

EFFECTIVE CLASSROOM MANAGEMENT



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**ENHANCING THE LEARNING ENVIRONMENT THROUGH THE EFFECTIVE
CLASSROOM MANAGEMENT**




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We have read ADA's policy on plagiarism and certify that, to the best of our knowledge, the content of this paper, entitled "Enhancing the Learning Environment Through the Effective Classroom Management" is all our own work and does not contain any unacknowledged work.

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Abstract

Managing or minimizing student disruptive behavior is one of the most important aspects for an effective teaching and learning process. For this reason, it is important to examine the methods that teachers use to prevent undesirable student behavior and whether these methods are effective. The aim of this study is to identify the most common disruptive student behaviors that teachers encounter in the classroom in schools and what strategies they use to address these behaviors. This project examines student disruptive behavior encountered by teachers at an International Baccalaureate (IB) school in Baku during class and the strategies used by teachers to manage those behaviors. In this study, 8 teachers were interviewed using semi-structured interview forms. Based on the results of the study, it was found that teachers noted students' behaviors such as starting off-topic discussions, inappropriate gadget use, starting disruptive noises, unrecognized / out-of-turn speaking, and so on. In addition, focus group interviews with 12 students who are studying at 8th and 9th grade were conducted to find out what disruptive behaviors they demonstrated in the classroom, whether they considered their manners disruptive, and how instructors managed these behaviors. According to our study, teachers stated that they use strategies such as keeping silence, clearly stating expectations and rules, private problem discussion, building empathy with students, and student-centered teaching for effective classroom management.

Key Terms: *classroom management, disruptive behavior, management strategies*

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Chapter I: Introduction

The classroom is a living space where educational activities are carried out. Teachers in Azerbaijan are faced with situations that hinder lesson planning and the effectiveness of the learning process (Tipii.Edu.Az, 2018). Therefore, one of the basic skill areas that teachers should have while carrying out educational activities is classroom management. According to Nasir et al. (2019), “classroom management can be defined as measures taken by teachers to create and maintain an environment that promotes students' academic achievement as well as their social, emotional, and moral development” (p. 210). Nanyele et al. (2018) explained that, teaching and learning need to be facilitated for classroom management to be effective because effective classroom management also enhances both academic and socio-emotional learning of students. Moreover, effective classroom management reduces or eliminates several potential problems that can affect teaching and learning. The purpose of classroom management is to make the time students spend on appropriate learning activities more productive and to help the teacher achieve their goals.

Problem Statement

In Azerbaijan, due to being a post-Soviet country even through the years still, some classroom management techniques are saved and practiced, but their effectiveness is questionable. In Soviet classrooms teachers used to sit problematic students at the front desks to be able to control them better, not allowing friends to sit closer than a desk and putting daily notes on their report books. With many new educational practices, technological advancements coming into our lives, and the overall westernization of education, times require a new pedagogical approach.

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In the context of the classroom environment, student misbehavior can be defined by teachers as any action or activity that disrupts the learning environment (Cruickshank, Jenkins & Metcalf, 2009). Students' disruptive behavior often disrupts the teaching and learning process in the classroom, as it affects both teachers' and other students' concentration. Through distraction, these students hinder a teacher's ability to teach effectively, and behaviors require a lot of time and attention from the teacher. When this happens, the teacher must stop the lesson or discussion to resolve the behavior, which reduces the time it takes to teach the rest of the class. Also, even a single student's provocative comment, or a simple joke, can distract the focus on the students and lead the attention to a completely different matter. Mahvar (2018) also explains that students' disruptive behaviors systematically disrupt educational activities, impair the development of habits in the classroom, and cause the teacher to spend considerable time dealing with them.

According to Khasinah (2017), if disruptive behavior poses a threat, it can challenge the teacher's authority and create tension in the classroom, which can put learning in the background. One student's misbehavior motivates other students to do the same, which undermines the teacher's authority and ability to control the group. Classroom management, methodology, lesson planning, and student motivation can be potential controls for teachers to prevent a disruptive atmosphere in their classrooms (Ur, 1996). This study seeks to understand and address the challenges and problems of how the learning process can be enhanced through effective classroom management.

The Purpose of the Study

Classroom management has always been an important topic for discussion and has been researched for many years. There are plenty of management strategies available, however, their usefulness is under question, as they are not all up to date and cannot be implemented in all cultures. The purpose of this study was to find out what the most common disruptive behaviors of the students in 8th and 9th grades are and how teachers manage those disruptive behaviors. The study also determined the causes of Azerbaijan's current classroom management issues, as well as potential solutions. It also aimed to provide strategies to teachers on how to manage such a situation. As a result, teachers will be able to better manage the situation the next time they encounter such situations, and there will be no such cases as lesson disruption.

Significance of the Study

As a researcher, we thought that researching about classroom management was the most important and necessary for today's education. Also, from our experiences, we as teachers encountered various students' problem behaviors and applied different strategies to manage the class and maintain balance in the classroom.

In this study, we explore the range of problems in classroom settings and finding the right management techniques will provide some incentives for school administrators and teachers to produce more solutions to support teaching and learning. Specifically, the findings of the project will add to the importance of designing appropriate programs for the prevention of student behavior problems. Solving student behavior-related problems will improve the quality of teaching and increase productivity.

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Research Questions

The following research questions guide this study:

1. What are the most common student (upper classes of secondary school) problem behaviors?
2. What strategies do teachers use to manage disruptive behavior?

Definition of the Terms

There is a term that is crucial to this research. As a result, the concept below is characterized:

Classroom Management. It is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings (Becker, Engelmann, & Thomas, 1975).

Chapter II: Literature Review

Classroom Management

Among the most challenging components of instructing is classroom management. Classroom management consists of various methods and practices used by educators to maintain learners' control, interest, and academically productive throughout the course. When instructors use successful classroom management tactics, they reduce the attitudes that obstruct learning for both specific students and groups of students, simultaneously enhancing the behaviors that facilitate or improve the quality of education.

To completely control the learning atmosphere in a classroom, instructors need to utilize a successful intervention strategy to stop undesired behavior and improve the quality of education. Reese (2007) recommends a classroom management strategy based on the four C's: commendation, communication, consistency, and content, which serves to create a good teaching environment and avoid issues.

Commendation is important, according to Reese, since it develops respect between both the instructors and students. Reese explains how applauding even the tiniest excellent conduct in the classroom can result in a "ripple effect" of positive behavior. The author additionally recommends immediate, personal talk as a good approach to keep a pupil's misbehavior from getting out of hand. Reese recommends that teachers describe how they will act in a certain situation so that pupils can make their own decisions. Other efficient communication tactics, according to the author, include familiarity and body language. Walking alongside the learners or delivering them a brief glance can help them get back on track.

The school is a public structure that is designed to educate the citizens of any nation (Xochellis, 2015). The classroom is not only a gathering location for learners, as well as a

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cultural organization, as well as a means of discipline and educational techniques (Matsaggouras, 1999). In general, various powerful ties are formed inside a classroom, includes links of cooperation, encouragement, mutually respectful, and, lastly but not least, bonds of devotion (Xochellis, 2015).

Over a third of instructors have had their classes interrupted because of misbehavior, according to a study carried out by the National Union of Educators and many respondents believe that state education is a greater issue nowadays than was decades ago (Levin & Nolan, 2003). Based on further contemporary scholastic ideas, if an educator is confronted with a troublesome scenario in the school, he or she should divert the reader's interest, repeat the school policies, and implement the inevitable implications of the children's behavior (Smith, 2004). Students who face challenges, gifted and talented students, students with cognitive disabilities, language impairment, emotional and behavioral difficulties, medical complications, students with various languages and students with uncategorized academic challenges are all included in this collective (Chaplain, 2016; Livaniou, 2004).

The teacher must be able to modify his or her instruction to each of his or her students, considering individual participant's growth rates and concentrating on his or her requirements. Testing is an effective strategy for identifying a children's issues (Karyda, 2008). Educators must first be taught how to diagnose impairments, then the tactics and techniques which will be required to assist students in the classroom (Livaniou, 2004). Once the first signs of a problem are discovered, instructors must contact professionals as early as possible so that the kid can receive assistance. The earlier those illnesses are recognized and treated, greater likely a student's surroundings will be helpful and his or her self-esteem will not be harmed by another's unfavorable attitudes (Kalantzi-Azizi & Karadimas, 2004). According to Tsirigiotis (1994), the

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collaborative approach is more conducive to the educational concept of guaranteeing teamwork and learning motivation in today's education. Teachers who want to practice excellent classroom management should do the following: choose one instructional strategy, use their time wisely, supervise by being vigilant, and deal with deflections appropriately ensuring the involvement of individuals (Wragg, 2003).

In general terms, each of us has a variety of needs that must be met so that we can work efficiently and enjoy life. Helping students meet their own needs is of utmost importance to enhance their learning opportunities and to maintain our own longevity in the classroom. Discussing the importance of meeting students' needs, Abraham Maslow's hierarchy of needs is often used as a reference point. Gordon (2001) Explains students' needs and the order in which those needs must be met to produce well-balanced members of society. The satisfaction of the following needs can be considered as the fundament of effective classroom management: physiological satisfaction (hunger, thirst, and rest), safety (avoiding injury, physical attack, pain, extreme temperatures, disease, and psychological abuse), nurture (receiving love and acceptance from others and having a sense of belonging), a sense of personal value (experiencing self-esteem, self-confidence, and a sense of purpose and empowerment), self-actualization (realizing one's full potential) (Gordon, 2001).

Violence in society, mass media coverage of messages regarding "sex, violence, and death, a throw-away societal mentality focused on individual indulgence and subsequent escape from family commitment, unstable home situations, and a wide range of temperaments among students are the root causes of misbehavior in classroom (Curwin et al., 2009).

Also, other factors, may provoke management problems in the classroom: (a) insufficient directions by the instructor, (b) low expectations of students, an excessively friendly approach to

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managing students, the teacher's failure to follow through with stated expectations, teacher ignoring misbehavior, the absence of concerted instruction in how to succeed, the students' fear of failure, and (h) the child's lack of pride in self and in school (Gordon, 2001)

Disruptive Behavior

The classroom is a social space where teachers and students gain a great deal of knowledge and skills individually, socially, emotionally, and educationally. This means that the classroom is the setting in which the student learns (OECD,2009). Therefore, teachers should create a positive, organized, democratic, and safe classroom environment that will improve their students' motivation to learn. However, today's teachers face many challenges to manage the classroom effectively and students' disruptive behaviors are one of the challenges teachers encounter at all grades. According to Levin and Nolan (2007), some educators spend 80% of their time working on behavioral problems during class and it is inevitable that teachers will encounter disruptive behavior in the classroom (Nanyele et al. 2018). These problems can occur for a variety of reasons and Alejandra and Miguel (2015) explain that the causes of disruptive behavior are students' background, lack of classroom management, lack of motivation, and teachers' lack of strategies to prevent and correct disruptive behavior. Given that the disruptive behavior of a student or a group of students during the lesson has a negative impact on the learning environment, we can say that it affects not only their learning process, but also the learning process in other requirements. In other words, disruptive behaviors impede a positive learning environment, hinder the learning process, affect student satisfaction and their performance, affect teacher effectiveness, and teachers' job satisfaction, stress levels, and turnover rates (Nanyele et al. 2018).

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Various terms have been used in the literature to describe students' disruptive behaviors. For instance, Nanyele et al. (2018) emphasized that disruptive behaviors such as talking, eating, and drinking, making noise, and verbally abusing students' behaviors hinder the flow of teaching and learning, and those students were tending to such behaviors. Research conducted by Sun and Shek (2012) revealed that talking out of turn, changing seats, disrespecting teachers, verbal and physical aggression, daydreaming, doing something in private such as dealing with personal stuff, irrelevant readings, using electronic device also considered as disruptive behaviors. In addition, in their study Sun and Shek (2012) found that teachers regarded "talking out of turn" as the most common and disruptive behavior. It is considered disruptive for students to disrupt a lesson without the teacher's permission, to make noise, and to talk to each other about any off-topic discussions. Another type of behavior that disrupts the learning process is children walking around the classroom without permission. Sun and Shek (2012) call this behavior "out of seat" behavior and determined that it also include "changing seats deliberately, catching, running away from the classroom without permission" (p. 6). These behaviors hinder the student's own learning, the learning of other students, and the teachers' teaching process (Nanyele et al., 2018).

It is important for teachers to investigate the causes of disruptive behavior and to understand why students behave in this way, which in turn helps teachers to effectively manage the classroom. According to studies students can disrupt a class when they disagree with something the teacher or classmate says or does during class, but there are many reasons for disruptive behavior that is not related to the classroom itself. Examples of factors that contribute to students' disruptive behavior include physical problems, norm of conduct, emotional difficulties, or environmental factors (Ali & Gracey, 2013). In addition, Ali and Gracey (2013), explain that environmental factors such as behavioral norms, class size, culture, and assignment

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also influence a student's disruptive behavior. Moreover, unclear course' or behavioral requirements are one of the main factors contributing to students' disruptive behavior. And it can force students to guess what teachers expect during teaching. The norm of conduct in the classroom is the rules that are expected of students during the lesson, which helps to distinguish their behavior as disturbing or not disturbing (Classroom norms, n.d). Also, Johnson (2012) states that sometimes a student may find it completely normal to talk to other students sitting next to them, unaware of their impact on other students or the class. Therefore, it is important to clearly inform students about the rules and norms of behavior in the classroom.

Management Strategies

One of the most important problems that teachers face when they enter the classroom is to maintain order in the classroom. The teacher may encounter many students' disruptive behaviors in the classroom and according to Wiseman and Hunt (2008), "management problems and challenges are key part of classes" (p.117). Moreover, the management of students' disruptive behavior problems is a crucial point for teachers in the flow of the learning and teaching process (Alejandra & Miguel, 2015). According to Wiseman and Hunt (2008), disruptive behaviors waste teaching time, interferes with all students' learning, threatens safety, and overwhelms teachers. Nanyele et al. (2018) stated that "numerous disruptive behaviors demonstrated by students need to be managed effectively and efficiently for teaching and learning to take place" (p. 7).

Furthermore, all these problems affect the motivation of other students. Therefore, effective teaching practices are linked to both management and motivation. Al – amarat (2011) emphasized that increasing the students' motivation helps to develop their learning skills and helps reduce behavioral problems in the classroom and added that teachers should always be

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ready to encounter an unexpected problem and try to solve these problems in the most appropriate way. For a lesson to be effective, teachers must be able to build appropriate student behavior in their classrooms to maximize the time they and their students spend on learning (Wiseman & Hunt, 2008). Creating an environment in which teachers support and facilitate both academic and socio-emotional learning creates an environment for students to engage in meaningful academic learning and influences students' social and moral development (Ismail & Al'abri, 2019).

The formation of positive behaviors by preventing students' disruptive behavior in the classroom has a positive effect on teachers' classroom management. Therefore, classroom management is one of the important and key factors in the organization of the physical environment of the classroom and it helps the managing of planning and programming activities, the management of classroom relationships and communication, and the management of students' behavior (Martin & Sass, 2010). Students' disruptive behavior in the classroom should be addressed through preparation for lessons, motivation, a comfortable learning environment, increasing students' self-esteem, and being creative in daily lessons (Chandra & Ritu, 2015).

A teacher's effectiveness in teaching is measured by his or her ability to use the different classroom management methods he or she uses to ensure that students learn effectively and meaningfully during teaching (Asiyai & Romina, 2011). She also said that meaningful teaching and learning cannot be achieved in a classroom environment driven by noise, disruptive behavior and other distractions. In other words, "students cannot learn in chaos and classroom management require discipline in the classroom, but it also focuses on creating a peaceful learning environment that is more comfortable, organized, engaging, and respectful for both teachers and students" (Classroom Management Strategies, 2014, p.9). On the other hand, every

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student's learning style and interest are different. When teachers support students' learning styles and interests, it is easier to attract students' attention and make lessons more effective. There is extensive information in the literature on the use of various strategies to manage students' disruptive behaviors. For instance, student-centered management, classroom expectations (written policies), structured agenda, building empathy, seating arrangements, sequencing of activities etc.

One of the most common strategies used is classroom rules. According to Nanyele et al. (2018), well-defined rules in the classroom help to prevent many behavioral difficulties and emphasize that when students participate in the development of these rules, they are more likely to follow them and understand why they are applied. The other most used strategy is student-centered management, in which students act as facilitators in the classroom and ensure the active participation of students in the classroom (Alejandra & Miguel, 2015). Student-centered approach and management also have a positive effect on the student's responsibility, conversations, critical thinking skills, independence, and problem-solving skills (Özen & Yıldırım, 2020). Moreover, according to Dunbar (2004), many teachers find it effective to assign seats to students to monitor discipline and instruction. They also add that when a seat is assigned, students should sit where their attention is focused on the teacher, and they should be able to clearly see the board, screen, and teacher so that students' attention is focused on the lesson and no disruptive behavior occurs in a classroom. Another strategy that is emphasized in the literature is a structured agenda. This helps students understand that there is a routine that is followed during class and that it is possible to predict what will happen next (Dunbar, 2004). According to Parsonson (2012), sequence of activities to make easier and shorter tasks intersect with longer and more demanding ones, strengthens engagement and learning, and reduces

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disruptions. Because it has been found that it enhances students' active learning during the class. Moreover, Sarki and Anjum (2020) stated that building empathy is one of the most important features recognized in contributing to good governance because it has the effect on creating a healthy and comforting environment as well as help teachers understand their students' behaviors in the classroom. Furthermore, they emphasized that it has a significant effect on reducing and managing student disruptive behavior.

According to Alejandra and Miguel (2015), teaching strategies are proposed to address a particular situation and are generalized plans that reflect the desired student behavior and the necessary tactics. In addition, researchers stated that strategies for managing disruptive behavior create a safe environment for both students and teachers and are useful for improving the learning process. In general, strategies contribute to the development of teachers' classroom management skills by improving their daily teaching practices and revising teaching methods to solve the problem.

Chapter III: Methodology

The objective of this paper was to investigate classroom management issues and identify management techniques connected to them in Azerbaijani schools. The explanation of research design and the theoretical grounds that guided this work were covered in this section. The section also discussed a review of data gathering methods, data processing, and ethical implications in the design process. The study's aim was to identify and analyze students' behavior problems in the classroom and how they affect facilitators. In this study, we looked at the challenges teachers experience when it came to classroom management, as well as the approaches they use to deal with disruptive students and enhance the learning process. To identify disruptive behaviors and management strategies, we used the following questions:

1. What are the most common student (upper classes of secondary school) problem behaviors?
2. What strategies do teachers use to manage disruptive behavior?

Clarification of the methods used in the study is reflected in the methodology section. To this end, this section discusses the following: research paradigm and design, research selection strategy and data collection process, including data source and data analysis.

Research Methodology

The study used qualitative research, which relied solely on qualitative information. Qualitative research, according to Creswell (2012), aids in the exploration of a topic and the development of a deep understanding of the research paradigm. We may establish a view of reality, clarify the social environment, and construct descriptive theories using descriptive study. Survey research, extensive interviewing, and focus groups are suitable for qualitative approaches that are aimed to represent social life as people experience it rather than in established classifications by the investigator (Schutt, 2012). Speech through interviews, written texts,

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records, and visual pictures are all used to collect data in qualitative research (Barun & Clark, 2013; Remler & Ryzin, 2015). The goal of this research is to figure out what causes people to misbehave. The qualitative method is appropriate for this study because it permits participants to be observed in their natural environments (Denzin & Lincoln, 2018).

Research Design

The study's research design is a set of customizable principles that link theoretical frameworks with inquiry methodologies and data collection techniques. Denzin and Lincoln (2018). The present study is exploratory in character. Exploratory research, according to Blanche et al. (2006), is a preliminary examination into unexplored regions using an unstructured, adaptable, and empirical method as well as an effort to look at the findings from an unfamiliar perspective. In this study, the interview method will be employed to describe, truly comprehend, and examine the viewpoints, behaviors, feelings, and phenomena of the research subjects (Corbin, 2008).

Target Population

A target population is a group of individuals with some common defining characteristic that the researcher can identify and study and identifying it plays an essential role in the course of the study (Creswell & Guetterman, 2021). We identified our target population as secondary school students aged 12-15 and the teachers who teach them, as our study focuses on classroom management of teenagers with disruptive behavior. The K-12 students examined through 7 years show that the maximum classroom rules violation report cases were spread around 13 to 17-year-old juveniles (Walker et al., 2014). Accordingly, we want to reconsider the teachers' experiences and close observations, as they meet and spend time with them on a daily basis.

Sampling Method

A sample is a subgroup of the identified target population that the researcher aims to study for generalizing about the target population (Creswell & Guetterman, 2021). The sample identified for this study is 8th and 9th grade students from private schools, as the age groups of the identified target population is the most optimal. The teachers that will be interviewed are the teachers of the same student sample group according to an international school.

The identified sampling strategy of this study will be conducted as purposeful sampling and the sampling method will be convenience sampling. In convenience sampling, the researchers refer to previously known participants to identify others to become members of the sample (Merriam & Tisdell, 2017). We identified this method best fitting as the schoolteachers and administrators share a big network and have contacts with fellow private schools.

Sample Size

As the study is defined as a qualitative study, the sample size general recommendation for in-depth interviews is 20-30, in some cases, a minimum of 10 is acceptable (Shetty, 2018). We considered a minimum of 8 teachers to be interviewed in depth for our study and around 12 students to be focus group interviewed.

Setting

The setting in which the study was conducted is an International Baccalaureate school functioning in Azerbaijan. The school offers all three programs of IB, primary years program (PYP), middle years program (MYP) and diploma program (DP). The school currently has 44 teachers on various levels and schools with over 350 students.

Recruitment

The study was conducted in one private school functioning in Azerbaijan. The participants of the study were 8th and 9th students and their teachers. After identifying and selecting participants the next step was obtaining permission of the participants to be studied, as this permission was guaranteeing their participation and that they provided needed data (Creswell & Guetterman, 2021). We have shared consent form with the teachers and parents of the students and the students whose parents gave consent for their participation were included in the study. 8 secondary school teachers in different subjects and 12 students from 8th and 9th classes were interviewed in focus groups.

Source of Data

Data collection is the process of gathering and measuring information and it allows us to answer identified research questions, test hypotheses, and evaluate outcomes. Therefore, data collection is an area of keen interest for qualitative researchers (Merriam & Tisdell, 2016) and the data were collected through interviews with teachers and focus group interviews with students at one of the IB schools in Baku to identify students' disruptive behaviors in the classroom and what strategies teachers use to prevent these behaviors. Teachers are people who encounter students' disruptive behaviors in classroom management and try to manage these behaviors with different strategies, and the main target of this research was to identify and address the root causes of these behaviors. In addition, students will learn about people who engage in disruptive behavior in the classroom during the lesson, and in this research, we explored their views on why they behave in a disruptive manner. Below, we discussed the methods and how appropriate these techniques are for this study.

Interviews

Interviewing is the most used technique for collecting qualitative data. Merriam and Tisdell (2016) define a research interview as “a process in which a researcher and participant engage in a conversation focused on research-related questions” (p.108). Interviews are one of the most effective ways we can learn about the experiences, opinions, and knowledge of our interviewees. In addition, interviews help us to obtain the necessary information and to understand what the interviewee thoughts about the research topic.

Interview protocols were used to collect research data. Two different interview protocols were developed for two groups of interviewees: teachers and students. The questions in the protocols varied depending on the interviewees. 90% of the interviews were conducted at the interviewees' workplaces (schools) and 10% of the interviews were conducted online due to the busy schedule of other teachers. The interviews were recorded for data analysis.

We used semi-structured interviews (Merriam & Tisdell, 2016) to learn how the learning process will develop with proper classroom management. The semi-structured interview was more appropriate for use in this study because it was a flexible interview based on predefined questions, and at the same time it allows us to have open-ended exploration (Wilson, 2014). In this type of interview, the interviewers are provided to control the direction of the discussion and to follow the participants and their areas of interests. It helped us to study interviewers' perceptions and opinions on complex and sensitive issues and allowed us to investigate to clarify more information and answers. In semi-structured interviews, an environment must be created for the interviewers to feel comfortable, positive, and confident so that they can easily share their experiences and opinions. Therefore, in our study, participants were interviewed in their own schools and in their own classrooms.

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Semi-structured interviews, questions are non-directive, open-ended (Merriam & Tisdell, 2016), and this allows innovative ideas to be brought up during the interview and helps to encourage and motivate the participant to focus on research. Thus, these types of interview questions helped teachers to easily share their views and experiences on the topic and to share the challenges and students' disruptive behavior they face in classroom management, and the strategies they use to cope with these challenges and disruptive behaviors.

The one-to-one interviews were conducted with teachers because individual interviews are a valuable way to gain insights from the perceptions, concepts, and experiences of our interviewees (teachers) on our research topic and have helped us gather in-depth information (Wilson, 2014). During the interview, interviewees were communicative and open to sharing their experiences. As well as because the interview questions were related to the activities they regularly encountered in the classroom and tried to keep under control, the participants had a lot of information to share. Through interviews, we raised issues related to the disruptive student behaviors teachers face in classroom management and the strategies they use to cope with these behaviors. We believe that the teachers we interviewed were open to sharing information and experiences about the challenges they faced, disruptive student behaviors and classroom management strategies. Interviews with various participants lasted 20-35 minutes.

We used focus group interviews with 8th and 9th graders to learn about teachers' classroom management strategies and the reasons for students' disruptive behavior, as well as to get their opinions on the student problem behaviors. Because focus group interviews provide the best information for the interaction among the interviewees and are preferred when the interviewees are similar and collaborative (Creswell, 2012), thus participants are able to share their opinions, listen to the opinions of others, and clarify their own opinions based on what they

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may hear (Merriam & Tisdell, 2016). During the focus group interview, we encouraged students to speak and take turns speaking, and students were very communicative and open to share their thoughts as teachers. Focus group interviews with students lasted 30-40 minutes.

Trustworthiness

According to Merriam and Tisdell (2016), all research, regardless of research design, must be ethically sound and reliable. It is important for researchers to produce reliable, valid and trusted research data, so the data collected during the research should be taken seriously. The terms trustworthiness and rigor are used to refer to the objectivity, internal and external reliability and validity of research results (Guba & Lincoln, 1985; Merriam & Tisdell, 2016) and it is the responsibility of the researcher to ensure trustworthiness and rigor. To persuade our readers, we have ensured the trustworthiness of our research and research findings by using member check.

Member Check

For providing trustworthiness we have selected and used a strategy to ensure the internal validity of the findings which is the feedback process of the findings from the research participants, and it is called member check (Merriam & Tisdell, 2016). According to Creswell (2012), member check is a qualitative process in which the researcher asks one or more study participants to verify the accuracy of the account. Our interviews were recorded and later transcribed. The transcripts of interviews were then sent to the interviewees (teachers) for review and supplemented with information they deemed relevant. Also, we noted that interviewees must clarify the accuracy of the transcript and whether the information provided was a complete and realistic description. According to Merriam and Tisdell (2016), this strategy is the only important way to help prevent participants from misinterpreting the meaning of what they say and do and

their perspectives on what is happening. It is also significant for us to determine if we have misunderstood our prejudices and observations. All participants in the research confirmed that information in transcripts of the interviews was complete, accurate and reliable.

Data Analysis

The data were analyzed after interviews, transcription of the obtained data, and member checks. According to Merriam and Tisdell (2016), data collection process and its analysis is recursive and dynamic. The main purpose of the data analysis is to understand the data and draw useful conclusions from it. For this, it is possible to find answers to our research questions using coding. According to Saldana (2009), “coding is primarily an interpretive act, and it is the transitional process between data collection and more extensive data analysis” (p.4). The interview data was coded in two cycles: initial (open coding) coding and axial coding. Significant phrases, quotations, or important sentences from the transcribed interviews were carefully read with highlighted. Coding was conducted in three areas, emphasizing research questions and important pieces of information: (1) sections on students 'disruptive behavior during class (highlighted in yellow), (2) teachers' classroom management strategies (highlighted in green), and (3) important points emphasized by students in focus group interviews (highlighted in blue).

In the first stage, in open coding, as a researcher, we coded the information to form the initial categories of information on the topic we were researching. We conducted this process based on the interviews we took, our notes, and the information we received. The purpose of Initial coding is to “keep research data open to all possible theoretical directions indicated by your readings” (Saldana, 2009, p.81). Open coding was the starting point for future exploration and helped us see where our research would go.

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After the initial coding phase, the second phase of coding is axial coding. In axial coding stage, the data was filtered and highlighted, and this means that in our research we begin to make connections between ideas. According to Saldana (2009), this method "belongs to the subcategories of categories and determines the properties and dimensions of the category" (p.159). With the axial coding phase, without explicit encoding, we determine which are relevant and important to our theory and then categorize them by refining. The categories we grouped later were used to answer our research questions. For example, the following categories of students' disruptive behavior in the classroom were identified: speaking without permission, changing seats, yelling inside class etc.

Study Limitations

The following limitations were presented in this study:

- The bias caused by convenience sampling strategy
- Cannot be generalized due to the sample size
- The lack of literature in local context

Ethical Issues

As we discuss a potentially sensitive issue to the teachers, we had to ensure the anonymity of the study. Also, as mentioned before, as we were working with the underage population the protection of their data and parental consent was our priority as researchers. Various kinds of consent forms for the school administration, teachers, and parents were provided, in-depth explaining their rights and protection of their sensitive information in the study.

Chapter IV: Findings

The purpose of this research was to find out the most common disruptive behaviors of the students in 8th and 9th grades and teachers' management strategies to control and ensure the uninterrupted lesson flow.

The research questions of the research are as follows:

1. What are the most common student (upper classes of secondary school) problem behaviors?
2. What strategies do teachers use to manage disruptive behavior?

As a result of one-to-one interviews with eight teachers, and interviews with two focus groups consisting of 6 students each, we have gathered our findings which have helped us to find answers to the questions we have previously asked. We have organized our findings into two main sections: (1) students' problem behaviors in the classroom, and (2) the techniques used by the teacher to manage disruptive behaviors.

Research Context

One of the private 12-year IB schools in Baku was selected to find the answers for the identified research questions. The school is a private section functioning within a public school and all the lessons are conducted in English language. The entity schools over 350 students and 16 classes and currently has 44 teachers, which gives the school a chance to provide an individualistic approach. The given school contrasting with most public schools in Azerbaijan, has zero tolerance for hostile behavior towards students. Any kind of hostile or rude actions which unfortunately are commonly practiced in public schools such as screaming at students, punishing them, kicking them out of class, or saying anything negative in their address is not accepted and practiced. Thus, the studied content revealed an interesting, unique, structured and thoughtful approach towards classroom management.

Common Student Behavior Problems

In this section we will discuss our findings that have revealed the common student behavior problems that teachers encounter.

Starting Off-topic Discussions with Classmates

According to our findings starting off-topic discussion is one of the most mentioned issues that teachers face. This issue was mostly explained by the nature of children - the desire to express themselves. Even though teachers consider this highly natural and common behavior can be very disruptive, both for teachers and students.

... This is my nature. I cannot continue explaining the lesson when someone is talking. I need a calm environment in order to concentrate and say what I want to say. I cannot do otherwise. But it is a very common problem. In all the classes that I teach. They can talk when they are expected to talk, for example in pair share or group activities, but if it is something which is completely unrelated to the lesson, I consider it highly disruptive...

... I don't think that off-topic discussion are really disruptive, but this really needs control. Like the teacher must lead anyways if the students talk off-topic discussions with their classmates, they should be controlled by the teacher because teachers should allow them because they still shouldn't be free to do what they want...

Ironically, all the participants of focus groups mentioned that they all do this and quite frequently.

... Yes, I do this. In talk to my classmates. Who does not? Because I get bored, or I want to share something. I cannot wait to share; I need to share that specific moment with my bestie. What do we talk about? I do not know. Anything. Can be about the lesson or something completely unrelated ...

Speaking Without Being Recognized/Out of Turn

There is a common stereotype that classes are usually disturbed by the not so high achieving students, however our data revealed the contrary. During the interviews we were convinced that speaking without being recognized or out of turn was perceived as one of the most disruptive behaviors, as all participants with one voice noted it out as problem behavior they commonly face. However, it is mostly done by so called “fast-finishers” or high achieving students in the classes. Teachers noted that this was particularly the case among those who complete an assignment or task early and have broader understanding regarding the topic compared to others and they want to share it with the rest of the class:

... It could be fun for, let me say, for students, because especially the fast finishers, I would say the fast finishers, or the most active students, always try to call out and want to be first and answer because they know the answer. They're active. But for teachers it's disruptive for many reasons. But more importantly it is disruptive and discouraging for the students, let's say, who take more time to complete one or another task. They do not get to participate because of those and at the end after a while they stop participating at all ...

In this case the other side of the coin is that it does not only affects the class environment, yet unfortunately, it also does not allow other students to take an active part in the lesson and gives them the impression that there will always be others who answer the question and that their participation in the process remains passive.

...If you assess only the strong ones, both - the slow and low ability kids will never benefit. Low ability kids get lower in academic achievement because they will know that the strongest high ability students are always the ones who are answering ...

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Teachers mentioned the importance of asking answers from all students in the class and especially with weak and passive students who never talk, as to them it balances out the classroom environment.

Starting Disruptive Noises

The findings revealed that dealing with students who make disruptive noises in the classroom can steal valuable time from learning. As teachers mentioned, there were a range of rules and policies which teachers implemented in the classroom to manage the class effectively. According to the teachers such behavior challenges the authority of teachers. Moreover, one of the teachers thought that this type of behavior depends on the teachers' characteristics, such as whether they are strict or not in class.

... I still do not understand why kids would do that. They sometimes make weird noises, themselves or with something or someone. It is something which bothers me most during the lesson. I must stop and deal with it. This was actually one of the most surprising things. I never thought students would do something like this, no one told me and I do not remember it having in my school years ...

Verbal and Physical Threats Towards Peers

Albeit this issue is less commonly faced compared to our other findings, it still takes place in a classroom environment. Some of them mentioned that they did not usually experience such behavior, but when they do it is the most disruptive and time consuming of all. Some teachers mentioned that whenever they face students' verbal or physical threats towards peers in classroom, they stop the lesson and according to their opinion, in such type of behaviors teacher should immediately act the issue must be resolved.

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... I personally have not had much of these in my experience this, but yes it happens. Obviously, it is disruptive. All the children will be involved and interested in the fight, and they also want to see your reaction. I mean the teacher's reaction. You cannot ignore, you must deal with it ...

On their behalf, students also mentioned that it is not as common in the school, but still they found it disruptive as well:

... I have never done this myself, also I think no one here, but I witnessed someone else doing it. Of course, it is disruptive. You know the teacher must deal with it, maybe take them to administration or something and I don't really think that anyone would concentrate on a lesson when someone is fighting. Once I remember (names of two male classmates) were fighting over because Classmate A accidentally, not actually it was not really an accident, anyway, dropped Classmate B's new iPad and broke it. The teacher had to ask another teacher to fill in and had to take the students to deal with the issue ...

Walking Around Without Permission/Changing Seats

Regarding this matter the answers were quite diverse. While some teachers do not think this behavior is highly disruptive, other teachers mentioned that it is against their classroom rules:

...Walking around without permission and changing seats. Yes, it's a bit distracting but we shouldn't forget that the students are not robots. So, if students want to change places or walk around with permission, I think it's fine...

Another teacher shared this:

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... I understand that it is quite difficult to sit for an hour, so sometimes I just give them a break for five minutes, let them work in the class, get around the tables and this helps them concentrate better...

Yet another teacher who divides the lesson times into several parts added this:

... My lesson usually consists of two parts. First, I will explain. Whatever the topic is there is an explanation going on. During this period, I do not accept it. But if it is a group work, or let me say, pair work, then it is completely alright ...

Students in focus group also added that they do that quite often:

... Yes, that I do a lot. I don't know I get bored sitting too much in once place and for so long. We have only one 15-minutes brake and half an hour lunch break and classes are an hour each. My legs hurt and I just want to walk around a little bit. How do they think a teenager can sit in one place for so long? ... (grade 9)

Rudeness and Hostility to the Teacher

The findings showed that rudeness and hostility towards the teacher is perceived by the teacher as disruptive behavior but not for all. According to them, mutual respect between teacher and student is one of the important nuances. And it is necessary to find out the reason for such disruptive behavior. One of the teachers explained:

... No, I don't consider this disruptive behavior because students' nature is different. There could have been some clash or conflict in the family in the morning or there could have been some other mental psychological reasons behind of this behavior, and I see this student as a personality that might have different modes, so I don't consider that disruptive, and I am trying to control it...

Another teacher added that:

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...At the same time, in this situation, we shouldn't offend and humiliate the student. For example, if you see that his words are always nice, but this time he was so rude. Then, you have to talk to him. Talk to him to see to see the problem. Where is the matter? But, yes, it is kind of disruptive ...

Student mentioned that, they have never witnessed such behavior, except for one case where student shut the door and left the lesson (grade 8).

Inappropriate Gadget Use

In the school where research has been conducted, very strict policies regarding smartphone use are practiced. The phones are collected in the morning by homeroom teachers and returned right before students leave. Yet in some lessons, where students are allowed to use their laptops or tablets, they do experience several issues.

...Yes, it's really breaking school rules, class rules. So, we say warn you to take some measures. Take it. Keep it and if he or she understood his/her mistake, it is fine. First of all it is distracting for themselves. I know none of them would prefer the lesson above a video game, but still. We collect phones for a reason and other gadgets must be used responsibly ...

In contrast, another teacher shared this:

...Inappropriate gadget use. No, as long as you know how to take the gadget and how to control the situation, and I don't consider it as disruptive behavior...

Refuse to Work in Group Activities

Findings show that students' refusal to participate in group work is one of the most common and challenging situations that teachers face. Findings revealed that teachers encountered this type of behavior because students sometimes did not feel comfortable with

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group members, did not like to work as a group or only wanted to work with their friends in group work. One of the teachers shared:

... Sometimes students don't want to work in group activities, don't feel comfortable. Talking to other students, I'm trying to close the building bridge among them. But I don't force them not just you have to sit in this group because I also do understand some people don't play at working groups, so some people are usually more productive when they are working individually rather than being in groups...

From the teachers' perspectives, refusing to work in group activities is indeed not something they would like to encounter, still teachers need to approach this situation from another perspective. Another teacher explains:

... There should be certain reasons why the student doesn't work with this group. And I think that is instead of forcing, if we see that the child really faces some really challenging moments not working because maybe the child is bullied in this group, we don't know. It is not always the arrogance of a child. I think that we should really dig deeper to see that. What's the reason?...

Findings revealed that sometimes students just want to work with their friends for no important reason and the results of this grouping end up disrupting the learning and distracting other students. One of the teachers put it:

... I have experience with some classes where the student says I don't want to be in groups like. Why? And what is usually the problem is most of them want to work with their friends. And when I give them numbers for example, take numbers one, two, three. So, one friend would say one and another friend would say one again. They repeat the

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same thing just because they want to be in the same group. And, yes, it disrupts the smoothness of class ...

Drinking/Eating

The interview data revealed that eating and drinking in the classroom is considered disruptive. During the lesson process, eating and drinking are not allowed according to classroom rules and one of the teachers explained the situation in this way:

...It is trying to give a signal to the other students that I am eating, the teacher is not doing anything, and you can hit before you know it. Other students begin to bring you and when you say stop, they can say, can't you see him? Drinking water is of course fine. But food? It can be smelly, or maybe another student is hungry, and they have their copybooks and books on their desks, I mean, they can get greasy. This list can go longer and longer. It is wrong from so many aspects ...

Management Techniques

Clearly Stated Expectations and Rules

One of the most commonly practiced and discussed during the interview process management techniques was sharing the expectations and rules. All the teachers do that in a different manner – written, orally, frequently, at the beginning of the year, but as a common voice they all do. According to our findings, students show better behavior when they know exactly what they are expected to do.

... In my old school I had a room. It was a math room and different from this school students were changing rooms, not us. In this room I have written and printed all the rules and hung them on the walls. Whenever a student was breaking a rule, I was showing to the rule. "Hey, look! Read that one please. We do not do that here" and it instantly

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helped. Now I am preparing a presentation, to show it at the beginning of the year. Open and show again when they violate. It is good to remind time to time. I am friendly and helpful enough, but my students know that. When it comes to my rules, I do not do any exceptions ...

To our surprise, the focus group also agreed with this management technique and noted that it is effective.

... I will not lie. If we can do something and we know the teacher will accept we do that. I test and understand to what extent I can exaggerate. But some with teachers I would not dare to do this. For example [name of the teacher]. Some teachers share their rules, and it is good because we know what we can and cannot do beforehand. No need to test ...

Keeping Silent

One of the management techniques which is widely used in the researched school is keeping silent for a while. To our great surprise even though all the teachers without exception mentioned this technique we have not come across this technique in our previously reviewed literature. If more opened up, teachers claim that when the class is noisy, they are simply stop talking and wait until the class calms down:

... It really worked for me, when I am talking and I see that, I can hear noise here and I keep quiet. So, they are the ones who will tell each other, keep quiet and tell, Teacher is not talking, stop talking” I mean, the teacher is not talking again. So, most times I just keep quiet. Let them finish before I continue so I don't struggle to get their attention. They are the ones who tell each other to know she does not pay attention again, so they struggle to get mine. I will struggle to get there. So, what I do was times which has is to just pause. Take my deep breath, especially when the disruptive behavior is on purpose.

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That can really get on my nerves. So, I take a deep breath and. Yeah, and so far, and if it's beyond what I can control, if it keeps happening. I report to the authority immediately, especially with something that endangers the other members of the class. So. Taking the pause, you know, and taking a deep breath and making it helpful ...

Private Problem Discussions

Another point mentioned by teachers was talking privately to students about their behavior. According to the observations of the teachers, sometimes even one student is enough to disturb the learning environment, deconcentrate the class and challenge the instructor. In these kinds of cases teachers mentioned many benefits of speaking to students one to one. First of all, it helps to understand the root of disruptive behavior. It is easier to eliminate the problem if you analyze the reasons carefully. The second benefit is that it creates some kind of bond between the student and the teacher, and they usually tend to respect and follow the rules just out of the trust and respect the student feels towards the teacher. Finally, it does not humiliate the student in front of his peers.

From the students' perspective this technique was widely approved as well. Our focus group interviews revealed that students prefer individual notices from teachers regarding their behavior, as in their opinion it is embarrassing, and they tend to act even more disruptively out of the rest they feel towards the teacher:

... So, if the teacher humiliates me, says something inappropriate and makes fun of me, which actually happens with one particular teacher, he lost me. I am not going to be obedient or stop what I was doing because I do not respect the person who does not respect me. They teach us that respect must be mutual, but they violate this rule

themselves. I am a person; I mean I have a personality and I think he would not like a negative comment made by me in front of everyone about his teaching style ... (Grade 9)

Empathy

Empathy was noted by all our interviewees as a technique they use as a classroom management technique, yet it happens mostly outside of the class. It was mentioned that not all the children who are disturbing the class are doing it out of boredom or on purpose. Sometimes, the reason is deeper than that. The teachers noted that they must be very careful, sensitive and compassionate, when it comes to their students.

... We cannot just say “keep silence”, “stop talking” and expect them to immediately be the best students and continue our class in peace. We need to see the reason, inspect it, ask about it, for that reason we also have a psychologist. Not only does administration work with such students in this school, but that is also why we involve psychologists as well because we need to find out the reason and maybe talk to parents. We had such a case recently. A girl in 7th grade was very aggressive, also abusive, verbally abusive towards her classmates and even to teachers sometimes and when we involved psychologist, we found out that she lost her baby sister recently and was blaming herself about it. It was not something our psychologist could deal with, that is why we talked to her mother and asked her to take the needed measures. So, this is not always about the character. I mean we could make the situation even worse, but we helped ...

Besides teacher interviews, focus group interviews also revealed that students also highly appreciate the empathy and compassion from their instructors.

... I love that teacher. She is very hard to please. I mean she can ask me to rewire the same thing 3 times until I make it perfect or not let me in if I am 5 minutes late. But at

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the end of the class, she can approach and ask whether I am doing fine, or am I getting enough sleep, if she sees me, you know, down? I loved her since the moment she came into the classroom. She was so confident and asked about our names and interests. I see that she cares about our interests and problems and that's very important to me...

Student Centered Approach

All our interviewees confirmed that they always prefer student centered teaching over teacher centered and it helps them from many aspects, as well as management. According to them it is easier to manage an engaged audience. If the class is not engaging and interesting enough, the students get bored and as a result they find new activities to keep themselves busy. We presented two scenarios regarding teaching styles to focus groups – in the first scenario, the teacher is deeply knowledgeable and provides lots of resources. Explains the lesson incredibly good and in detail, however, does not interact with students much during the lecture. The second type does provide a decent amount of resources and explains the topics good, however besides that keeps the lesson interactive and engages with students. 11 out of 12 focus group participants confirmed that they prefer the second style of teaching.

... I do not really think that anyone would prefer second type, but maybe (name of a classmate) would, because you know, he is a nerd (laughs). I get tired of listening and I want the teacher to listen to my opinion as well. For example, Integrated Humanities. I mean we talk about history, politics and stuff and it is fun. I want to say my opinion about the topic and maybe debate about some political issues with others. I learn better that way. When I talk, cause you know, we like to talk ... (grade 8)

Self-evaluation and Improvement

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Yet another management technique which we have not come across that was mentioned by the interviewed teachers is constant self-evaluation. To our question “does the management techniques that you use always work?” The answers were as expected: usually it does, but indeed, not always. The only possible way to keep your class always managed is to keep working on yourself. In other words, always make self-evaluation and according to your own observations, work on yourself.

... Children are very different. Class to class, school to school, year to year. I can tell you their behavior can change even because of the time of the day. In the morning different classes in the afternoon different. Or in spring different and in winter different. So, after every single class, the moment I set my foot outside I start thinking. What did I do right? What wrong? What could I do differently? How can I approach a specific student? I think everyone must do that; I mean all the teachers. Also, I take some courses on classroom management. Unless you start teaching you never know how hard it is. It is another science to manage the class. You can be a perfect teacher but an awful manager. So that is why I always believe, I always say to everyone, to my students colleagues: practice beats talent. You got to practice a lot...

Lesson Plan/Agenda

One of the frequently mentioned management techniques was preparing a detailed, well developed lesson plan, where the teacher allocates a specific amount of time for each activity and shares it with the students. One of our interviewees, a math and ICT teacher noted that the first thing she does at the beginning of the lesson is that she writes the lesson plan on the board and asks students to copy.

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... This way students do not abuse the time given to them. Sometimes you give some time to them to do classwork; they play, look for a pencil, copybook, sharpener. They can do anything but not start the activity. But when there is a specific time allocated to it, they start quickly because they know they must finish at that time. Do you know what I mean? Also, they like to compete against the time. Also, it is like a map of their time, like first we do this, then we will do that, after we will do activity and they do not get bored ...

However, opinions from focus groups were diverse. Some of the students from 8th grade noted that in their opinion it makes the lesson boring, whereas some of them agreed that it is very effective, and it helps them a lot.

Starting Off-topic Discussions on Purpose

The last but not least finding regarding the management techniques was starting off-topic discussions on purpose to set the right tone. Although only one of the teachers interviewed mentioned this technique, it was highly appreciated and liked by the students.

... [Name of the teacher], our English teacher always does that, or math teacher. I mean they teach their lesson and do everything for us but sometimes we can talk about my hair color or joke about something off topic. I really like to talk I cannot sit for an hour and not do anything. If this does not happen, I will just talk to someone around. It creates a good environment. You are not obliged to act like, I do not know, like a soldier for example. Not talk for an hour. Actually, it is very smart. I think they talk to us so that we would not talk to others. And when it is not prohibited you are not really tempted to do that ...

Conclusion

Through a long, sometimes smooth yet time to time uneven way of our research we eventually could find the answers to our research questions we have set at the beginning of our way. The most common problem behaviors (*Table 1*) and the techniques that teachers use to manage them (*Table 2*). Yet the main conclusion that we have derived was that they may share common behaviors, however, all students are different. Thus, the teachers must embrace this fact and know that even the best management technique will not always work and due to the different nature of the children, the best is to acquire as many management techniques as possible, to be able to skillfully pick the most optimal one that works.

Table 1

Common Disruptive Behaviors	
1	Starting Off-topic Discussions with Classmates
2	Speaking Without Being Recognized/Out of Turn
3	Starting Disruptive Noises

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4	Verbal and Physical Threats Towards Peers
5	Walking Around Without Permission, Changing Seats
6	Rudeness and Hostility to the Teacher
7	Inappropriate Gadget Use
8	Refuse to Work in Group Activities
9	Drinking/Eating

Table 2

Management Techniques That Teachers Use
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1	Clearly Stated Expectations and Rules
2	Keeping Silent
3	Private Problem Discussions
4	Empathy
5	Student Centered Approach
6	Lesson Plan/Agenda
7	Self-evaluation and Improvement

8	Starting Off-topic Discussions on Purpose
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End Product

To share our findings and help the teachers to improve their classroom management skills, we have designed a workshop in the school where we have conducted our study. The workshop has included our findings from research, interviews with teachers and student focus groups, and variety of activities to enhance the takeaways from our project. The part which all the participants found the most interesting was hearing student opinions, as teachers mostly do not have this chance on their everyday life.

The Purpose

Based on our findings, we have designed a workshop which aimed to share the findings from the teacher and students' focus group interviews. The workshop was conducted in the same school the study itself had been held as the findings were highly relatable and beneficial to the context. We started off the workshop getting our audience acquainted with our purpose of the study, background, and sharing the agenda of the workshop.

The Objectives

The objectives of our workshop included discussing frequent problem behaviors, evaluating different management techniques, sharing the findings from teacher and the students,

The Audience

We have invited not only those who participated but all the other teachers as well who might have similar problems.

Time

April 13th, 2022, 11:45-13:00.

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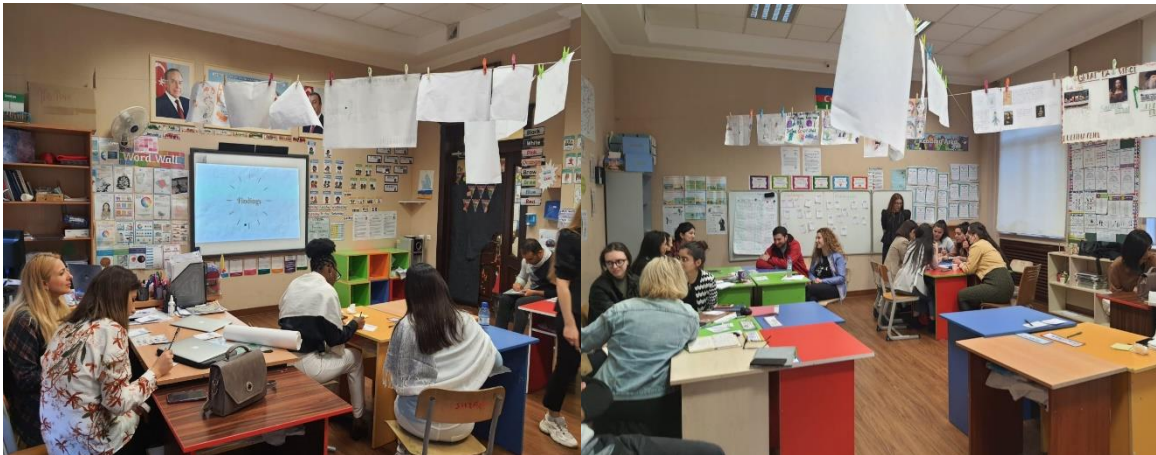
Venue

The school the study has been conducted in.

Workshop Outline

Activity 1: Challenges and Techniques

After introducing the background and rationale of the study, we decided to do an ice-breaking activity, to brainstorm around the topic and get some ideas from the audience to engage them in the topic and think about their own experiences. As our study focused on common disruptive behaviors of the students and management techniques that teachers use, we have prepared two kinds of papers previously and put them on their tables. We asked them to write down the behavior issues that they face in class and their management techniques and stick them on the board:



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Later we read the challenges and techniques mentioned on the board and had a brief discussion around the shared experiences. This activity facilitated the audience to get involved in the topic on a personal level and served as a good warm-up for everybody also we have got a variety of responses from other teachers who have not previously participated in our project. This activity helped us to get more ideas from teachers that would be helpful for fellow teachers who participated in the workshop and shared similar problems.

Sharing The Project Findings

First, we shared the frequent problem behaviors that we have found out from our teacher and student interviews and defined the fundamental issues. Afterwards, we presented our prepared pie chart to the audience. Based on our findings, the students' disruptive behaviors shared by teachers are as follows:

- Starting off-topic discussions with classmates
- Speaking without being recognized/out of turn
- Starting disruptive noises/yelling inside the class
- Verbal and physical threats towards peers
- Walking around without permission/changing seats
- Rudeness and hostility to the teacher

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- Inappropriate gadget use
- Refuse to work in group activities
- Drinking/eating

Later on, we presented the management techniques that we have derived from our research of similar studies, were used by the interviewed teachers and preferred by the students as follows:

- Clearly stated expectations and rules
- Keeping silent
- Private problem discussions
- Empathy
- Student-centered teaching
- Self-evaluation and improvement
- Lesson plan/agenda
- Starting off-topic discussions on purpose

Activity 2: Teachers Learn from Teachers

Garrett (2008) stated that student-centered teaching focuses on meaning making, inquiry and authentic activity. When we talked about student centered teaching, which was one of the most liked and preferred management techniques from our interviews we asked teachers to discuss in their groups and share their activities for engaging students in the learning process. We gave our audience time to share and discuss with each other and after asked them to share with the whole audience. This activity was noted as extremely useful by our workshop participants and some of them mentioned that they will be using them in their own practice.

Reflection

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At the end we shared reflection sheets with them which consisted of two parts. In the first part we asked the teachers to evaluate the management techniques that we had mentioned on a scale from 1 to 5 and in the second part we asked them to reflect on which management techniques they are going to use. This helped us to measure the takeaways of participants from our workshop and the analysis of this activity will be shared with the whole staff of the school. So, that would help the teachers once again to consider their management techniques. All in all, the reflections and feedback from the workshop were highly positive and were noted as useful.

Appendices

Interview Questions

In-depth Teacher Interviews

1. Please, introduce yourself.
2. Give me brief information about your teaching experience.
 - 2.1. How many years have you been working as a teacher?
 - 2.2. What subjects (level, grades) do you teach?
3. How do you define distributive behavior?
 - 3.1. What do you consider disruptive behavior? Provide some examples. (Table 1)
4. How often do you encounter disruptive behavior?
5. In your opinion, does the disruptive behavior of others affect other students? If yes, in what sense?
6. How do you control the mentioned examples of disruptive behavior? Provide some examples. (Table 2)
7. Provide an example of a time you used effective classroom management?
8. Is it always effective to use the same strategy? Does it work for all the students?

Focus group interview questions

1. Please, introduce yourselves (one by one).
2. Look at the table and tell if you behave like in the presented examples? (Table 1)
3. Do you consider your behavior as being disruptive?
4. What makes you behave in this way?
5. How does the teacher try to manage your behavior if you... (Table 2)?

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6. Does your behavior vary from teacher to teacher? If so, why?

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