintaining the students' attention, using cues to alert the group to necessary information, and fostering accountability throughout the class.”(Kounin 1970 cited in Shindler 2010, p.205)

Partin (2009) when teachers prepare their lessons very well ,they can present and explain them easily and students have opportunities to understand .surely good lesson plan facilitates teaching and learning process.

“Generally, too little time is spent on instructional planning. A list of assignments or textbook pages to cover is not a plan. A lesson plan is simply a sequential guide to how you will accomplish your instructional objectives or goals. Can you imagine a builder trying to construct a house without a blueprint? Lesson plans tell you what you will be doing and what your students will be doing. Lesson plans also help identify the resources, including time, needed to accomplish these activities.”(Partin, 2009, p.134).

#### **4-16-Turn rules into responsibilities**

Students must be aware that maintaining discipline in classroom environment is their responsibilities. Teachers must remind learners that they are responsible of their behaviours, students must know all the rules, procedures and instruction and they must try to respect them. (Barnes 2006).

#### **4-16-1-The functions of rules**

When teachers use the rules, instruction, and steps of CM,they can find solutions for students problems ,through them teachers can guide order, and guide the classroom ,these rules can improve learner's behaviour, student will recognize what they should do ,and what they should not do( limits). So they can reduce discipline problems, chaplain (2003) proposed some functions of rules:

- a) Reduce disruptive behaviour during teaching.
- b) Maintaining positive and desired goals.
- c) Work in safety environment.
- d) Ovoid dangerous behaviour.

#### **4-17-Maintain Organizational atmosphere**

Making the classroom environment relaxed safety and organized,it facilitates communication and effective interaction among the different levels of students. In addition these processes provide opportunities for students to listen carefully and speak frequently without any obstacles. Add to this, teachers must encourage students to use dialogue, discussion, and conversation as the best manners to improve communication ability because through communication students can express their ideas smoothly ,and receive new information (learning) from one side ,and teachers can teach and control behaviour easily from other side. From this effective communication has an essential part in CM. Wilkinson and Cave (1987)

“The effectiveness of communication depends to a considerable extent on a favourable climate in the school.... Conversely, the climate of the school depends largely on the quality of communication. Good morale, a feeling of confidence and a spirit of cooperation are unlikely to exist if there are continuing and frequent communication barriers and breakdowns. Thus communication both creates and is influenced by the prevailing climate of the school.” Wilkinson and Cave (1987) cite in chaplain (2003, p.81-82)

#### **4-18-Improving Teacher’s speaking effectiveness**



Teachers must be careful about their speech because if teacher's pronunciation wrong students will imitate these mistakes. Teachers must be sure before any pronunciation of new words and before any presentation of lessons.

“If you are not sure of the pronunciation of a new word you are introducing in your lesson, look it up in the dictionary before class. Remember, you are serving as a model; and your students may copy your mistakes.”(Partin, 2009, p.170).

#### **4-19- Contact parents**

Teachers must build communication with parents of students, to show them how their behaviour is interesting. This communication contributes in maintaining classroom discipline.

“Getting along and communicating regularly with your kids' parents (or other caretakers) can help or hinder your effectiveness with classroom discipline.”(Phelan and Schonour, 2004, p.233)

According to Partin (2009) teachers and parents relationship is very important in reducing misbehaviour and this relationship has a positive effect on teaching success.

“You have much to gain from developing a constructive working relationship with your students' parents and guardians. If invited, parents can play a valuable role in your teaching success. They can offer support and reinforcement for your academic and behavioral goals. Parents or guardians can provide assistance in a variety of ways, both in your classroom and in their homes. Many possess talents, interests, and ideas that can augment what you offer.”(Partin, 2009, p.280).

#### **4-20-Preparing Students for Assessment**

Assessment is an essential part of CM. Teachers use this technique to evaluate and test student's level. Add to this it is an evaluation of teaching effectiveness and it gives opportunity for students to check their errors.

“if teachers want to know whether their students have learned what they were supposed to learn, how students feel about what they are learning, how they perceive their classroom environment, and so on, they administer quizzes, tests, or questionnaires. These assessment instruments typically contain a series of items” (Anderson, 2003, p.7)

Anderson (2003) Teachers use assessment to check the levels of students. To see who are strong and who are weak. Teachers need assessment to evaluate learners. With assessment teachers can help students (novice students) as well as motivate students (expert students). For that learners must be ready all the time for this evaluation.

## **Conclusion**

This chapter is a general overview of classroom management techniques in fact these classroom management techniques are very important in maintaining proper teaching-learning environment; in addition teachers must be familiar with all of these essential techniques to make teaching effective. In addition these techniques will help teachers to reduce learner's misbehaviour. With effective CM, learners will learn in organized, and safety atmosphere.

**Chapter Two**

**Discipline Problems**

## Chapter Two

### Discipline Problems

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## **Chapter Two**

# **Discipline Problems**

## **Introduction**

When we speak about discipline problems in the classroom we are speaking about problems and misbehaviour made by learners. In fact, these problems become obstacles in teacher's way ,that it prevents teaching and learning to be effective and efficient, in addition with misbehaviour, teachers will lose their concentration during the lessons.

Reducing discipline problems during teaching –learning processes, it is not easy task, but it is a complex activity by teachers which needs efforts,as well as planning.

In this chapter, we shall discuss some main points; what is discipline? And what are discipline problems. The relationship between discipline and Education, and what are the most important goals of discipline? Then we will move to what is the meaning of misbehaviour with reference to some causes that lead to misbehaviour.

## **1-Classroom dynamics**

( Sarosday et al, 2006) believed that the classroom means a positive and organizational atmosphere of teaching and learning process .And every member in the classroom must be interested in each other, every classroom needs interaction between their members for example: teacher asks questions ,learners made mistakes or answer correctly ,in fact this is the real image of the classroom, and interaction has different types such us:

- Teacher – Student interaction
- Student – Teacher interaction
- Student – Student interaction

- Course book – Student interaction
- Course book – Teacher interaction

## 2- Discipline

It is important for the teacher to remind students all the time that discipline is very important, in creating a successful environment, besides without discipline the learning process cannot be complete. Discipline is one of the most important goals of CM.

Cummings (2000) stated that there is a relationship between classroom management and discipline and both complement each other. Moreover, discipline depends on the ability of the teacher to teach his students self-control, but mistreatment or punishment is the last thing the teacher must think about.

« Discipline is “to teach” students self-control, not “to punish.” In fact, punishment as a form of discipline to gain control is a last resort. Our goal is to establish a community of learners who feel bonded and connected; such a community exhibits self-discipline and perseverance and takes responsibility for learning. » (Cummings, 2000, p.2)

Surely discipline includes respect both for teachers and students to rules and instructions of the classroom. (Rogers, 1990) divides discipline into three parts, First protective discipline, which has a correlation with the good behaviour of students, maintaining a satisfactory atmosphere for learning and teaching (seating arrangement,) add to this engage student in learning with motivation. Second corrected discipline, include that teachers must be sure that students behave in the right way (appropriate behaviour) and teachers must solve problems. Third encouragement, which is very helpful in teaching and learning process, it establishes a positive relationship between teacher and their

students ,inaddtion teachers must be aware about the important of motivation factor

Furlong and Lawn (2011) discipline technical term has positive results on the organization of the school and the society. When we speak about discipline we are speaking about understanding and formation of social and Education situation.

“The theories that comprise the ‘discipline’ are many and varied and while they have emerged in recognition of new developments in both school and society.” (Furlong and Lawn, 2011, p.14)

Phelan and Schonour (2004). Teachers must ovoid wrong manners in maintaining classroom discipline:(1)ovoid a lot of speaking ,(2) ovoid a lot of emotion, much speaking (for example: teachers explain most of the time)

“Silence often speaks louder than words.” (Phelan and Schonour, 2004, p.19).

And much emotion make student feel of boring during the lessons. It is inappropriate way in CM.

“The two biggest mistakes that teachers make when trying to discipline children are these: Too Much Talking and Too Much Emotion. As we just saw, thinking of kids as little adults and then talking and chattering too much is bad because it either doesn’t work or it takes you through the Talk-Persuade-Argue-Yell Syndrome. In addition, too much talking and explaining makes kids less likely to cooperate because it irritates and distracts them.” (Phelan and Schonour, 2004, p.19)

## **2-1-Goals of discipline**

Boynton and Boynton (2005) discipline depends on; good teachers and students relationship, positive students behaviour and achievement of goals.



Rogers (1990) stated that the most important feature of the classroom must be disciplined, without question, discipline has relation with improvement and progress of learning. For that discipline objectives include students must be responsible and understand the negative consequences of unacceptable behaviours Furthermore they must be conscious that respect essential factor of successes.

“With discipline student will feel that they learn in safe environment discipline can provide that sense of security which enhances effective learning. We learn best when we feel safe, and when we feel good about ourselves; this is why self-esteem is an important goal of discipline. Encouragement, positive reinforcement, helpful guiding, questioning and listening are the sorts of teacher behaviours that assist the achievement of this goal.”(Rogers, 1990, p. 6)

Flicker and Hoffman (2006) with discipline we can establish motivational environment for better learning. This environment contributes in the progression and success of students and it helps and facilitates work of teachers in the classroom. Flicker and Hoffman (2006) give some discipline objectives:

- a) Engage and motivate student to learn without problems or obstacles
- b) Enhancing classroom interaction
- c) Give opportunity to teachers to recognize why students make problems
- d) Improvement of teachers-students relationship
- e) Make student recognize the bad outcomes of misbehaviour
- f) Give chance for students who really want to learn.

“Ideally, the goal of discipline is for children to understand the ramifications of their actions and to develop self-control. The

disciplinary process is only successful when children incorporate adult's rules into their own inner voices, which remind them what is acceptable and what is not." (Flicker and Hoffman, 2006, p.7)

## **2-2-Discipline and Education**

Furlong and lawn (2011) believed that we cannot separate discipline from Education, indeed they complement each other. And there is a strong relationship between them; we can summarize this relationship in these points:

- 1-Discipline is one component of Education
- 2-Discipline has contribution in reducing problems that happen in school
- 3-Acomplishment of Education needs discipline
- 4-Succesful Education is result of effective discipline
- 5-with discipline we show that there is respect to Education.
- 6-Discipline establish learning in organizational manners

## **3- Discipline problems**

Surely that discipline problems are the major problems face the teacher and especially novice teacher ,who has no experience in teaching, in fact there are many reasons lead student to behave in such way.

### **4- What is misbehaviour?**

Problem is negative state but not absence of solution, Teacher in the classroom will find a lot of problems of students, which cause a lot of disruptions. So student's misbehaviour are barrier in teaching way (Cummings, 2000) suggested list of misbehaviour :

- 1-Making bad sounds during the course for example: singing, whistle.
- 2-Do not pay attention when the teacher presents the lesson or other student speaks.

3-Speaking when other speaks.

4-Eating in the classroom or showing gum, sleeping or using mobile

5-Complaining and pouting when the teacher give instructions.

6-Cheating or copying.

7-Do not respect instruction the teacher gave.

According to Seaman (2010) managing bad behaviour is not easy task but indeed this strategy needs efforts by teachers. In addition if teachers cannot control mibehaviours, this problem will be spreadmore and more.

“Incidents of disruptive behavior are becoming more common in college classrooms. What is surprising, however, is that disruptive behavior impacts the students just as much—if not more—than the professors.”(Seeman, 2010, p.3)

Teacher when face student misbehaviour,the teaching process cannot be complete. So teacher could not teach and student could not learn.

## **5-What are the causes of misbehaviour?**

Most of the researchers claimed that there are reasons of student’s misbehaviours.Indeed there are causes of student’s problems, whether these causes exist, student’s misbehaviour will happen. (Sarosday et al, 2006) suggested some reasons of student’s mibehaviours.

**5-1-Family:** which are normally the most important component which motivates student to learn but if student live in bad condition,they cannot love learning or go to school; add to this ,these bad conditions make him behave badly.

“In any family, it is likely that unacceptable behaviour occurs as part of the normal pattern of life. Situations arise within all families that result in children feeling rejected.”(Lewis, 2009, p.91)

Bowlby (1946) cited in Charlton and David (1993) stated that separated family can lead to student's misbehaviours, and particularly students who live without their mothers. Surely this privation is the major reason of continual misbehaviour; obviously the source of student's problems is from home.

“Consequently, the range, duration and quality of family experiences are likely to make significant contributions, adversely or otherwise, to children's behaviour.”(Charlton and David, 1993, p.32)

**5-2-Education:** in fact, when student has already bad images about Education is one reason, that makes a lot of problems

**5-3-Self-esteem:** when student feels there is no respect from the teacher or the learners, absolutely he behaves inappropriately

**5-4-Boredom:** if lessons or activities tend to be ambiguous students will feel boredom, for that they behave in a wrong way.

**5-5-The time:** sometimes students feel boring when time is not appropriate for them for example: early (morning) or afternoon

### **5-6-Presence of threat**

According to Cumming (2000) presence of threat is a negative event that may lead to, and a great feeling of no safety in the classroom. From this students will create a disturbance area and will never love to study which makes a lot of disruption

“Many of the misbehaviors from the list are the result of strong emotion. Students cannot learn with the presence of threat or excessive worry. In fact, stress causes the release of certain hormones that hamper memory”. (Cumming, 2000, p.117)

Cumming (2000) stated that threat take three division: may be intellectual, emotional, or physical.

### **5-6 -1-Intellectual threat**

Negative thought occur when students feel damage and unsaved add to this , there are behaviours show that for example; students have frustration and fright from work to other students, speak in front of teachers or their classmates, and feel enable to answer a question.

### **5-6 -2-Emotional threat**

This situation occurs when student be enable to interact and communicate with others and they have obstacles with making friends.

### **5-6-3Physical threat**

Physical threat provides a sense of fear from other students and they feel unsaved.

### **5-7-TheTeacher's behaviours**

Barnes (2006) Teacher behaviours sometimes lead for student's misbehaviour for example:

- Teachers do not praise students at all.
- Ignore to motivate students who do not want to work in classroom
- Do not pay attention to classroom environment.
- Do not provide students with rules and instruction

Other suggestions by Partin (2009) when teachers made such these mistakes, they will give learners opportunity to hate learning and they do not care about lessons; they will make a lot of disruption, for example:

- 1- Ignore student's name
- 2 Do not pay attention to discipline in the classroom.

- 3-Not make planning or prepare lessons.
- 4-Explain in disorganized manner.
- 5- Allowing too many interruptions.
- 6-Not providing learners with rules, instruction and procedures.
- 7-Using punishment as solution to problems.
- 8- Not having clear objectives in designing lessons

Scrivener (2012) claimed that in the classroom ,the teacher must classify student's misbehaviour according to their bad effects on: first teacher, second student, third teaching and learning process. Scrivener (2012) divides learner's misbehaviour in:

#### **5-7-1-Poor behaviour**

- Always coming late to school
- Using mobile in classroom without permission
- Leaving class dirty (rubbish, litter...)
- Using first language for laugh.
- Making noise or disruption when teacher asked not to.
- Distract or annoy other students.

#### **5-7-2-Unacceptable behaviour**

- Attend without writing lessons
- Behaving rudely to teacher
- Using cheating in tests and exams
- Showing rough with students
- Making noisy sounds
- Being rudely with students

### **5-7-3-Serious offences**

- Repeated misbehavior all the time
- Hitting students and throwing at them
- Violence (causing hurt to others, harassment)
- Assault and theft
- Vandalising
- Leaving without permission
- Making racist

Phelan and Schonour (2004) suggested other offences which threaten teaching and learning safety:

### **5-7-4-Major Offenses**

- Coming to class more than fifteen minutes late
- Smoking
- Lying about more serious matter

### **5-8-The age of learners**

Learners are one from the most important member in learning process. Besides, in school there different learners with different age, in which the learner's age is important factors of learner's behaviour.Indeed in school there are children, adolescents and adults, and every type has their characteristics.

When we start with young learners, they need help in the classes, because they can understand the meaning even if they do not pay attention, because they are in first years of learning.

“They can “grasp” meaning even if they do not fully understand language. Teachers are supposed to use English without explaining the

grammatical rules.” (Sárosdy and Gaál 1994 cited in Sarosday et al, 2006, p.30).

Second teachers must know how to manage, control and dealing with adolescents, because most of the problems made by them. In this age (13-18) they want to know their identity.

“Adolescents may cause discipline problems– If the teacher manages to control them in a supportive and constructive way, they can be solved. Each failure predisposes them to more failure; each success provokes them for more success adolescents are very sensitive.” (Harmer 2003: 38-40 cited in Sarosday et al, 2006, p.31).

Third, adult know very well the rules and instructions of classroom, because they learn for many years, they respect discipline not like teenagers.

“Adults are more disciplined than some teenagers” (Harmer 2003:40 cited in Sarosday et al, 2006, p.31).

### **5-9-Diversity**

There are dissimilarities among learners in one classroom. Add to this students have different culture and they have different skills and competencies everyone has his own behaviour . Following Cummings (2000) students are not the same everyone has his personality. And everyone has his own opinion about the teacher and the classroom. Teachers in controlling their classroom must know to deal with diversity among student effectively.

« Students in the one-room schoolhouse differed primarily academically. In today’s classroom, student diversity has increased academically, emotionally, and socially ». (Cummings, 2000, p.4)

### **5-10-Learning difficulties**



Students make problems when they found an obstacle in achieving learning success. When they fail, they will feel that they have not the ability to success.

“A number of researchers have found evidence to suggest behaviour problems result from educational failure.”(Charlton and david, 1993, p.86)

### **5-11-Children want to work**

Flicker and Hoffman (2006) believed that when students prefer working than learning they make problems, also, they feel that they do not need learning, and these ideas influence badly on their progression. For that, Flicker and Hoffman (2006) suggested some factors make learners behave badly, and make them prefer to work than to learn: first emotional factors, when learners feel anger, frustration, anxiety, fears, boredom, need for attention, and low self-esteem, they will hate school .second Family factor, in fact some poor families which they need money to live, they make their children work rather than to learn in order to get money.

### **5-12-Poverty**

Bayne (1998) cited in Cummings (2000) believed that poverty the most important factor influence on students performance Charlton and David (1993) claimed that most of students from poor family or lower social classes behave in wrong way, and they make a lot of problems. Hating learning and school is result of living in bad conditions.Bayne (1998) suggested some actions by students show that they live poverty for example:

Dealing with impolite way with teachers and other students

- a) Refuse to answer when teachers ask them.
- b) Using abusive language.
- c) Ignoring rules and instructions

d) making a lot disruptive behaviour

### **5-13-Anger**

Teachers must maintain positive and relaxed atmosphere for students, and they must try to pay attention to problems solving, and they must find manner to reduce and prevent students from worry and anger, and anxiety because these factors influence badly on learner's performance. When students feel upset which is bad thought threatened learning progress, they will make problems. (Cummings, 2000)

“Angry people make noise; happy people keep quiet.”(Phelan and Schonour, 2004, p.109)

### **5-14-Lack of motivation**

Partin (2009) believed that bad behaviours come from lack of motivation. So enough motivation makes students behave in the right manner. Learners need motivation most of the time.

“In every classroom, there have always been some students who seem unmotivated to learn—at least to learn the things you have to teach. The challenge is to improve the odds of engaging them in your classroom lessons.”(Partin, 2009, p.50)

Lewis (2009) when students feel there is no motivation in the classroom environment, they will feel unvalued, because they feel that they are not essential members in the classroom.

“The reason for a pupil making the choice to act inappropriately has to do with feelings of discouragement. By an early stage of life, some children become very discouraged. They come to believe that they are not much good at making a go of most things.”(Lewis, 2009, p.90)

## **5-15-Depression**

Depression is bad feeling when someone feels everything is negative and at the same time, he hates doing any things.

“I don’t have many friends. I don’t like playing with other kids. Other Kids don’t like me. I feel lonely. Other kids have more fun than I do.” (Fassler and Dumas 1997) cited in Cummings (2000, p133)

Indeed there are a huge numbers of students who feel depression in school, Fassler and Dumas (1997) cited in Cummings (2000) misbehaviour in the classroom is in fact ,misbehaviours are consequences of depression. In which depression leads to behave badly.

“Many of the symptoms of depression show up as misbehaviour in the classroom” (Fassler and Dumas 1997) cited in Cummings (2000, p132)

From this teachers must not neglect this phenomenon among learners but they must help them, by make them work in groups and reduce this feeling.

## **5-16-Other causes**

Miller (2003) claimed that there are different factors that influence on learners behaviours. Teachers must be aware about these factors and they must do the best to reduce these causes for example:

- a- Teachers shouted all the time.
- b- Teachers did not care about listening to pupils.
- c- Pupils were unfairly blamed.
- d- Good work wasn’t noticed.
- e- Teachers were too soft.
- f- Pupils didn’t like the teacher
- g- Other pupils told pupil to misbehave

- h- Pupils were worried about other things.
- i- Pupils liked misbehaving.
- j- Pupils deprived from their families.
- k- Pupils needed more help in class.
- l- Classwork was too difficult.

## **Conclusion**

In this chapter, we have seen some causes of misbehaviour for example :(family, anger ,poverty.....),in other word ,we have seen why learners behave in wrong way. Surely teachers prefer to work in classes without problems, In other words, teachers prefer to teach in calm, organized, and safety environment in order to facilitate teaching-learning operation. In fact Discipline needs mainly the cooperation of the learners and teachers.

**Chapter Three**  
**Data Gathering and Analysis**

## Chapter Three

### Data Analysis and Interpretation

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## **Chapter Three**

### **Data Analysis and Interpretation**

#### **Introduction**

In this chapter we will deal mainly with teachers and learners knowledge, fact and thought about first classroom management and second about discipline problems. This study has been conducted at the Mohammed Idressi secondary school Foughala.

#### **Teachers' Questionnaire**

The essential instrument of investigation is the questionnaire, for teachers and learners. Its goals are to answer some questions and investigate the use of classroom management techniques by teachers to reduce discipline problems. Indeed teachers suffer from discipline problems in classroom during the lessons. In addition to that their role is to maintain positive climate to facilitate teaching and learning operation. The sample was (5) teachers of English first year secondary school, we gave questionnaire to teachers from April, 27 to April 28, 2015.

#### **Description**

The questionnaire is divided into three parts. The first part is about background information of the teachers such: age, gender, level of education

and experience. The second part is about the importance classroom management techniques, and how teachers use these techniques and the importance of classroom management. While the third part is about teaching difficulties which are discipline problems.

Both the teachers' and students' questionnaires are divided according to the parts of the dissertation, the classroom management, and discipline problems.

### **Learners' Questionnaire**

This questionnaire is designed to examine learner's thoughts and opinions and at the same time the causes of misbehaviours. The sample population is (50) first year learners at Mohammed Idrissi secondary school in Foughala. we gave this questionnaire from April, 27, of the current year(2015), in the morning and we gathered it in afternoon.

### **Description**

The questionnaire is divided into three parts: the first part is about the students 'general information, the second part is about student's opinions about classroom management, and the third is about the causes of misbehaviour.

In fact, we found some difficulties when most learners cannot understand the meaning of some questions particularly the questions about classroom management. From this we translate questions from English to Arabic, to make them understand and be able to answer.

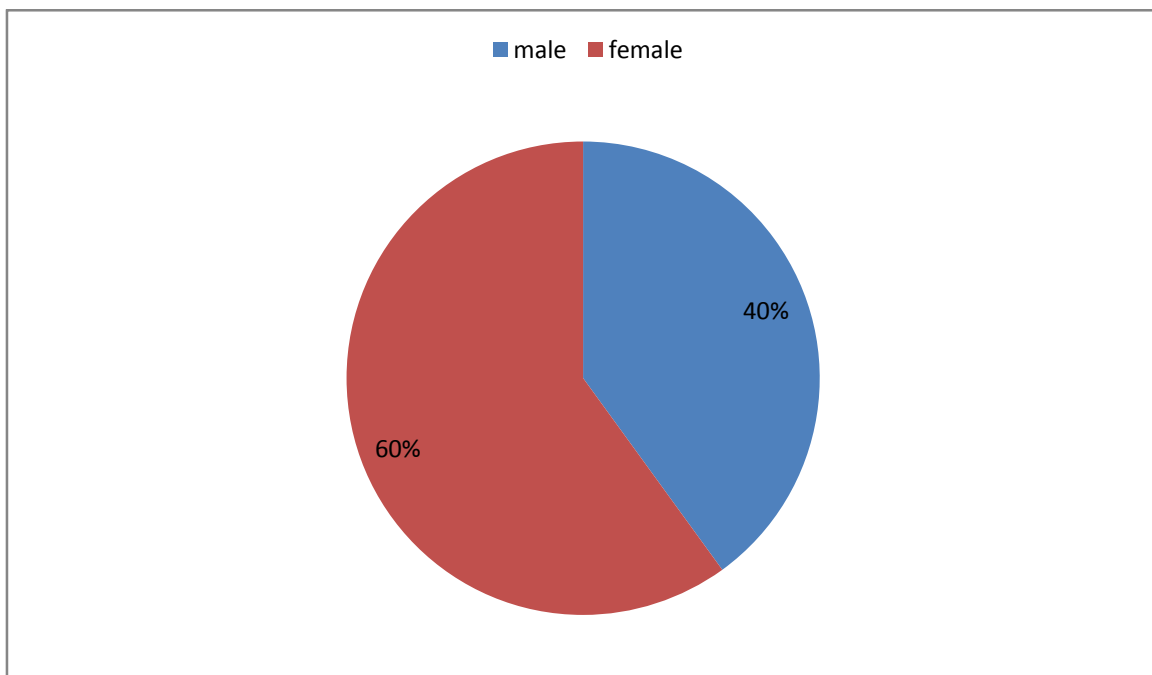


## Teachers' Responses

### 1-Gender

Options	N	%
Male	2	40%
female	3	60%
Total	5	100%

**Table1: Teacher's gender**



**Figure 1 : Teacher's gender**

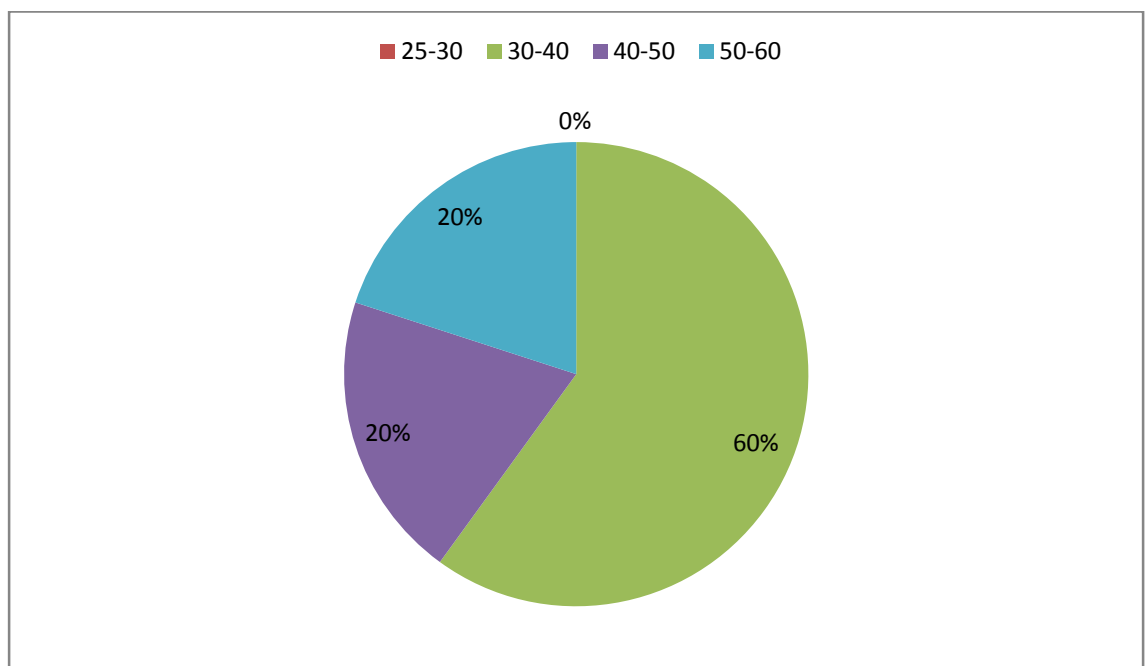
Concerning gender, most teachers are female we have three females (60%), and only two male (40 %), maybe because female prefer study

foreign languages rather than male, for that there are considerable number of female teachers.

**(Q 2)-Age**

Age	N	%
25-30	0	0%
30-40	3	60%
40-50	1	20%
50-60	1	20%
60+	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table2: Teacher's age**



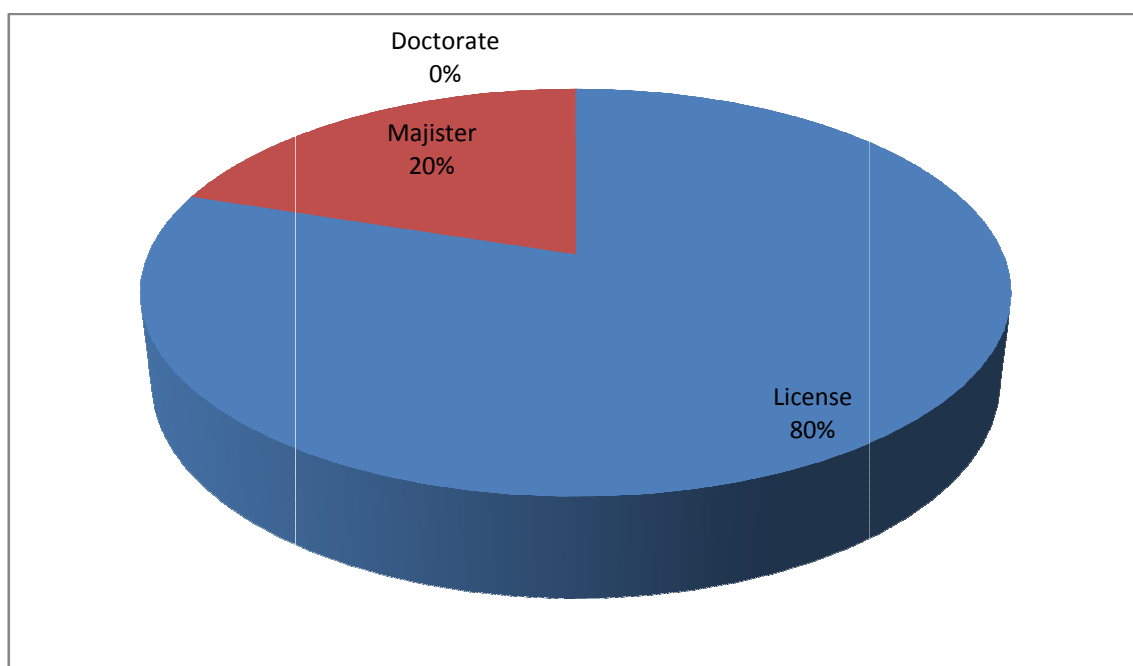
**Figure 2 : Teacher's age**

The results in Table 2 show that in this school there are (60%) of teachers (30-40), and there are (20%) (40-50), then (20%) (50-60), in fact, all the teachers are old teachers.

**(Q 3) What is your level of Education**

Options	N	%
License	4	80%
Majister	1	20%
Doctorate	0	0%

**Table3: Teacher’s level of Education**



**Figure 3 :Teacher’s level of Education**

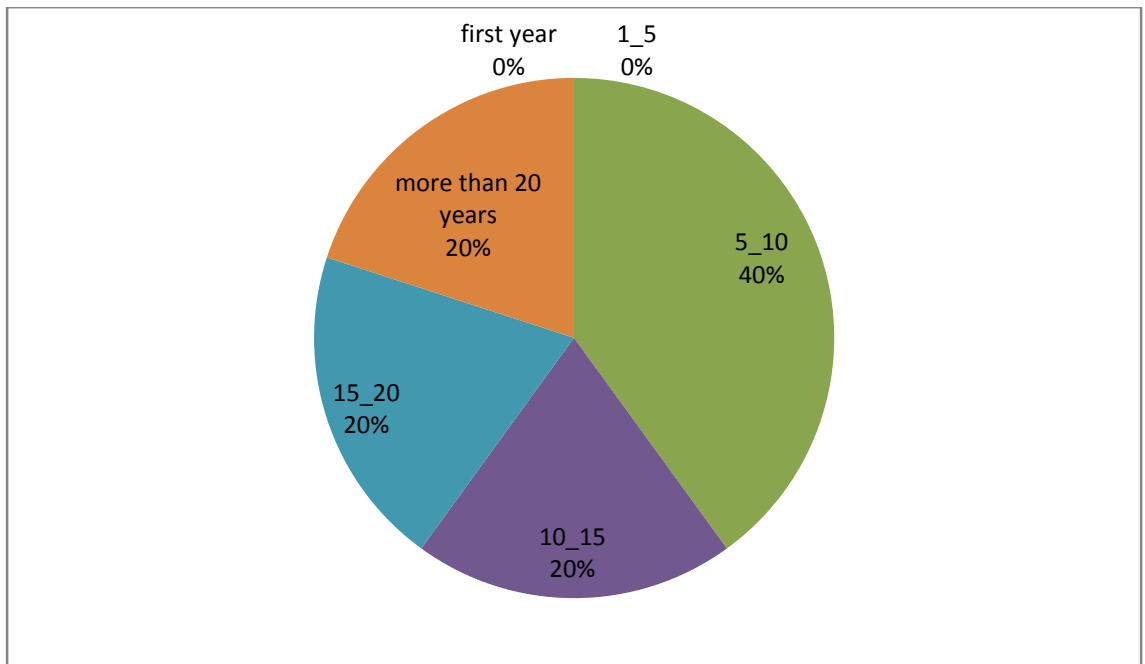
. Table 3 shows that there are (80%) of teachers had License, four teachers (three female+male), and only one teacher had Majister degree, (20%), in fact

teachers who had license degree, they taught for many years, they are expert teachers. In fact, teaching needs experience and competency.

**(Q4) How long have you been teaching**

Options	N	%
First year	0	0%
1-5 years	0	0%
5-10 years	2	40%
10-15 years	1	20%
15-20 years	1	20%
More than 20 years	1	20%

**Table4: Teaching experience**



**Figure 4 :Teaching experience**

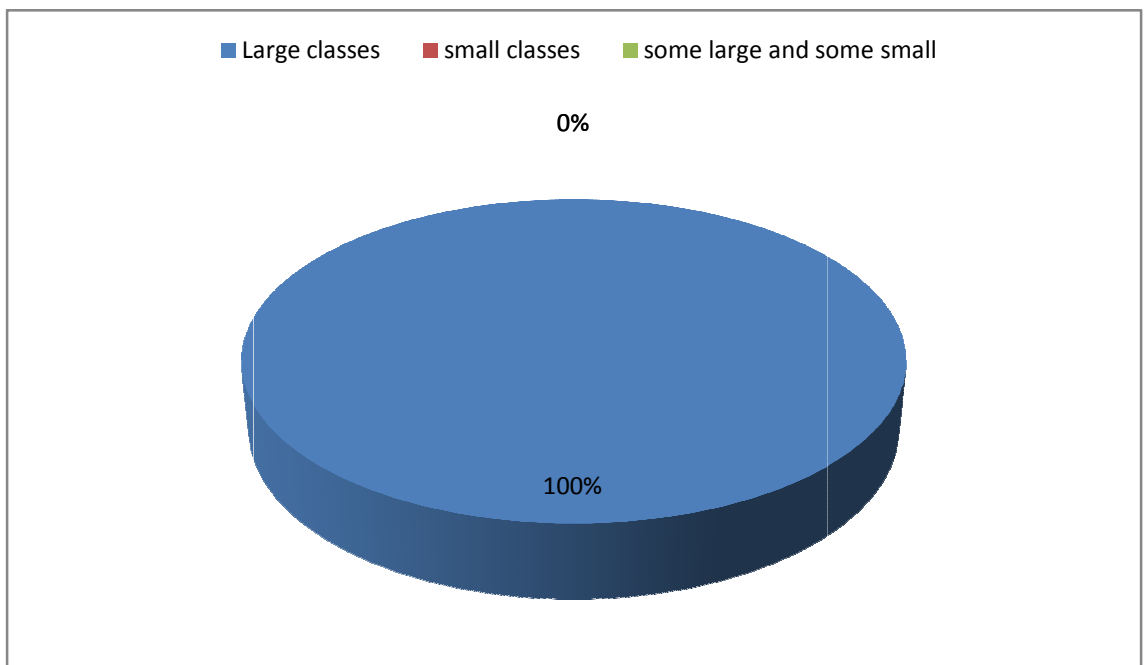
The above table(4) presents important finding which is teaching experience, according to the table(4), this school has no novice teachers(0%),all the teachers are experts, (5-10years) we find ( 40%),and (10-15years) two teachers (20%),then (15-20years) one teacher (20%),and finally (more than 20years) one teacher, indeed all the teachers have a long time in teaching English.

**Part two: classroom management**

**(Q5) Describe your classes**

<b>Options</b>	<b>N</b>	<b>%</b>
<b>Large classes</b>	<b>5</b>	<b>100%</b>
<b>Small classes</b>	<b>0</b>	<b>0%</b>
<b>Some large and some small</b>	<b>0</b>	<b>0%</b>

**Table 5: Description of the classes**



**Figure 5: Description of the classes**

When we look at table 5, we will find that all the teachers report that their classes are large (100%) ,for a simple reason that ,we have just one secondary school ,for that all the classes are large, in fact, it is difficult to control and manage these classes with a huge number of learners.

**(Q6) Reorder these techniques according to their importance in classroom management**

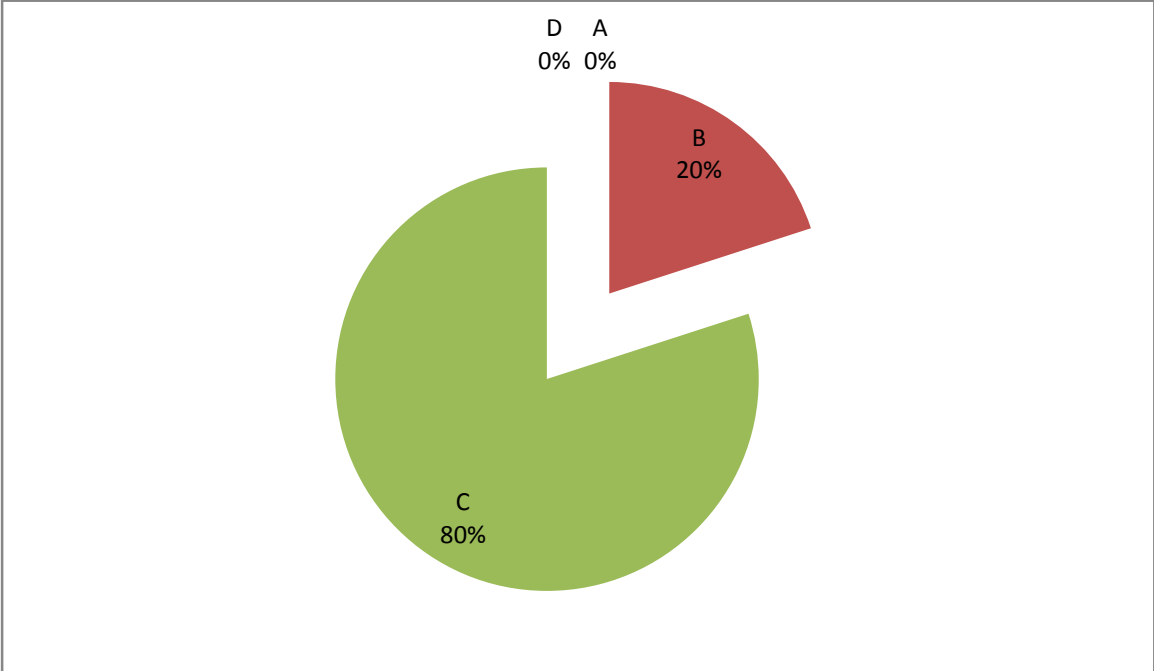
In (Q6) we asked teachers to reorder some techniques according to their importance in classroom management. The order giving is the following: first,three teachers(03) (two males and one female) claimed that the most important technique is (1) appropriate teachers behaviour,(2)good lesson preparation,(3)help for interaction,(4)maintaining good atmosphere ,and (5)preventing mibehaviour. Second two teachers(02) have different answers, one teacher (male) argued that number one must be(1)preventing misbehaviour ,(2)appropriate teacher behaviour,(3)good lesson preparation,(4)maintaining good atmosphere,and (5)help for interaction. other teacher (female) believed that we must start with(1)appropriate teacher behaviour,(2)preventing misbehaviour,(3)good lesson plan,(4)help for interaction,(5)maintaining good atmosphere.the obtained results show that there different teacher’s styles.

**(Q 7)What is the appropriate definition of Discipline problem**

<u>Options</u>	<u>N</u>	<u>%</u>

<b>Discipline problem is a negative state without solutions</b>	<b>0</b>	<b>0%</b>
<b>Discipline problem needs punishment</b>	<b>1</b>	<b>20%</b>
<b>Discipline problems need techniques adopted by teachers</b>	<b>4</b>	<b>80%</b>
<b>Discipline problems mean teaching difficulties</b>	<b>0</b>	<b>0%</b>

**Table6 :Definition of discipline problem**



**Figure6:Definition of discipline problem**

The results in table 6 show that the most of the teachers believed that classroom management techniques are appropriate solutions for discipline problems and misbehaviour (80%),it is positive result ,it shows that teachers pay attention to CM techniques, but only one teacher(20%) believes that teachers need punishment for reducing discipline problems.

**(Q8) What are your techniques to reduce misbehaviour**

In (Q 8) we ask teachers to provide us some techniques that they can use to reduce discipline problems:

**-First Teacher (female) gave the following suggestion:**

- Provide learners with rules at the beginning of the year
- Remind learners that misbehaviour has bad effects.
- Be friendly with your learners

**Second Teachers (female) provided the following:**

- Punishment is the best solution for misbehaviour,
- Reward is best solution for good behaviour, and
- Maintain good teacher behaviours because most of learners imitate their teachers.

**Third Teachers (male) supposed the following techniques:**

- Good arrangement leads for good behaviour.
- Good lesson plan is very important.
- Exchange respect between teachers and learners.

**FourthTeacher (male) claimed these techniques:**



-Motivation is best way to reduce mibehaviour.

-Make lessons easy to reduce stress and anxiety

-Give opportunity to learners to speak

**Fifth Teacher (male) gave importance to these techniques:**

-We need punishment but not all the time.

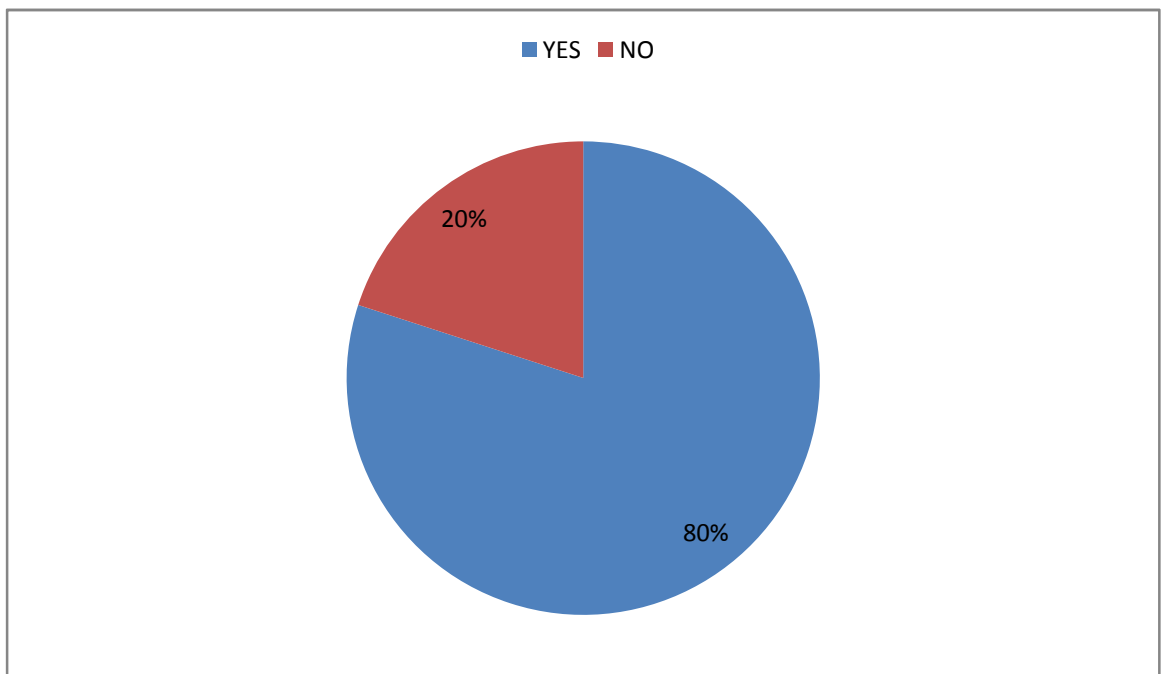
-Tell your learners that appropriate behaviour is one reason for success

-Tell your learners that they must participate in classroom discipline.

**(Q9)If punishment is solution for student misbehaviour**

Options	N	%
YES	1	20%
NO	4	80%

**Table7: Teacher’s opinions about punishment**



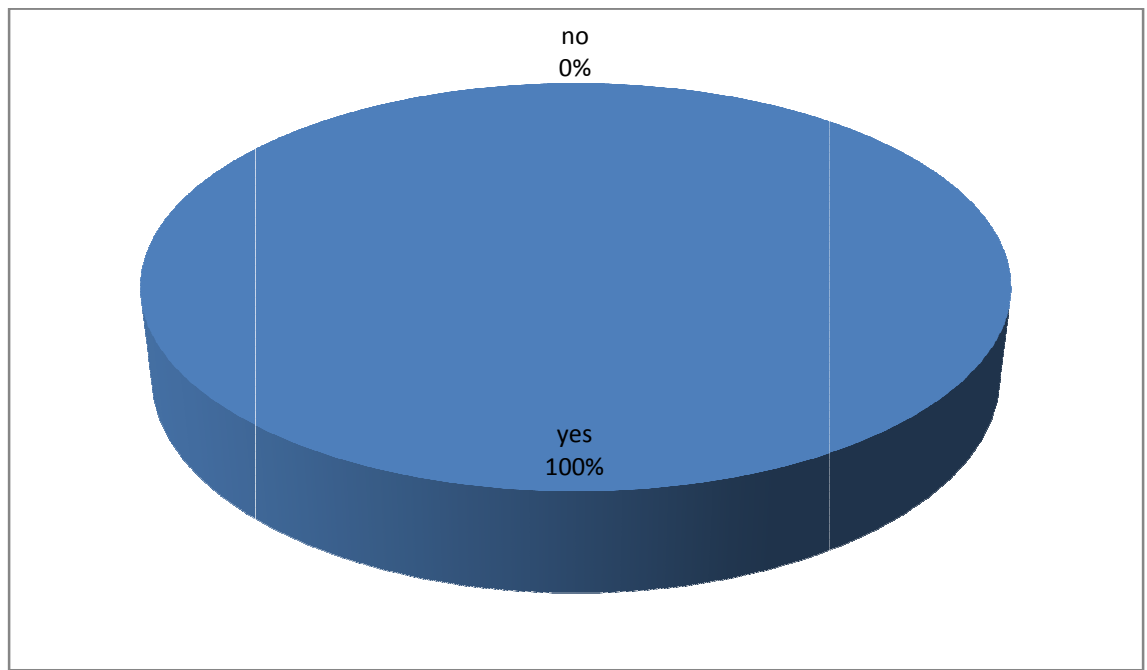
**Figure 7: Teacher’s opinions about punishment**

The responses of teachers in the Table 7 show that most of teachers, (four teachers) (80%), do not see punishment as solution to solve problems, whereas one teacher(20%) sees that it helps teachers in reducing misbehaviour,and surely he uses punishment when ,he faces misbehaviour.

**(Q10) if it is important for learners to participate in establish classroom rules to reduce student’s misbehaviour**

<b>Options</b>	<b>N</b>	<b>%</b>
<b>YES</b>	<b>5</b>	<b>100%</b>
<b>NO</b>	<b>0</b>	<b>0%</b>

**Table8: Teacher’s opinions about the participation of learners**



**Figure 6 :Teacher’s opinions about the participation of learners**

The results in the table 8 show that all the participant (100%)believed that it is good for learners to contribute in establishing classroom rules to reduce misbehaviour.Three teachers (female+two males) claimed that if learners participate in establishing classroom rules, they will respect and like these rules. Add to this two teachers (male+female) suggested the same answers of other teachers but they add that this procedure facilitates classroom management for teachers.

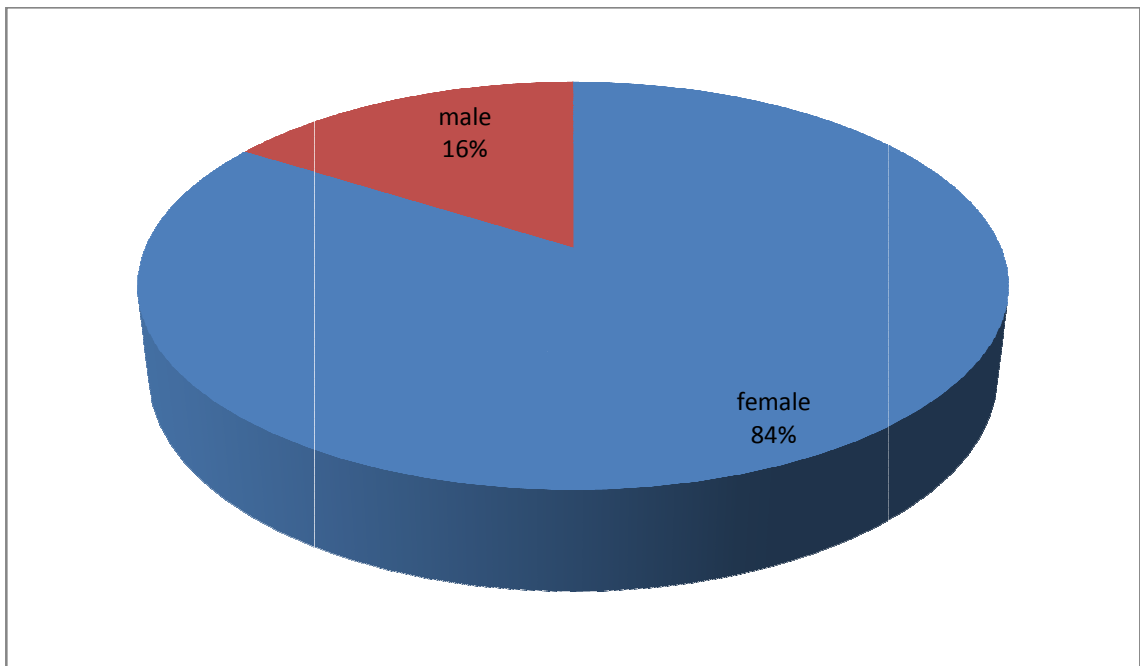
When we asked teachers to add any suggestion majority of them said that my thesis is very important to me because, we will be a new teacher and they wish that we can complete my dissertation without obstacles

### **Learner's answers**

#### **(Q1) Gender**

<b>Options</b>	<b>N</b>	<b>%</b>
<b>Male</b>	<b>8</b>	<b>16%</b>
<b>Female</b>	<b>42</b>	<b>84%</b>

**Table 9: learner's gender**



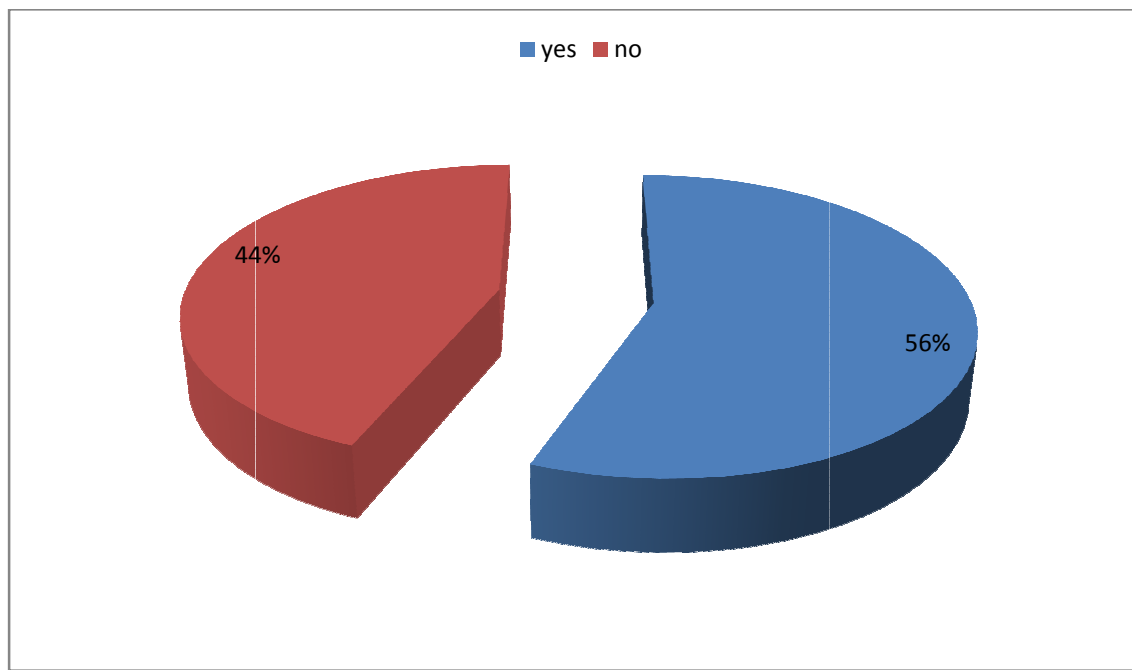
**Figure 7 : Learner’s gender**

The findings in Table 9, present that most of the learners of first year secondary school are female (84%) and some are male (16%). When we compare between the percentage of females and males we find that females are numerous than males, the reason is that females have a tendency to study languages more than males

**(Q2) Do you like English?**

<b>Options</b>	<b>N</b>	<b>%</b>
<b>YES</b>	<b>28</b>	<b>56%</b>
<b>NO</b>	<b>22</b>	<b>44%</b>

**Table 10: learner’s preferences (English language)**



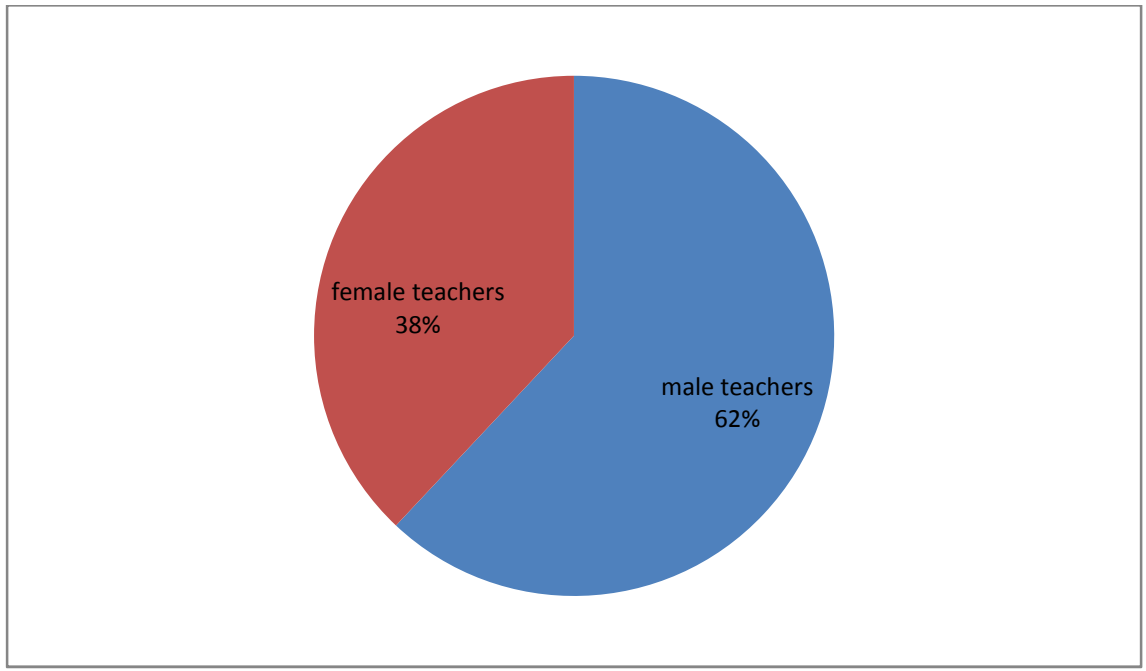
**Figure 8: learner's preferences (English language)**

The participants who answered positively(56%)are all females and those who answered negatively(44%) are males and females, and maybe they found difficulties with learning English maybe they cannot understand it or hate foreign languages at all

**(Q3) Do you like male or female teachers?**

<b>Options</b>	<b>N</b>	<b>%</b>
<b>Male teachers</b>	<b>31</b>	<b>62%</b>
<b>Female teachers</b>	<b>19</b>	<b>38%</b>

**Table11: learner's preferences of teacher's kind**



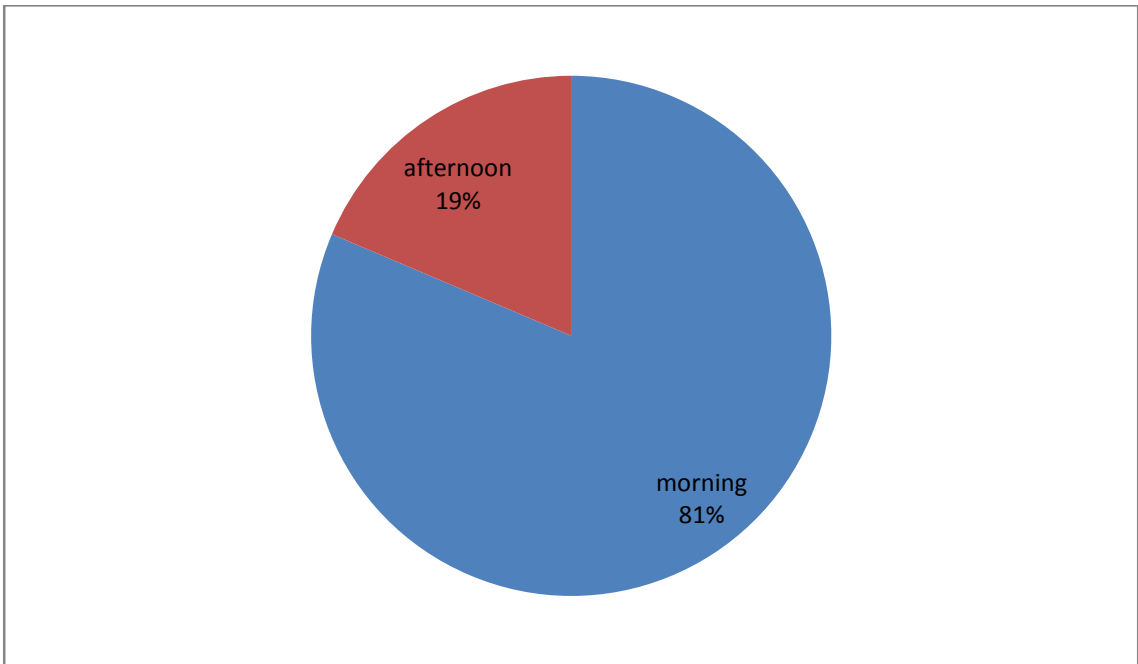
**Figure 9: learner’s preferences of teacher’s kind**

Table11 shows that a considerable number of learners prefer male teachers (31learners) ,(62%) ,maybe male teachers can control the classroom very well, and other (19learners), (38%)prefer female teachers ,in fact ,the aim of this question is to discover if gender of teachers is one cause of behaving badly.

**(Q4) Which time helps you to study**

<b>Options</b>	<b>N</b>	<b>%</b>
<b>Morning</b>	<b>7</b>	<b>14%</b>
<b>Afternoon</b>	<b>43</b>	<b>86%</b>

**Table12: Learner’s opinions about time.**



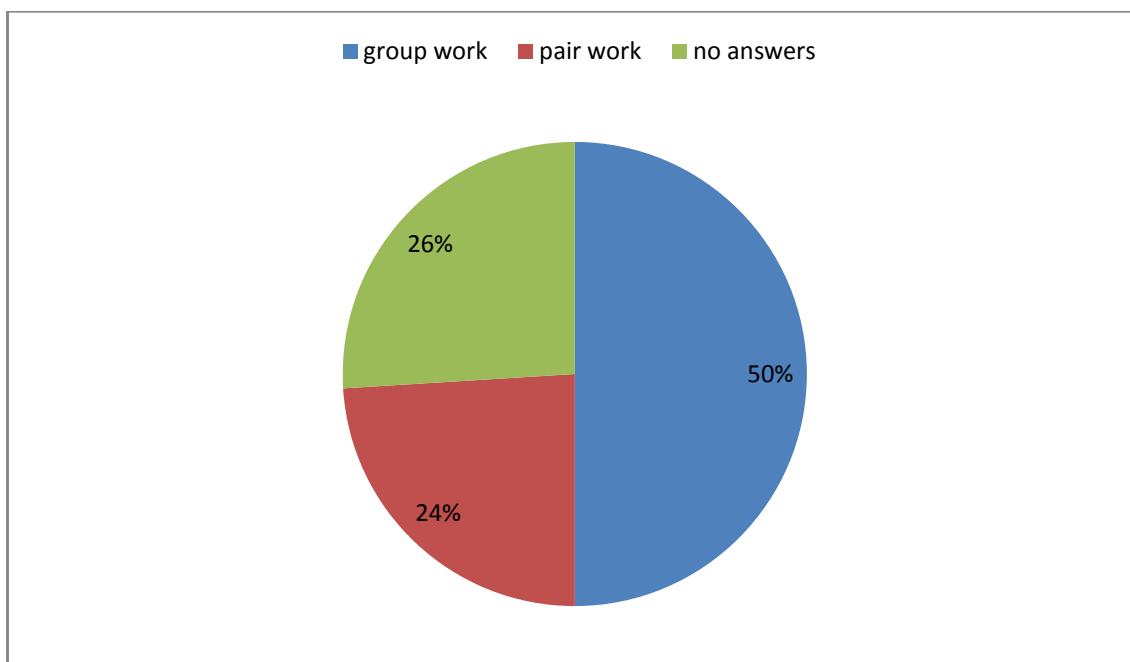
**Figure 10: Learner’s opinions about time.**

As it is mentioned above in Table 12 we see that the highest proportion of pupils (43) prefer to study in the afternoon (81%) surely, they do not like to wake up early, unlike (7) pupils who prefer to study in morning (14%).

**(Q5) Do you like group work or pair work?**

Options	N	%
Group work	25	50%
Pair work	12	24%
No answers	13	26%

**Table13: Learner’s preferences (group or pair work)**



**Figure 11: Learner’s preferences (group or pair work)**

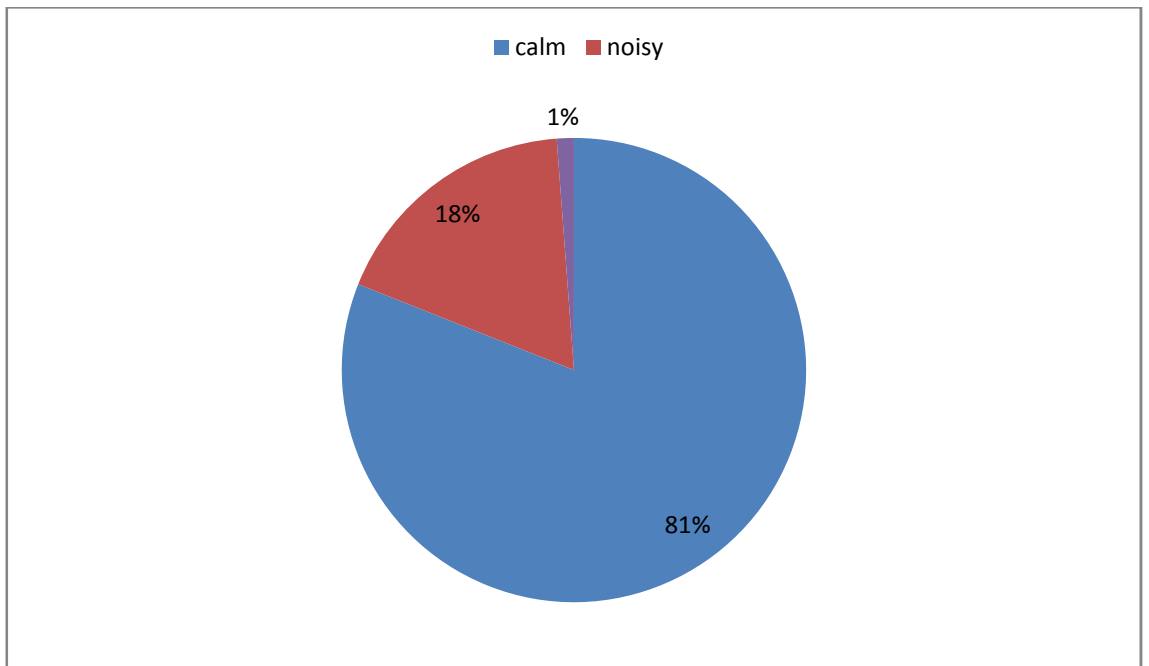
According to Table 13, half of the pupils (50%) like group work, and interact with others, and (26%) pupils like pair work, in which there are different learner’s style in the classroom, there are (24%) pupils did not answer, maybe they did not understand the question or they did not like group and pair work.

**(Q6) Your class is calm or noisy**

Options	N	%
<b>Calm</b>	<b>41</b>	<b>82%</b>
<b>Noisy</b>	<b>9</b>	<b>18%</b>

**Table 14: Description of the class (calm or noisy)**





**Figure 12 : Description of the class (calm or noisy)**

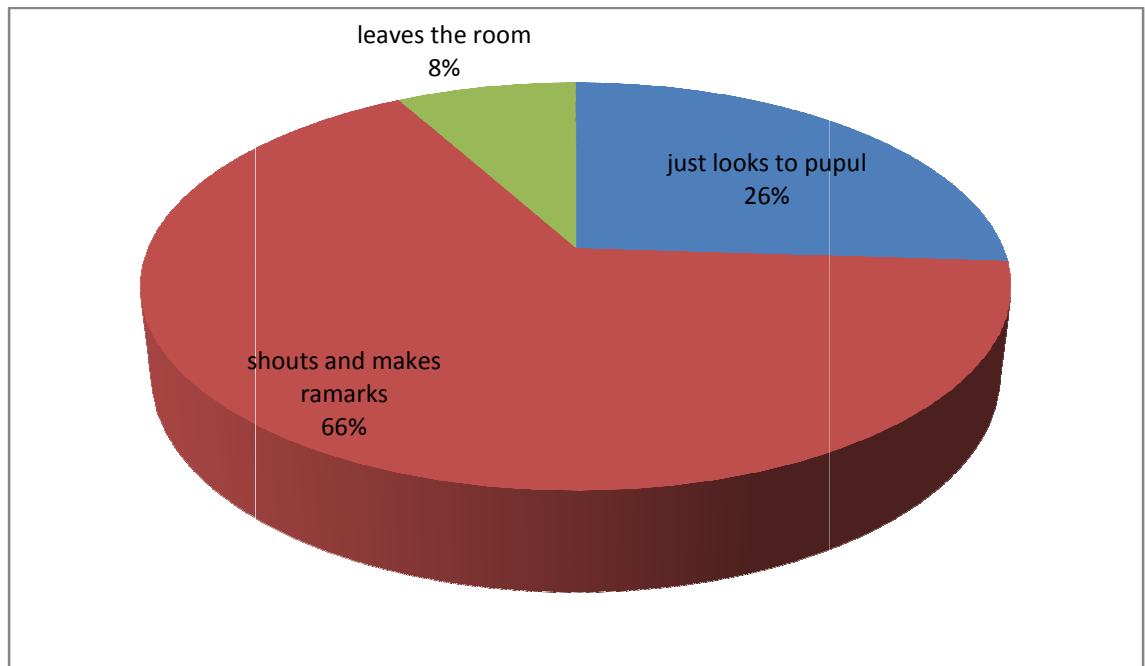
Concerning the description of the classes (82%) of Pupils see that their class is calm, whereas (18%) pupils see that their class is noisy, and two pupils from the (9) pupils answered that the classes sometimes it seam calm and sometimes it seam noisy, maybe according to the style of the teachers and the time.

**(Q7) What are the reaction of teacher when he faces misbehaviour?**

<b><u>Options</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
<b>Just looks at the learner</b>	<b>13</b>	<b>86%</b>
<b>Shouts and makes remarks</b>	<b>33</b>	<b>26%</b>

<b>Leaves the classes</b>	<b>4</b>	<b>8%</b>
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**Table15: Teacher's qualities**



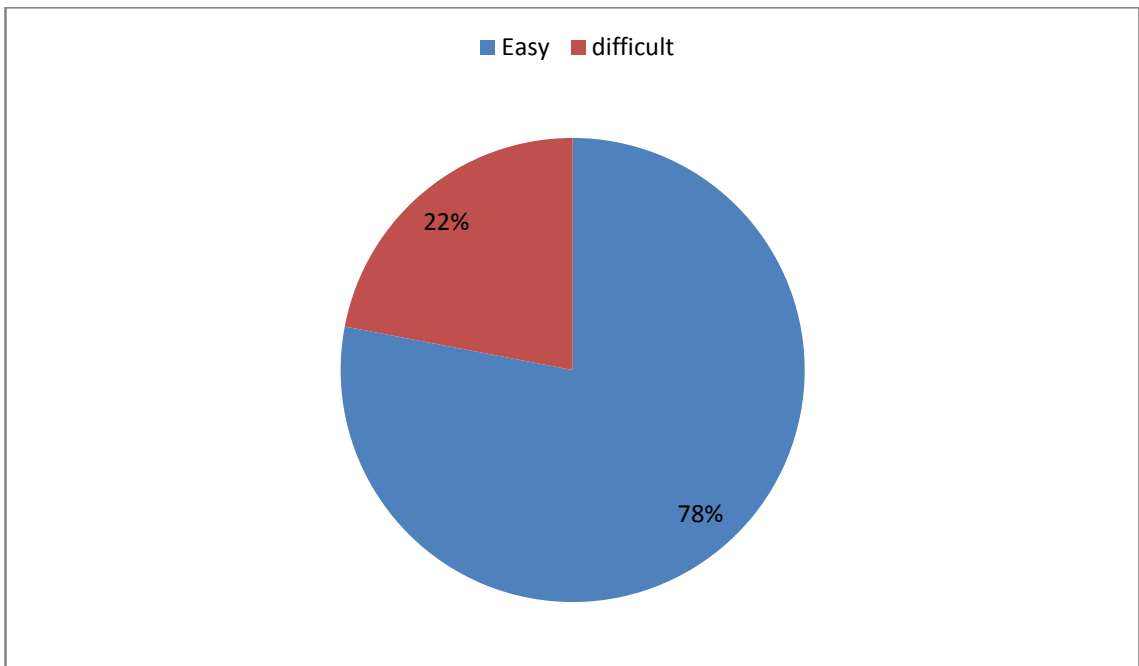
**Figure 13 :Teacher's Qualities**

According to pupil's answers (66%) of pupils answered that when a teacher faces misbehaviour ,he just looks at pupils(maybe in first time) ,and (26%) answered that he shouts and makes remark in order to not to repeat again,(it is warning), and (8%) pupils answered that he leaves the room. Sometimes misbehaviour makes teachers lose concentration, so they cannot complete the explanation.

**(Q8)Your lessons are easy or difficult?**

<b>Options</b>	<b>N</b>	<b>%</b>
<b>Easy</b>	<b>39</b>	<b>78%</b>
<b>Difficult</b>	<b>11</b>	<b>22%</b>

**Table16: Learner's description of their lessons**



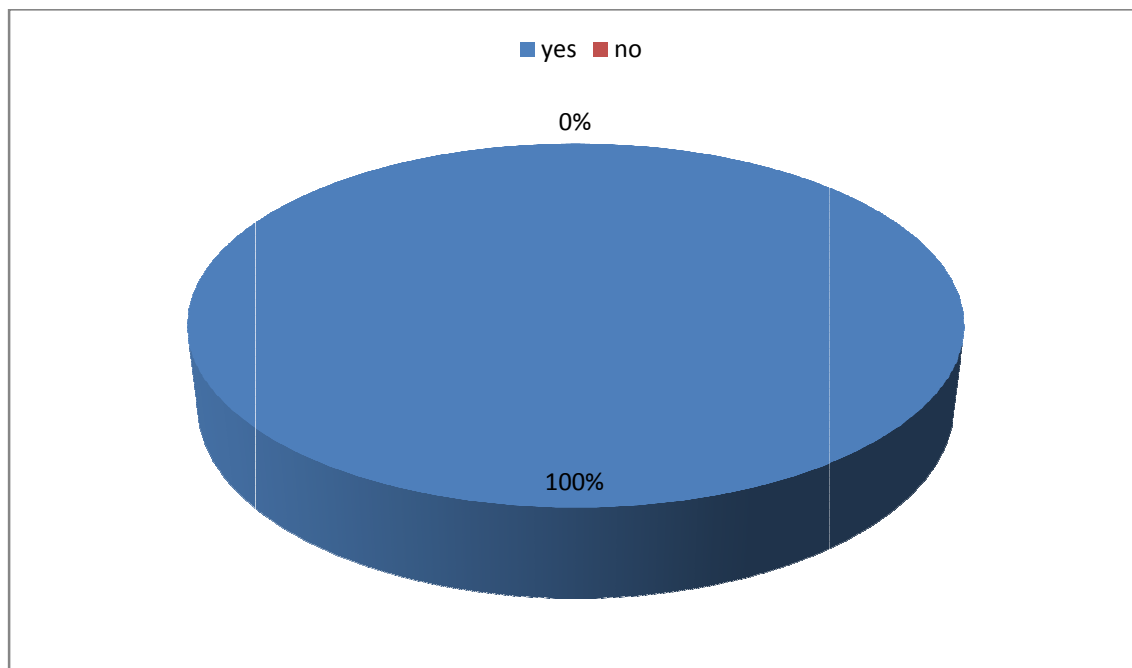
**Figure 16 : Learner’s description of their lessons**

The table 16: shows that (78%) of learners can understand their lessons without obstacles, , because their teachers explain and repeat explanations, and give examples, but (22%) of pupils answered that their lessons are difficult, because they found problems with foreign languages, especially, their teachers do not use Arabic words in explanations.

**(Q9) Do the teachers gave you some rules and instruction in the beginning of the year ?**

<b>Options</b>	<b>N</b>	<b>%</b>
<b>YES</b>	<b>50</b>	<b>100%</b>
<b>NO</b>	<b>0</b>	<b>0%</b>

**Table 17: Learner’s opinion ns about if teachers provide them with rules**



**Figure 17: Learner’s opinions about if teachers provide them with rules in the beginning of the year**

The results in the Table 17, show that all the pupils (100%) answered that teachers provided them with rules and instructions in the beginning of the year, in fact, it is a fundamental step in classroom management, from it learners can know their limits, and they know how to behave. Surely, all the teachers try to maintain discipline in the classroom environment.

### **Conclusion**

According to the questionnaire’s results, majority of the teachers agreed that the use of classroom management techniques is very important in reducing problems in classroom environment, hence, teachers use classroom management techniques, because they need to maintain discipline, which is a very important issue in teaching and learning process, in addition there is correlation between effective teaching and discipline; from this, effective teaching and learning results in effective classroom management.

## **General conclusion**

Discipline problems or misbehaviours are challenges for teachers, and particularly for both novice and experienced teachers. This problem needs classroom management techniques; adopted by teachers because maintaining discipline is a goal of every teacher to make them comfortable in the classroom. In addition teachers should encourage learners to leave the bad behaviour and concentrate on learning. It is important for teachers to know the causes which lead to problems. Creating organizational climate in classroom is the first way for success, for that teachers must tell learners that discipline is their responsibilities, and they cannot separate discipline from learning in which they complete each other.

The first chapter provides us with the most important classroom management techniques, which help teachers in controlling learners, as well as the classroom, to maintain discipline.

The second chapter, gives us some causes of misbehaviours, to understand why learners behave in wrong way. In addition to be aware of the importance of discipline in Education.

The third chapter, teacher's answers show that teachers use classroom management techniques to reduce misbehaviour, then pupil's answers give us overview about some causes of misbehaviour.

The results confirm that the use of classroom management techniques by teachers, will reduce discipline problems.

## **Recommendations**

In the light of the obtained results, we recommend the following:

- Teachers should motivate students to develop their self –confidence, and they must be responsible about their behaviours.
- Teachers should maintain a positive and comfortable atmosphere where teaching –learning process accomplished.

Learners need more awareness about good behaving in class and its impact on their learning.

- Teachers should tell their learners that they must respect the rules and the procedures in order to manage their classroom effectively.
- Discipline is the role of both, teachers and learners. Teachers must provide learners with rules and instructions, and learners must respect them.
- There is a correlation between discipline and teaching, in which teachers cannot teach in classroom without discipline.

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## Appendix 1

### Teacher's Questionnaires

Dear teachers:

My questionnaire is planned to gather information about: the use of classroom management techniques to reduce discipline problems which is title of my master dissertation. I will be happy if you help me with answering these questionnes.

#### Background information

Please mark the appropriate box

##### 1-Your gender:

Male

Female

##### 2-How old are you?

Circle the appropriate number

1      2      3      4      5      6

Under20   25-30   30-40   40-50   50-60   60+

##### 3-What is your level of education?

License       Mjister       Doctorate

##### 4- How long have you been teaching?

1      2      3      4      5      6

First year   1-5 years   5-10 years   10-15   15-20   more than 20 years

#### Classroom management

##### 5- Describe your classes:

- Large classes

- Small classes

-some large and some small class

**6-Reorder these techniques according to their importance in classroom management.**

-Please use numbers.

- a) Good lesson plan
- b) Appropriate teacher behaviour
- c) Maintaining good atmosphere
- d) Help for interaction
- e) Preventing student misbehavior

**7-Put a tick in the box which states the appropriate definition of discipline problem:**

<b>Discipline problems negative state without solutions</b>		
<b>Discipline problems need punishment</b>		
<b>Discipline problems need techniques adopted by teachers</b>		
<b>Discipline problems mean teaching difficulties</b>		

**8- What are your techniques to reduce discipline problems?**

-Mention three techniques.

.....  
.....

.....  
.....

**9- Do you agree with punishment as solution for student misbehaviour?**

Agree

Disagree

**9-Do you think that it is important for student to participate in establishing classroom rules to reduce student misbehaviour.**

Yes

No

**Explain why**

.....  
.....  
.....  
.....  
.....

**11-If you want to add any suggestions please mention them**

.....  
.....  
.....

**Thank you very much for your collaboration and participation.**

## Appendix 02

### Pupil's Questionnaire

#### Dear pupils

I will be happy if you help me to find answers to these questions, in order to collect data about my master dissertation, which includes the classroom management techniques by teachers to reduce discipline problems

**-Please put tick in appropriate box.**

1-your gender:

Male

Female

**2-Do you like English language?**

Yes

No

**3-Do you prefer?**

Male teachers

Female teachers

**4-Which time helps you to study?**

Morning

Afternoon

**5-You like:**

Group work

Pair work

**6-Your class:**

Calm

Noisy

**7-What is the reaction of the teacher when he faces misbehaviour?**

A-Just looks to the learners

B-Shouts and makes remarks

C-Leaves the room

**8- your lessons are:**

Easy

Difficult

**-Explain why**

.....  
.....  
.....  
.....

**Thank you**

## ملخص

الهدف من هذه المذكرة هو اكتشاف كيف يمكن للأستاذ التقليل من مشاكل الانضباط أو السلوك السيئ للتلاميذ في القسم. هذه الدراسة تتركز بشكل خاص على تقنيات تسيير القسم المستعملة من طرف الأستاذ في عملية التعليم والتعلم. وقد افترضنا أن استعمال تقنيات تسيير القسم المستعملة من طرف الأستاذ تساعد في التقليل من مشاكل الانضباط. ولقد اجريت هذه الدراسة على خمسة (05) أساتذة و خمسون (50) تلميذ من السنة الأولى بثانوية محمد ادرسي فوغالة. وقد جاء هذا البحث على الشكل النوعي والكمي. وقد صمم استبيان للأساتذة وآخر للتلاميذ , في الحقيقة اجابات الأساتذة كانت ايجابية وأظهرت انه يمكن التقليل من السلوكات السيئة عن طريق تقنيات واستراتيجيات من طرف الأستاذ , ومن خلال اجوبة التلاميذ يمكن للأساتذة التعرف على بعض أسباب سوء السلوك , ومن هذا اذا عرفت الاسباب عرفت الحلول .