Full Length Research Paper

Evaluation of instructors and students’ reaction to undesired classroom behaviours from a professional perspective

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Nowadays, it is seen that student behaviours that disturb the learning environment have come up as crucial problems in education and training applications and they set learning backward. This research aims to define the opinions of instructors and students on preventing the undesired classroom behaviours that disturb education and to evaluate these opinions from a professional approach. The data of the research are gathered through literature review and questionnaire method. The population of the research is Mehmet Akif Ersoy University Faculty of Education; the sample group of the research is composed of 1st, 2nd, 3rd and 4th grade students of Classroom Teaching Department, Department of Early Childhood Education and Physical Education and Sports Department and the instructors of these departments. A questionnaire was developed in accordance with the research taking by applying to expert opinion. The comprehensibility, content validity and reliability of the questionnaire were tested. The Cronbach’s alpha reliability co-efficient of the questionnaire was defined as 0.63. The students from the sampling group were met face to face and the questionnaire was applied to the students using stratification and random sampling method. It was also applied to the instructors by meeting face to face. The questionnaires of 407 people, 72 of whom are the instructors, 333 of whom are the students and 2 of whom didn’t mention their status, were evaluated. After the collected data were coded to SPSS package program, frequency (f), percentage (%) and cross table (Crostab) and X square (X²) operation were applied as statistical operations. According to instructor and student variables, each answer was interpreted taking percentage (%) distribution and 0.05 confidence interval into consideration. As a result we can say that; the opinions of instructors and students to prevent unwanted classroom behaviours that disturb education are not professional; they are instructor and student centred; they do not remove or prevent the reasons of negative behaviours and they are only temporary solutions with variable warnings.

Key words: Instructor, student, undesired classroom behaviours, professionalism.

INTRODUCTION

One of the main purposes of education is to help children and the youth to integrate into the society in a productive way and to make them good citizens by developing their talents via education. Schools prepare the children for life. The values gained in schools effect the children’s life and the way they perceive the communal values positively (Senemoğlu, 1992; Brophy, 1988; Varış, 1988; Savran, 2003). All of the behaviours that disturb the educational efforts in classrooms or schools are called as undesired behaviour.

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Any negative attitude is an unwanted behaviour whether it disrupts the flow of the course or makes things difficult to realize the intended behaviours or delays the course (İlgar, 2000). The undesired student behaviours in schools not only prevent education and training but also bring some physical and psychological troubles. This affects the instructor and the students and accordingly the lecture in a negative way (Başar, 1999).

Undesired student behaviours come up in different ways depending upon many factors such as the students' ages, sex, socio-economic levels, and psychological characteristics. Such behaviours as, not attending or coming late to the classes, coming to classes without having preparation, chatting during the classes, disturbing friends or harming one's self or materials, dreaming during the classes or dealing with something that is not related to the classes can be summarized as undesired behaviours that are observed in classrooms. Moreover, as not obeying to cleanliness rules and etiquette, cheating during the exams, drinking alcohol, smoking or taking drugs, being rude to the teachers and friends, using obscene language, disturbing friends, talking without taking the floor are some other behaviours that are encountered in the classrooms. The occurrence of undesired behaviours is both an inevitable natural event and a good opportunity to teach the appropriate behaviours to those who perform the undesired behaviours (Başar, 1999). Such causes as the physical features of the school, noise, crowd, temperature and light conditions, number of the students, rules, and administrative structure affect the classroom behaviours. Not having or having inadequate materials is another cause of students' undesired behaviours.

One of the most important factors of students' undesired behaviours is the social environment of the school. The physical, cultural and social environment of the school has a major effect on students' behaviours. The instructor has to know the environment and the socio-economic history and the sources in order to prevent the negative behaviours to come into classroom. The environment in which the students live has a strong effect on their behaviours. Sometimes it is not possible to change the behaviours without changing the environment (Aydin, 1998). Family environment is the place that forms students' behaviours. Students imitate and gain some major behaviours in the family environment. As the students spend much of their time with their families and as they complete their socialisation process in their families, the foundation of the sources of undesired behaviours is laid in the family environment (Başar, 1999).

The sophistication of instructors is significantly effective on the quality of classroom management. For an effective classroom management, the instructor has to know the students first. The instructor must dominate the classroom with his knowledge and behaviours. The instructor should teach students when and how to perform a behaviour, or vice versa. The inadequacy of the instructor plays a major role on undesired student behaviours. If the instructor is constantly active in the classroom while the students are passive, it causes the students to lose attention. If the instructor makes fun of the student, behaves rudely to the students, makes discrimination between them, does not have the necessary communication with the students, it shows that he does not have the social talent and it causes the undesired behaviours to occur. Moreover, personal characteristic of the instructor; self-confidence, exhaustion, fear of failure etc., not liking the students and some other special problems can result in classroom discipline problems (Apuhan, 2002).

In order to have the expected performance from the education and training activities, there should be a good classroom system. The instructors should have a good classroom management skill in order to deal with the negative student behaviours. Preventing the problematic behaviours before they occur increases the students' participation into the classroom activities and decreases the possibility of occurrence of undesired behaviours that causes the instructor to spend a big amount of his energy and time (Türnüklü, 2000). In education institutions, classroom environment and student behaviours affect the flow of education and training and reaching target behaviours. The professional approach of instructor is important on preventing these undesired behaviours. Professionalism is high level of expertise, knowledge, talent, attitude and behaviour; an approach that includes variable competences and a behaviour pattern (Gökçora, 2005; Batlaş, 2003).

Professionalism is an ideology, behaviour, intellect and epistemology based individual position which effects one's professional applications (Evans, 1999). Hoyle (1975) defines professionalism in education in two terminal points as "limited" and "huge" professionalism for the instructor. Limited professionalism is an opinion that relies on experience and senses and that is directed by a classroom-based, narrow point of view which is based on daily applications of training. On the other hand, "huge" professionalism carries a wider vision about the content of education and values the theory which underlies pedagogy. It is a way to display more rational and analytical approach to the occupation. A professional person is the one who "has a very good knowledge of his occupation and who has proven this and who updates his knowledge every time". At the same time, he is the one who "draws his own carrier and who takes care of individual qualification, the qualification of his occupation and the qualification of his relationship with the environment." A professional person, feels excited about his occupation, supports his occupation, obeys moral principles of the occupation and does the extra things his occupation requires (Phillips and Lavin, 2004).

This research aims to define how instructors and students, who are in face-to-face interaction during education and training, behave when they encounter undesired classroom behaviours that disturb education.
and to present positive behaviour proposal for evaluating these opinions from a professional approach.

MATERIALS AND METHODS

This research aims to define the opinions of instructors and students to prevent undesired classroom behaviours that disturb education and to evaluate these opinions from a professional approach. Data of the research were collected through literature review and questionnaire method. The population of the research is Mehmet Akif Ersoy University Faculty of education, the sample group of the research is composed of 1, 2, 3, and 4 grade students of classroom teaching department, department of early childhood education and physical education and Sports department and the instructors of these departments. A questionnaire was developed in accordance with the research by applying expert opinions. The comprehensibility, content validity and reliability of the questionnaire were tested. The Cronbach’s Alpha reliability coefficient of the questionnaire was defined as 0.63. The students from the sampling group were met face to face and the questionnaire was applied to the students using stratification and random sampling method. It was also applied to the instructors meeting face to face.

The questionnaires of 407 people, 72 of which are the instructors, 333 of which are the students and 2 of which didn’t mention their status, were evaluated. After the obtained data were coded to SPSS package program, frequency (f), percentage (%) and cross table (Crostab) and $X^2$ operation were applied as statistical operation. According to instructor and student variables, each answer was interpreted taking percentage (%) distribution and 0.05 confidence interval into consideration.

FINDINGS

Participators’ opinion on the inquiry. “What should an instructor do if the students are not on their seats, are standing and are making noise when the instructor comes to the classroom?” is examined in detail on Table 1. On close examination of the total answers given to this inquiry, we see that 41.7% think they should come to class and wait for the students until they are silent and sit on their seats, 32.6% of the instructors think they should enter the class and tell students to be silent and sit on their seats, 20% of the instructors think they should stand in front of the door and wait students until they are silent and sit on their seats, 5.7% of the instructors think other preferences. In the comparative $X^2$ analysis that is carried out to test the differences of the answers given according to the changeable, $X^2$ value was found to be 25.404. This value shows there is a statistically significant difference of opinion (P<0.05). If this table is given a detailed overview, instructors are on the opinion by 56.9%, that students should enter the classroom and wait, while 43.8% of them think students be told to enter the classroom and be quiet.

The inquiry “what the reaction of an instructor should be to a student who comes just in the middle of a lesson and wants to participate in the remaining part of the lesson?” is questioned in Table 2. On the total examination of the given responses, 34.3% of the instructors should give an oral warning and the student should sit his/her place, 23% should not permit them in the classroom, 19.8% think they should let him/her sit by warning not to repeat that again, 19.3% are on the opinion that they should give not attention, and the students should enter and sit, while 3.7% of the instructors give another proposal. In the comparative $X^2$ analysis that is carried out to test the differences of the answers given according to the changeable, $X^2$ value was found to be 35.461. This value is also significant in 0.05 significance level (P<0.05). That is, there is a significant difference of opinion in the changeable. According to the data, 44.4% of the instructors say that they should not allow students in, whereas 35.4% of them are on this opinion that they give an oral warning and let them sit their place.

Participants’ opinion on the inquiry “what a reaction should an instructor give when s/he witnesses such disturbances from a student in the classroom as speaking, laughing, walking in the classroom, disturbing other students by orally or physically, spoiling the class atmosphere with some certain physical responses?” is inquired in Table 3. On close examination of the total answers given to this inquiry, we see that 35.6% think they had better take the students out if s/he continues despite the warning, 23.9% of the instructors think they should relocate the student, 21.1% of the instructors think they should give an oral warning, 8.7% of the instructors think they take the student out without warning, 8.4% think to take the case to discipline punishment committee, 2.3% are on the opinion that they should start the lesson totally disregarding the case. In the comparative $X^2$ analysis that is carried out to test the differences of the answers given according to the changeable, $X^2$ value was found to be 15.036. This value implies there is a statistically significant difference of opinion (P<0.05). That is, there is a significant difference of opinion in the changeable. According to the data, 44.4% of the instructors say that they should not allow students in, whereas 35.4% of them are on this opinion that they give an oral warning and let them sit their place.

Participants’ opinion on the inquiry “what a reaction should an instructor give when s/he witnesses such disturbances from a student in the classroom as speaking, laughing, walking in the classroom, disturbing other students by orally or physically, spoiling the class atmosphere with some certain physical responses?” is examined in detail on Table 4. On close examination of the total answers given to this inquiry, we see that 41.6% are on the opinion of taking the student out of the classroom, 24.4% prefers to give a warning, 19.6% wants to take the student to front desk and 11.1% of the instructors think

<table>
<thead>
<tr>
<th>Changeable</th>
<th>An instructor should come to class and wait for the students until they are silent and sit on their seats</th>
<th>An instructor should stand in front of the door and wait for the students until they are silent and sit on their seats</th>
<th>An instructor should enter to class and tell students to be silent and sit on their seats</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Instructor</td>
<td>41</td>
<td>56.9</td>
<td>7</td>
<td>9.7</td>
<td>23</td>
</tr>
<tr>
<td>Student</td>
<td>91</td>
<td>27.3</td>
<td>74</td>
<td>22.2</td>
<td>146</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>32.6</td>
<td>81</td>
<td>20.0</td>
<td>169</td>
</tr>
</tbody>
</table>

$X^2$ = 25.404, P<0.000, P<0.05.
of not giving a response at all. In the comparative $X^2$ analysis that is carried out to test the differences of the answers given according to the changeable, there is a significant difference of opinion ($P<0.05$) when the table is closely examined. 59.7% of the instructors say that they should take the students out of the classroom, whereas 12.9% of them are on this opinion that they had better not give a response at all.

Participants’ opinion on the inquiry “What a reaction should an instructor give when s/he witnesses such disturbances from a student in the classroom as speaking, laughing, walking in the classroom, disturbing other students by orally or physically, spoiling the class atmosphere with some certain physical responses?” is examined in detail. When the table is closely examined, we see that 35.3% of the participators think by preventing the cheating, an instructor had better relocate the student, 21.9% think that by noting his/her name, an instructor should inform the class teacher and should send the student to discipline punishment board, whereas 36.9% of the students think that the instructor should prevent cheating in the exam and 23.1% think that the instructors gives an oral warning.

Participants’ opinion on the inquiry “what a reaction should an instructor give to a student who comes just in the middle of a lesson and wants to participate in the remaining part?” is examined in detail. When the table is closely examined, we see that 35.6% of the participators think by preventing the cheating, an instructor had better relocate the student, 21.9% think that by noting his/her name, an instructor should inform the class teacher and should send the student to discipline punishment board, whereas 36.9% of the students think that the instructor should prevent cheating in the exam and 23.1% think that the instructors gives an oral warning.

Participants’ opinion on the inquiry “what a reaction should an instructor give when s/he encounters a student whose uniforms, costumes or dresses do not conform to acceptable norms defined by discipline regulations?” is questioned in Table 8. When total answers are examined in detail, we see that 35.3% of the participators think by preventing the cheating, an instructor had better relocate the student, 21.9% think that by noting his/her name, an instructor should inform the class teacher and should send the student to discipline punishment board, whereas 36.9% of the students think that the instructor should prevent cheating in the exam and 23.1% think that the instructors gives an oral warning.

$$X^2 = 35.461, P = 0.000, P<0.05.$$
Table 4. Participators' opinion on the inquiry “what a reaction should an instructor give to a student who is never interested in the lesson, sleeps or deals with other things during the lesson?”

<table>
<thead>
<tr>
<th>Changeable</th>
<th>Should give a warning</th>
<th>Take the student out if s/he wishes</th>
<th>Take the student to front desk</th>
<th>Never show a reaction</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Instructor</td>
<td>16</td>
<td>22.2</td>
<td>43</td>
<td>59.7</td>
<td>11</td>
<td>15.3</td>
</tr>
<tr>
<td>Student</td>
<td>81</td>
<td>24.9</td>
<td>122</td>
<td>37.5</td>
<td>67</td>
<td>20.6</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>24.4</td>
<td>165</td>
<td>41.6</td>
<td>78</td>
<td>19.6</td>
</tr>
</tbody>
</table>

$X^2=16.364, P=0.003, P<0.05.$

Table 5. Participators' opinion on the inquiry “what a reaction should an instructor give to a student who keeps on dealing with other things and speaking during the lesson to spoil the lesson even though the instructor warns him/her not to do so?”

<table>
<thead>
<tr>
<th>Changeable</th>
<th>Should warn them and take them out of the classroom if they wish</th>
<th>Being angry with the students, an instructor take him/her out of the classroom yet should not punish by discipline punishment board</th>
<th>Being angry with the students, an instructor should take him/her out of the classroom</th>
<th>Being angry with the students, an instructor takes him/her out of the classroom and should be punish by discipline punishment board</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Instructor</td>
<td>51</td>
<td>70.8</td>
<td>11</td>
<td>15.3</td>
<td>10</td>
<td>13.9</td>
</tr>
<tr>
<td>Student</td>
<td>165</td>
<td>50.8</td>
<td>70</td>
<td>21.5</td>
<td>40</td>
<td>12.3</td>
</tr>
<tr>
<td>Total</td>
<td>216</td>
<td>54.4</td>
<td>81</td>
<td>20.4</td>
<td>50</td>
<td>12.6</td>
</tr>
</tbody>
</table>

$X^2=16.687, P=0.002, P<0.05.$

Table 6. Participators’ opinion on the inquiry “what a reaction should an instructor give to a student who cheats in the exam?”

<table>
<thead>
<tr>
<th>Changeable</th>
<th>Should warn orally</th>
<th>By preventing the cheating, an instructor had better relocate the student</th>
<th>By noting his/her name, an instructor should inform the class teacher</th>
<th>Should send the student to discipline punishment board</th>
<th>Should disregard the action</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Instructor</td>
<td>8</td>
<td>11.1</td>
<td>20</td>
<td>27.8</td>
<td>22</td>
<td>30.6</td>
<td>22</td>
</tr>
<tr>
<td>Student</td>
<td>75</td>
<td>23.1</td>
<td>120</td>
<td>36.9</td>
<td>65</td>
<td>20.0</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>20.9</td>
<td>140</td>
<td>35.3</td>
<td>87</td>
<td>21.9</td>
<td>46</td>
</tr>
</tbody>
</table>

$X^2=50.075, P=0.000, P<0.05.$

orally 24.2% prefers to totally disregard, 16%, suggest not allowing the student to class, an instructor should take the case to administrators board, whereas 9.6% of the participators have other proposals. In the comparative $X^2$ analysis that is carried out to test the differences of the answers given according to the changeable, there is a significant difference of opinion (P<0.05). When the table is closely examined, it is seen that 50% suggest warning orally 24.2% prefers to totally disregard, 16%, suggest not allowing the student to class, an instructor should take the case to administrators board, whereas 9.6% of the participators have other proposals. In the comparative $X^2$ analysis that is carried out to test the differences of the answers given according to the changeable, there is a significant difference of opinion (P<0.05). When the table is closely examined, it is seen that 50% suggest warning orally 24.2% prefers to totally disregard, 16%, suggest not allowing the student to class, an instructor should take the case to administrators board, whereas 9.6% of the participators have other proposals. In the comparative $X^2$ analysis that is carried out to test the differences of the answers given according to the changeable, there is a significant difference of opinion (P<0.05). When the table is closely examined, it is seen that 50% suggest warning orally 24.2% prefers to totally disreg
Table 7. Participants’ opinion on the inquiry “what a reaction should an instructor give to a student who never brings education materials such as notebook, book?”

<table>
<thead>
<tr>
<th>Changeable</th>
<th>Should not let the student in the lesson</th>
<th>Should orally warn and force them to bring</th>
<th>Welcome his/her not bringing</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.  %</td>
<td>No.  %</td>
<td>No.  %</td>
<td>No. %</td>
<td>No.  %</td>
</tr>
<tr>
<td>Instructor</td>
<td>11  15.5</td>
<td>46  64.8</td>
<td>13  18.3</td>
<td>1    1.4</td>
<td>71    100.0</td>
</tr>
<tr>
<td>Student</td>
<td>50  15.3</td>
<td>181 55.5</td>
<td>70  21.5</td>
<td>25   7.7</td>
<td>326   100.0</td>
</tr>
<tr>
<td>Total</td>
<td>61  15.4</td>
<td>227 57.2</td>
<td>83  20.9</td>
<td>26   6.5</td>
<td>397   100.0</td>
</tr>
</tbody>
</table>

$X^2=4.644, P=0.200, P>0.05.$

Table 8. Participants’ opinion on the inquiry “what a reaction should an instructor give when s/he encounters a student whose uniforms, costumes or dresses do not conform to acceptable norms defined by discipline regulations?”

<table>
<thead>
<tr>
<th>Changeable</th>
<th>Not allowing the student to class, an instructor should take the case to administrators board</th>
<th>Warn orally</th>
<th>Totally disregard</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.  %</td>
<td>No.  %</td>
<td>No.  %</td>
<td>No. %</td>
<td>No.  %</td>
</tr>
<tr>
<td>Instructor</td>
<td>19  26.8</td>
<td>34  47.9</td>
<td>6    8.5</td>
<td>12   16.9</td>
<td>71    100.0</td>
</tr>
<tr>
<td>Student</td>
<td>45  13.8</td>
<td>164 50.5</td>
<td>90  27.7</td>
<td>26   8.0</td>
<td>325   100.0</td>
</tr>
<tr>
<td>Total</td>
<td>64  16.2</td>
<td>198 50.0</td>
<td>96  24.2</td>
<td>38   9.6</td>
<td>396   100.0</td>
</tr>
</tbody>
</table>

$X^2=19.801, P=0.000, P<0.05.$

allowing the student to class, an instructor should take the case to administrators board, whereas 9.6% of the participators have other proposals.

DISCUSSION

The objective of this research is to define the opinions of instructors and students to prevent undesired classroom behaviors that disturb education and to evaluate these opinions with a professional approach. A total of 78 instructors and 330 students participated in the research. When we examine total answers of the participators to the inquiry “what should an instructor do if the students are not on their seats, are standing and are making noise when the instructor comes to the classroom?” is examined in detail in Table 5, we see that 41.7% think they should come to class and wait students to be silent and sit on their seats, 32.6% of the instructors think they should enter the class and tell students to be silent and sit on their seats, 20% of the instructors think they should stand in front of the door and wait students to be silent and sit on their seats, 5.7% of the instructors think other preferences. In the comparative $X^2$ analysis that is carried out to test the differences of the answers given according to the changeable, $X^2$ value was found to be 25.404. This value shows there is a statistically significant difference of opinion (P<0.05). If this table is given a detailed overview, instructors are on the opinion by 56.9%, that students should enter the classroom and wait, while 43.8% of them think students be told to enter the classroom and be quiet.

If we examine total answers of the participators to the inquiry “what the reaction of an instructor should be to a student who comes just in the middle of a lesson and wants to participate in the remaining part of the lesson?”, we find that 34.3% of the instructors should give an oral warning and the student should sit on his/her place, 23% should not permit them in the classroom, whereas 9.6% of them think they should let him/her sit by warning not to repeat that again, 19.3% are on the opinion that they should give no attention, and the students should enter and sit, while 3.7% of the instructors give another proposal. In the comparative $X^2$ analysis that is carried out to test the differences of the answers given according to the changeable, $X^2$ value was found to be 35.461. This value is also significant in 0.05 significance level (P<0.05). That is, there is a significant difference of opinion in the changeable. According to the data, 44.4% of the instructors say that they should not allow students in, whereas 35.4% of them are on this opinion that they give an oral warning and let them sit on their place (Table 2). The data on “what the reaction of an instructor should be to a student who comes just in the middle of a lesson and wants to participate in the remaining part of the lesson?” imply all the participators share the idea of giving an oral warning, while most of the instructors suggest not taking the student in the classroom.

On examining total answers of the participators to the inquiry “what a reaction should an instructor give when s/he witnesses such disturbances from a student in the classroom as speaking, laughing, walking in the classroom, disturbing other students orally or physically, spoiling the class atmosphere with some certain physical
responses”, we see that 35.6% think they had better take the students out if s/he continues despite the warning, 23.9% of the instructors think they should relocate the student, 21.1% of the instructors think they should give an oral warning, 8.7% of the instructors think they take the student out without warning, 8.4% think to take the case to discipline punishment committee, 2.3% are on the opinion that they should start the lesson totally disregarding the case. In the comparative X² analysis that is carried out to test the differences of the answers given according to the changeable, X² value was found 15.036. This value implies there is a statistically significant difference of opinion in 0.05 significance level (P<0.05). That is, there is a significant difference of opinion between students and instructors (Table 3).

As a result of the collected data, we can say that the instructor should take the student out of the classroom when s/he witnesses such disturbances from a student in the classroom as speaking, laughing, walking in the classroom, disturbing other students by orally or physically, spoiling the class atmosphere with some certain physical responses. When we examine total answers of the participators to the inquiry “what a reaction should an instructor give to a student who is never interested in the lesson, sleeps or deals with other things during the lesson?”, we see that 41.6% are on the opinion of taking the student out of the classroom, 24.4% prefers to give a warning, 19.6% wants to take the student to front desk and 11.1% of the instructors think of not giving a response at all. In the comparative X² analysis that is carried out to test the differences of the answers given according to the changeable, there is a significant difference of opinion (Table 3).

In the comparative X² analysis that is carried out to test the differences of the answers given according to the changeable, there is a significant difference of opinion (P<0.05). When the table is closely examined, 70% of the instructors say that they should warn them and take them out of the classroom if they wish, whereas 12.3% agree being angry with the students, an instructor take him/her out of the classroom and 11.1% prefers to be angry with the students, an instructor take him/her out of the classroom and should be punish by discipline punishment board (Table 5). As a result of the collected data, we can say that the instructor should take the student if s/he wishes when he encounters a student who keeps on dealing with other things and speaking during the lesson to spoil the lesson even though the instructor warns him/her not to do so.

In Table 6, Participators’ opinion on the inquiry “What a reaction should an instructor give to a student who cheats in the exam?” is examined in detail. When the table is closely examined, we see that 35.3% of the participators think by preventing the cheating, an instructor had better relocate the student, 21.9% think that by noting his/her name, an instructor should inform the class teacher, 20.9% are on the opinion of giving oral warning, 11.6% prefer to send the student to punishment board, 7.3% prefer to disregard, whereas 3% of the participators have other proposal. In the comparative X² analysis that is carried out to test the differences of the answers given according to the changeable, there is a significant difference of opinion (P<0.05). When the table is closely examined, 70% of the instructors are on the opinion by noting his/her name; instructors should inform the class teacher and should send the student to discipline punishment board, whereas 36.9% of the students think that the instructor should prevent cheating in the exam and 23.1% think that the instructors gives an oral warning (Table 6). As a result of the collected data, we can say that the instructor should prevent cheating in the exam and relocate the student in the class.

If we examine total answers of the participators to the inquiry “what a reaction should an instructor give to a student who never brings education materials such as notebook, book?”, we find that 57.2% of the participators say an instructor should orally warn and force them to bring, 20.9% think the instructor had better welcome his/her not bringing, 15.4% suggest not letting the student in, whereas 6.5% of them think of other proposals. In the comparative X² analysis that is carried out to test the differences of the answers given according to the changeable, X² value was found 4.644. This value implies there isn’t a statistically significant difference of opinion in 0.05 significance level (P<0.05). There is no significant difference of opinion (Table 7). As a result of the collected data, we can say that the instructor should force a student to bring his/her materials to class and orally warn the student who never brings education materials such as notebook, book.
When we examine total answers of the participators to the inquiry "What a reaction should an instructor give when s/he encounters a student whose uniforms, costumes or dresses do not conform to acceptable norms defined by discipline regulations?", we see that 50% suggest warning orally 24.2% prefers to totally disregard, 16%, suggest not allowing the student to class, an instructor should take the case to administrators board, whereas 9.6% of the participators have other proposals. In the comparative $X^2$ analysis that is carried out to test the differences of the answers given according to the changeable, there is a significant difference of opinion ($P<0.05$). When the table is closely examined, it is seen that 50% suggest warning orally 24.2% prefers to totally disregard, 16%, suggest not allowing the student to class, an instructor should take the case to administrators board, whereas 9.6% of the participators have other proposals (Table 8). According to the data, we can say that an instructor should orally warn a student whose uniforms, costumes or dresses do not conform to acceptable norms defined by discipline regulations.

As a result of these collected data, we can say that:

i) When an instructor comes to the class, he must tell the students to be quiet and sit if they make noise and do not sit.

ii) By verbally warning a student who comes in the middle of a course and wants to join the remaining part of it, an instructors should tell him/her to sit his/her place.

iii) An instructor should take the student out of the classroom if a student keeps on speaking, laughing, walking in the room, disturbing others verbally or by gestures, displaying some unacceptable physical actions.

iv) An instructor should invite a student out of the classroom if s/he never gives attention to the course, sleeps or focuses on other things.

v) If a student who keeps on dealing with other things and speaking during the lesson to spoil the lesson even though the instructor warns him/her not to do so.

vi) The instructor should invite him/her out of the class.

vii) If a student who cheats in the exam, by preventing the cheating, an instructor had better relocate the student.

viii) If a student never brings education materials such as notebook, book, the instructor should orally warn and force him/her to bring them.

ix) When an instructor encounters a student whose uniforms, costumes or dresses do not conform to acceptable norms defined by discipline regulations, s/he should warn him/her orally.

As a result of these collected data, the attitudes and reactions of instructors in case of unacceptable behaviors which diminish the quality of the course in the class are not professional enough. Elrod and Terre (1991) defined instructors' attitudes in response to student behaviors as trying to assess the problem, ignoring the problem, making eye contact, touching, having changes in the course, giving responsibility, warning silently, asking questions, warning by speech, calling for a talk, rebuking, disapproving into and sending off a student out of the class, referring to disciplinary committee, and imposing physical punishment. Our research results have similarities with those stated earlier. Any instructor must be reliable, resolute, consistent, having high-assurance, intelligent, honest and fair in order to cope up with student behaviors (Teasley, 1996; Stephens et al., 2005; Buck, 1992). In the classroom where class management principles are applied effectively, undesired student behaviors are observed to lessen and students' performances increase (Buck, 1992).

Freiberg et al. (1995) argued that undesired student attitudes that hinder education and teaching process during the course have negative effects on the instructor and the students. Setting up discipline and order on education ground is very important for an effective education and teaching process (Brophy and Good, 1986). An education ground, which the instructor effectively handles, certainly contributes more often attendance of students to their lessons and helps their learning process by making them actively focus on the courses. In preventing undesired class behaviors, the qualities of the instructor, class management approach, and academic success level are important at a considerable amount. Undesired class behavior is a retarding element for a teacher to realize his/her intentions in the class. Healing and erasing these kinds of actions must be within the educative aims of an instructor. If these behaviors are not set on an acceptable ground, they turn out to be life-long lasting habits of the individuals.

Conclusion

As a result we can say that; the opinions of instructors and students to prevent the unwanted classroom behaviours that disturb education are not professional; they are instructor and student centred; they do not remove or prevent the reasons of negative behaviours and they are only temporary solutions with variable warnings.

SUGGESTIONS

i) An instructor must, first of all, know human and human attitudes well in order to successfully handle students' behaviors during the course; he must also know the students well.

ii) An instructor must inform his/her students about where and how s/he should do any action as well as which attitudes should not be adopted by them.

iii) The courses should be carried out on an education ground on which such values are established as.
reciprocal participation, student-centered education, welcoming different ideas and giving opportunity for every student rather than speaking and listening type learning.

iv) When an instructor encounters an undesired behavior in a class, s/he must initially understand and properly detect the reasons of the problem.

v) An instructor must find objective solutions for the undesired problems.

vi) An instructor should not underestimate or exaggerate the problem. He must approach objectively, in time and find solutions to the problem.

vii) An instructor must ignore petty mistakes, use eye contact and mimics to the students as a deterrent means.

viii) An instructor must employ problematic students with various responsibilities

ix) An instructor must, with a professional classroom management approach, manage the class well and find solutions to the problems without delaying the education and teaching process.

REFERENCES


