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Evaluation of Teachers' Attitudes Regarding Unwanted Student Behaviors

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Abstract: The aim of this study is to reveal teachers' attitudes towards undesirable student behaviors. Open-ended questions developed by the researcher as a data collection tool in the study were presented to physical education teachers. Using the interview method, which is one of the qualitative research methods, in the research, the data obtained from 20 teachers working in schools affiliated to Gaziantep Provincial Directorate of National Education in the 2017-2018 academic year were analyzed by content analysis method. As a result, the teachers stated that when there was a problem among the students, they solved it among themselves and verbally warned the students who were trying to disrupt the classroom order. In addition, they stated that they had different activities for students who were not interested in the lesson. In addition, it was concluded that the research group carried out activities in that direction by considering the individual differences of all students in terms of ensuring the unity of the class.

Keywords: Postgraduate education, Problem, Student opinions.

Introduction

In almost every educational environment, many undesirable student behaviors are encountered that cause problems in varying degrees of importance. However, the importance and form of these behaviors differ according to the variables affecting the education. Because the way a behavior is perceived positively or negatively can change according to the characteristics of the classroom environment at that moment (Öztürk, 2003).

Undesirable student behaviors can occur in any classroom environment (Arwood, Marrow, Lane, & Joliette, 2005). However, each classroom environment has different characteristics in terms of the frequency and level of undesirable behavior. The main factor that creates this difference is the level of the teacher's classroom management knowledge and skills. For this reason, the ability to cope with undesirable student behaviors that are constantly seen in classroom environments constitute an important dimension of classroom management (Curwin & Mendler, 1998). Teachers allocate time to manage undesirable behaviors rather than academic activities in classroom management processes (Rosen, Taylor, O'Leary, & Sonderson, 1990). This study was prepared to determine teachers' attitudes towards undesirable student behaviors. For this purpose, answers to the following questions were sought.

1. What do teachers do when there is a fight or argument among students?
2. What are the behaviors of teachers towards students who are not interested in the lesson?
3. What are the attitudes of teachers towards students who do not attend the lesson?

Method

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- Selection and peer-review under responsibility of the Organizing Committee of the Conference

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The case study design, which is one of the qualitative research methods, was used in the research. Qualitative research is a method that offers flexible action to the researcher compared to quantitative research, and offers different approaches to data collection method, analysis and research design (Gay, Mills, & Airasian, 2006). A case study is a research design that examines the researched phenomenon within its own framework of life, and is used when the boundaries between the phenomenon and its environment are not clearly defined, and where there is more than one evidence or data source (Yıldırım & Şimşek, 2016).

Research Group

The open-ended question form, which was prepared to evaluate the attitudes of teachers towards undesirable student behaviors, was applied to 20 teachers working in schools affiliated to Gaziantep Provincial Directorate of National Education. The data about the research group are given in Table 1.

Table 1. Personal characteristics of the research group (N = 20)

Variables	Groups	n	%
Branch	Class Teacher	4	20
	Turkish teacher	4	20
	Social Studies Teacher	4	20
	Math teacher	4	20
	Physical Education and Sports Teacher	4	20
Gender	Male	12	60
	Woman	8	40

In Table 1, some personal characteristics of the research group are given. When we look at the branches of the teachers participating in the research, 4 people (20%) Classroom teachers, 4 people (20%) Turkish teachers, 4 people (20%) Social studies teachers, 4 people (20%) Mathematics teachers, 4 people (20%) Physical Education. It is seen that he worked as an education and sports teacher. In terms of gender, 12 (60%) of the participating group were male and 8 (40%) were female.

Preparation and Application of the Open-Ended Questionnaire

In order to create the interview form to be used in the research, first of all, 50 teachers were asked to write an essay about their views on their attitudes towards undesirable student behaviors. As a result of the information obtained from the collected compositions and the relevant literature, the draft form of the interview form was obtained. One of the logical ways used to test the content validity of the measurement tool prepared for the research is to seek expert opinion (Büyüköztürk, 2006). The interview form was presented to the opinions of the field experts and necessary arrangements were made in line with the opinions received, and the interview form, consisting of 2 questions determining personal characteristics and 3 open-ended questions, was finalized. The questions prepared are:

1. What do teachers do when there is a fight or argument among students?
2. What are the behaviors of teachers towards students who are not interested in the lesson?
3. What are the attitudes of teachers towards students who do not attend the lesson?

During the application, the purpose of the research was explained to the participants, and they were informed about the importance of their answers. Data were obtained by applying the final version of the prepared interview form to the group participating in our study on a voluntary basis. As a result of the answers given by the participants to the measurement tool, multiple statements were gathered under common themes.

Analysis of Data

The data obtained from the interview form used in the research were analyzed with the content analysis method used in qualitative research. In qualitative research, content analysis is used to analyze theoretically unclear themes and, if any, sub-themes (Yıldırım & Şimşek, 2016). The data obtained were recorded separately, grouped and coded, and three different experts were asked to evaluate them independently of each other, and their final form was prepared for analysis according to the evaluations of the experts. With the content analysis,

themes were determined for each question and the frequencies and percentages of the given themes were calculated and tables were created. Descriptive analysis was used to evaluate the data. Finally, a report was made and the findings were presented.

Findings and Interpretation

Table 2. The distribution of the opinions of the research group about what they do when there is a fight or argument among the students.

Themes	n	%
We intervene ourselves.	10	50
I warn	6	30
I will direct you to the counseling service	2	10
I will refer you to the school administration	2	10
Total	20	100

In Table 2, the distribution of the opinions of the research group about what they do when there is a fight or argument among the students is given. Considering the opinions of the participants, 4 themes emerged. Among these themes, according to the order of percentage, we intervene ourselves (50%), warn (30%), refer to the guidance service (10%), and refer to the school administration (10%) themes came to the fore.

Table 3. The distribution of the opinions of the research group about the behaviors of the students who are not interested in the lesson.

Themes	n	%
I do different activities.	8	40
I give duties and responsibilities	7	35
I'm meeting with the parent	3	15
I'm meeting with the administration.	2	10
Total	20	100

In Table 3, the distribution of the views of the research group regarding the behaviors of the students who are not interested in the course is given. 4 themes emerged in the distribution of the participants' views on their behavior towards students who are not interested in the lesson. According to this; I have 8 teachers (40%) doing different activities, 7 teachers (35%) I assign duties and responsibilities, 3 teachers (15%) I talk to parents, 2 teachers (10%) stated that they met with the administration.

Table 4. Distribution of the views of the research group about the attitudes they have developed towards the students who do not attend the lesson.

Themes	N	%
I try to get your attention	12	60
I warn	5	25
I pay attention to individual differences	4	20
I punish	1	5
Total	80	100

Table 4 gives the distribution of the views of the research group about the attitudes that the research group has developed towards the students who do not attend the lesson. Four themes emerged from the opinions of the participants. Among these themes, it was seen that the themes such as I try to attract his attention (60%), I warn him (25%), I pay attention to individual differences (20%), I punish (5%) come to the fore.

Results and Discussion

When we look at the opinions of the research group about what they do when there is a fight or argument among the students; It was observed that while teachers stated that they intervened, they warned from time to time. In addition, the participants students; They stated that they directed them to the guidance service and directed them to the school administration. Kılıç-Özmen (2009) determined that teachers' coping ways in the face of undesirable behaviors are "talking one-on-one, verbal warning, reminding the rules, talking to their family, saying that they are sorry for their behavior (me-language)". In the study of Çanakçı and Çankaya (2011) on the

other hand, the methods used by teachers in the face of undesirable student behaviors are "providing psychological support, getting angry", "warning", "guiding", "providing family support", "frightening", "rewarding" and "giving responsibility". have been determined. When the views of the research group on the behaviors of the students who are not interested in the lesson are examined; stated that they had different activities done, assigned duties and responsibilities, and talked to the parents and the administration.

When we look at the views of the research group about the attitudes developed towards the students who do not attend the lesson; Most of them stated that they tried to attract the attention of the students. In addition, some teachers stated that they warned the students, paid attention to individual differences and punished them. In the study of Elban (2009), the methods most used by teachers in the face of undesirable student behaviors are; He stated that "to teach the lesson in a way that attracts the attention of the student", "to deal with the student one-on-one", "to reward the student for his positive behavior", "social activities", "to be in cooperation with the school, family and teacher".

Conclusion

As a result, the teachers stated that when there was a problem among the students, they solved it among themselves and verbally warned the students who were trying to disrupt the classroom order. In addition, they stated that they had different activities for students who were not interested in the lesson. In addition, it was concluded that the research group carried out activities in that direction by considering the individual differences of all students in terms of ensuring the unity of the class.

Recommendations

Whether the subject and question distribution of the physical education teacher field exam are adequately met within the framework of teaching profession knowledge on the basis of field should be reviewed should be passed.

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Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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