



THE OPINIONS OF THE TEACHER AND STUDENT RELEVANT TO THE UNWANTED BEHAVIORS IN THE SCHOOL ENVIRONMENT

Deniz KAYA

Dokuz Eylül University, Institute of Education Sciences, İzmir, 03500, Turkey

denizkaya50@yahoo.com

Assist. Prof. Dr. Cenk KEŞAN

Dokuz Eylül University, Faculty of Education, İzmir, 35380, Turkey

cenk.kesan@deu.edu.tr

Selim GÜVERCİN

Engineering Faculty, Suleyman Demirel University, Almaty, 040900, Kazakhstan

selim60us@yahoo.com

ABSTRACT

The unwanted behaviors at the primary schools adversely affect both the education-learning studies and the student development. The discipline problems get involved on the basis of these behaviors that disrupt the climate of lesson and cause difficulties relevant to the targeted acquisition. The purpose of this study is that in the school environment what the student's unwanted behaviors are and why they occur are tried to be figured out with the opinions of the teacher and student. The study has been carried out with the teacher and the students in the primary schools that have different socio-economic features in 2012. A total of sixty-five students and thirty-six teachers have taken part in the research. The semi-structured interview technique has been used to collect the data. The collected data have been analyzed using qualitative data analysis technique. As a result of the work, it follows that the opinions regarding the unwanted behaviors is generally the friend circle and teacher axis. To fix this situation, it might be useful that students' sense of cohabitation and mutual assistance is created.

Keywords: unwanted behaviors, student opinions, discipline, teacher opinions

INTRODUCTION

The unwanted behaviors in today's schools constitute a significant problem. This situation both adversely affects the class climate and damages that education gains consist. The student (negative) unwanted behaviors comprehend all kinds of behavior which we encounter the realization of the educational purposes as an obstacle and that also affect the class members (Akçadağ, 2005). Some of the unwanted behaviors show the largest effect on somebody that makes the behavior, but beyond that some of them adversely affect the teacher, all of the class and the lesson (Haigh, 1990). Moreover, some negative behaviors also do harm to the school and the family. The unwanted behaviors in the class disarrange the layout and actions of class, prevent the attainment of purposes especially cause bad usage of time source (Başar, 2001). In other words, the student's unwanted behaviors are the behaviors that seriously threaten, prevent and hinder the process of teaching-learning and to be accepted as any behavior is unwanted behavior, it need to be known in which environment it has arisen, it's reasons and violence (Burden, 1995).

All behavior that queer the flow of lesson, make more difficult or prevent to get through to the target behaviors are unwanted behaviors in class not only prevent education but also carry with it some physical and psychological small pockets of unrest (İlgar, 2000). Unwanted behaviors are as follows according to order of importance (Charles, 2002). 1) *Attack*: students' physical or verbal attacks to the teacher or other students. 2) *Vice*: to cheat, to lie, robbery. 3) *Kick against the pricks*: to object to things that teachers want them to do. 4) *Indignities in class*: loud speeches, strange behaviors, stroll in the class. 5) *Idle away*: default given task, indifference with lesson, dealing with extracurricular jobs.

To answer of the question of what the student's unwanted behaviors grow out, it might be given students' personal and psychological properties (Gray and Richer, 1988), teacher's the inability of



classroom management skill, instruction style, style of communication with students (Tattum,1989). Furthermore, the experiences of the family also have great importance in the origin of the unwanted behaviors. Another reason that the unwanted behaviors observed in the class arise from the family is parental attitudes and mothers' empathizing is observed to increase social and general harmony of the children (Erden and Akman, 1995). Students' inconsistency of the learning activities and cognitive development levels scholastic aptitudes and the lowliness of socio-economic levels cause the student's unwanted behaviors (Türnüklü and Galton, 2001; Ulrich, 2003; Myers and others, 1987). Yet another factor to the unwanted behaviors is the unwanted behaviors is the teachers' attitude .The problems arising from teacher might be expressed as the perception style of student role , teacher's personal characteristics, the specification of lowly expectation for students , teacher's management and education style (Öztürk, 2002).

The unwanted behaviors might be done by students having different character for different reasons. That relativity of behaviors also diversify actions against them (Ünal and Ada, 2000). For the prevention of the unwanted behaviors, first of all teacher should have professional and social proficiency that might detect real reasons. The approach to be carried out by teacher should cover all of variables that make up the problem (Akçadağ, 2005).

When they encounter with unwanted student behavior in class or school environment, it is expected that teachers lead that the behavior is exchanged exchanger direction to educational objectives by giving correct responses to this style behaviors (Girmen , Anılan , Şentürk and Öztürk , 2006). The teachers should base on a scientific foundation the strategies that use in order to cope with the unwanted behaviors. A general principle for strategy selection is selection a strategy to be prevented (Çelik, 2003).

METHOD

The Purpose of the Research

In this research, what the unwanted behaviors in the school environment are and they result from have been tried to be determined with reference to the opinions of student and teacher. By this means, issues' quality that occurs with discipline problems will be tried to be understood. When the data concerning student's unwanted behaviors assert with student and teacher sight, it is expected that the research help educator out with the forming of active class climate.

The Universe and the Sample

The universe of this research consists of the teachers and students at the public schools in the 2011-2012 school years. The sample of the research consists of 65 students and 36 teachers. In this research, semi- structured interview technique which is a qualitative research technique was used for that the problem status are examined as more depth and holistic (Balçı, 2000).

Data Collection Tool

The data in this research have been obtained with semi- structured interview technique. A semi-structured interview form has been prepared to use in the process of data collection. In the preparation of the form, field scanning with regard the quality, extend and accordance of questions have been made. Besides, in consultation with 3 faculty members who are experts in their fields and 3 primary school teachers, insufficiencies of the form have been tried to be ironed out. After the required correction, so that we finalize the form and prove its intelligibility, trial application of the form has been made to 5 primary school students and 5 teachers. The interviews have been recorded by note-



taking method. The interviews have last 15-20 minutes. The interview form consists of respective two questions for teacher and student.

- As a teacher what could student's unwanted behaviors be in school environment?
- As a teacher why do student's unwanted behaviors occur in school environment?
- As a student what could student's unwanted behaviors be in school environment?
- As a student why do student's unwanted behaviors occur in school environment?

Analysis of Data

A content analysis was conducted for analysis of data. During the content analysis, the alike data comprehensibly are put in order by being gathered as part of specific concepts and themes and the data are commented (Yıldırım and Şimşek, 2005). As part of this purpose, the analysis of the research data was carried out at four stages including that the data were coded, the themes were found, the codes and the themes were put in order and the findings were defined and commented.

FINDINGS

In this chapter it was tried to be revealed the opinions regarding what the teachers' and the students' opinions concerning student's unwanted behaviors are and why they occur. The answers oriented the question "what could student's unwanted behaviors that you observe in school environment be?" Which was asked teachers are in the Table-1? The asked questions splited to four groups in accordance with the teacher answers. These groups are composed of educational environment, society; students' unwanted behaviors oriented himself (herself) and teacher.

Table 1. As a teacher what could student's unwanted behaviors be in school environment?

The groups of unwanted behaviors	The lower digits regarding unwanted behaviors	The frequency of lower digits	Total frequency
Educational environment	Default of lesson tasks	21	161
	Extracurricular talking without permission	30	
	Dealing with extracurricular things	12	
	Reversal of in-class climate	33	
	Consumption of food and beverage	2	
	Cheating or having a bash at it	3	
	Pulling his (her) friends about something	18	
	Being indifferent to lesson	17	
	Holding off from beginning to speak	13	
	Being absent from school	1	
	Absenting from lesson in due time	1	
	Playing havoc with things	2	



	Gaining the habit of cleanliness	4	
	Doing inappropriate jokes	4	
	Telling evil tongue	21	
	Wrangling	19	
	Ridicule	14	
Society	Exclusion	7	99
	Using violence	14	
	Name- calling	15	
	Negative talking about another one	1	
	Breaking away from cooperating	8	
	Playing fast and loose	6	
Student behaviors that are oriented himself (herself)	Deceiving oneself by indicting others without reason	9	20
	Picking up bad habits	3	
	Replacement oneself with fictional character	2	
	Having one's heart set against teacher's desires	16	
Student behaviors that are oriented teacher	Negative talking	10	43
	Trampling on	8	
	Waiting teacher at the door	9	

(As for that more than one answer concerning unwanted behaviors said, all of them ranked)

When the Table-1 is analyzed, it is seen that the educators mentioned the situations that derange education environment in the majority of thoughts relevant to unwanted behaviors of students. It is seen that reversal of in-class climate and extracurricular talking without permission are at the outset of the student's unwanted behaviors in class environment. Telling evil tongue and wrangling in society, deceiving oneself by indicting others without reason in the group of student behaviors that are oriented himself (herself) and having one's heart set against teacher's desires in student behaviors that are oriented teacher rank among at the outset of the student's unwanted behaviors. It is understood that minimum mentioned student's unwanted behaviors are being absent from school and absenting from lesson in the time in educational environment, negative talking about another one in society, replacement oneself with fictional character in the group of student behaviors that are oriented himself(herself) and trampling on in the group of student behaviors that are oriented teacher.



Table 2. As a teacher why do student’s unwanted behaviors occur in school environment?

The reasons of unwanted behaviors	The frequency of lower digits	Total frequency
Disliking branch teacher	5	129
Deriving from family life	7	
Making nothing of student	7	
Leaving student cold of lesson content	11	
Student’s desire of conspicuousness	29	
The lowliness of teacher qualification	6	
Miscommunication between teacher and student	8	
Otherness of physical development according to peer groups	8	
Exhibiting unknown behaviors	17	
Having a bearing on his/her entourage	31	

(As for that more than one answer concerning unwanted behaviors said, all of them ranked)

When the Table-2 is analyzed, it is seen that the factors of student’s desire of the conspicuousness and having a bearing on his/her entourage come into prominence in the majority of teachers’ opinions concerning student’s unwanted behaviors. Attention-grabbing another point is that educator indicated that student’s unwanted behaviors derive from behaviors which their reason isn’t clear or strictly isn’t known. The factor that educators indicated at the least is the opinion of disliking branch teacher.

Table 3. As a student what could student’s unwanted behaviors be in school environment?

Unwanted behaviors	The frequency of lower digits	Total frequency
Students’ much talking	21	383
Students’ telling evil tongue	47	
Students’ wrangling	12	
Students’ using violence	9	
Name-calling each other of students	38	
Victimizing of teacher	9	
Having a short fuse of teacher	14	
Division of lesson very much	27	
Students’ throwing tools like eraser ,paper , pencil etc. each other	11	
Playing havoc with articles of lesson and school	12	
Playing havoc with friend’s articles	21	
Taking or using things without permission	52	
To not listen the teacher	37	
Students’ kidding around with each other	13	
To not do homework’s	18	
Cheating or trying to cheat	13	
Lying/calumniating	19	
Eating and drinking something at the lesson	10	

(As for that more than one answer concerning unwanted behaviors said, all of them ranked)

When the Table-3 is analyzed, it is seen that the actions of taking articles without permission and telling evil tongue are in the majority of opinions relevant to student’s unwanted behaviors. Otherwise name-calling each other of students, division of lesson very much and to not listen the teacher are also regarded as an important factor. The minimum mentioned factors are using violence and the opinion that teacher victimize.



Table 4. As a student why do student's unwanted behaviors occur in school environment?

The reasons of unwanted behaviors	The frequency of lower digits	Total frequency
Disliking syllabus	21	
Disliking teacher	41	
The problems that arise from family	13	
The problems that arise from his/her entourage	39	171
The problems that arise from school administration	18	
The problems that arise from in-class regulations	15	
The problems that their reasons are uncertain	24	

(As for that more than one answer concerning unwanted behaviors said, all of them ranked)

When the Table-3 is analyzed, it is seen that disliking teacher and the problems that arise from his/her entourage have the most effect among the reason of student's unwanted behaviors. Besides also the problems that their reasons are uncertain have a large share. The problems that arise from family and in-class regulations are minimum mentioned situations about the reasons of student's unwanted behaviors.

CONCLUSION AND IMPLICATIONS

After all if we evaluate our research in two chapters, the first chapter is composed of the educators' opinions relevant to unwanted behaviors, the second chapter is composed of the students' opinions relating to unwanted behaviors. In the first chapter, it is seen that most of educators' opinions regarding unwanted behaviors are in education environment. Reversal of in-class climate and extracurricular talking without permission rank among at the outset of the most observed unwanted behaviors in the lower digit of educational environment. Telling evil tongue mostly ranks among unwanted behaviors originating from society that is in another lower digit and also deceiving oneself by indicting others without reason ranks among in student behaviors that are oriented himself (herself). It is seen that having one's heart set against teacher's desires is at the outset of the student behaviors that are oriented teacher. The part that educators' opinions about reasons of student's unwanted behaviors centered was having a bearing on his/her entourage and student's desire of conspicuousness. The remarkable point in here is that students behave some behaviors without particular reason.

Students' opinions and reasons relating to unwanted behaviors are in the second part of our research. Student opinions relevant to student's unwanted behaviors mostly consist of the actions of taking or using articles without permission and telling evil tongue. Besides that students don't listen the teacher and give a name each other is conspicuous as a standing out detail concerning the lower digit. It is seen that disliking teacher and entourage are effective in most of student opinions regarding reasons of unwanted behaviors. Furthermore, also the problems that their reasons are uncertain are in throughout student opinions relevant to unwanted behaviors.

When the analyses of interviews that were done with students and teachers in consequence of the study, it is seen that student's unwanted behaviors aren't unidimensional. For this reason, teachers, families and school administration enter into obligation overcoming student's unwanted behaviors. First of all that educators orientate students in accordance with their interests and capabilities, create a class climate that students might easily express themselves and delegate more tasks to students in education activities might reduce student's unwanted behaviors. School administration might prevent student's behavior which is telling evil tongue arising from society by forming a healthy school culture. Families can help their children with forming a positive entourage. The reason of students' behavior that are taking and using articles without permission should be diagnosed rightly, for this reason a strict relationship should relate to guidance and counseling service. The unwanted behaviors



arising from entourage might be decreased by creating a democratic school environment consisting of students weighted control center. Being dealt with student behaviors entirely and being prescribed according to students might help that student behaviors which their reasons are uncertain are explained. Besides that student mostly consort with their teachers and share in common might reduce the behavior that student hate his/her teacher. Finally students' feelings that are cooperation and sharing should be improved. Thus it can be provided that behaviors like botheration his/her friend or taking friend's articles without permission are annihilated.

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