Teacher and Student Views About the Unwanted Student Behaviors in the Mathematics Cources

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Abstract
The aim of this research is to determine what are the unwanted student behaviors and causes in mathematics classes, what strategies teachers use to cope with these behaviors, and how adequate they feel themselves coping with these behaviors. This research carried out with case study from qualitative research designs and the data were gathered with semi-structured interview forms from 50 teachers and 150 students. The obtained data were analyzed by content analysis method. According to the findings of the research, all teachers see the strategies to cope with unwanted student behaviors as preventive and remedial. However, more than half of the students perceive these strategies as frightening and punitive. Most of the teachers stated that they can cope with unwanted student behaviors and that they see themselves as sufficient. Teachers have shown that unwanted student behaviors are more often caused by family problems, mathematics is always seen as difficult, students want to draw attention, and family and teachers cannot show common attitudes towards behavior.
Keywords: classroom management, mathematics teachers, teacher strategies, unwanted student behaviors

1. Introduction

One of the aims of the education is to give students a change of behavior in the desired direction. The attainment of desired behaviors is directly related to the suitability and quality of activities performed within the classroom. In order for the prepared activities to reach the determined objectives, a good classroom environment must be prepared and managed first (Sisman, 2004). It is also known that the creation of learning environments, the regulation and management of the experiences within the classroom belong to the teachers (Akyol, 2000; Aydin, 2003). However, it is observed that teachers have a great deal of time devoted to coping with unwanted student behaviors rather than teaching (Kahraman, 2006; Turnuklu & Yildiz, 2002). Undesirable student behaviors are perceived in different forms depending on social and personal judgments (Karakas, 2005). For this reason, a student's behavior may be regarded as undesirable behavior by a teacher, but may be seen as a completely acceptable behavior by another teacher (Fernandez-Balboa, 1991). In general, unwanted student behaviors are defined as any behavior that interferes with the achievement of educational goals in the classroom and affects class members (Akcadag, 2005). According to Bellon and others (1992), undesirable behaviors of students are expressed as any actions that threaten or compete with certain academic progresses by the teachers and any action are thought to destroy classroom order.

It is expected that teachers should be able to change the behavior positively by reacting to such behaviors in right way when encountering undesired student behaviors in the classroom environment (Girmen et al., 2006). Because if unwanted student behaviors cannot be corrected, it can lead to the emergence and multiplication of other unwanted behaviors (Turnuklu & Yildiz, 2002). With the proliferation of unwanted behaviors, effective teaching will become increasingly difficult (Saritas, 2000). For this reason, teachers should have professional and social competence in preventing unwanted student behaviors (Akcadag, 2005).

In order to remove unwanted student behaviors, the source of problematic behaviors must be well established (Basar, 2006). Because students can do these behaviors snidely and intentionally as well as incidentally due to their ignorance and inexperience (Celik, 2002; Ozdemir, 2004). For this reason, it is necessary for the teachers to know the students well and to use appropriate coping strategies by knowing the causes of the unwanted behaviors (Basar, 2006; Memisoglu, 2005). Similarly, Weber (2003) emphasizes that it is possible to prevent undesirable student behaviors but only through the application of appropriate strategies by taking into account the purpose of the behavior, its duration and the effects on other students. However, it is important to determine which strategy to use for which unwanted behavior. Because intervention with inappropriate strategies can lead to the emergence of other undesirable behaviors instead of removing unwanted behavior (Celik, 2002). Strategies such as recognizing, ignoring, alerting, making changes, giving responsibility, talking with students, communicating with school management, communicating with family, punishing can be used in order to change and correct unwanted student behaviors as desired (Basar, 2006). These strategies can be multiplied, but attention must be paid to the use of strategies that can prevent unwanted behavior and be perceived by the student in a positive way (Sahin & Arslan, 2014).

It is quite common for undesirable student behaviors to appear in all subject areas in educational environments. For this reason, many studies have been carried out on undesirable student behaviors (Arslan, Sacli & Demirhan, 2011; Aydin, 2001; Cetin, 2013; Demiroglu, 2001; Donmez & Comert, 2009; Girmen et al., 2006; Gokyer & Dogan, 2016; James, 2004; Kaya & Tasar, 2010; Sadik, 2008; Saritas, 2006; Siyez, 2009; Sahin

& Arslan, 2014; Tabancali & Yuksel-Sahin, 2016; Tulley & Chiu, 1998; Weber, 2003; Yilmaz, 2008). In most of these studies, it is seen that what the unwanted student behaviors encountered in the lessons and the strategies of coping by the teachers are examined with the help of teacher opinions. However, it is thought that the opinions of the students should be examined because the classes are a social environment where teachers and students come together. In addition, it is important to investigate what the students feel about at the end of coping strategies used by teachers. For this reason, in the research it was aimed to determine what the unwanted student behaviors and its reasons in mathematics lessons, how well the teachers felt themselves adequately with coping these behaviors, what strategies they used to cope and why, what kind of effects these strategies has on the students. In this direction, it is expected that research will contribute to the literature in terms of reflection of teacher and student opinions about the unwanted student behaviors, which detract the effectiveness of in particular mathematics courses.

2. Method
The aim of this study is determining what the unwanted student behaviors and its reasons in mathematics lessons, how well the teachers felt themselves adequately with coping these behaviors, what strategies they used to cope and why, what kind of effects these strategies has on the students. For this purpose, case study model was used in the study which is one of qualitative research design. Because case studies focus on a phenomenon, event, situation, individual or groups and can conduct an in-depth investigation (Yildirim and Simsek, 2006).

2.1 Participants
Maximum diversity sampling was used in the research which is one of the purpose sampling methods. The main goal in the maximum diversity sampling is to reveal common opinions from different groups (Yildirim and Simsek, 2006). For this reason, with the participation of 50 mathematics teachers selected from 12 state schools on voluntary basis and 3 students of each teacher a total of 150 students participated in this research. It has been noted that the choice of these students is based on volunteerism, academic achievements and different classes. Tables 1 and 2 contain detailed information of the participants.

Table 1. Frequency and percentage values of teachers' gender, seniority, school they are working and faculties they graduated from

Teacher		f	%
Gender	Woman	24	48.0
	Man	26	52.0
School Type that They Work	Anatolian High School	15	30.0
	Vocational and Technical Anatolian High School	6	12.0
	Science High School	6	12.0
	Secondary School	23	46.0
Faculty Type that They Graduated	Education Faculty	33	66.0
	Faculty of Science&Letters	15	30.0
	Education Institute	2	4.0
Occupational Seniority	0-5 years	10	20.0
	6-10 years	11	22.0
	11-15 years	10	20.0
	16-20 years	9	18.0
	21-25 years	5	10.0
	26 years and above	5	10.0

Table 2. Frequency and percentage values of students' gender, class and school type

Student		f	%
Gender	Female	73	48.6
	Male	77	51.3
Class	5th Class	12	8.0
	6th Class	19	12.6
	7th Class	20	13.3
	8th Class	18	12.0
	9th Class	23	15.3
	10th Class	19	12.6
	11th Class	21	14.0
	12th Class	18	12.0
School Type	Anatolian High School	45	30.0
	Vocational and Technical Anatolian High School	18	12.0
	Science High School	18	12.0
	Secondary School	69	46.0

2.2 Data Collection
The data of the study were collected with semi-structured interview forms prepared separately for teachers and students. When the interview forms were prepared, the relevant literature search was made and the data collection tools used in the researches related to this topic were utilized (Sadik, 2008; Saritas, 2006; Siyez, 2009; Sahin & Arslan, 2014; Tabancali & Yuksel-Sahin, 2016). Then, necessary arrangements were made by referring to expert opinions. The interview form prepared for the teachers consists of 5 questions and the forms prepared for the students have 3 questions. It has been noted that these questions are understandable, open-ended and flexible. All of the interviews were conducted by the researcher in a conversational mood and recorded with permission from the participants. The interviews with the students lasted about 10-15 minutes and the ones with the teachers lasted 20-25 minutes.

2.3 Data Analysis
Voice recordings of interviews made by teachers and students were analyzed by content analysis after data was transferred to computer. Analysis of research data within this aim has made in four stages; the coding of the data, the finding of the themes, the arrangement of the codes and themes, and the identification and interpretation of the findings (Yildirim and Simsek, 2006). According to the research questions, the data were collected within six main themes (unwanted student behaviors in mathematics courses, strategies for teachers to cope with these behaviors, students' feelings towards these strategies, teachers' aim of using these strategies, teachers' self-sufficiency in coping with undesirable student behaviors and the reason of unwanted student behaviors). Subsequently, the data were read according to the determined main theme and sub-themes were determined and presented in tabular form with frequency and percentage values.

Yildirim and Simsek (2006) report that in qualitative research it is important to provide a detailed report of how the results and data are obtained for legitimacy. In this regard, the data collection and analysis process in this study is explained in detail. In order to ensure the reliability of the work, it is requested from an area expert to match the codes with the themes. The mathematical percentile formula of Miles and Huberman (1994) was used for the reliability of the research by comparing the matching of the field expert with the matching of the researcher. Accordingly, compliance is calculated as 92%. According to Miles and Huberman, values of 90% or more obtained from this form are sufficient for reliability. In addition, direct quotations have been used to ensure reliability and validity when interpreting the themes obtained from the data.

3. Findings
The findings of the study are presented below in tabular form by taking into account the six main themes identified.

3.1 Unwanted Student Behaviors in Mathematics Lessons
This main theme is derived from the answers given to teachers and students in the question "What are the unwanted student behaviors you encounter in mathematics classes?". The unwanted student behaviors obtained from the literature search were collected within six sub-theme; unwanted behaviors towards academic life, unwanted behaviors towards friends, unwanted behaviors towards teachers, unwanted behaviors towards school rules, unwanted behaviors towards themselves, and unwanted behaviors towards the environment. The findings

are given in Table 3.

Table 3. Unwanted Student Behaviors in Mathematics Lessons

Unwanted Student Behaviors		Teacher		Student	
		f	%	f	%
Unwanted behaviors towards academic life	Apathy towards to course/not participating classes	27	54.0	32	21.3
	Not listening lessons	22	44.0	95	63.3
	Speaking without asking for speak	20	40.0	26	17.3
	Not liking mathematics course	15	30.0	38	25.3
	Coming class without preparation	12	24.0	15	10.0
	Asking unrelated questions/Making jokes	12	24.0	43	28.6
	Finding mathematics course useless	10	20.0	0	0.0
	Not taking notes on class	10	20.0	18	12.0
	Dealing with the things unrelated with lesson	10	20.0	35	23.3
	Not bringing the course tools	10	20.0	17	11.3
	Not want to take responsibility for the course	9	18.0	0	0.0
	Memorizing the mathematics rules/not questioning	8	16.0	0	0.0
	Not able to pay attention/Lack of attention	5	10.0	0	0.0
	Sleeping during lessons	5	10.0	10	6.6
	Not having self-reliance towards mathematics	4	8.0	20	13.3
	Unauthorized circulation in classroom	4	8.0	20	13.3
Unwanted behaviors towards friends	Giving the answer without waiting for the friend	10	20.0	30	20.0
	Giving the answer instead of the friend	8	16.0	35	23.3
	Not listening the friend while they are talking	7	14.0	27	18.0
	Not letting the friends listen to their classes	7	14.0	33	22.0
	Mocking with the friends	6	12.0	12	8.0
	Arguing with the friends	5	10.0	15	10.0
	Cursing	4	8.0	17	11.3
	Hurting the friend physically	3	6.0	10	6.6
Unwanted behaviors towards teachers	Disrespect to the teacher	5	10.0	15	10.0
	Behaving like there is no teacher in the classroom	3	6.0	10	6.6
Unwanted behaviors towards school rules	Bringing cell phone or tablet to the school	7	14.0	16	10.6
	Coming late to the school	6	12.0	12	8.0
	Absenteeism	5	10.0	5	3.3
	Doing make-up	4	8.0	11	7.3
Unwanted behaviors towards themselves	Not having future purposes	6	12.0	0	0.0
	Aspiring the characters from TV serious	6	12.0	0	0.0
	Working without plan	2	4.0	0	0.0
Unwanted behaviors towards environment	Damaging course materials	3	6.0	5	3.3

Note: If the teacher and the students have indicated more than one unwanted student behavior, the table includes them all.

As it is seen from Table 3, teachers shows not participating classes (54%) on the first place for the unwanted student behaviors towards academic life then respectively; not listening lessons (44%), speaking without asking to speak (40%), not liking the mathematics course (30%), coming to class without preparation (24%), asking unrelated questions/making jokes (24%), finding mathematics class useless (20%). Students shows respectively; not listening lessons (63.3%), asking unrelated questions/making jokes (28.6%), not liking the mathematics course (25.3%), dealing with the things unrelated with lesson (23.3%), not participating classes (21.3%), speaking without asking to speak (17.3%), not having self-reliance towards mathematics (13.3%). It is seen that not liking the mathematics lesson, finding mathematics lesson useless, memorizing the rules, not having self-reliance towards mathematics behaviors are special to mathematics courses. Moreover, it is noteworthy that only the teachers indicated the behaviors of finding the mathematics course useless and memorizing the rules/not questioning from the table.

"Talking during the lessons and asking unnecessary questions. Not participating to lesson, sleeping, saying I cannot solve anyway…" (S17)

"Interrupting the lesson by asking unnecessary questions during the subject narrate, not liking the lesson, not bringing notebook and pencil is making me uncomfortable." (S75)

"Not liking mathematics, not participating lesson, dealing with other things are distracting us." (S28)

"They are dealing with other things during the lesson. They are sleeping. They are standing up for throwing thrash and switching places and talking all the time…" (S102)

"The most I encounter are coming to class without preparation, not participating to lesson, having prejudice to mathematics and not liking it, memorizing the rules all the time…" (T12)

"Dealing with the things not related to class, finding mathematics unnecessary, memorizing, not questioning the reason, not participating to lesson, not taking notes…" (T5)

"Distracting the subject by talking unnecessary, inability to catch attention, sleeping, not liking the mathematics and keep thinking that they will fail, coming to class without preparation, not participating, not taking responsibility are the problems that I am having most." (T26)

The other sub-theme in Table 3 is the unwanted behavior of students towards their friends. Teachers generally indicated that students are giving the answers without waiting their friend (20%), giving the answer instead of their friend (16%), not listening their friend while they are talking (14%) and not letting their friends to listen the lesson (14%) as unwanted behaviors. Students are indicated the behaviors as; giving the answer instead of their friend (23.3%), not letting their friends to listen the lesson (22%), giving the answers without waiting their friend (20%) and not listening their friend while they are talking (18%). Here, during the solution of the question for the consolidation of the subject in the mathematics classes, it is seen that the students do more behaviors like giving an answer without waiting for their friends to solve or giving their answer instead of their friends, and the class order is broken.

"They are making fun of me, saying bad things, trying to hit me, I do not want them in the class." (S15)

"Their saying the answer loudly before we solve the question is reducing the intention to participate to lesson. They are not listening the one on the board or giving the answer instead of them. They are arguing because of this." (S48)

"Some students are solving the questions and giving the answer quickly and this is breaking their friends' motivation. Sometimes they are mocking with each other and cursing." (T37)

"I encounter the behaviors of not letting their friends to listen the lesson by making them uncomfortable, unnecessary arguing and sometimes hurting their friends physically." (T42)

Another sub-theme in Table 3 is the unwanted behavior of the students towards their teachers. Under this sub-theme, there is such undesirable student behaviors like disrespecting to the teacher giving by the 10% of teachers and students, and 6% of the teachers and 6.6% of the students stated that they are acting like there is no teacher in the classroom.

"They are asking unnecessary questions to our teacher and he is trying to answer. Actually they are making fun of him." (S96)

"They are talking all the time in the class, not paying attention to our teacher and acting like he is not there, it bothers me." (S15)

"I have students that not paying attention to my warnings and being disrespectful. Unfortunately sometimes there is no difference if I am in the classroom or not." (T21)

The fourth sub-theme in the table is unwanted student behavior towards school rules. The unwanted student behaviors under this sub-theme are bringing cell phone or tablet to school, coming late for the school, absenteeism and doing make-up.

"I am getting bored during the lesson playing cell phone and watching videos. Sometimes we are doing make-up with my friend I do not understand anyway." (S23)

"They are coming to class late purposely. Then they are arguing my attention is getting broken." (S17)

"The ones who come to class late, being absent all the time and doing make-up during the lesson are the ones that most tiring me, I cannot raise their interest whatever I do." (T14)

"Not paying attention to time for entering the class and being late. Playing with the cell phone…" (T36)

The fifth sub-theme is the unwanted behavior of students towards themselves. This sub-theme includes not having future purposes, aspiring the characters from TV series and the lack of planning. It is also very important that these behaviors are indicated by teachers only.

"They do not have any worry about the future, they are not filling their duty, they are not making their homework and saying that they forgot, not studying planned." (T5)

"They are trying to get attention because of the necessity of their age and when they cannot get it they are trying to be like TV serious characters and bringing their negative behaviors to class." (T42)

The last sub-theme is the sub-theme of unwanted student behaviors towards the environment. Under this sub-theme, 6% of the teachers and 3.3% of the students stated that they damaging the course materials.

"They are infecting virus to the smart board. They are damaging the materials that our teacher brought and they are getting angry when you tell them." (S119)

"…they are damaging the tools and class materials…" (T11)

3.2 Strategies of the Teachers Coping with the Unwanted Student Behaviors

When the data obtained from teachers and students are examined, strategies that teachers use to cope with unwanted student behaviors is collected within two sub-theme as positive and negative strategies. The findings are presented in Table 4.

Table 4. Strategies of the teachers to cope with the unwanted student behaviors

	Teacher		Student	
Positive Strategies of Teachers To Cope With	**f**	**%**	**f**	**%**
Verbal warning	23	46.0	76	50.6
Explain the importance of mathematics	20	40.0	18	12.0
Remanding the rules	18	36.0	5	3.3
Discuss the causes of the behaviors with the student	18	36.0	5	3.3
Providing motivations with easy questions	16	32.0	0	0.0
Raise and lower the tone of voice	16	32.0	2	1.3
Navigate between chairs	14	28.0	5	3.3
Explain that behavior is wrong	13	26.0	12	8.0
Organizing interesting events	11	22.0	0	0.0
Contact with the family	11	22.0	5	3.3
Giving responsibility	10	20.0	0	0.0
Make their participation by asking questions	10	20.0	17	11.3
Making eye contact	8	16.0	5	3.3
Associate subjects with daily life	7	14.0	0	0.0
Ignore	5	10.0	13	8.6
Asking help from guidance service	4	8.0	0	0.0
Setting up empathy	3	6.0	4	2.6
Recording the lesson and retelling the rules	1	2.0	0	0.0
Making survey about classroom rules	1	2.0	0	0.0
Negative Strategies of Teachers To Cope With	**f**	**%**	**f**	**%**
Keep a record of the students' positive and negative behaviors	19	38.0	10	6.6
Giving warning by name	17	34.0	56	37.3
Decreasing the performance note	11	22.0	10	6.6
Switching the student's place	10	20.0	9	6.0
Sending them to management	6	12.0	9	6.0
Yelling	4	8.0	67	44.6
Sending to the discipline board	3	6.0	6	4.0
Punishing (homework, keep standing)	3	6.0	10	6.6
Mocking with the student	2	4.0	6	4.0
Take and throw away what the students dealing with	1	2.0	6	4.0
Stopping the lesson and preaching whole class	0	0.0	17	11.3
Stopping teaching	0	0.0	10	6.6
Threatening with lower note and discipline	0	0.0	4	2.6
Damaging physically	0	0.0	4	2.6

As seen in Table 4, teachers indicated that they used more positive coping strategies to correct unwanted student behaviors. It is seen that teachers generally use verbal warning (46%), explain the importance of mathematics (40%), remanding the classroom rules (36%), discuss the causes of the behaviors with the student (36%), providing motivations with easy questions (32%), raise and lower the tone of voice (32%), navigate between chairs (28%), explain that behavior is wrong (26%), organizing interesting events (22%), and giving responsibility and make their participation. It is noteworthy that only teachers indicated providing motivations with easy questions, organizing interesting events, giving responsibility, associate subjects with daily life and students did not recognize these strategies. Negative coping strategies that teachers preferred more frequently are keeping a record of the positive and negative behaviors (38%), giving warning by name (34%), decreasing performance note (22%), switching the student's place (20%) and sending them to management (12%).

"First I am ignoring then I make eye contact. Sometimes I talked with them personally after the class. I am trying to make them like mathematics with interesting event." (T38)

"I am getting angry. I am telling the rules. Sometimes I switch places. I am keeping positive and negative records. I am telling the importance of the lesson all the times." (T1)

"First I ask easy questions. Then I talk to them personally to make their participation. I am explaining the importance of mathematics and giving them daily examples." (T10)

"I am warning verbally if not I use names. Sometimes I talk to family. I am sending them to guidance service if not I send them to management." (T36)

Students also stated that teachers use more negative strategies to correct unwanted student behaviors. According to the students, teachers prefer positive coping strategies such as verbal warning (50.6%), explaining the importance of mathematics (12%), making their participation by asking questions (11.3%), ignoring (8.6%) and declaring wrong behavior (8%). In addition to these, the students indicated that negative strategies were used by their teachers as yelling (44.6%), warning by name (37.3), leaving the classroom and preaching to all class (11.3), decreasing the performance note (6.6%) and keeping the records of positive and negative behaviors (6.6%). It is also important to note that the negative strategies as stopping the lesson and preaching to all class members, leaving the classroom, threatening to give low grades and discipline, and damaging physically indicated only by the students.

"He is getting angry. Saying that we are making it wrong, telling that why it is wrong then he gets upset and does not want to teach. He sends us to the management. He is talking with the whole class and preaching." (S44)

"He is giving warning. Sometimes he is sitting on the desk waiting and telling us that the importance. Sometimes he gives names and switching the places. If he gets angry, sends to the principle." (S21)

"He is just warning. He tells that mathematic is important and you should do it. If he understands that we are not listening, he asks questions. He calls parents for the homework." (S39)

"He is warning and sometimes gets angry and yell. Sometimes he does not react. Even he stop to teach. He is warning some friends about the grades. He can give the performance note directly low and it is upsetting." (S27)

3.3 Feelings of Students towards Strategies to Cope With

This main theme is derived from the responses to the question "What do you feel when your teacher give this reaction?" to students after the strategies to cope with the unwanted student behaviors expressed by the students. Some of the students did not give a clear answer to this question and some of them gave more than one answer. The findings are presented in Table 5.

Table 5. Feelings of Students towards Strategies to Cope With

Strategies to Cope With The Unwanted Student Behaviors	Feelings of Students towards Strategies to Cope With	f	%
Verbal warning	Granting the teacher	25	16.6
	Fixing the behavior	22	14.6
Making eye contact and raising and lowering the tone of voice	Fixing the behavior	5	3.3
	Making self-criticism	4	2.6
	Participating lesson	3	2.0
	Loving the teacher	3	2.0
Verbal warning by name	Not be able to collect attention	24	16.0
	Low motivation	16	10.6
	Despondency	11	7.3
	Shamed	10	6.6
	Getting angry	5	3.3
	Making another negative behaviors	3	2.0
Yelling	Getting upset	28	18.6
	Low motivation	12	8.0
	Being afraid of teacher	10	6.6
	Feared	8	5.3
	Thinking that not deserve	6	4.0
	Granting the teacher	5	3.3
	Shamed	5	3.3
	Feeling regret	3	2.0
Making their participation by asking questions	Participating lesson	10	6.6
	Start to like class	5	3.3
Discuss the causes of the behaviors with the student	Fixing the behavior	5	3.3
	Granting the teacher	5	3.3
	Feeling important	2	1.3
Explaining the importance of the mathematics	Participating lesson	8	5.3
	Fixing the behavior	3	2.0
	Being irresponsive	3	2.0
	Bored	2	1.3
Explaining the behavior is wrong	Granting the teacher	5	3.3

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	Fixing the behavior	3	2.0
	Apologizing	3	2.0
	Feeling love and respect	2	1.3
	Being irresponsive	2	1.3
Ignoring	Repeating the behavior for few times and not doing it again	5	3.3
	Repeating the behavior	2	1.3
	Being irresponsive	2	1.3
Sending management	Getting angry	3	2.0
	Feared	2	1.3
	Repeating the behavior	2	1.3
	Shamed	1	0.6
Switching place	Not liking the lesson	3	2.0
	Getting angry	3	2.0
	Being offended	3	2.0
	Being upset	2	1.3
	Fixing the behavior	1	0.6
Take and throw away what the students dealing with	Getting angry	3	2.0
	Repeating the behavior	2	1.3
Keeping record about the positive and negative behaviors	Worried	5	3.3
	Not be able to collect attention	4	2.6
	Feeling pressure	3	2.0
	Trying to obey the classroom rules	2	1.3
Decreasing the performance note	Getting upset	8	5.3
	Getting angry	4	2.6
	Wanting to repeat the behavior	3	2.0
	Shamed	2	1.3
Stopping to teach and preaching whole class	Being uncomfortable	9	6.0
	Feeling guilty	7	4.6
	Granting the teacher	6	4.0
	Being irresponsive	2	1.3
Stopping teach	Getting angry	3	2.0
	Bored	3	2.0
	Feeling guilty	2	1.3
	Getting upset	2	1.3
Threatening with lower note and discipline	Not liking the lesson	3	2.0
	Feared	2	1.3
	Repeating the behavior	2	1.3
	Low motivation	2	1.3
Punishing	Being upset	10	6.6
	Not liking the lesson	5	3.3
	Not loving the teacher	5	3.3
	Not loving the school	5	3.3
	Feared	3	2.0
	Repeating the behavior	3	2.0

When Table 5 is examined, it is seen that these strategies have a positive effect on the students; verbal warning, making eye contact, raising and lowering the voice tone, making their participation by asking questions, talking the reasons of behavior with students, explaining the importance of mathematics, explaining why the behavior is wrong and ignoring. When teachers use these strategies, students have stated that they generally grant their teachers' rights, self-criticize, fixing their behaviors, try to participate in the classes, start to love teachers and lessons and feel valued themselves. However some students stated that they are being irresponsive (2%), bored (2%), they did not give any responsive when they told their behavior is wrong (1.3%), when their behavior is ignored they repeat it (1.3%) and being irresponsive (1.3%).

"I grant him when he warned me. When he said that it is wrong, sometimes I want to apologize…" (S149)
"When he talked to me after the class privately, I understand that my teacher value me. I try to behave right." (S93)
"I got bored during the lesson and start to deal with other things then he is looking at me. I understand that it is

wrong and start to participate. I love my teacher." (S51)

 "...he is explaining the importance of the class. I grant and participate to lesson. Sometimes when he explains all the time, I do not response even I find it boring." (S13)

Students indicated that they negatively affected when their teacher use negative strategies like warning by name, yelling, sending management, switching places, take or throwing away the thing students deal with, keeping the record of positive and negative behaviors, decreasing the performance note, preaching, stop teaching, threatening and punishing. Students also indicated that when their teacher use these strategies they generally not be able to collect their attention, their motivation decrease, afraid of the teacher, not like the teacher and lesson, being offended, feeling guilt and pressure, being sad, getting angry, shamed, feared and want to do the behavior again. In addition to these some students said when their teacher yelled at them, they granted their teacher (3.3%), when they switched their places, they correct their behavior (0.6%), when teacher keep their positive and negative behaviors record they start to follow the rules (1.3%) and when teachers stop teaching and start preaching they granted their right (4%).

"When he yelled, my attention is getting broken. I do not want to participate. Sometimes I gave granted their right because they are so naughty. When he gave plus and minus I feel stressed and pressure. When he sends my friends to management I am afraid of my teacher. I
cannot ask questions." (S9)

 "He is saying my name and yelling, I feel so shamed. I want to do more bad things because of the anger. If he switches my place I get angry again. I do not like the class at all." (S21)

 "...when he preach all the class I granted him but I feel insecure. Later on he does not continue to teach then I feel guilty and also I think we all don't deserve this." (S49)

 "He throws my make-up tools to thrash. I get angry and collect them again and again. He gave homework punishment; I do not like my teacher and mathematics." (S23)

3.4 Purpose of Teachers' to Cope with Strategies

The data of this main theme is collected with the answer to questions "What is the purpose to use these strategies?" and "What do you think the influence of these strategies on student?" which are asked to the teachers who indicated using strategies to cope with unwanted student behaviors. While some of the teachers have answered these questions for each strategy they have stated, some have generally answered these questions for all the strategies they use. The findings obtained for this reason are presented in Table 6 for the general purpose of use of these strategies that teachers have indicated.

Table 6. Purpose of Teachers' to Cope with Strategies

Purpose of Teachers' to Cope with Strategies	f	%
Providing the participation of students	23	46.0
Creating more sufficient learning environment	22	44.0
Providing positive attitude to the students toward mathematics	18	36.0
Fixing the unwanted behavior	17	34.0
Engrain the responsibility	8	16.0

As seen in table 6, teachers stated that their purpose of using the strategies they indicated is; providing the participation of students (46%), creating more sufficient learning environment (44%), providing positive attitude to the students toward mathematics (36%), fixing the unwanted behavior (34%) and engrain the responsibility (16%). It is noteworthy that teachers do not think that these strategies can be a negative influence on students. In addition, it appears that all of these strategies used by teachers are perceived as preventive and healing.

"Generally I am trying to make their participation to the class. I am doing this to break their prejudice to the lesson." (T50)

 "I aim that they see their behavior is wrong and they fix it. I want to engrain the responsibility because I think this is important for their future." (T35)

 "Absolutely the aim is creating better class and learning environment." (T24)

 "Actually I have only one goal which is to make them love mathematics." (T16)

3.5 Self-Efficacy Perceptions of Teachers Coping with Unwanted Student Behaviors

This main theme, consisting of the data on teachers' self-efficacy perceptions of unwanted student behaviors, is divided into three categories: self-sufficient, partially sufficient, and inadequate. The findings are given in Table 7.

Table 7. Self-Efficacy Perceptions of Teachers Coping with Unwanted Student Behaviors

Self-Efficacy Perceptions of Teachers Coping with Unwanted Student Behaviors	f	%
Sufficient	36	72.0
Partially Sufficient	10	20.0
Inadequate	4	8.0

72% of the mathematics teachers who participated in the research stated that they found themselves adequately able to cope with the unwanted student behaviors in their lessons, 20% felt that they were partly sufficient, and 8% said they did not see themselves enough. It can be said from this that most of the teachers have enough knowledge to cope with unwanted student behaviors and that they can apply this information in the classroom environment.

"I feel sufficient because of the experience I gain in time." (T18)

"Even if sometimes I feel inadequate, I see myself partially sufficient." (T3)

"I think I only handle the situation. I cannot say I am sufficient but I am good at medium level." (T19)

"I see my level of sufficiency very low at coping with the students' these behaviors. It is hard to use theoretical knowledge on practice." (T21)

3.6 The Reasons of Unwanted Student Behaviors

The data obtained from the teachers on the causes of unwanted student behaviors are presented in Table 8.

Table 8. The reasons of unwanted student behaviors according to teachers

The Reasons of Unwanted Student Behaviors	f	%
Lack of self-confidence towards Mathematics lesson	21	42.0
Seeing mathematics as a hard lesson	16	32.0
Not liking the mathematics lesson	14	28.0
Lack of pre-knowledge	14	28.0
Family problems	14	28.0
Not being the same the manner of family and teacher/ Protective manner of family	11	22.0
Having no future purpose	10	20.0
Efforts of students to attract attention	10	20.0
Choosing wrong friends	9	18.0
No enforcement in school	9	18.0
Mathematics topics cannot be associate with daily life	9	18.0
Density of mathematics topics	8	16.0
Lower education level of family	7	14.0
Disinterest of the family	7	14.0
Reaching the notes easily by students/there is no grade repetition	7	14.0
Failure of teacher student communication	6	12.0
Adolescence	5	10.0
Negative effect of social media	5	10.0
Constant change of education system	5	10.0
Dismissal of teacher	4	8.0
No courses according to individual differences	4	8.0
No class rules in their previous life	4	8.0
Students always see themselves as justified	3	6.0

As seen in table 8, teachers showed as the reasons of unwanted student behaviors; Lack of self-confidence towards Mathematics lesson (42%), Seeing mathematics as a hard lesson (32%), Not liking the mathematics lesson (28%), Lack of pre-knowledge (28%), Family problems (28%), Not being the same the manner of family and teacher (22%), Having no future purpose (20%), Efforts of students to attract attention (20%), No enforcement in school (18%), Choosing wrong friends (18%), Mathematics topics cannot be associate with daily life (18%), and Lower education level of family and Disinterest of the family (14%). In addition to these, teachers, in particular, demonstrate the negative attitudes of students towards mathematics as the basis of these unwanted student behaviors and that mathematics is an abstract lesson.

"It could not like the mathematics, lack of pre-knowledge, disinterest of family, friends and adolescence." (T47)

"Students have no aim. They get everything easily. Families see their children always right. Teachers have no respect. There is no enforcement in schools. Most importantly they do not like the lesson and they do not think they can do it." (T39)

"Family problem, education starts in family. Have prejudice towards mathematics. Desire to get attention whether it is good or bad. Having no purpose and there is no grade reputation." (T22)

"Hardness of lesson, not getting interest, not associating with daily life, density of subjects, friends, wrong

guidance of social media, having no future aim and nonchalance." (T7)

4. Result and Discussion

According to results of the study, these are the unwanted student behaviors indicated by teachers frequently; not participating lesson, not listening lesson, talking without permission, not liking the mathematics lesson, coming to lesson without preparation, asking unrelated questions, finding mathematics lesson unnecessary, not taking notes while class, dealing with unrelated things, not bringing class tools , not wanting to take responsibility related with the lesson, memorizing the rules of mathematics/ not questioning, giving the answer without waiting for the friends, giving the answer instead of the friend and bringing tablet and cell phone to the school. On the other hand, these are the unwanted behaviors indicated by the students; not listening lesson, asking unrelated questions/ making jokes, not liking the mathematics lesson, dealing with unrelated things, giving the answer without waiting for the friends, prevent their friends to listen the class, not participating lesson, talking without permission, not having the self-confidence towards to mathematics and traveling the classroom without permission. It is seen that the teachers and students who participated in the research have perceived almost the same behaviors as undesirable behaviors. Similarly it has been seen that these behaviors seen as unwanted student behaviors in the different education levels; not listening lesson, talking without permission, laughing during the lesson without any purpose, yelling, distracting the friends attention, not wanting to take responsibility related with the lesson, failing at classes and not having any interest towards to lesson (Arslan, Sacli & Demirhan, 2011; Atici, 2006; Balay & Saglam, 2008; Bulucu, 2003; Capri, Balci & Celikkaleli, 2010; Gokyer & Dogan, 2016; Gursimsek & Saygili, 2008; Saglam, Adiguzel & Gungor, 2008; Siyez, 2009; Turnuklu & Galton, 2001).   However during this study differently these unwanted student behaviors are encountered which are special for mathematics; not liking the mathematics lesson, finding mathematics lesson unnecessary, memorizing the rules of mathematics, not having the self-confidence towards to mathematics. In general, it has been determined by many people that the mathematics course is seen as a difficult course and that it is not loved (Lim & Ernest, 1999; Picker & Berry, 2000; Rock & Shaw, 2000). According to Boz (2008), this situation arises from the memorization of the rules and by applying these rules to the questions and only the mathematical process ability is tried to be gained. For this reason, it is thought that teachers should develop positive attitudes towards mathematics by supporting the students and they should arrange interesting activities related to daily life to embody the mathematical concepts in the lessons.

Another finding at the end of this study is that teachers believe that they use more positive coping strategies to correct unwanted student behaviors and that students on the contrary, thinks that teachers use more negative strategies. Similarly, it has been determined that all of these strategies, according to the teachers involved in the research, do not consider to be a negative impact on students, and that all of these strategies are perceived as preventive and remedial. It is seen that generally students started to love their teachers and lesson, felt valuable, granting their teachers right, self-criticizing, correcting their behaviors and trying to participate to lesson when teachers use positive strategies such as; verbal warning, making eye-contact, raising and lowering the tone of voice, making their participation by asking question, talking the reasons of the behavior one on one, telling the importance of mathematics and ignoring. On the other hand, it is indicated that students generally cannot be able to collect their attention, decrease their motivation, hesitating of teacher, not liking the lesson and teacher, being offended, feeling guilt and pressure, being upset, getting angry, ashamed, feared and want to do the behavior again when their teachers use negative strategies such as; verbal warning by name, yelling, sending them to management, switching places, taking and throwing the thing that students dealing with, keeping the records of negative and positive behaviors, lowering the performance note, preaching, stopping to teach, threatening and punishing. The result is that most students perceive the coping strategies used by their teachers as punitive and frightening. Similarly, at the end of the research conducted by Sadik (2008), it has been concluded that the teacher strategies used for the undesired student behaviors have different effects on the students than the expectations of the teachers and that the strategies have sometimes negative and sometimes positive effects on the students. In the findings obtained, it is seen that while teachers use classroom management strategies, they are not taking the students' feeling into consideration and they have deficiencies in classroom management. For this reason, it is thought that importance should be attached to the coping strategies used in classroom management and the effects of these strategies on the students during the classroom management courses given at in-service training seminars or undergraduate education to the teachers.

According to research findings, it is seen that most of the teachers have enough knowledge to cope with unwanted student behaviors and that they can apply these information in the classroom environment. On the other hand, as mentioned above, it seems that teachers are not paying attention to what students feel while using strategies against unwanted student behaviors. It is thought that this difference in teacher and student perceptions is because of the fact that teachers cannot objectively evaluate themselves. However, it is also thought that some students who are not yet sufficiently aware of their competence or who perceive themselves as insufficient may be inclined to accuse their teachers. In order to be able to remove this situation from the middle and to create a

good class environment, it is recommended to the teachers that they should develop their communication skills, explain to students by showing their love and without reprimanding, knowing them better by observing them and developing more empathy.

Another finding gained from this study is that teachers showed the reasons of unwanted student behaviors as; not having self-confidence related to mathematic lesson, seeing mathematics as a hard lesson, not liking the mathematics, lack of pre-information, family problems, not having the same attitude by family and teacher, not having the future goals by the students, the efforts of getting attention, not having sanction by schools, wrong friend selection, not relating the mathematics subjects with daily life, disinterests of the families and their low education level. When studies on the field are examined, it is seen that the findings obtained in similar studies investigating the causes of undesirable student behaviors are supporting the findings obtained in this study (Curwin & Mendler, 1998; Durukan & Ozturk, 2005; Gokyer & Dogan, 2016; Korkmaz, Korkmaz & Ozkaya, 2009). However, it is noteworthy that teachers show negative attitudes of the students towards mathematics lessons as an example of the causes of these behaviors as well as negative attitudes of students to mathematics. In addition, as mentioned above, teachers show that the being an abstract course of mathematics as the reason of unfavorable student behaviors and it shows once again that the mathematics lesson should be taught by questioning and not by memorizing.

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