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**Managing Behaviour Problems in the English Language
Classroom to Increase Learners' Academic Achievement: the
Case of Secondary School Teachers of English in Tizi-Ouzou**

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Dedication

To my mother Dahbia and my father Yahia ,who have always supported me and believed in me

In the memory of my grand mother

To my beloved brothers Amine ,Sofiane ,Belkacem, Hakim and Ghilas

To my dear sisters in law Akila, Nawel and Fatima

To my fiancé Djilali to whom I'm indebted for inspiring me to this work

To my most adored and closest friends Amel, Naima ,Hayet ,Radia and Wassila

Zazou

Dedication

In the memory of my grand father "Djafar, Mohoch le vieux " who i loved very much and i still love him all the rest of my life.

To my father " Hakim", the perfect dad who is the sucret of my success in life and my mother "Djamila" who is severe with me but i know that it is for my interest.

To my brothers Mohammed, Abdeslam, Amar.

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Abstract

This study was mainly concerned with the investigation of the impact of behaviour problems on students' learning and the way secondary school teachers of English in Tizi – Ouzou (Algeria) react to them. First, it attempted to identify the main reasons and causes behind students' misconducts. Second, it tried to assist the teachers through suggesting a positive theory borrowed from educational psychology to deal with them that is Rudolf Dreikurs's (1967) theoretical framework. The study was based on the mixed method approach combining both quantitative and qualitative research perspectives. A questionnaire was administered to secondary school teachers of English in the region of Tizi-Ozou in addition to classroom observation conducted in two secondary schools (in Ben Yenni and Tizi Ghennif) in the same wilaya. We calculated percentages for statistical data analysis while qualitative content analysis was used for the explanation and interpretation of the open-ended questions of the questionnaire and classroom observation checklist that contains ten items to be observed during classroom observation sessions. The results of the research showed that behaviour problems at school influence negatively students' acquisition of knowledge and skills since they prevent them from learning. The results also revealed that teachers still use punishment (verbal punishment also called negative discipline) to react to behaviour problems although many theorists are against the use of punishment at school because it is an ineffective method to teach good behaviours.

List of abbreviations

- ❖ 1AS : Secondary Education year one (01)
- ❖ 3AS : : Secondary Education year three (03)

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General introduction

Statement of the problem

The issue of discipline problems in Algerian secondary schools is not new. It has been the subject matter of many researchers and educators like Proctor (1977) and Curwin et al (1988). Until now, this issue is still a major focus in many educational fields and psychology.

Teachers in Algeria nowadays face a significant amount of aggressive and disruptive behaviours in their classrooms and learners have become the source of their stress and anger. According to Allan Dordoy et al *“disruptive behaviour is highly distracting and your concentration seems to shift from the lecture to how annoying someone or something is. Sometimes you sit and keep thinking about whether you should do something or not.”*(2008:08). In other words, learners’ misconducts in the classroom are so stressful and irritating that they put the teacher in a difficult situation and take his/her focus away from the teaching process.

Discipline problems attack the safety of the classroom and affect the acquisition of skills. Teachers devote their time to develop procedures that can help them to manage the classroom and to maximize students’ learning in a positive climate.

Many authors like those who are mentioned above and many other theorists like Skinner (1954), Rudolf Dreikurs (1967) and William Glasser (1997) turn their attention to providing different strategies and advice for teachers to deal with behaviour problems. At present, there is no research conducted regarding the issue of the impact of these problems on students’ acquisition of knowledge and the way teachers react to them in the department of English in Tizi-Ouzou (Algeria). In more precise terms, we investigate whether teachers use any theory drawn from psychology to handle students’ misbehaviours or still use punishment as a technique to teach positive behaviours.

Aims of the study

The present work aims at investigating the influence of disruptive behaviours on students' learning and how do secondary school teachers of English in Tizi-Ouzou react to them. The main motives in dealing with this subject are; first, to help the teachers to know the causes and the motives behind students' misconducts. Second, we choose the present research because of its great importance since teachers do not know exactly how to deal with their students, therefore; in this work, we suggest a positive theory that can help them to manage the behaviour of their learners.

3-Research questions and hypotheses

This work seeks to answer the following questions:

Q1- Do behaviour problems in the English language classrooms in the secondary schools of Tizi-Ouzou affect negatively learners' achievement ?

Q2- What are the beliefs and attitudes of the secondary school teachers of English in Tizi-Ouzou about behaviour problems?

Q3- What are the strategies that secondary school teachers of English in Tizi-Ouzou follow to react to behaviour problems in their classrooms?

To answer the above questions, we have advanced the following hypotheses:

1-Behaviour problems affect negatively learners' achievement.

2-Behaviour problems do not affect negatively learners' achievement.

3-Teachers use the traditional methods such as punishment to manage students' misconducts.

4-Secondary school teachers of English in Tizi-Ouzou view behaviour problems as being stressful and annoying.

4-Research Techniques and Methodology

This study adopts a mixed research method combining both qualitative and quantitative methods. The open- ended questions are analysed using qualitative method while the quantitative method is used to analyse the close-ended questions. The research data are gathered through a questionnaire that is addressed to secondary school teachers of English in Tizi Ouzou and classroom observation conducted in two (02) rural secondary schools (in Ben-Yenni and the secondary school of Tizi-Ghennif). Classroom observation helps us to know exactly what is happening in the classroom and to confirm or refute the hypotheses advanced and the questionnaire's results.

5- Structure of the dissertation

This work adopts the theoretical framework based on Rudolf Dreikurs's (1967) model and it is designed following the traditional complex model. It is divided into four chapters in addition to the General Introduction and General Conclusion. The first chapter is theoretical, and is called the *Literature Review*, in which we review the relevant literature to the topic. The second chapter is entitled *Research Design* in which we provide detailed information about the participants and the research tools used for gathering and analysing data. The third chapter is the *Presentation of Findings* that deals with the presentation of the results and findings.

And the last chapter is named *Discussion of Findings* which is devoted to the analysis of the results obtained from the investigation.

Chapter one: Review of the Literature

Introduction

This chapter is devoted to the review of the main notions and concepts related to this work. On the one hand, this chapter describes the classroom setting where behaviour problems take place, and provides some definitions related to them. It is worthy also talking about the causes behind these behaviours and the impact they have on learners' academic achievement. On the other hand, we focus on teachers' responses to behaviour problems in the classroom and then, we suggest a positive theory that can assist them to deal with disruptive students.

1 Description of classroom setting

Classroom is the learning environment where students discover, share and acquire new knowledge and skills. It is the place where teachers and students interact and engage in different activities and tasks. Classroom is an important context where teaching and learning processes occur, it provides opportunities for students to learn, and it helps them to build up their future and to reach success in the real life. Ryan Hannah supports this idea and writes:

A large amount of a child's time is spent sitting in a school Classroom, this place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. The classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the students develop what they want their future to look like, as well as knowledge of the skills needed to reach that goal. (2013:01)

The physical classroom environment has a deep influence on students' learning, and the first priorities to consider when organizing the classroom is cleanliness, safety and building comfortable and attractive classroom which stimulates learning. But teachers should

not stand alone, even administration, staff, parents and others should decide how to best organize the environment .This is supported by the Canadian Ministry of Education:

The atmosphere must be safe, respectful, stimulating, and inviting so that all students feel comfortable and excited about learning. All stakeholders-teachers, the community, parents, administration staff, and students- need to be involved in building the classroom environment to provide a place for learning that recognizes the diversity of life experiences that learners bring to classroom.(2006:64).

But unfortunately, schools around the world nowadays are characterized by a large amount of problems and obstacles that affect the acquisition of knowledge. Some teachers have a class in which one or few students are contradicting and aggressive. When such behaviours emerge in the classroom, they create a climate of disorder, disturbance and fear. This makes the teacher in a hard situation due to the inability to control and to manage students' behaviours; as a result, both teaching and learning will be affected.. Howard Adelman and Linda Taylor claim that “ *...misbehavior disrupts, in some forms such as bullying and intimidating others, it is hurtful and observing such behavior may disinhibit others. Because of this, discipline and classroom management are daily topics at every school* ”.(2015:2). In other words; behaviour problems are serious matters that can disrupt and hurt, for this reason, the main focus of educators today is on discipline and behaviour management.

2- Behaviour problems

2.1-Definitions of behaviour problems

Behaviour problems are defined differently by different authors. Alan Dordoy et al,(2008: 02) in their book Disruptive Student Behaviour provide definitions of both teachers and students about behaviour problems. From teachers' point of view, behaviour problems are “*Anything inappropriate to the class concerned which materially interferes with the student learning activities*” . The quotation denotes that from teachers' point of view, disruptive

behaviour is an unacceptable concept in the classroom that affects negatively students' acquisition of different activities. From students' perspectives, they are "*A situation where people are paying more attention to the (disruptive) students than to what the lecturer is saying*"(Alan Dordoy et al (2008: 02)). That is to say, according to students, behaviour problems are anything that takes the focus of the students on those who misbehave rather than on what their teacher says. Other authors who talk about behaviour problems are Wilma Guez and John Allen. They claim that "*In a school, there are rules which govern everyday operations, and all school members have to adhere to them. Any member who deviates from these rules has misbehaved, and is usually reprimanded or punished. Such a member also qualifies as having a behaviour problem*".(2002:12). Through this definition, we can understand that the disruptive students are those who violate school rules through contradicting and refusing to obey, in turn; those students will be punished for that. This punishment can be either corporal or emotional.

Disruptive behaviours may occur in different forms, talking off task, showing disrespect, engaging in power struggle with teachers and friends, cheating and using inappropriate language.

Behaviour problems are viewed by many educators, psychologists and theorists as being dangerous and intolerable because they become a serious problem when they begin to disrupt relationships with others and begin to affect the acquisition of skills. In addition to this, they create a disorganised classroom environment and irritate the process of teaching and learning, therefore; teachers spend a great deal of time and efforts to manage it. William , N. Bender asserts that "*The disciplinary problems that are the most vexing for teachers often involve extreme misbehavior of only a few students in the class, and specific interventions should be aimed at those disciplinary problems*"(2016:5). That is to say, the issue of disciplinary problems at school discourage and cause stress and anger to teachers

therefore; this issue should be taken in consideration to find solutions to these behaviour problems and help the teachers to reach their objectives in a peaceful and a respectful classroom environment.

2.2-Causes of behaviour problems at school

It is difficult for teachers to understand the reason behind students' inappropriate behaviour. In most cases, it is hard to be certain what the causes of behaviour problems might be. Curwin et al in their book Discipline with Dignity (1988) assert that the major causes of students' discipline problems in the classroom are out- of -school and in-school causes.

A-Out-of-school causes of discipline problems

a-Violence in society

According to Curwin et al (1988), one of the main causes of students' misconduct at school is the violent society where they live. They assert that this society teaches them to be violent and aggressive, that is to say, people in society react to everything aggressively as through shootings, knifings and threats, so children learn from them that solving problems is through violence.

b-Effects of the media

Another cause proposed by the same authors is the effects of the media. According to them, media play an important role in damaging children behaviour. These media that include television, broadcast and cartoons show a significant amount of violent acts and sexual events which affect negatively children behaviour and encourage violence, death and sex since children can not distinguish right from wrong in what they see in these media. (Ibid)

c-“Me” generation

Another external factor that increases disciplinary problems among children according to Curwin et al (1988) is what they call “Me” generation. These authors want to explain the fact that parents throw away their responsibilities toward their children and keep busy of their

works. In addition to this; they do not spend much time with them and focus only on their needs and neglect the needs of their children and this can cause what these authors describe as “Absence of emotional nourishment” in children and this lack affects their behaviour, this is what they mean by “me generation”.

d- Lack of a secure family environment

From Curwin et al (1988) point of view, home life has a great influence on children. Parents fail in providing a secure family environment like two working parents who do not spend much time with their children to be near to them and parents who will separate .Divorce also may lead children to be violent and aggressive. These changes in child’s life can threaten his behaviour in the future. In addition to this, parents’ responses to children’ acts is one of the main causes of their misconduct. They cite Holmes and Robbins (1987) who find in their research that unfair and severe discipline by parents can lead children later to drinking Alcohol and lead also to depressive disorders. So parents should know how to adhere to the behaviour of their children through being fair and understanding toward them when reacting to their bad behaviours. The family environment is an important aspect that can damage the behaviour of children.

B-In- school causes of discipline problems

The In- school factors that lead to students’ misconducts according to Curwin et al (1988) are:

a-Student boredom

According to these authors, boredom is one of the causes of the misbehaviour. This means that some students can not hide their boredom in the classroom, therefore; they begin to disturb without being afraid of the consequences. They engage in discussions with their friends, talk off task and do not concentrate to what their teacher says. This category of

students make the teacher feels angry and fed up, the teacher in turn punishes them for their bad behaviour and this is what leads to conflicts in the classroom.

b-Powerlessness

Powerlessness according to Curwin et al is another school factor that leads students to misbehave. They claim that:

In most schools, students are told for six hours every day where to go, what time to be there, how long to take for basic biological necessities, which learning is irrelevant, what to learn, and how their learning will be evaluated. These decisions are often made by the local school board or by the school administration. (1988 :08)

In more precise terms, rules at school are made by school administrators and students are not asked about their opinions if they agree or disagree about the decisions taken at school, they disagree with the unfair division of power between them and school administrators, so they express their refusal to these rules through misbehaving.

c-Unclear limits

The same authors claim that another in-school element that causes disciplinary problems at school is unclear limits. That is to say, students should be informed in advance by school administrators about school rules before they are violated and inform the students about the consequences of misbehaving at school. For instance, declaring that fighting at school, eating in the classroom, arriving late...are forbidden and those who do not respect these rules will be punished. (Ibid)

d-Attacks on Dignity

Curwin et al (1988 :10) want to explain by attacks on dignity the fact that some students who cannot achieve academically believe that it is through misbehaving that they can save their dignity and attract others' attention since they think that they are viewed as weak and stupid students. This is explained better by these authors, who argue that:.. "*their self-message is, "Since I can't be recognized as anything other than a failure, I'll protect myself from*

feeling hurt. To do nothing is better than to try and fail. And to be recognized as a troublemaker is better than being seen as stupid". So , students in this case can do anything in the classroom to protect their dignity.

2-3Theimpact of behaviour problems on the learning process

It is important to recognize that students' misbehaviours have a negative impact on their learning practice .Misbehaviours influence students' perception of knowledge and minimize the fact of having access to success andcreate disorder and unsafe environment that prevent students from meeting their academic needs. According to William N. Bender *"...without effective management of students, little learning will take place, even when the teacher is highly knowledgeable of the subject content"* (2016:11). This quotation denotes that although the teacher is skilful,students' acquisition of knowledge is negatively affected by their disciplinary problems .It is normally these unacceptable actions and inappropriate behaviours in the classroom that cause anger, stress, and fear to teachers.These unhelpful situations lead them to deviate from their goals. Jim Walters and Shelly Frei claim that :*"When teachers have trouble establishing management and order, their morale takes a beating and they feel that they are not up to the task , resulting in stress and burnout .Teachers who burn out often and up changing their profession"*.(2007:12). In other words, when teachers fail in providing a comfortable place for learning and creating order, they feel stressful and defeated what leads them to give up and to leave the job.

The entire classroom environment will be affected by the students who do not care about their classmates, and act only as individuals without taking into account that all the components of the classroom will be affected negatively. Therefore, it is difficult for the category of students who are disciplinary to save themselves from being victims of those who are disturbing and misbehaving and this leads to conflicts between the student and the teacher. In the end; Students are the only losers and most of them fail and get out of school at early

age. For these reasons, Teachers look for positive and effective ways to provide a peaceful climate that stimulates learning.

3.Teachers’ reactions to behaviour problems

There are some teachers who are not able to stop disruptive behaviours in their classrooms because they do not know how to deal with them. Managing these behaviours is critical for effective teaching and enjoyable learning. Berliner (1988) describes teachers who can not control the behaviour of their students as being ineffective in the classroom.

Teachers should know how to react to these problems taking into account the causes behind them. Jackson and Lewis (2010: 223) claim that “...*Teachers also need to understand the person, the spirit of every child and find away to nurture*”. This means that the teacher should be understanding towards his learners and to know each child as individual and to look for positive and respectful techniques that can not hurt students’ emotions when reacting to their bad behaviours. Teachers generally use only one technique to react to these behaviours that is punishment. According to Ramon (Rom) Lewis (2001), in the secondary schools, teachers use punishment to adhere to students’ misbehaviours especially (verbal punishment). They argue that:

Secondary teachers appear to frequently hint and punish, only sometimes recognise appropriate behaviour and have discussions with pupils, and hardly ever involve pupils in decision making. Nevertheless, ‘both primary and secondary teachers are seen, at least sometimes, to yell angrily at pupils who misbehave and to keep a class in because some students misbehave’. (Lewis, 2001 :312 cited in Ramon (Rom) Lewis, 2009 :16)

In other words, primary and secondary school teachers do not use communication to influence the behaviour of their learners, but instead they use the negative and the aggressive way that is punishment.

3.1.Definitions of punishment

Punishment is defined differently. According to Proctor (1977:04) “*Punishment is the use of unpleasant stimulus to eliminate an undesirable behaviour.*”In other terms, punishment is a negative reinforcement used to stop inappropriate behaviours. And as it is mentioned in the UNESCO Bangkok book (2006 : 11) - that is a Regional Office for Education in Asia and the Pacific – “ *Punishment is an action (Penalty) that is imposed on a person for breaking a rule or showing improper conduct. Punishment aims to control behaviour through negative means.*”This quotation denotes that punishment is used as a response to a person who deviates from the rules or behaves inappropriately and according to this definition , punishment is a negative way to survey a behaviour.

3.2.-Types of punishment

There are two types of punishment:

- 1- Punishment involving negative verbal reprimands and disapproval; this type of punishment is also known as negative discipline.
- 2- Punishment involving severe physical or emotional pain , as in corporal punishment.(UNESCO Bangkok book (2006)

These two types of punishment are explained in this book. The first type of punishment that is verbal, it makes the students more upset and more aggressive than before, in the sense that it encourages the misbehaviour rather than stops it. This type involves teachers’ use of:

- Commands as:“Sit down and be quiet!” Write one hundred times ,“I will not waste my time on meaningless tasks”
- Forbidding statements as : “Do not do that”
- Criticizing statements as : “Is that the best you can do”

- Threatening statements as : “If you do not stop talking, I will send you to the principal’s office”
- angry statements as : “You are in more trouble than you know” (Ibid)

The second type of punishment that is corporal, involves:

- Hitting the child with hand or with an object (such as shoe, book, ruler, stick..)
- Kicking, shaking or throwing the child
- Forcing a child to stand in uncomfortable positions
- Pinching or hair pulling (UNESCO Bangkok book (2006)

3.3.-Drawbacks of punishment

Many theorists like Rudolf Dreikurs (1967) and many authors like Proctor (1977) ,Ramon (Rom) Lewis (2009) and Christopher Dunbar (2004) are against the use of punishment at schools. They argue that it is an ineffective method to manage the misbehaviour . According to proctor (1977:12), punishment can stop the behaviour for a moment but it can lead to unexpected and undesirable behaviours. Proctor (1977:12) states some disadvantages of punishment that are:

- Punishment maybe misinterpreted. For example punishment for talking out of turn may stop student responding when appropriate to do so.
- May cause the student to withdraw altogether.
- Student may become aggressive.
- May produce negative peer reaction (anger towards teachers)
- The punished student may become negative about himself-herself or about the situation for example feeling of self-worth or negative attitude to course or school.

It is mentioned also in Ramon (Rom) Lewis book (2009) that

... Results have shown that where teachers verbally abuse children, humiliate them by the use of sarcasm, frequently and repeatedly exit them from class, or impose arbitrary and harsh punishments, children can experience a range of short-term and long-term negative consequences. These include less interest in the subjects being taught. (Henderson, Fisher and Fraser, 2000 cited in Ramon (Rom) Lewis, 2009: 27).

This quotation means that the results obtained from studies like (Karweit and Gottfredson 1989; Kounin, 1970, cited in Lewis book (2009)) have shown that verbal punishment has negative influences on learners, this can lead them to dislike the lessons and to not paying attention to them, in addition to this; punishment may also lead the students to hate the classroom setting.

Another author who claims that punishment is an aggressive technique to deal with behaviour problems is John W. Maag who argues that:

Approaches for dealing with student disruptions involve the use of various forms of punishment such as removals from the classroom, fines, restitutional activities, in-school and out-of-school suspensions, and expulsions. Although some of these approaches may make schools safer by removing the offending students, they have little effect on encouraging students to perform socially appropriate behaviours. (2001: 173).

In other terms, punishment with its different forms fails in teaching good behaviour despite that; it is used as a response to student misconducts.

4. Positive psychological theory to deal with students' misbehaviours

Many theorists have dealt with the issue of discipline problems at school and provide solutions to react to them, among them Skinner (1954) who supports the use of positive reinforcement at school that is through the use of rewards, that is to say, the good behaviour should be rewarded to influence the bad behaviour. (European Journal of Psychological

Studies (2014); in addition to other theorists who turn their attention to this issue like William Glasser (1997) and Rudolf Dreikurs (1967).

William Glasser (1997) in his theory called “choice theory” claims that students choose the way they behave, and their behaviour is a matter of choice and in order to stop the misbehaviour, he suggests that teachers to help their learners to change their bad behaviour through teaching them how to assume the responsibility of their choices and assist them to make appropriate choices. (Simpson Adam, 2015, Gabriel, E et al 2011)

Among these theories, various authors support Rudolf Dreikurs’ (1967) theoretical framework that focuses on the use of “logical consequences” as a response to students’ misconduct. Rudolf views it as the most suitable one for dealing with discipline problems at school, among these authors:

Christopher Dunbar (2004: 04) who argues that: *“Emerging research suggests that inappropriate behaviour should be followed by consequences rather than punishment”*.

Marzano, Marzano and Pickering (2003) who assert that: *“Students should expect natural and logical consequences to their behavioural choices. All people need feedback in relation to appropriate and inappropriate behaviour”* (cited in Jim Walters and Shelly Frei (2007 :57)

Howard Adelman and Linda Taylor (2015: 06) who claim that: *“Discussions of classroom management practices usually emphasize establishing and administering logical - consequence”*.

The above quotations show that teachers should react to students’ behaviour problems through the use of consequences.

Rudolf Dreikurs (1897-1972) is a Viennese psychiatrist, many concepts of his theory are based on the four principles of the psychiatrist Alfred Adler’s (1958) theoretical framework that are:

-Humans are social beings and their basic motivation is to belong, that is to say; to be accepted and to find a place in society.

-All behaviour has a purpose

-Humans are decision making organism. This means that people make their own decisions and decide what to do.

-Humans only perceive reality and this perception may be mistaken or biased. In the sense that people do not see reality as it is. (Cited in Rudolf Dreikurs book Discipline without tears (1972:8-9).

4.1- The four mistaken goals behind students' misconducts

According to Dreikurs (1972), students behave inappropriately for a reason, they misbehave to achieve one of these four goals: Attention seeking, power seeking, revenge seeking and failure avoiding /Display of inadequacy and he shows how can teachers recognize them through the way these goals make them feel.

a-Attention seeking

According to Rudolf Dreikurs (1972), students believe that belonging to the classroom context is only through getting attention from the teacher and classmates. Students start to misbehave through becoming a “nuisance”, “class clown”, “a show-off” or ask questions not for information but for attention. Teachers can recognize the attention seeking goal when they feel irritated and annoyed. Teachers in this case should ignore the misbehaviour and do not give attention to the student when he/she seeks it.

b-Power seeking

Dreikurs (1972) states that the power seeking student wants to be the boss in the classroom through contradicting, doing forbidden acts, and engaging in power struggles with the teacher to show that he/she is a powerful person. In this case, the teacher feels threatened and defeated.

Teachers in this case should refuse to confront this category of students, instead they should guide them rather than threatening them.

c-Revenge seeking

Rudolf Dreikurs (1972:38) asserts that students seek revenge because they think that they do not belong to the classroom and both the teacher and their classmates are unfair to them and they are convinced that no one likes them, therefore; they believe that by hurting others they can find a place in the classroom context. The student who seeks revenge acts aggressively, creates problems and is defiant.

The teacher can identify the revenge seeking goal when he feels hurt. Dreikurs claims that punishment does not work with this category of students and this problem can be solved through the use of “logical consequences” and to try to win the child through persuading him/her that he is liked by people and to avoid hurting him/her.

d-Failure avoiding/ Display of inadequacy

This is the fourth goal explained by Dreikurs (1972). Students in this case feel that they can not achieve academically and expect only failure which leads them to give up.

Dreikurs describes these students as being discouraged and hopeless. These students rarely disrupt in the classroom, instead; they rarely participate and do not care. The teacher can recognize this mistaken goal if he/she feels helpless.

It is up to the teacher to help this category of students by assisting them to build their self confidence and through encouraging and acknowledging their efforts.

4.2-Reacting to students’ misbehaviours in the classroom

Dreikurs is against the use of punishment at school but instead he supports the democratic way of teaching where the teacher is the leader not the boss, where the teacher encourages, guides, helps and engage in discussions with his students. Dreikurs describes teachers who use punishment as a response to students’ misbehaviours as autocratic teachers.

These autocratic teachers impose their power and pressure, dominate and criticise. Dreikurs claims “ *The democratic teacher uses not punishment but natural and logical consequences. Punishment invites retaliation and is not an effective teaching method*” (1972:62). In other words, punishment does not take place in the democratic teaching where the teacher is a helper, leader and not the boss but rather, it is used by the autocratic teachers who threat students through it and punishment is not the solution to students’ misbehaviours since it may worsen the situation and lead the students to become more aggressive and defiant than before.

4.3. Dreikurs’s steps to follow when reacting to students’ misconducts

Dreikurs (1972: 34) states the following steps to follow before reacting to students’ misconducts:

- Observe the child’s behaviour in detail
- Be psychologically sensitive to your own reaction
- Confront the child with the four goals
- Note the recognition reflex
- Apply appropriate corrective procedures

These steps help the teacher to modify the behaviour of his learners in a peaceful way that can assist him/her later to win his learners.

Dreikurs (1972) suggests the use of natural and logical consequences to deal with behaviour problems in the classroom. Logical and natural Consequences are defined by Dreikurs as follows:

Logical consequences, structured and arranged by the adult, must be experienced by the child as logical in nature. He will see the consequence of his behaviour by experience and will learn from it. However, logical consequences should never be used in a power struggle...they may backfire. Natural consequences are based on the natural flow of events and are those which take place without adult interference. (1972:62).

According to Dreikurs , logical consequences are actions taken by teachers or parents to influence child's behaviour and its aim is to teach appropriate behaviour and responsibility. The logical consequence given by the adult to the child should fit his misbehaviour, in the sense that it should be logical and reasonable, and it should be given in a way that makes the child feels helped rather than punished as giving the consequence in a respectful tone of voice because if it is given in anger it will become punishment. Logical consequences should also be explained and agreed by learners.

Dreikurs (1972) also claims that logical consequences are an effective method to react to attention seeking goal, power seeking and revenge seeking goals, however; natural consequences are better used to react to display of inadequacy.

Dreikurs, Grunwald and Pepper (1982) suggest the following examples of Logical Consequences:

- 1-If a student hands in an incomplete or dirty paper, the teacher may read the paper only if the student submits a complete, clean copy.
- 2-If students write on the walls, they can either clean them or pay the janitor to clean them.
- 3-If students disturb others, they may be isolated from the group until they agree to disturb the class no longer.
- 4-If students are late for class, they maybe directed either to come on time or wait at the door until they receive a signal that their late arrival will no longer disturb the class.

Natural consequences on the other hand, happen without teacher's intervention, it is the situation that teachers the students. For instance; if the child does not study for tests and exams, he/she will get low grades.

4.4.-Logical Consequences versus punishment

Sometimes the use of logical consequences is confused with punishment. The adult (teacher or parent) who does not understand Rudolf Dreikurs (1967) theoretical framework, can be confused with His/her understanding to punishment .

Christopher Dunbar (2004:04) defines consequences and punishment as follows: *“Consequences are viewed as an end result of a child’s inappropriate act. That is, they should not be viewed as something imposed, such as sanctioning, but rather as an appropriate outcome for an inappropriate act... punishment, on the other hand, is punitive and/ or penal in nature”*. Dunbar wants to explain the idea that consequences and punishment are not the same. Therefore, consequences have a logical connection to the misbehaviour whereas punishment is sanctioning, it does not fit the misbehaviour and it is not reasonable.

Dreikurs (1972:65) also distinguishes between them. He claims *“It is not easy to separate consequences from punishment: often the only difference is the teacher’s tone of voice and attitude toward the child. The teacher may say, “you will see what happens” to prepare the child for natural consequences. But the same words shouted, or said as a threat can imply punishment”*. This means that what distinguishes punishment from logical consequences is the voice of the teacher when reacting to the misbehaviour. In the use of logical consequences, the teacher should give the consequence to the child in a helpful manner and in a calm voice however; punishment is given angrily and in a loud voice.

Dreikurs (1972: 64) in his book Discipline without tears distinguishes between Logical Consequences and punishment. Some of the differences are mentioned in the following table:

Logical Consequences	punishment
Adult is firm but fair	Adult is often unfair
Voice is calm and friendly	Voice is loud and angry
Is appropriate in a democratic setting	Belongs only in an autocratic setting
Child is accepted, although his behaviour is not	Implies that the child has no value
Adult plays the role of educator	Adult plays the role of policemen, judge and jailer
Adult is understanding, sympathetic	Adult is usually angry
Respect the child	Belittles or demeans the child

Dreikurs (1972:64)

Conclusion:

To sum up, this chapter has dealt with the review of the literature that shed light on behaviour problems at school. It clarified the concept of behaviour problems and some related issues like their causes, consequences and the way that teachers should use to react to them. This chapter reviewed the main points that can assist the teachers to modify the bad behaviour of their learners.

Research Design and Methodology

Introduction

This chapter is methodological. It outlines the research design used to investigate the present issue that is related to behaviour problems in the classroom, the way secondary school teachers of English in Tizi Ouzou react to them and the way they affect students' acquisition of skills. This chapter is divided into two main sections. The first section is named procedures of data collection, it describes the research instruments and methods used to collect research data followed by a description of the setting and participants who took part in the study. The second section is called procedures of data analysis which presents detailed information about the procedures used to analyze the findings.

1-Procedures of data collection

1-1 Research Methods :

In order to carry out the investigation, we have adopted the mixed method research. This consists on the combination of the quantitative and qualitative methods in order to collect data. The use of quantitative method helps us to collect a significant amount of data related to our investigation while the qualitative method allows us to describe and analyze the gathered data.

1-2 Setting and participants

The study took place in six (06) secondary schools in Tizi Ouzou (Abane Ramdane, Stambouli, el Aquid Amirouche , 20 Août 1956, Si Hassan Outaleb secondary school in Ben Yenni and the secondary school of Tizi Ghennif). Twenty five (25) Questionnaires are distributed to the teachers of English in these schools but the classroom observation sessions took place only in the two (02) rural secondary schools : Si Hassan Outaleb secondary school

in Ben Yenni and the secondary school of Tizi Ghennif because we were not granted permission to attend English lessons in others urban schools.

2-Data collection instruments

In order to collect data for our research, we have used two main instruments. We have designed a questionnaire for secondary school teachers of English in Tizi Ouzou and we have also attended classroom observation sessions to investigate students' behaviour problems during the lessons and the way teachers react to them.

2.1-Description of teachers' questionnaire

A questionnaire is defined by Brown (2001) cited in Dornyei (2007:102) as follows: *“questionnaires are any written tools that present respondents with a series of questions to which they have to react either by writing out their answers or selecting from existing answers ”*. In other words, the questionnaire is a research instrument that is used to collect data. It includes a set of questions like open-ended and close ended ones and involves statements like in multiple choice activities where respondents have to select among three or four answers the most suitable one.

The questionnaire designed for this investigation consists of both open-ended and close ended questions arranged in three sections:

Section one (01) : this section is called identification of the participants in terms of gender and work experience.

Section two (02) : It is called teachers' beliefs and attitudes toward students' misbehaviours, it consists of seven (7) questions which are composed of open-ended, close-ended and multiple choice items. The aim of this section is to grab teachers' attitudes and opinions regarding students' behaviours and the way they affect the acquisition of knowledge.

Section three (03) : which is named teachers' responses to students' misbehaviours, includes two open-ended and one close-ended questions. These questions aim to investigate the way teachers react to students' disruptive behaviours.

The questionnaires are addressed to twenty five (25) teachers within the six (06) secondary schools in Tizi Ouzou (Abane Ramdane, Stambouli, El Aquid Amirouche , 20 Août 1956, Si Hassan Outaleb and the secondary school of Tizi Ghennif). The rule of three is used for the calculation of the percentages and is applied as follows: $X = \frac{Z \times 100}{Y}$

The symbol X is the calculated percentage, Z is the value of the similar answers and Y is the total number of the participants.

2.2 Classroom observation

In order to make this investigation more valid, we have adopted of a classroom observation as a second tool to gather data. Bell. J. (2005: 194) defines classroom observation as a technique that “ *can often reveal characteristics of groups of individuals which would have been impossible to discover by other means*”. This means that classroom observation is the most efficient tool in relation to our work as it helps to collect valid data through observing directly students' behaviours and how teachers respond to them. We have adopted a structured classroom observation through making a checklist of ten (10) items to be observed.

We have attended a total number of ten (10) sessions in each of the schools selected as a sample for our observation

3- Procedures of data analysis

Data gathered from the questionnaires will be analyzed through the use of quantitative and qualitative methods. Open- ended questions will be analyzed using the qualitative method

because it is the best one to analyze and interpret teachers' opinions and beliefs about the investigated issue; whereas, the quantitative method will be used to analyze the close-ended questions, it is adopted to quantify the data and it facilitates the process of analyzing and presenting the results . In short, we have used the mixed method to analyze the gathered data.

The data gathered from classroom observation will also be analyzed, arranged and interpreted using the qualitative method. In addition to this; we rely on Rudolf Dreikurs's theoretical framework (1967) which is based on four principles that are:

- Humans are social beings and their basic motivation is to belong.
- All behaviour has a purpose
- Humans are decision making organism
- Humans only perceive reality and this perception maybe mistaken or biased

The reason why we have chosen this theory is that it is supported by many authors (See Review of the Literature), moreover; this theory fits our research since Rudolf Dreikurs has explained better students' misbehaviours in the classroom and the mistaken goals behind them, in addition to this, he has proposed a solution to deal with them and to build a positive relationship between the teacher and his students through the use of *logical consequences* that is a reaction to student's misconduct through thinking of a logical consequence that fits this misbehaviour, in other words, these consequences should be logical, explained and agreed by the learners and it should be given to them in a pleasant and a helpful way so that the learner feels helped rather than punished because the aim behind the use of logical consequences is to promote good behaviour through teaching responsibility.

4- Restrictions and limitations of the study:

The obstacles and limits that we have faced during this study are, first, it is not allowed to us to distribute our questionnaires in El Khansa and Fatma Nsoumer secondary

schools. Second, this investigation is about behaviour problems in the classroom and the way secondary school teachers of English react to them, we selected to compare between the urban and the rural students concerning discipline when doing classroom observation but we do not have the permission to attend English lessons in the urban secondary schools.

Conclusion

The purpose of this chapter is to describe the research design and methodology used for our study through describing the instruments used for collecting data as well as the explanation of the procedures for analyzing them. In addition to this, this chapter provides information about the setting and participants involved in the study.

Chapter three : Presentation of the Findings

Introduction

This chapter deals with the findings of our study. It presents the results obtained from both the questionnaire administered to twenty five (25) secondary school teachers of English in Tizi-Ouzou and from the classroom observation that took place in two (02) rural secondary schools in Ben Yenni and Tizi Ghennif (Tizi-Ouzou). The results are presented and shown in pie charts and histograms. The chapter is divided into two sections. The first section is devoted to the presentation of the findings obtained from the questionnaire; whereas, the second section is devoted to the presentation of the findings obtained from classroom observation sessions.

1-Presentation of the Results of the Questionnaire

1-1 Section one: Identification of the respondents

This section has to do with teachers' personal information in terms of gender and years of experience.

a- Gender

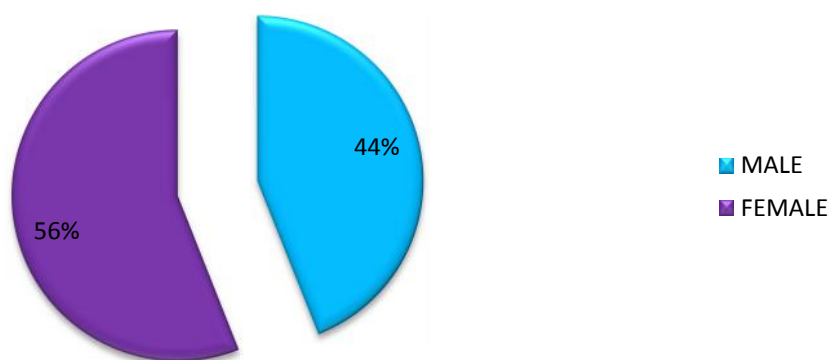


Diagram 0 1: Teachers' distribution according to gender

As it is shown in this diagram, the majority of teachers are female, which represents (56%), and (44%) are male.

b- Work experience

Years of experience	2	3	5	7	10	12	13	17	26	27
Number of teachers	3	2	4	3	4	2	1	3	1	2

Table 01 : Teachers' years of experience.

This table shows that teachers' years of experience are from two (02) years to twenty seven (27) years.

1-2 Section two (02): Teachers' beliefs and attitudes toward students' misbehaviours.

Q1: How do you find school classrooms nowadays?

- a- Safe
- b- unsafe
- c- Respectful
- d- Unrespectful

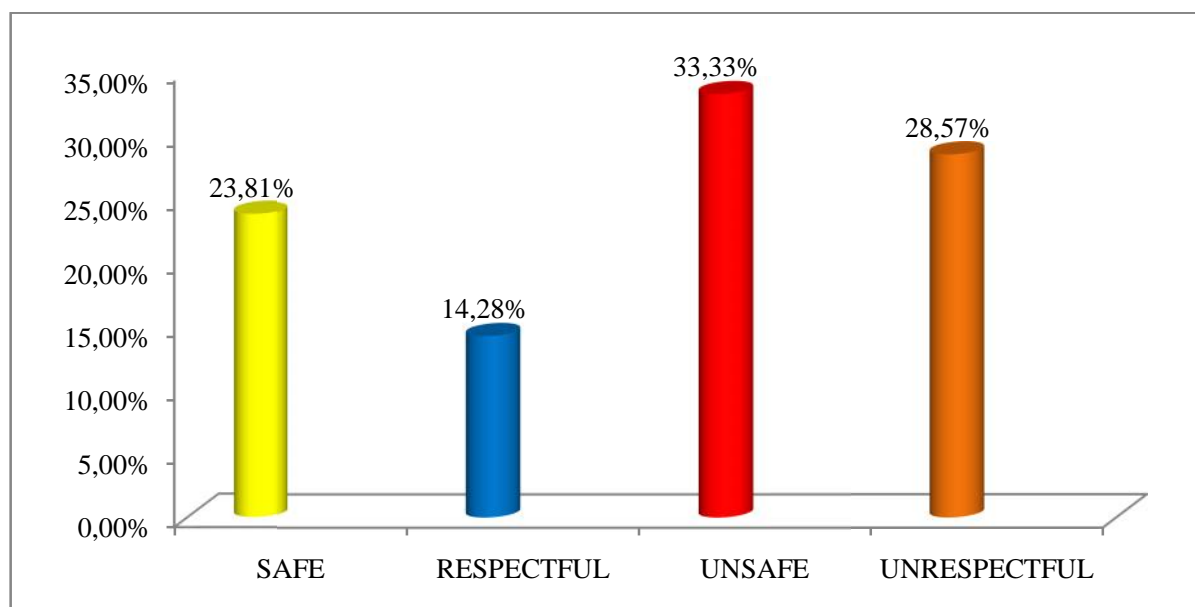


Diagram 02 : Teachers' attitudes towards classrooms nowadays.

The aim of this question is to know the attitudes of teachers towards school classrooms nowadays. The results show that the majority of teachers (33.33%) view classrooms as being unsafe and (28.57%) view them as disrespectful. Ten (10) teachers that represent (23.81%) see them as being safe, and only six (06) , which represents (14.28%) consider them as being respectful.

Q2- How can you define students' behaviour problems?

This question is an open- ended question in which teachers have the opportunity to express their points of view regarding the meaning of behaviour problems. Teachers give a common definition of behaviour problems , one teachers defines it as follows: *“It is a very serious problem that we deal with all the time, so we teach less and try to manage the class”*. Another teacher said, *“ Students’ behaviour problems can be defined as a set of factors that influence negatively students’ acquisition of knowledge”*.

Remark: seven (07) teachers have not answer this question.

Q3: Do behaviour problems occur in your classroom while teaching?

a- Yes

b- No

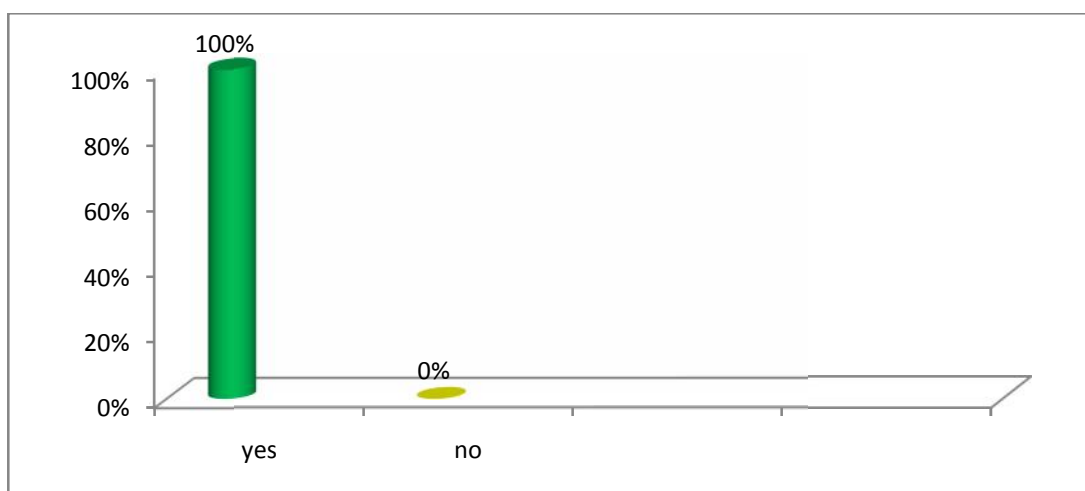


Diagram 03: The occurrence of behaviour problems in the classroom

We notice that all the teachers (100%) answer with “yes”.

If yes, how often do you notice that ?

a- Always

b- Often

c- Generally

d- Rarely

e- Sometimes

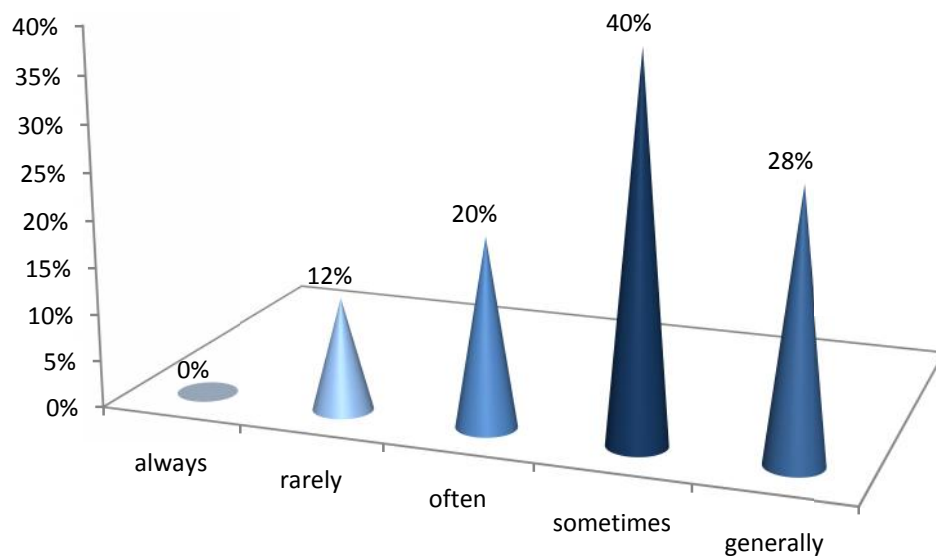


Diagram 04 : Frequency of behaviour problems occurrence in the classroom.

We can see from this diagram that the great number of teachers that represents (40%) answer with “sometimes” and (28%) of them answer with “generally”. Five (05) teachers that represents (20%) have answered with “often” and only three (03) teachers that represents (12%) have answered with “rarely”. No one has answered with “always” (0 %).

Q 4: How many disruptive students do you have in your classroom ?

a- No one

b- Two

c-Four

d- More than four

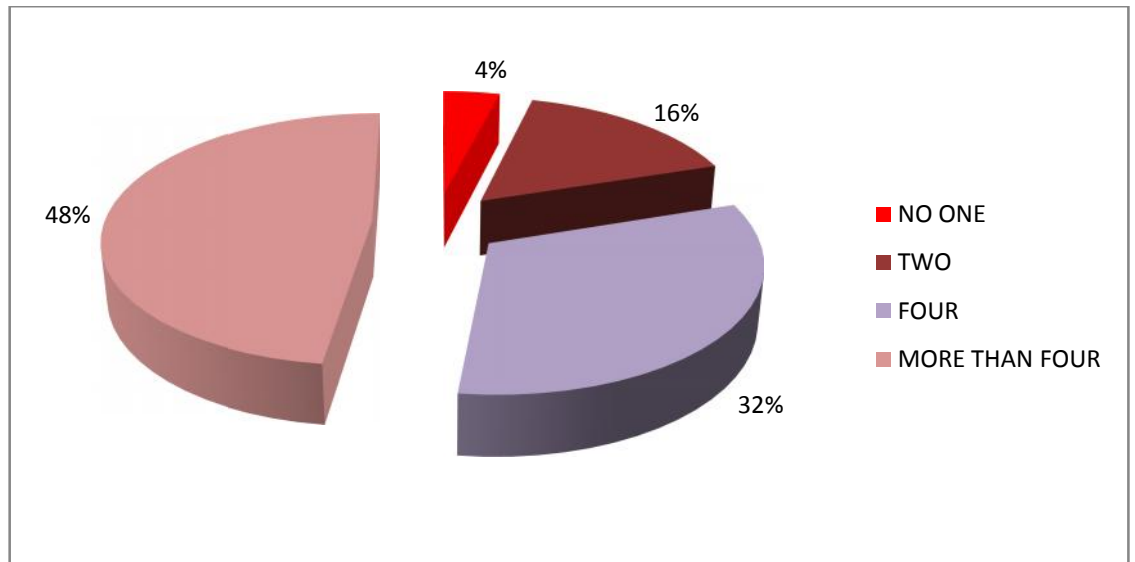


Diagram 05: The number of disruptive students in the classroom

The aim of this question is to know approximately how many disruptive students exist in the classroom. As it is shown by this pie chart, (48%) of teachers have more than four disruptive students in their classrooms and (32%) of them have four, (16%) of them have two disruptive students and only (4%) do not have disruptive students in their classrooms.

Q 5: In your opinion, why do students misbehave in the classroom ?

- a- Because they hate the language
- b- Because they hate the teacher
- c- Because it is a matter of education

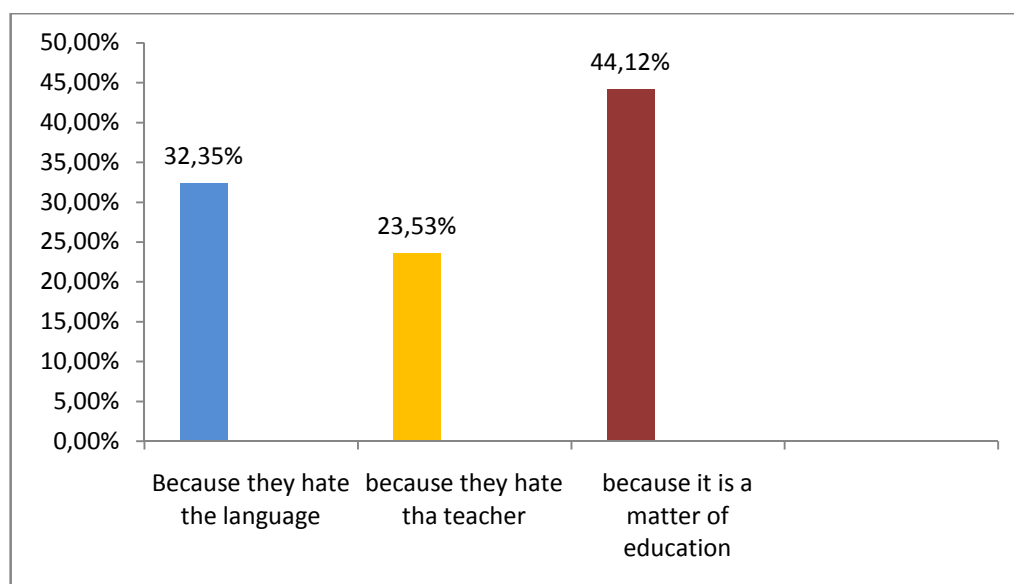


Diagram 06: The reasons behind students' misbehaviours

On the basis of the gathered data, the majority of teachers (44.12 %) claim that the main reason behind students' misbehaviours is a matter of education and (32.35%) assert that students misbehave because they hate the language, and only (23.53%) say that students misbehave because they hate the teacher.

Q 6: Do you think that behaviour problems have a negative influence on the students' acquisition of knowledge? If yes, explain how.

From the answers provided to this question, we notice that all the teachers have answered with "yes". They have provided the same answers and arguments, they claim that bad behaviours in the classroom interrupt the process of teaching and affect negatively the acquisition of knowledge , according to their answers, behaviour problems decrease students' creativity and when a student misbehaves, he / she can not concentrate on his/ her studies so he/she learns less and this is noticed during the tests and exams, this means that the disruptive students generally do not get good marks in their exams.

Q 7 : How do behaviour problems make you feel?

a- Helpless

b- Threatened

C- Irritated / Annoyed

d- Hurt

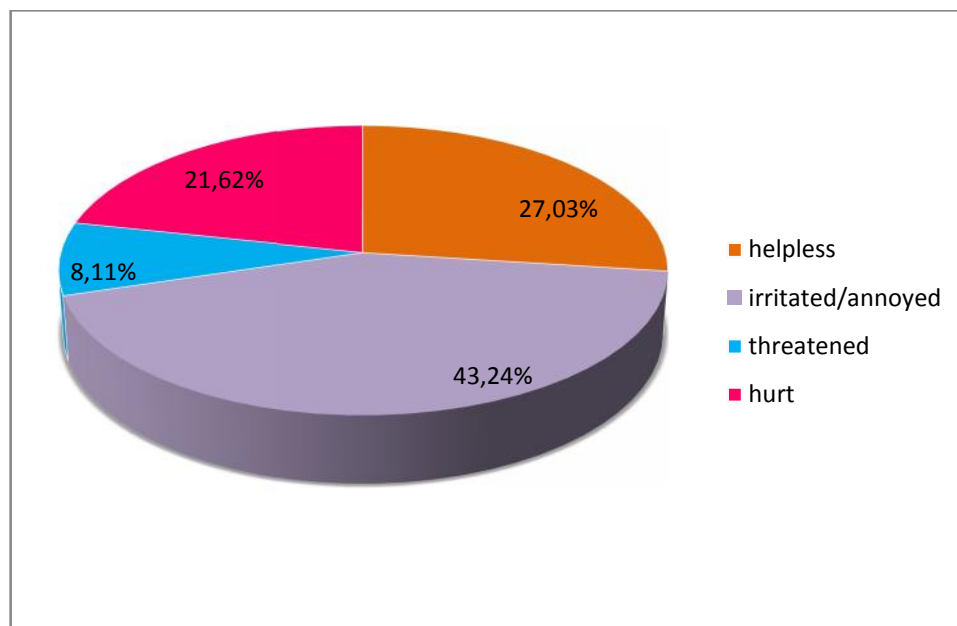


Diagram 07 : The impact of behaviour problems on teachers.

In this question, we have relied on Rudolf Dreikurs (1967) theoretical framework , which is about the four mistaken goals behind students' misbehaviours, and Dreikurs have explained how can teachers recognise them. According to him, students misbehave to achieve one of these goals: Attention seeking, power seeking, revenge seeking and failure avoiding. If the teacher feels “helpless” so the goal behind the misbehaviour is failure avoiding, if he/she feels “irritated”, it is attention seeking, if the teacher feels “threatened”, it is power seeking and if he/she feels “hurt” so it is revenge seeking. The goal behind this question is to know which one of these goals is the dominant one in the classroom.

From teachers' answers, we see that a great number of teachers that represents (43.24%) say that students' misconducts make them feel irritated, and (27.03%) of them feel helpless. (21.62%) feel hurt and (8.11%) feel threatened.

Through these results, we notice that the dominated goal in the classroom is attention seeking.

1-3 Section 3: Teachers' responses to students' misbehaviours.

Q8: How do you respond to students' misbehaviours? Do you follow the traditional ways as punishment?

This open-ended question aims to investigate the way teachers react to students' misbehaviours, and if they still use punishment or not. According to the answers they provided, only one (01) teacher says that she sometimes uses punishment but only with some levels (she has not explain which level) but other teachers claim that punishment is ineffective in the classroom ,so in order to stop the misbehaviour, they try to find its source and why students choose to misbehave and then look for positive ways that can modify their bad behaviour as talking to them about the situation and trying to understand their problems.

Q9 : Do you think that punishment is an effective way to deal with behaviour problems?

This question aims to know teachers' beliefs and attitudes towards punishment. Two (02) teachers have answered with "yes" , they use punishment when necessary because there are some students who do not respond to punishment, and two (02) others said that it is effective but only when the teacher uses it in a positive way to correct the behaviour (they did not explain how) . However, the majority of the teachers assert that punishment no longer works as previously (in traditional teaching) and it may worsen the situation. So punishment according to them, is the last solution to behaviour problems.

Q10: Do you apply any specific theory borrowed from educational psychology to deal with students' behaviour problems?

a- Yes

b- No

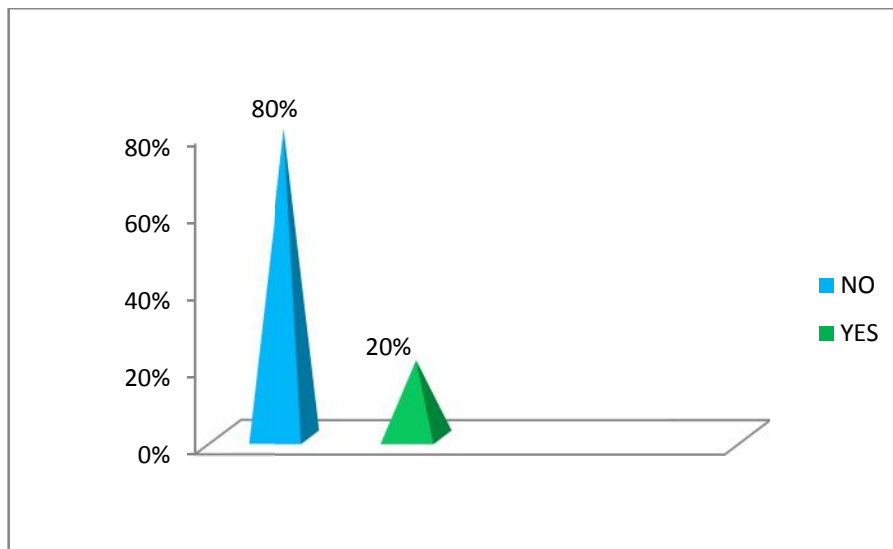


Diagram 08: Teachers' application of theories borrowed from educational psychology

According to the questionnaire's results, (80%) of teachers do not apply any theory borrowed from educational psychology to deal with behaviour problems and only (20%) of them apply some theories.

If yes, what is it ?

Only five (05) teachers apply theories in their classrooms which represents (20%). One (01) teacher uses cognitive and conditioning theories, another teacher applies the constructivist theory, and one (01) teacher says that he uses communication theory to stop the misbehaviour, another teacher uses the social cognitive learning theory, and the last one uses Gardner's theory of multiple intelligences.

2- Results of classroom observation

Classroom observation is used as a second data collection tool to gather qualitative data about the impact of behaviour problems on students' learning and the way teachers react to them. Through classroom observation, we see whether teachers use any psychological theory to deal with behaviour problems in their classrooms or do they still use punishment to stop the misbehaviour.

A total of ten (10) observation sessions have been conducted in two rural secondary schools: in Beni- Yenni and Tizi Ghennif in Tizi Ouzou (Algeria). Classroom observation allows us to confirm or disconfirm the questionnaire's results and to observe the issue in its natural setting. Classroom observation sessions take place with different streams and levels (Literary, Scientific and Mathematical), so we get different results.

We have designed a checklist of ten (10) items to be observed relying on some aspects of the theorist Rudolf Dreikurs (1967) who claims the four (04) goals behind students' misconducts in the classroom and who suggests the use of logical consequences as a response to them.

The observed items

1-Whether classrooms nowadays are safe or not and if there is a respectful relationship between the teacher and his learners:

According to what we have observed in the two (02) rural secondary schools mentioned above, and especially in the morning between 9am to 12am, classrooms nowadays are no longer safe and the majority of students are very difficult to manage. They fight and insult each other and they use inappropriate language without fear or respect to their teacher especially the literary students. We have noticed that only a few students (seven (07) or less) from thirty students are engaged in the learning process and show respect to their teacher. When the teacher asks a student (male) to leave the classroom he refuses and sometimes he refuses to read from his book when the teacher asks him to read. However, within mathematical and the scientific streams , we find only two (02) to three (03) students that disrupt and misbehave, and the majority of the students are calm ;they listen to their teachers and follow them when explaining.

2- Teachers are close to their learners and build a friendly relationship with them.

We have observed in the different classes and streams that the teacher is autocratic in the classroom. The teacher always tries to impose his power and keep a distance between him and his learners. The teacher rarely smiles and rarely moves around to check students' understanding or show them how to do a task. This distance between the teacher and the learners maybe one of the causes of learners' misbehaviours.

3- Teachers engage the learners in learning and teach them good habits

When the students are engaged, they are managed. Teachers do not engage the whole class in learning. Although they see that only few students are doing the task ,they do not react. Concerning teaching good habits, teachers do not focus on this, they focus only on how to cover the programme, and sometimes they do not react to bad behaviours and do not make any effort to teach them good behaviour.

4- How many students disrupt during the lesson (within the different streams)

Within the mathematical and the scientific streams, and although in these streams English is not really important as other subjects, they engage in learning and do the tasks. In these two streams we find only two to three students that do not follow the teacher and talk off task comparing to the literary stream where the majority of the students are disruptive and disinterested .They make too much noise, and the teacher seems unable to manage or even to make them quiet.

5- Observe behaviour problems that occur in the classroom

Different types of behaviour problems occur in the classroom such as arriving late, speaking while the teacher is performing the lesson, move in the classroom without permission, do not respect the teacher as being rude with him /her and using impolite language and inappropriate gestures when talking to him / her, and the majority of students do not bring their books with them to the classroom.

6- Whether the teacher tries to understand the pupil and the purpose behind his/her misbehaviour before reacting to it.

Rudolf Dreikurs (1967) claims that there is a purpose behind students' misbehaviours. They misbehave to achieve one of the four goals (Attention seeking, power seeking , revenge seeking and failure avoiding). During the observation sessions, we realized that teachers do not recognize these goals and they do not try to understand their learners or the reasons behind their misbehaviour. They do not talk to them about the situation or ask them why do they behave in such a way ,but instead they get them out of the classroom and sometimes they use inappropriate language with them as saying (you are not educated)

7- If teachers use any theory borrowed from educational psychology to adhere to students' misconduct.

During the ten observation sessions that we have attended in these secondary schools (in Ben Yenni and Tizi-Ghennif) we have noticed that teachers do not follow any theory. Many theorists have dealt with behaviour problems and provided solutions to react to them like skinner (1954) who suggests the use of rewards to influence the bad behaviour. Rudolf Dreikurs (1967) who suggests the use of logical consequences (see review of the literature), William Glasser (1997) who talks about choice theory, which means that students choose their behaviour and teachers should help them to assume the responsibility of their choices.

8- Teachers use punishment as a response to students' misbehaviours.

As it is mentioned in the UNESCO Bangkok book (2006) (See review of the literature), there are two types of punishment:

- 1- Punishment involving negative verbal reprimands and disapproval; this type of punishment is also known as negative discipline.
- 2- Punishment involving severe physical or emotional pain , as in corporal punishment.

Teachers in these secondary schools generally use the first type of punishment and do not use the corporal one. Sometimes they talk to this category of students angrily, they shout on them and they get them out of the classroom and sometimes they use hurtful words like (you are not educated...). Teachers do not engage in discussion with their learners to understand them and to be near to them but instead they react aggressively to bad behaviours without thinking of consequences and the reaction of their learners or to think whether this method is effective or not.

9- Observe the frequency of the occurrence of the four (04) goals behind students' misbehaviours in the classroom.

The theorist Rudolf Dreikurs (1967) has explained how can a teacher understand the goal behind the misbehaviour (see review of the literature) . Our understanding of his explanation helps us notice that the attention seeking goal is the dominant one in the classroom. Students always act to attract the attention of their teacher and classmates through telling jokes, asking inappropriate questions just to make the teacher in an embarrassed situation. The second goal that appears after attention seeking is power seeking. Students often talk to their teacher in a loud voice, use impolite language and gestures, contradict the teacher and disobey him. In the literary stream, the teacher asks the student to leave the room, he refuses and then they are engaged in a conflict. The other goals (Revenge seeking and failure avoiding) rarely occur in the classroom.

10- Observe whether the disruptive students acquire knowledge and understand the lesson (to see whether their bad behaviour influences their acquisition of knowledge)

In order to get some information about this item, and thanks to the friendly relationship with the teacher, we have proposed to the her (female teacher) to ask them questions about the lesson and to ask them to go to the board and to correct the task. She

asked four (04) students do correct the task. We noticed that they did not understand anything about the lesson and the teacher tries to explain it again for them. The teacher told us even in tests and exams they do not get good marks.

Conclusion

This chapter has presented the results obtained from both the questionnaire administered to secondary school teachers of English in Tizi-Ouzou and classroom observation conducted in two rural secondary schools (in Ben Yenni and Tizi-Ghennif). The data obtained from the questionnaire are presented in histograms. The results are going to be clarified and interpreted in the following chapter which is devoted to the discussion of the findings.

1-4

Chapter Four: Discussion of the Findings.

Introduction:

This chapter is devoted to the discussion of the findings obtained from the questionnaire addressed to secondary school teachers of English in Tizi Ouzou (see chapter two) and from classroom observation sessions that took place in Tizi Ghennif and Ben Yenni secondary schools (Tizi-Ouzou). The results are going to be interpreted according to Rudolf Dreikurs (1967) theoretical framework and will be interpreted and analysed in response to the research questions and hypotheses advanced in chapter one. This chapter is divided into two (02) parts; the first part is devoted to the discussion of the questionnaires' results; whereas ,the second part is devoted to the discussion of the results obtained from classroom observation sessions.

1-Teachers' questionnaire:

1-1 Identification of the respondents

The results of this section are important in our study. The section contains two (02) main questions. The first question is about gender and the second question is about teachers' experience. The aim of this section is to compare between male and female teachers in the way they react to behaviour problems in their classrooms and to compare between the novice and the experienced teachers. The results show that the majority of the participants (56%) are female and (44%) are male and their experience in teaching ranges from two (02) years to twenty seven (27) years. According to their answers in the questionnaire, we notice that both sexes (male and female) face behaviour problems in their classrooms especially novice teachers (from two (02) years of experience to five (05) years), who suffer from this serious problem and find difficulties to deal with them.

From teachers' answers in the questionnaire, we noticed that it is female teachers who suffer more from disciplinary problems in the classroom comparing to male teachers. The majority of female teachers have more than three (03) disruptive students in their classrooms and according to their explanations, this goes back to the lack of experience and knowledge about the effective ways that can stop the misbehaviour during the lessons. As regards the reaction of both of them (male and female teachers) to behaviour problems, classroom observation helped us to refute their answers in the questionnaire . They argued that they do not use punishment but instead they try to solve the problem with their students through communication and discussion but during the classroom observation sessions, it is noticed that teachers do not follow any theory and they still use punishment. Their first reaction to students' misconducts is to get the students out of the classroom and yelling on them angrily.

1-2 Teachers' beliefs and attitudes toward students' misbehaviours

This section is concerned with the beliefs and the attitudes of teachers toward behaviour problems and why do students misbehave in their opinions. When teachers are asked how do they find classrooms nowadays, we noticed that (33.33%) of teachers view them as being unsafe and (28.57%) find them disrespectful .

As we have observed during classroom sessions, this unsafety and disrespectfulness are caused by bad behaviours in the classroom as fightings, insults and showing disrespect to teachers. The minority of teachers see them as being safe (23.81%) and only six (06) teachers that represent (14.28%) view them as respectful.

As regards the meaning of behaviour problems, teachers provided common definitions, some examples of them are *"It is a very serious problem that we deal with all the time, so we teach less and try to manage the class"*. Another teacher said, *" Students' behaviour problems can be defined as a set of factors that influence negatively students'*

acquisition of knowledge". This definition is typically the same as the definition provided by Allan Dordoy et al (2008:02) (see review of the literature), which stresses the negative effects of behaviour problems on learning and acquiring knowledge.

Concerning the occurrence of behaviour problems in the classroom, all the respondents (100%) face discipline problems in their classrooms and it is only the frequency of occurrence that differs. (40%) of teachers sometimes face them in their classrooms, (28%) of teachers answer with "generally", (20%) answered with "often" , (12%) of teachers answered with "rarely" and no one has answered with "always.

As regards the number of disruptive students that exist in the classroom of these respondents, classroom observation sessions helped us to confirm or to refute their answers regarding this question. (48%) of teachers have more than four (04) disruptive students in their classrooms, (32%) of them have four (04) and (16%) of them have two (02) and (4%) of teachers do not have disruptive students in their classrooms. During the ten (10) observation sessions that we attended, we noticed that all the teachers in different classes and streams (in both schools) face behaviour problems in their classrooms and they have at least two (02) disruptive students, therefore; this disconfirms that (04%) of teachers do not have disruptive students in their classrooms.

Another question asked to teachers in this section is about the reasons and the causes of students' misbehaviours in their opinions, we suggested three (03) causes (because they hate the language, because they hate the teacher or because it is a matter of education) the results show that (44.12%) of teacher see it as a matter of education and (32.35%) of them say that students' misbehave because they hate the language and (23.53%) say that students' misbehave because they hate the teacher.

(44.12%) of teachers that represents fifteen (15) teachers accuse parents for the bad behaviour of their children at school, since they claim that students misbehave because they are not well brought and only few teachers claim that the causes behind students' misconducts are the teacher and because they hate the learning subject.

As far as the impact of behaviour problems on students' learning are concerned, all the teachers assert that behaviour problems at school influence negatively students' acquisition of knowledge .Some of their answers are “ *of course, because when students misbehave in the classroom, they do not concentrate to what their teacher says and they disturb their classmates, as a result, neither the teacher nor students can realize the teaching and learning process in such situation*” another teacher says “ *yes, if learners are not fully engaged in the classroom environment, it is difficult for them to acquire knowledge and skills*”. According to Rudolf Dreikurs and Pearl Cassel (1972: 19) in their book Discipline without tears (1972)“*Discipline is the fulcrum of education. Without discipline both teacher and pupil become unbalanced and very little learning takes place.*” In other words, behaviour problems at school affect negatively the acquisition of knowledge. So, students with discipline problems learn less.

It is very important to ask the teachers how behaviour problems make them feel. The theorist Rudolf Dreikurs (1972) explains how can teachers understand the goal behind the misbehaviour, and this is through the way behaviour problems make them feel (see Review of the Literature) either annoyed, helpless, hurt or threatened. According to teachers' answers, (43.24%) of them feel annoyed and irritated, (27.03%) feel helpless ,(21.62%) feel hurt and only (08.11%) feel threatened. According to Rudolf Dreikurs, this means that the dominant goal in the classroom is attention seeking (feeling annoyed) and the second one is failure avoiding (feeling helpless).

Section 03: Teachers' responses to students' misbehaviours

In this section, the discussion will target teachers' responses to students' misconducts (in the concerned schools-(see chapter two-). The findings obtained show that most teachers do not use punishment and only few of them use it but rarely. They claim that punishment does not work and it is ineffective. Some of their answers are “ *To one extent, in my opinion, i noticed that punishment no longer works for today's students as previously. So, i try to motivate them and make them work intelligently without hurting them with verbal expressions or bad marks for evaluation.*” Another teacher says that “ *No, it may worsen the situation. The best way is to understand the causes of such behaviour. So, punishment is the last solution to behaviour problems.*”

The theorist Rudolf Dreikurs (1972: 13) talks about punishment and asserts that:

Traditional teaching methods where the autocratic teacher was a boss who used force, pressure, competition and a threat of punishment are now out-dated; even the pupils themselves do not accept this kind of leadership any more. If they are not given the opportunity to get involved in a participatory classroom democracy they either rebel in class, or at home, or against society in general.

He also claims that “*The democratic teacher uses not punishment but natural and logical consequences. Punishment invites retaliation and is not an effective teaching method*” (1972:62). Dreikurs is against the use of punishment at school and supports the democratic way of teaching where the teacher tries to understand his learners. Punishment according to him is ineffective and he suggests the use of logical and natural consequences as the best way to stop the misbehaviour.

Logical and natural consequences according to Dreikurs (1972), are the best solution to modify students' behaviour. They are reasonable and help to teach responsibility to learners. In addition to this, through the use of logical and natural consequences, the teacher is still fair with his learners unlike punishment.

According to what we have observed, some teachers still use punishment but sometimes unconsciously. The meaning of punishment according to teachers' answers in the questionnaire is only corporal and they sometimes use hurtful words with their learners.

(80%) of teachers do not follow any theory to deal with behaviour problems and only five (05) teachers that represents (20%) use the findings and principles of the following theories : Cognitive and Conditioning theories, Constructivist theory, Communication theory and Gardner's theory of multiple intelligences.

2- Classroom observation

The second data collection tool we have used to conduct our study is Classroom Observation. The use of this tool is highly beneficial to our research. It helps us to get data in its natural setting. The checklist we have used contains ten (10) items to be observed.

1-Whether classrooms nowadays are safe or not and if there is a respectful relationship between the teacher and his learners.

Safety and respect in the classroom are fundamental. Both the teacher and the students are responsible for creating a safe and a secure classroom environment that stimulates learning. As we have observed in two secondary schools (Si Hassan Outaleb in Ben Yenni and the secondary school of Tizi Ghennif), classrooms nowadays are no longer safe because there is no respectful relationship teacher- student and student-student. Teachers should manage their classrooms and look for positive and effective ways to gain their learners. We noticed that the majority of them do not make any effort to provide a safe climate. Students in turn show disrespect to their teachers, do not engage in learning, insult each other especially in the literary stream with its different levels (1AS and 3AS). In the other streams, we noticed only few students that misbehave . All these bad behaviours affect the safety of the classroom and threaten the relationship between the students and the teacher. Rudolf Dreikurs (1972) asserts

that “..Their pupils do what they want, learn what and when they want, care nothing for the needs of others, have little respect for the teacher, school or friends. Both teacher and pupil have become discouraged.” (1972:12).

2- Teachers are close to their learners and build a friendly relationship with them.

This item is very important in the classroom. Teacher- student interpersonal relationship has a great importance in creating a balanced and a stimulating classroom. Teachers should stand close to their learners, help and advise them, teach them responsibility and guide them. However, in the classrooms we have observed, the majority of teachers are autocratic, they impose their power and pressure; they punish and criticise their learners instead of helping them to recognise their mistakes. Dreikurs (1972) supports the democratic way of teaching where the teacher is the leader not the boss, who encourages and influences his learners. Dreikurs claims :

The only alternative is to be a good democratic leader. That is the leader who is kind but firm, who motivates pupils to learn what they ought to learn, who encourages pupils when they make mistakes, who maintains order and routine by letting each child participates in decision making. (1972:18).

Therefore, what we observed does not comply with what Dreikurs claimed concerning students-teacher relationship.

3-Teachers engage the learners in learning and teach them good habits.

In different streams and classes (literary, scientific and mathematical streams) the majority of teachers do not engage their learners in learning, they ask them to do the task and then they do not check if they work or not and sometimes they see the majority of learners do not work but they do not care; therefore, the students who do not work spend their time in disturbing and talking off task. Concerning teaching good habits to their learners, teachers do not teach positive behaviour to their learners, they do not correct their mistakes and there is no communication between them and they do not react to bad behaviours in their classrooms.

They focus only on how to cover the programme. In this case, the teacher is responsible for the bad environment in the classroom.

4- How many students disrupt during the lesson (within the different streams)

Regarding the number of disruptive students in the classroom, it differs from one classroom to another. We noticed that in the mathematical and the scientific streams, the majority of students are calm, we find two (02) to three (03) students that disturb and misbehave, however; in the literary stream with its different levels, nearly the whole class misbehave, and only few students (five to seven) follow the teacher and respect him/her.

This confirms the questionnaire's results concerning this question that reveals that the majority of teachers that represents (48%) have more than four (04) disruptive students in their classrooms. This implies that the majority of students in the classroom misbehave.

5- Observe the behaviour problems that occur in the classroom.

Teachers face different types of discipline problems in their classrooms. The biggest problem is when the students show disrespect to their teachers, use inappropriate language and gestures and talk when he/ she performs the lessons especially female and novice teachers (from two (02) to five (05) years of experience). Students also generally arrive late, move in the classroom without permission and most of the time they do not bring their books with them. Teachers reaction in this case, differs from one teacher to another. Some teachers are tolerable, they let the students who arrive late to come in but some others ,they punish them for the delay through asking them to justify their delay. As concerns moving in the classroom without permission and the students who do not bring their books with them, teachers in this case get them out of the classroom and they rarely tolerate these misbehaviours.

6- Whether the teacher tries to understand the pupil and the purpose behind his/her misbehaviour before reacting to it.

During classroom observation sessions that we have conducted, we noticed that teachers do not try to understand students' misconducts before reacting to them but; instead they react directly by getting them out of the classroom and be rude with them. In fact, teachers' role is to help the learners to modify and correct their bad behaviour through communication, being close to them and trying to understand them.

Rudolf Dreikurs (1972:34) asserts that before reacting to student's misbehaviour, the teacher should understand the goal behind it. According to him, students misbehave for a reason, that is to achieve one of these four goals (Attention seeking, revenge seeking, power seeking and failure avoiding). Dreikurs states five (05) steps to follow before reacting to the misbehaviour:

- Observe the child's behaviour in detail
- Be psychologically sensitive to your own reaction
- Confront the child with the four goals
- Note the recognition reflex
- Apply appropriate corrective procedures

The results obtained from classroom observation sessions concerning this item do not comply with what Dreikurs claimed. Teachers react to behaviour problems in their classrooms randomly and without thinking; therefore, they do not follow any principle from those that are mentioned above.

7- If teachers use any theory borrowed from educational psychology to adhere to students' misconduct.

According to what we have observed, teachers still use punishment (verbal punishment) to react to students' misbehaviours as getting them out of the classroom, using inappropriate words and shouting on them. Therefore, they do not follow any psychological theory like skinner's theory (1954), Rudolf Dreilurs's (1967) theoretical framework and

others. As it is shown in the questionnaire's results, (80%) of teachers do not use any psychological theory. From these results, we confirm what Ramon (Rom) Lewis has said about the secondary school teachers and their use of punishment:

Secondary teachers appear to frequently hint and punish, only sometimes recognise appropriate behaviour and have discussions with pupils, and hardly ever involve pupils in decision making. Nevertheless, 'both primary and secondary teachers are seen, at least sometimes, to yell angrily at pupils who misbehave and to keep a class in because some students misbehave'. (Lewis, 2001 :312 cited in Ramon (Ram) Lewis, 2009 :16)

8-Observe the frequency of the occurrence of the four (04) goals behind students' misbehaviours in the classroom.

Rudolf Dreikurs's (1972: 41) theoretical framework helps us to observe the frequency of the occurrence of the four goals of students' misconducts. He claims that " If teacher feels annoyed-indicates goal1- Attention getting. If teacher feels defeated or threatened-indicates goal 2-power.If teacher feels deeply hurt-indicates goal 3- revenge. If teacher feels helpless-indicates goal 4-display of inadequacy."

Through our understanding to his theory, we noticed that the attention seeking goal is the dominant one in the classroom. Students generally act to attract teacher's attention through talking off task, telling jokes and asking inappropriate questions. After this goal, comes the power seeking goal, students often contradict and disobey the teacher, they address to their teachers in a loud voice and do not respect them. Through power seeking goal, students want to show to their teacher that he can not dominate them and they are free to do what they want. Concerning the other goals (failure avoiding and revenge seeking) they rarely occur in the classroom.

9- Observe whether the disruptive student acquires knowledge and understands the lesson (to see whether their bad behaviour influences their acquisition of knowledge).

According to teachers' answers in the questionnaire and according to what we have observed, students who misbehave acquire little knowledge because their focus is away from learning. They do not listen to the teacher when he/she performs the lesson and do not do the task.

According to teachers' arguments, this category of students are weak and even in tests and exams they do not get good marks. Rudolf Dreikurs (1972) also claims that the bad environment in the classroom influences students' acquisition of knowledge since they learn less and acquire little knowledge.

The classroom observation's results helped us in confirming William N. Bender's words about the effects of behaviour problems on students' learning : Bender "*...without effective management of students, little learning will take place, even when the teacher is highly knowledgeable of the subject content*" (2016:11).

Classroom observation and questionnaire's results assist us to answer the questions and to confirm or disconfirm the hypotheses advanced in General Introduction. These two tools help us to confirm the first, third and the fourth hypothesis and disconfirm the second one (See General Introduction).

Conclusion:

The chapter has discussed the data gathered from the teachers' questionnaire and classroom observation sessions that we have conducted in the secondary school of Ben Yenni and Tizi Ghennif in the wilaya of Tizi-Ouzou . The two research tools have enabled us to answer the research questions and to confirm three of the hypotheses advanced in the General Introduction (the first, third and fourth) and to disconfirm the second one.

The results obtained from the two research tools show that teachers still use punishment as a response to students' misconduct although many theorists are against the use of punishment like Dreikurs (1967), Skinner (1954) and many authors (see Review of the

Literature). The results show also that discipline problems at school affect negatively the acquisition of skills and teachers also suffer from the disturbing and annoying climate in the classroom. Behaviour problems make them feel stressfull , hopefulness and discouraged.

Behaviour problems are the most vexing and the most difficult problem that teachers nowadays face. Therefore: it is subject matter of many educators and psychologists.

General Conclusion

Many authors, theorists and educators have given a deserved importance to behaviour problems at school. It is one of the most researched topics in the recent years.

Our thesis investigated the impact of behaviour problems on students' learning and the way secondary school teachers of English in Tizi Ozou react to them. The research was conducted in the form of a case study and adopted the mixed method approach. Therefore, it combined both qualitative and quantitative research methods for data collection and analysis. In fact, the data were collected through two (02) main research tools : a questionnaire was administered to secondary school teachers of English in Tizi Ozou and classroom observation conducted in two (02) rural secondary schools Ben Yenni and Tizi Ghennif in the wilaya of Tizi Ouzou.

The research adopted Rudolf Dreikurs's (1967) theoretical framework who suggests the use of "Logical Consequences" in the classroom to react to students' misconducts .The results and discussion of the findings of the teachers' questionnaire and classroom observation provided answers to the research questions advanced in the General Introduction.

From the results reached in our dissertation from the questionnaire and classroom observation, we can conclude that secondary schools in Algeria nowadays are no longer respectful and secure like they were previously because of behaviour problems that are nowadays considered as the biggest issue for educators. Some students are very difficult to manage especially in the period of adolescence (secondary school students). In turn, teachers are not aware of the effective methods that can stop the bad behaviour in their classrooms. As a solution to this problem, the theorist Rudolf Dreikurs's (1967) suggested to teachers the use of the democratic way of teaching through the use of Consequences to teach to students responsibility and good behaviour.

The descriptive statistical analysis of teachers' questionnaire and classroom observation sessions revealed that all the teachers face behaviour problems in their classrooms and in each class they have at least two (02) disruptive students.

The results of classroom observation show that teachers still use punishment to deal with behaviour problems in their classrooms. They insult and use hurtful words with their learners instead of helping them to recognize their mistakes and assisting them to assume the responsibility of their behaviours. The first reaction of teachers to behaviour problems is getting their students out of the classroom. There is no communication between them and they do not follow any positive theory that can help them to build a positive interpersonal relationship between them and their learners.

Rudolf Dreikurs's (1967) rejected the use of punishment at school, according to him, it does not teach anything to students but instead it may worsen the situation.

Regarding the impact of behaviour problems on students' acquisition of knowledge, teachers in the secondary schools in Tizi-Ouzou assert that the bad behaviour of students at school minimize their academic achievement, they learn less, as a result they get bad marks in tests and exams.

Suggestions and recommendations for further research:

This research dealt with the issue of students' behaviour problems at school, the way they affect the learning process and how secondary school teachers of English in Tizi-Ouzou react to them. So, we gathered data through two (02) main research tools (questionnaire and classroom observation) and we related these findings to Rudolf Dreikurs' (1967) theoretical framework.

Classroom environment nowadays suffers from this real issue (Disciplinary problems in the classroom). It is clear from the findings that the relation between the teacher and his/her students lacks something very important which is communication, especially the novice generation of teachers who do not care to what is happening in their classrooms or think about the positive ways to influence the behaviour of their learners .

Secondary school students are still adolescents, they need help , advice and guidance from their teachers. The Viennese Psychiatrist Rudolf Dreikurs (1967) suggested the use of “Logical Consequences” to react to students’ misconducts in the classroom.

Logical Consequences assist the teachers to win their learners and to correct their behaviour through teaching them responsibility and helping them to assume the results of their acts.

Further studies can be conducted regarding the issue discussed in this research using other research tools like interview and maybe the research will be conducted in an empirical and practical way to check the extent to which the theoretical data obtained are true.

In the end, it is hoped that the findings of the research will pave the way to further researches interested in the same area of investigation.

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Dear teachers

The following questionnaire is part of a research that seeks to investigate the impact of behaviour problems on students' learning and the way teachers of English respond to them in the secondary schools within the region of Tizi Ouzou.

You are kindly requested to answer the questions below by ticking off the appropriate box (es) or by providing a full statement whenever necessary.

NB: you can give more than one answer

Section01: Identification of the respondents

Gender :

Male

☐

Female

☐

Work experience:

Section02: Teachers' beliefs and attitudes toward students' misbehaviors?

1)-How do you find school classrooms nowadays?

a- Safe

☐

b- Unsafe

☐

c- Respectful

☐

d - Unrespectful

☐

2)-How can you define students' behaviour problems?

.....

.....

.....

.....

3)- Do behaviour problems occur in your classroom while teaching?

Yes

☐

No

☐

If yes, how often do you notice that?

Always

☐

often

☐

generally

☐

rarely

☐

sometimes

☐

4)- How many disruptive students do you have in your classroom?

- a-No one b-Two
- c- Four d-more than four

5)- In your opinion , why do students misbehave in the classroom?

- a-Because they hate the language
- b- Because they hate the teacher
- c- Because it is a matter of education

6)- Do you think that behaviour problems have a negative influence on the students' acquisition of knowledge?

If yes, explain how?

.....

.....

.....

.....

7)- How do behavior problems make you feel?

- a- Helpless c- threatened
- b- Irritated / Annoyed d-Hurt

Section 03: Teachers' responses to students' misbehaviours :

8)- How do you respond to students' misbehaviours? Do you follow the traditional ways as punishment?

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.....

9)- Do you think that punishment is an effective way to deal with behaviour problems?

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10- Do you apply any specific theory borrowed from educational psychology to deal with students' behaviour problems?

a- Yes

☐

b- No

☐

If yes, what is it?

.....

.....

.....

Thank you for your collaboration

Classroom Observation Checklist

- 1-Whether classrooms nowadays are safe or not and if there is a respectful relationship between the teacher and his learners.
- 2-Teachers are close to their learners and build a friendly relationship with them.
- 3-Teachers engage the learners in learning and teach them good habits.
- 4-How many students disrupt during the lesson (within the different streams)
- 5-Observe the behaviour problems that occur in the classroom.
- 6-Whether the teacher tries to understand the pupil and the purpose behind his/her misbehaviour before reacting to it.
- 7-If teachers use any theory borrowed from educational psychology to adhere to students' misconduct or not.
- 8-Teachers use punishment as a response to students' misbehaviours.
- 9-Observe the frequency of the occurrence of the four (04) goals behind students' misbehaviours in the classroom.
- 10-Observe whether the disruptive students acquire knowledge and understand the lesson(to see whether their bad behaviour influences their acquisition of knowledge).