

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Larbi ben M'hidi University Centre Oum El Bouaghi**  
**Faculty of Letters**  
**Institute of Foreign Languages**  
**Department of English**

**EFFECTS OF LACK OF DISCIPLINE IN SECONDARY  
SCHOOLS ON THE TEACHING/ LEARNING PROCESS.**

**Dissertation submitted in partial fulfilment of the requirement for the  
degree of M.A. in Applied Linguistics and English Teaching Language**

**Presented by:**

**GOLEA Tahar**

**Supervised by:**

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**Member: Dr. KOLLI Larbi University of Constantine**

**July 2007**



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## **Dedication**

I dedicate this research to:

The memory of my dear mother,

My wife and children Faouzi Anis and Hiba Manel,

To my father, sisters and brothers,

To my nieces and nephews,

To all my teachers (English teachers most of all)

To all my friends and to Mohamed who helped me in this research.

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## **Abstract**

Effective teaching and learning cannot take place when teachers are at risk of verbal or physical attack .When misbehaving learners disrupt the normal flow of the lesson for themselves and for their classmates, neither the teachers nor the learners can perform at their best. The present work aims at having insights into the effects of disciplinary problems on the teaching learning process. The hypothesis set to this work is as follows: lack of discipline results in an ineffective teaching learning process. The means of research we opted for to undertake this study is the questionnaire. We designed two questionnaires. One to the pupils and the second to the teachers. When we analysed and interpreted them, we found that disciplinary problems have perverse effects on both teachers and pupils. Teachers' performance is badly affected by misbehaving pupils who disturb the classroom atmosphere, waste lesson's time and distract their classmates from the tasks at hand. Pupils' achievement is affected in different ways since they cannot study in an atmosphere where noise, disruption and unacceptable behaviours have become permanent characteristics. Pupils' concentration, which is an important element for learning, fluctuates due to the behavioural problems which deprive them from showing their real potential and contribute efficiently in the success of their own learning.

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## **INTRODUCTION**

- 1. Statement of the problem**
- 2. Aim of the Study**
- 3. Hypothesis**
- 4. Research Methodology**
- 5. Structure of the Dissertation**

## **1 Statement of the problem**

For effective teaching and learning to take place, students and teachers must be motivated, feel safe and able to concentrate on the task at hand. If students misbehave and the teachers are at risk of verbal or physical attack, if misbehaving students frequently disrupt the normal flow of the lesson for themselves, and for their classmates, neither teachers nor students can perform at their best.

Although there are several a lot of elements that are necessary for the success of learning and teaching, classroom discipline is a vital element in any teaching learning situation. It is true that textbooks, teachers and methods are of great importance, and should be given due consideration, but without classroom discipline they would be of little or no importance. Nowadays, classroom discipline is a problem that threatens our schools in different ways. Researchers in Algeria and all over the world are aware of this problem and referred to it in different ways: school violence; discipline problems and conflicts, and antisocial behaviour. According to Ur (1991) the relationship between discipline and learning is crucial. Little or no learning will take place in a thoroughly undisciplined atmosphere. Harmer (1998) noticed that many teachers, in many learning cultures, have students who fail to cooperate in some way, thus disrupting the learning which should be taking place, sometimes getting significantly out of control. These moments of disruption are unsettling not just for teachers but learners as well.

Teachers in secondary schools are worried that their jobs will soon become impossible if discipline is not restored. Teachers' task is getting more and more difficult as they are working in classes where disruptive learners waste their time, eat away at their motivation and poison the atmosphere for those who want to learn. Disciplined learners are complaining about the inappropriate classroom which hinders learning and deprives them from showing their potential and contributing efficiently in the teaching learning process. The question which is worth raising is: Does lack of discipline result in an ineffective teaching learning process?

## **2 Aim of the study**

The aim of this study is to see to what extent can ineffective learning and teaching be attributed to lack of discipline in the schools. The study also aims at identifying the different causes that lead to discipline problems and attempts to suggest some ways and strategies to help solving problems related to indiscipline aiming at a better performance and achievement from the part of learners and teachers in a sane classroom atmosphere. The main motive for the choice of this subject is that most secondary school teachers, including myself are under constant influence of some chronic offenders who jeopardise our right to teach the right of learners to learn. This research constitutes an opportunity to investigate this issue in the hope of finding a remedy to this problem that is poisoning our public schools.

### **3. Hypothesis**

Disciplinary problems impose serious limitations on what teachers and learners can accomplish together. Learners' disruptive behaviours do not only distract them from learning but distracts their classmates and influences teachers' performance as well. Inconsiderate behaviours require teachers' intervention to restore order and protect the learning teaching atmosphere thus influencing negatively the normal flow of the lessons. We hypothesised that lack of discipline in the secondary school results in an ineffective teaching learning process.

### **4. Research Methodology and Design**

Since the nature of the topic determines the method to used, we opted for the descriptive one. Approaching this topic through the experimental method cannot be done since it requires our presence which will inevitably alter the behaviour of both teachers and learners and thus bias our results and findings.

The data gathering tool we opted for to carry out this research is the questionnaire because it is the most appropriate means which enables us to obtain information about the topic under study. We did not use classroom observation, because we believe that the presence of strange people will influence the behaviour of our informants and leads to biased information. Two questionnaires have been handed out. One to teachers and one to pupils. We handed out 70 questionnaires to teachers in a seminar which took place in Lycee Khadija (Batna) on the 13th and 14th December 2006 and we were able to get back only 56 questionnaire, so we

decided to work on them.

In terms of sample there are 7 first year classes of 35 to 38 pupils, so we decided to work on all the classes.

## **5 Structure of the Dissertation**

This study contains four chapters. The first chapter entitled “Why Disciplinary Problems Occur” deals with the different causes that are at the origin of the behaviours we dealt with. These causes were narrowed down to previous school experience, textbooks, teachers, learners, school environment and family and society. The second chapter “The Effect of Disciplinary Problems on the Teaching Learning Process” sheds light on the negative effects of disciplinary problems on students’ achievement and teachers’ performance. This chapter is mainly concerned with showing influence the bullying, cheating, defiance, vandalism, disruptive talking and absenteeism on the teaching learning process. Chapter three “Discipline in Secondary Schools” begins with description of the teachers’ and pupils’ questionnaire followed by the analysis of the data gathered where every section is analysed separately with tables representing the different findings followed by our comments. Chapter four is devoted to suggestions and recommendations that may help curb or at least minimise the influence of discipline problems on teaching and learning. Here we suggested some strategies together with useful pieces of advice concerning the best ways to deal with pupils’ bullying, cheating, pupils’ defiance, vandalism, disruptive talking and absenteeism.

## **CHAPTER ONE**

### **Why Disciplinary Problems Occur**

#### **Introduction**

#### **1.1 Definition of Discipline**

#### **1.2 Previous School Experience**

##### **1.3 Textbooks**

##### **1.4 Teachers**

##### **1.5 Learners**

##### **1.5.1 Learners' Attitudes**

##### **1.5.2 Self-esteem**

##### **1.5.3 Motivation**

#### **1.6 School Environment**

##### **1.6.1 Attitudes to Discipline**

##### **1.6.2 Large Heterogeneous Classes**

#### **1.7 Family and Society**

#### **Conclusion**

## **Introduction**

Learning is a partnership between learners and teachers. Teachers and learners have similar goals: the learners' goal is to learn and the teachers' goal is to help them learn. However, teachers usually find students' behaviour unacceptable, unpleasant or troubling, and it is often difficult to stand back from these problems. So, this partnership is often subject to influence that leads to frustration for both learners and teachers, which in effect results in an unsuitable learning- teaching environment.

It would be ideal to identify all the causes of lack of discipline, but we preferred to focus on the ones we believe are the most apparent: previous school experience, textbooks, teachers, learners, school environment and family and society.

### **1.1 Definition of Discipline**

Before we examine why disciplinary problems occur, it seems compulsory to define the term discipline itself:

*The word discipline is understood today to mean conforming to rules, to supervision's orders, and to demands of community or an institution. Even its derivation is inseparably connected with education; it comes from the Latin word « discipulus », which means students. The Latin word refers to the way of treating students.*

Magdalena Sulich (2004: 32)

## **1.2 Previous School Experience**

Previous school experiences are said to have a direct effect on pupils' behaviour." Students differ in the kind of experience they bring to the classroom and in the quantity of experiences they have to draw on in dealing with the tasks we set to them." Prodromou (1989: 3). According to Harmer (2001), students' past school experiences which reveal themselves in students' remarks such as we used to, our teachers let us, we were not punished for doing certain things, we used to be taught in given ways, have a direct influence on the students' experience at school and on their behaviour. Though learning is partnership, as mentioned above, students often refuse to be taught or take responsibility or at least lighten their teachers' load due to their own past experiences .They believe that it is the teacher's job to provide learning .Each student comes to school with a unique personality and a number of characteristics which make the teaching-learning process more problematic.

Failure or criticism, during previous stages of schooling, makes students anxious and less confident about their education, and this will undoubtedly result in deviant students in our classes. When neglecting the factors mentioned above, teachers may render past school experience even worse. The direct and obvious effect of so doing is boredom which has disastrous implications on students' behaviour and motivation. As a result of anxiety and lack of confidence resulting from previous experiences, students will worry about the difficult subjects they will

study and hence achieve poorly. The new learning environment is something the students experience in the process of learning. This is usually expressed through students' comparison with what their previous school looked like. The new environment is built up from learners' own past experiences, beliefs and values. These beliefs and experiences give rise to frustration which in turn leads to inappropriate behaviour or disciplinary problems.

Previous learning methods can make students critical of or anxious and uneasy to the new or different teaching methods. Past school experience gives students expectations about the way in which language should be taught. Students who experienced failure expect to be taught in manners with which they are familiar. In case teachers use other ways, there is a considerable risk of creating hostility towards the teacher that will interfere with the teachers and students' ability to learn. This hostility might be increased and can even lead to direct conflicts, especially when learners think that the methods, the code of conduct the teacher wants to maintain are not appropriate and do not take into consideration their present level, needs and wants. In other words, students' hostility is usually expressed through being uncomfortable and bored. According to Littlewood (1984), when faced with learners who are exposed once more to the language they had been learning, teachers will inevitably encounter a lot of problems, especially when the learners had been unsuccessful. Will the teacher repeat what had been

taught before in the same way, giving the students all the troubles that they were unable to overcome. The students will ultimately experience the same failure which is synonymous to frustration and lack of confidence which entails inappropriate behaviour and therefore indiscipline.

### **1.3 Textbooks**

It is agreed that giving due consideration to students as individuals, as members of a learning group, as learners in an educational system and as members of a social group when designing textbooks is crucial to the success of any teaching learning process. By contrast, neglecting these factors, and obviously others, will automatically lead to problems that will hinder the whole teaching-learning process. Textbook designers, in this context, are said to be responsible for some of the disciplinary problems that currently most teachers have in their classes.

Harmer, (1983) said that textbooks can have an adverse effect on teaching for a number of reasons. Textbooks tend to concentrate on the introduction of new language points and controlled work. Therefore, a teacher relying too heavily on the textbook will not be encouraged to provide enough roughly-tuned input practice. Textbooks generally involve a rigid sequence because they follow the same form from one unit to the next. Pupils will be accustomed or will predict what will happen; in most cases, units will be seen as identical to those which came before or after, and thus students' interest and motivation are lost.

Teachers who overuse a textbook, and thus repeatedly follow the same sequence, or lose sight of the fact that variety, and challenging tasks will sustain and maintain motivation, will inevitably bore their classes over a short period of time. In such cases, pupils will find even the most interesting textbooks boring, and thus the study of English becomes routine and hence less and less motivating. In general, classes will start appearing increasingly similar and monotonous.

Another reason that may have a similar effect on the teaching-learning situation is that textbook designers publish books with a specific audience in mind, ignoring completely pupils' levels of proficiency, needs, expectations, class size and interest. Lack of variety in textbooks is often a source of trouble to most teachers. Teachers who stick to the programme day after day will end up boring his/her students. Tasks, in these cases, will be either trivial, easy or not challenging to be embarked on, and all students will be demotivated.

The textbook designed for secondary education first year pupils "At the Crossroad" and which complies with the relevant Ministry of National Education curriculum as laid in January 2005, assumed that these pupils have completed the four years of English provided by the New Middle School English as a Foreign Language syllabus. However, this is not the case: First year secondary school pupils have only been exposed to English for just two years. In addition to that, the tasks included in this book are completely new and are beyond pupils' level. In terms of appropriacy, pupils find that it is not intended to them, not substantial and

not interesting to hold their attention. This textbook does not seem to be in tune with the pupils' previous education and present level. In other terms, it book does not take into account pupils' needs, expectations and interest. Holding and maintaining pupils' attention, in such cases, is very difficult. Both teachers and pupils will find the book inadequate and difficult to be put into practice. In this case, students will lose interest and motivation. Boredom, which is the greatest enemy to successful learning, will be an inevitable result; therefore, pupils feel that something must be done to break the boredom, and this results in breaking the rules. It is unlikely that the pupils will become actively involved in activities which they cannot pursue, but they will look for reasons that increase classroom problems. Pupils feel the need to do something to seek teachers' attention, and this in turn gives rise to problems that teachers have to deal with at the expense of the teaching –learning situation.

#### **1.4 Teachers**

The character and personality of teachers is a crucial issue in the classroom. What the teachers say and do is very significant in establishing the appropriate classroom atmosphere that will foster learning. It is the teachers' responsibility to create and maintain the positive classroom climate which is conducive to successful learning. However, teachers are sometimes at the origin of some of the disciplinary problems that have a direct impact on the classroom atmosphere. Not caring for students' interests, social background, what they bring

to the class and what they need may engender serious problems because each class is different, and as a result classes should be treated differently. Being too tough and having unrealistic educational expectations can create discipline problems. Inappropriate behaviour from the teacher, for example, may have disastrous effects, especially with adolescents who tend to be reactionary without being farsighted of the consequences of their specific actions.

Teachers' preparation can eliminate students discipline problems. It is accepted now that teachers who fail to prepare properly their lessons increase disciplinary problems. The quality of learning is jeopardised when the effectiveness of teaching is influenced by lack of preparation .Students need to have clear understanding of what is going on in the classroom. In many cases, difficult instructions or questions may give rise to inappropriate behaviour.

Harmer (1998: 4) stated that, "the best activity in the world is a waste of time if students do not understand what it is they are supposed to do." Learners should know beforehand what is required from them. The programme or the units that the teachers intend to cover during the school year should be given to the learners right at the beginning of the school year. Equally important, students should know what to do before embarking on any activity and need not be kept wondering aimlessly because this may pave the way to breaking the rules that teachers try to maintain.

Being inconsistent is another cause that makes students insolent or rebel against the teacher's authority and refuse punishment. Brophy and Good (1991:

506), stated that:

*Inconsistency is confusing. It is very difficult for students to learn rules if they are unclear or keep changing. Not acting in a consistent way and in accordance with ones expressed beliefs is likely to produce confusion on the part of the students. It is frustrating if behaviours that were accepted yesterday are punished today. This produces resentment and the feelings that the teacher is arbitrary and can even encourage deliberate disobedience.*

A teacher's relationship with a learner affects her/his relation with the rest of the class. "This is understandable if learners see teachers allow others do something that they were punished for doing themselves." Brophy and Good Ibid.

The same is true for teachers who rely too heavily on bright learners or call on those who seem ready, neglecting other students who may be willing to participate in classroom activities. These learners will no longer trust their teachers and think the latter are unfair, unkind, mean and even bad-tempered.

Teachers' remarks result directly in disciplinary problems. Some teachers say overtly to their students that they will not pass their course or class. By so doing, they may not only lose students' interest and motivation, but they pave the way to

disciplinary problems such as insolence, disobedience. Closely related to motivation and interest, hope is affected .When hope is gone so is interest, and the stage is set for disciplinary problems to develop. Negative comments are not welcome by students .Writing on students' papers comments such as "not worth grading" or throwing students' papers in the waste basket will completely demoralize students. Belittling students' efforts and punishing them for what they cannot do rather than encouraging them for what they did can only produce rejection which is at the origin of most disciplinary problems. Misjudgement, underestimation or a simple remark can create, perpetuate and even intensify problems.

The inability of anticipating problems may result in problematic situations. Some teachers do not have the ability to anticipate problems and take too much time to act or do not act in the opportune time .They commit what kounin called "timing errors". In such cases, students are given the chance to behave as they wish for long periods of time. To put it otherwise, they will get accustomed to these behaviours and consider them as a part of the classroom routines and would tend to reject the teachers' authority whenever they try to restore order. Even worse, they can be insolent and rebellious .Vague rules, changing standards and inconsistency are at the origin of the problematic situations that most teachers should deal with at the expense of effective teaching.

Inexperienced teachers tend to resort to shouting and threats without being consistent in applying them. For most learners, threatening is a sign of weakness.

Harmer (1991: 250) maintained that:

*Teachers who threaten students with terrible punishment and then do not carry them out are doing both the class and themselves a disservice. Many teachers try to establish control by raising their voices and shouting. This almost always has disastrous consequences for it contributes to a general raising of the level of noise in the classroom.*

Teachers who resort to shouting do not succeed in quietening their pupils. "A roaring teacher never managed to change his uproarious classroom while a smiling teacher always succeeded in producing cooperative pupils. Zuo Biao (1996:9)

Teachers can be responsible for deviant learners in their classes by taking things personally. According to Ur (1991), very often, teachers are upset by remarks made by their students, though they may not be intended personally and allow incidents to come to surface even after being forgotten by students. Teachers should relate to the behaviour, not to the students; otherwise, they will be in personal conflicts.

Teachers' beliefs about what learning is and beliefs about learners will affect everything they do in the classroom, whether these beliefs are implicit or explicit.

"Teachers hold a combination of beliefs about those whom they teach and

consequently their classroom practice will be deeply influenced". Williams and Burden (1997: 56/57).

Teachers see the learners as resisters who do not want to learn but only do so because they are made so. Such a view gave rise to the assumption that force and punishment are the most appropriate ways of overcoming such resistance in the classroom. Glasser (cited in Williams and Burden 1997: 58) maintained, "Very few children come to school failures none come labelled as failure. It is school and school alone which pins the label of failure on children".

Another view, that teachers hold of their students, is one in which learners are seen as receptacle to be filled with knowledge. This sometimes is referred to as "the jugs and mugs" theory. The teacher is seen as having a large jug of knowledge which is poured into the learners' "mugs" or receptacles, which in turn can only accept a certain amount of knowledge according to the size of the learners IQ. Consequently, teachers will not be too much concerned with their students' progress, and the learning process will be greatly influenced." Williams and Burden Ibid.

Williams and Burden (1997) believe that there are some teachers who conceive of learners as raw material, clay to be moulded in a fine work of art without caring about their learners' own desires, motivation, wants, and about them as being different individuals. Here, there are also dangers of manipulating learners and shaping them according to the teachers' wishes. These three beliefs will be at

the origin of most behavioural problems. Teachers who think that learners are resisters will resort to punishment which is banned by -our Ministry of National Education-, and hence they will lose control of their classes. The second belief that is held by teachers may give rise to problems as teachers will tend to underestimate learners' intellectual capacities, leading to loss of confidence and motivation, which necessarily results in disciplinary problems.

### **1.5 Learners**

All teachers will agree that some classes are easy to manage and control, while others are very difficult to handle. There are a lot of reasons why students misbehave, but we will limit ourselves to some of them. A teacher who does everything to avoid trouble may still have problems because of the students.

#### **1.5.1 Learners' Attitudes**

Harmer (1991:250) maintained that:

*The attitudes of students is often affected by when the class takes place .If the students are all tired after a long day of study they may find exacting classes to challenging . If the class takes place just before lunch, students tend not to pay to much attention as lunch time approaches. Early morning classes may cause students to be sleepy or less engaged.*

The students' attitudes and how they view the class, the teacher, the subject being learnt, and the school itself have direct and obvious effects on their behaviour. Coming to classes with negative or neutral attitudes is likely to result in disciplinary problems that have perverse influence not only on students who hold these attitudes, but also on teachers and the other students as well since these attitudes are a part of the class atmosphere where learning is taking place. When students hold negative attitudes, learning will be a source of resentment and insecurity, and there may be strong barriers against learning. For many reasons, students are often hostile to English classes and even to their teachers. Regardless of the forms and the nature of these attitudes and the disciplinary problems they may engender, they will hinder the teaching –learning process.

Blin and Galais Deulofeu (2004:102) stated that:

*Adolescents are more nervous about learning than younger students. For adolescents the classroom is a place of constraints where they are confronted to people whom they did not choose to know. They dislike to be ridiculed, lose face, and to look foolish in front of their classmates and show a high degree of anxiety about the process of learning itself.*

Adolescents may express their anxiety in various ways: disliking the subject, each other, the teacher and even the school. Adolescents often have the desire to be

noticed or recognised in a way or another .This is not just limited to adolescents, because most teachers had students who demand special attention, but what is special about adolescents is that they are likely to be disruptive in order to gain recognition they need without being aware of the consequences of such behaviour and its implications on both teachers and students.

Another reason that leads to behaviour problems is peer influence. Many teachers have witnessed the exclusion of one or a group of students by their classmates. Generally, the group tries to exert a pressure on the individual to break the rules or to neglect the norms so as to be accepted and integrate the group. Students' norms come from their families, peer group and the social class they happen to belong to. These classes are characterised by an overt animosity against one or several students. The group rejects, ignores, hates, and in some cases ridicules the different students. This group has a negative reaction towards those who do not follow the norms .The consequence of this behaviour is that tension will be an ever-present characteristic, and hence the quality of learning will be seriously affected. Blin and Galais Deulofeu, op cit

As a result of group dynamics which governs the students' behaviour, sometimes a whole class may overtly oppose a teacher. The pressure of the group, its internal norms may lead to collective aggressive behaviour. This behaviour affects the teachers' motivation and slows down academic achievement. Students tend to refuse to take part in classroom activities and may sometimes claim

injustice. These classes tend to be quiet and docile, but become quickly hostile and aggressive partly because of their own system of interpreting school events which differ from those of their teachers' and because of their inability to adjust themselves to new situations such as, the coming of a new teacher, change in the class habit and the coming of new students. Blin and Galais Deulofeu, op cit

Coleman (cited in Stevens and Cob 1983) described school learners in terms of their acceptance into the leading crowd and their popularity with the students. He said that there are subcultures among school students that may reflect different interests. Cohen (1979 cited in Stevens and Cob 1983)) distinguished between three separate subcultures. The fun subculture, the academic subculture and the delinquent subculture. The fun subculture is characterised by students who value popularity, participation in sports and involvement in school activities. The academic subculture stresses an interest in academic achievement and its members usually have clear set goals, spend time at home and are relatively uninterested in peers. The delinquent subculture is characterised by the frequent dating and interest in peers and age inappropriate behaviours such as drinking, smoking and spending a lot of time away from home. Students in this group reject studying, the school and they usually drive their status with other members of their subculture from things such as cars and clothes. These findings suggest that friends can affect one's success in school. In short, peer influence can place serious limitations on what could be accomplished by both teachers and students. Stevens and Cob (1983)

Harmer (1991) maintained that students misbehave as they cannot always be easily controlled, and much will depend on the particular group and the particular teacher. Students often test teachers by disobeying rules and causing disruption. They sometimes resist overtly teachers' authority, and this prevents teaching and learning which should be taking place. Brophy and Good (1990: 499) said:

*In general students expect teachers to act as authority figures and desire a predictable structure in each classroom as long as the teachers are consistent. Students have little sympathy for teachers who cannot or will not control their classrooms, taking the attitude that such teachers deserve all the grief they get.*

There is nothing unusual about having disruptive students in our classes, but two students being disruptive together is far more effective than one. In other words, students who happen to sit together and cause trouble is more serious in the sense that their behaviour may encourage other students in their anti-social behaviour and will have perverse influence on the whole group, and hence effective teaching and learning will be partly hindered. Such behaviours are sometimes considered trivial or harmless if compared to others, but they engender great troubles when no effective measures are taken to protect our right to teach and the students' right to learn. In such cases, students will accept these behaviours and see

them as a part of the class atmosphere. Even worse, there are moments when students refuse completely to obey teachers' orders and become insolent towards their teachers whenever the latter try to restore order.

### **1.5.2 Self- esteem**

Self-esteem in academic field has attracted great attention. Now, it is clear that high self-esteem and success in academic work are two interacting factors. The perception of the world we live in and the people we come in contact with are governed by self-esteem. Coppersmith (1969 cited in H. Douglas 1987:101/102) gave a detailed description of self-esteem.

*By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval and disapproval, and indicates the extent to which an individual believes himself or herself to be capable, significant, successful and worthy. In short, self-esteem is personal judgement of worthiness that is expressed in the attitudes that the individual holds towards himself. It is a subjective experience which the individual conveys by several reports and other overt expressive behaviour.*

Why do students fail at school? What are the learning blocks that hinder achievement? There is no doubt that the answer to these questions is not an

easy one, but most of the problems seem to have root in poor self-esteem, a deep fear of failure. Almost all teachers had and will still have students saying: “I cannot do it.”, “I am not good at...”, “I will never learn this.” in one of their classes. There are students’ present “warning signs” of self-esteem as Coppersmith maintained: “children with low self-esteem may be excessively fearful and timid, unable to make decision, expecting failure and reluctant to express opinion, others may be bullying and bragging » (Arnold 1999:88)

Students with low self-esteem may behave problematically, isolate themselves from class discussion and are very difficult to motivate. This behaviour can engender very serious problems to students themselves and even to their classmates in the sense that academic work and school itself may be of little value. Little learning will take place due to the feeling that students have little worth and experience the feeling of rejection. It is claimed that no activity can be carried out without some degree of self esteem, self confidence and knowledge of ones attitudes. Self-esteem is the product of students’ experiences, negative or positive, and how they see themselves , and how they are viewed by significant others (parents, teachers , classmates ...).No matter how students feel about themselves, there are moments when they behave inappropriately, giving rise to problems that will affect the general atmosphere inside the class. Self-esteem then has clear and powerful implications not only on students themselves, but on teachers as they are the only mirrors through which students discover who they are and what they are

able to achieve and accomplish with the help and assistance of their teachers. Finally, an individual's self-concept or self-esteem will have considerable influence on the way s/he learns. If a person has negative self-concept, then s/he is likely to feel a sense of embarrassment and will avoid taking risks.

### **1.5.3 Motivation**

It is accepted for most fields of learning that motivation is essential to success.

*People involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study. All teachers can think of situations in which certain motivated students do significantly better than their peers; students frequently succeed in what appear to be unfavourable conditions; they succeed despite using methods which experts consider unsatisfactory. In the face of such a phenomena it seems reasonable to suggest that the motivation that students bring to class is the biggest simple factor affecting their success.*

(Harmer1991:3).

Various studies have found that motivation is strongly related to achievement. Here, we do not intend to define motivation since we believe it will be more useful to think in terms of motivated and demotivated learners. According to Burden (1997), a motivated learner is someone who takes decision to act and makes the necessary efforts to achieve a previously set goal. In other words, motivated learners are is willing to invest the required efforts to attain the objective they aim at. Learners' motivation makes the mission easier and more pleasant for both teachers and learners.

Dornyei (2005:89/90) defined demotivation as: “specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action.” He argued that:

*Being demotivated does not necessarily mean that all the positive influences that originally made up the motivational basis of a behaviour have been annulled; rather, it is only the resultant force that has been dampened by a strong negative component while some other positive motives may still remain operational.*

(Dornyei 2005: 89/90)

Alderman (2004) maintained that students who do not have optimum motivation for intellectual development are at a disadvantage compared with those who do. The situation in which students are demotivated or less motivated is described by

Alderman as follows:

*The demands and expectations are low and the students are unmotivated and see no reason to attend school. Low achievement is accepted as the norm. Teachers do not assign homework because they have little expectations it will be completed. Students see few examples of success; their sense of future is bleak and does not include academic achievement in any way. Students have no basis for an alternative view of academic achievement because they rarely come in contact with any one other than similarly low-achieving students.*

Alderman (2004:7)

Alderman (2004:8) describes this unmotivated behaviour as follows:

“ Many students do not have goals , sit passively in class , turn in no home work ; do not keep up with their note books ; do not take final exams seriously ; and resist new approaches.” Disengagement or lack of investment in learning in secondary schools is a challenge to most teachers. Behaviours indicating disengagement resulting from demotivation range from severe skipping, disruption, failure to do assignments to behaviours that, on the surface, do not appear to be motivational problems. The group of students who exhibits these behaviours shows little pride in their work or commitment to learning .They just do enough to get decent grades but do not try to get their best grades.

Most disciplinary problems seem to stem from lack of motivation. It is true that learners' motivation is never constant and fluctuates during the learning process, giving rise to some behaviour problems, but this does not constitute a real problem to teachers and students. By contrast, lack of motivation or its absence due to learners' attitudes and beliefs towards the language being studied and to academic achievement is really problematic. Learners who have no already set objectives, or do not have clear ones will inevitably influence the classroom atmosphere and hence render the teaching-learning mission more difficult.

The implications of lack of motivation on the learning process is clearly seen when it is not constant. The learners will never be completely engaged in tasks, and hence they are likely to behave in ways that bear negative consequences on the quality and the quantity of learning. Another point we would like to emphasise here is that motivation does not only concern students, but teachers as well. Teachers' motivation is influenced by many exterior factors such as teachers' social status, salary, working conditions and timetable. These factors have a direct negative influence on their job in the sense that teachers whose motivation is affected will invest less towards students' learning. They tend to forget presenting challenging and varied tasks which will keep their students motivated. In most cases, they will be interested in keeping them busy, without caring a lot about their success or failure. It is worth noting also that the motivation which brings teachers and students to the task of learning is usually affected by the attitudes of people who are

directly related to the learning process.

## **1.6 The School Environment**

The importance of the appropriate environmental conditions for learning to take place cannot be underestimated because learning never occurs in a vacuum, but rather in a certain environment which is conducive to learning. School environment is a vital determinant of what teachers and learners are capable of accomplishing together. It is accepted today that in certain schools the quality and the quantity of learning is subject to school environment. Certain schools are supportive and conducive to effective learning, whereas others are not. Teachers find teaching easier in some schools, but in others it is very hard.

### **1.6.1 Attitudes to Discipline**

Many disciplinary problems are the result of the attitudes of the institution to students' disruptive behaviour. Every institution has a recognised system for dealing with students' disruptive behaviour which aims at maintaining order and makes the student apply to it. Schools are inconsistent when dealing with behaviour problems, which therefore lead to confusion regarding the acceptable standards. Learners in these schools will be encouraged to misbehave, causing trouble not only to themselves, but to other learners and teachers as well. Consequently, teachers will devote much of the lesson time to these problems.

Schools with inconsistent systems for dealing with disciplinary problems will necessarily have perverse effect on teaching and learning. Learners feel free to

attend lessons whenever they want; as a result, serious academic work will be affected. The same is true for overcrowded and big schools where learners are not easily controlled, leading to more behaviour problems. In these schools, pupils' behaviour is likely to engender great troubles as learners will be accustomed to them and see them as a part of the school atmosphere which is passed on to those whom we consider as mere spectators.

Another point we would like to stress here is that serious problems of discipline are associated with schools in areas which are themselves socially and educationally backward. A major contributor to many of the disciplinary problems facing these schools is their appalling lack of resources. For example, many schools often run out of money for supplies and learning materials prior to the end of the school year, and local parents' organisations are asked to fill the gap. These schools find it very difficult to obtain the needed resources, and the students simply have to do without. Similar problems exist with regard to textbooks and other instructional materials and equipment. In many schools, the problem of creating an appropriate learning environment often takes a back seat to more fundamental issues of health and safety. Bamberg (2000). Maintenance is a major problem because many of the schools are old and outdated as it is the case of our school which was first inaugurated in 1972. The ability to provide adequate heat, sanitation, and safety for the learners and the staff is largely ignored.

Lack of resources, materials and other human facilities will place serious limitations on what teachers and students can attain together. In our case, the school in question is located in an area where most students come from low-income families and where parents' organisations cannot afford filling the gap whenever they are asked to do so. As McFarland (1974) puts it, these schools with poor materials and human facilities have traditions which may not only be educationally weak, but positively anti-educational. In these schools, teachers would face a lot of problems in sustaining students' motivation and interest as they are deprived of the necessary materials and equipments which are very important in any teaching-learning situation. As it is firmly established, when motivation and interest are gone the way to more disciplinary problems is paved, and the whole teaching-learning process is influenced.

### **1.6.2 Large Heterogeneous Classes**

Many disciplinary problems are the result of large overcrowded, heterogeneous classes. Large is of course a relative term, and what is a large class will vary from one place to another. In some schools, classes that contain more than 30 pupils may be considered as large, but in other places, it is not the case. In some schools, there are classes with more than 50 pupils, and this constitutes a real problem. The same thing can be said about heterogeneous classes. A heterogeneous class is one that has different kinds of learners, as opposed to homogeneous classes where the learners are similar. Once again, this definition is not agreed upon since

no class is homogeneous as there are no two learners with the same abilities. This entails that all classes of more than one learner are in fact heterogeneous.

According to Baker and Westrup (2000), teachers often do not like large classes because they are difficult to manage and present a lot of challenges. It is accepted that overcrowded, heterogeneous classes impose serious limitations on both teachers and students' competencies.

*Teachers frequently attribute their continued frustration to students' unwillingness to learn ,and often to mixed ability classes where so- called "bad" or "weak" learners are held responsible for holding the class back. In such circumstances, teachers fall back on convential teacher-centred approaches and disciplinary problems measures as means of keeping the centrifigural forces together.*

Pordromou (1989:2)

Harmer (1991:128) stated that, "In big classes, it is difficult for teachers to make contact with the students at the back and it is difficult and for students to ask and receive the required attention." It is also impossible to organise pair or group work and have all the students' attention which is a vital requirement to effective teaching. In overcrowded classes, activities which require movement from students produce so much physical disturbances that concentration is hard to sustain, and that the pace of teaching is so slow that it becomes ineffective. It is also hard to

arrange for every individual to have the required, intensive contact with the language. Most importantly, big classes intimidating for all teachers, regardless of the number of the years spent in teaching.

Teachers face a lot of problems that necessarily lead to misbehaviour when teaching large heterogeneous classes. According to Murcia and Mc Intosh (1979), teachers feel at a loss when they first meet heterogeneous classes. This uneasiness can be as an obstacle to teachers' performance. All teachers will agree that the direct and obvious influence of these classes is indiscipline. Students in these classes are very difficult to control. Boredom, which is the greatest enemy to effective teaching, is a permanent characteristic of most students. Students get bored quickly as teachers cannot find the topics and the activities that keep all the students interested. When the teachers think they have succeeded in finding the motivating and interesting activities that will keep their students completely engaged, students react in unexpected ways that may give rise to misbehaviour. In such classes, using textbooks may result in the loss of interest and motivation as textbooks are rigidly meant for one kind of learners, usually with no options or flexibility. Participation is another problem that teachers encounter in these classes. Teachers fail to involve all the learners, only few students, the more proficient and confident ones, seem to respond to teachers' questions. In other words, students do not lighten the load of their teachers and thus the latter find it increasingly difficult to know, check and follow the progress of their students.

Uncooperative students is the outstanding characteristic of these classes. All teachers had students who were deliberately uncooperative, sometimes to the point where the teaching-learning situation becomes problematic.

*Lack of cooperation may take different forms: constant chattering in class, not listening to the teacher, neglecting homework blunt refusal to take part or to do certain activities, constant lateness and even rudeness .Sometimes things get so bad that students complain to some one in authority.*

Harmer (1998: 130).

It is clear that lack of motivation, interest, participation in classroom activities, besides the difficulty in providing the students with the topics that ensure their total engagement will inevitably engender anti-social behaviour which impedes effective teaching and learning.

### **1.7 Family and Society**

According to Turner (1979), the attitudes of parents towards their children may either facilitate or inhibit learning. Some of the disciplinary problems that most teachers are currently facing in their schools may be traced back to family. It is clear that parents' educational level has a direct effect on their children academic achievement. Parents who are well-educated generally value education and expect their children to be well-educated too. These parents show interest in their children's progress, in meeting and collaborating with teachers

and; they typically volunteer, participate in school activities and help supervise their children when and where necessary. However, the situation is different with parents who lack this advantage due to their socio-economic status. This kind of parents, though they may be aware of the value of education and want their children to go as far as possible, few of them are knowledgeable about schools and accustomed to dealing with them. According to Brophy and Good (1991), these parents are awed and even afraid when faced with the prospects of talking to teachers. Often, these parents had difficulties themselves as students. So, they look upon teachers with a discomfort or even resentment based on fear, mistrust, or hostility. These parents usually have less time to get in touch with teachers and the school environment; consequently, very few interactions will be possible.

It is worth noting that these « disadvantaged parents » fail to nurture in their children the intellectual development and mental health which have serious impact on the education and ultimately on their school achievement. The absence of a rich cognitive environment and lack of interaction with the children when and where necessary have severe consequences on academic achievement. Another kind of parents who may be blamed for creating more problems to teachers are those who tend to give their children every encouragement to express their individuality without restrictions, leading them to show an apparent reluctance to accept the disciplinary standards of their schools, and in some cases, refuse overtly to adhere

to the established code of conduct.

Learning a foreign language is influenced by society in its wider sense. It is clear that social and cultural attitudes towards a language have a very deep influence on the individual learner, thus the teaching-learning process may be either promoted or hindered. The status of the target language is of a crucial importance. How well learners do in school is governed by their attitudes towards the language and the choices that are open to them in their future life. What is learnt in school must prepare the students for what they want to do in the future or after graduation. However, in our society this is not the case for English being a foreign language. Nowadays little or no importance is given to education or schooling and thus students' achievement becomes meaningless. Learners will lose interest and motivation, which in their turn will have adverse implications on the classroom atmosphere. Both teachers and learners find themselves in a delicate situation as they find it more and more difficult to be motivated. Learners have difficulty investing the required efforts to learn since they have no fixed objectives. Many teachers are worried that their jobs may become very soon impossible due to the portrait reserved to them by the modern society. The present is an age of insubordination resulting in the loss of school and teacher authority. Today, teachers are no more the authority figures they used to be due to their new social status. Nowadays, students' culture displays clear and apparent anti-social attitudes. Students no more value academic success. According to Elkind (cited in Stevens

and Cob 1983), the present generation of adolescents is referred to as a "hurried one". They have been pushed towards academic achievement more and doing it earlier than were preceding generations. Stevens and Cobb (1983)

The parental pressure on children to grow up faster starts early, particularly in the realm of intellectual achievement. Parents of today's teenagers have been influenced by professionals who have stressed the importance of early training for achievement. Partially as a result of this, there has been a trend towards enrolling children in preschools and kindergartens at very early ages. One of the consequences of the present societal push toward achievement is that these "hurried" children live with a fear of failing, experience stress and are confused as regard to achievement and competition. Elkind suggests that the need to relieve some of the pressures is the high level of drugs used by teenagers.

## **Conclusion**

Disciplinary problems that teachers encounter in their schools differ in nature and origin, yet they have many causes in common. These causes can be grouped as follows: family and society, students and the schools. The new portrait that society has associated with teaching and teachers is responsible for pupils' unacceptable behaviour. Parents, too, are held responsible for their children's behaviour partly because of negligence and partly because of encouraging their children to express themselves until they reached a point where they show deliberate reluctance to

accept the school standards regarding discipline. Students' misbehaviour can be attributed to peer influence, lack of motivation and not clearly already set objectives. Schools are at the origin of some disciplinary problems mainly because of their inconsistency in dealing with students' behaviour, leading to confusion and therefore more problems.

## **CHAPTER TWO**

### **The Effect of Disciplinary Problems on the Teaching Learning Process**

#### **Introduction**

#### **2.1 Bullying**

#### **2.2 Cheating**

#### **2.3 Defiance**

#### **2.4 Vandalism**

#### **2.5 Disruptive Talking**

#### **2.6 Absenteeism**

#### **Conclusion**

## **Introduction**

There is no doubt that learning and discipline are closely related. In a disciplined classroom, the teaching and learning mission is easier for both learners and teachers. The classroom is relatively free from confusion, disorder, and anti-social behaviour. Each student and the group as a whole operate freely within a structured framework which they understand, accept, and incorporate into their behaviour without constant reminders and punishment. (Mills2001). By contrast, no or little learning will take place in a thoroughly undisciplined classroom. As Rosenholtz (1985 .351 cited in Porter 2000) argues, “Teachers who must focus their energies on controlling disruptive students do so at the expense of instructional time and of their own instructional improvement.”

The impact of some disciplinary problems on the teaching learning process can be narrowed down to bullying, cheating, defiance, vandalism, disruptive talking and absenteeism. There are undoubtedly many other disciplinary problems affecting the success of the teaching-learning process which have not been covered or even mentioned in this research paper.

### **2.1 Bullying**

Disruptive behaviour can assume many forms. The most noticeable form is bullying, the most malicious and malevolent form of antisocial behaviour practised

in schools. (Porter 2000). Bullying arises from the desire to hurt someone, the need to dominate and the enjoyment of another's distress. The bully students are often someone who doubt their own strength more than that of any one else but who, rather than faces their problems with those of their own size and age, test themselves on less able learners. According to Ayannini, bullying comprises an unjustified and deliberate intention to inflict hurt by repeatedly taking advantage of one's own superior physical or psychological strength. Bullying is a brainwashing process and eventually the bullied students start to believe what they hear about themselves and feel hopeless and guilty.

Bullying may take many forms. It comprises direct physical attack, direct verbal attack such as taunting, extortion, and indirect methods such as spreading vicious rumours or excluding some one from the social group. Sexual harassment is a form of bullying that involves verbal comments and physical touch .As bullying is deliberate and repeated, its duration may range from a few days to many months. The most common form of bullying is name calling and abuse. (Salmivalli et al 1998 cited in Porter 2000). Teasing and telling stories are other forms of bullying that are common, especially among adolescents. Bullies often single out victims who have some apparent disadvantage like being small and fat.

As bullying takes place either in school or outside, it is clear that it has reverse effects not only on the bullied, but on teachers as well. The victims suffer

from lack of confidence and hence of low-self esteem which will impede their learning. Most of them will not report to their parents, teachers and to school authority for fear of engendering further bullying. They will exhibit certain signs such as a sudden reluctance to go to school and even absenteeism, unexplained secretiveness, missing school possessions, missing homework and poor marks in school. Learners will be affected as bullying becomes a part of the school life. Some students will collaborate with the bullying because of the group pressure or to avoid becoming victims themselves and experience shame as a result. Passive observers often experience distress and anxiety and feel guilty for not offering help. These situations have disastrous consequences on learners' motivations and ultimately on their academic achievement. (Rigby1996,Peter et al 1993 cited in Porter 2000).

Teachers are directly concerned as their managerial function obliges them to act as authority figures. In this context, teachers must take the necessary measures in order to protect their right to teach and the learners' right to study in the appropriate atmosphere, conducive to effective learning. Responding to bullying has a clear influence on learning since the amount of time needed will be at the expense of learning. Learners will be distracted, their motivation will fluctuate and moments of anxiety and frustration will prevail. In such cases, setting learners on task and getting their attention is a hard task. Teachers are not safe as bullying and aggression towards them is very likely.

## **2.2 Cheating**

Cheating occurs when, contrary to established rules, one person gives information to another person. Most students and teachers perceive the person who gives information willingly, the willing recipient, and the person who takes information without the knowledge or the permission of another to be guilty of cheating. Cizek Op.cit

Cheating in exams has become a widespread phenomenon in our schools to the point where most learners practise it and do not report it when they see their friends cheat. This phenomenon is threatening education and places serious limitations on teachers and honest students. Merrian Webster's Collegiate Dictionary (1993:115) defines cheating as follows "depriving of something valuable by the use of fraud", and "violating rules dishonestly as at cards or on an examination. In educational context, this definition is readily adopted to testing. As knowledge is valuable, societal mores include holding those who possess knowledge in a greater position than those who do not. Cheating can be seen as an attempt, by deceptive or fraudulent means to represent oneself as possessing knowledge. According to Cizek (1999) in testing, specifically, cheating is violating the rules.

According to Stein B. (1996) methods used to cheat on tests are numerous and include a wide range of possibilities. A student looks at another student's test paper, answer sheet or work during a test. A student drops his / her

paper on the floor, permitting another student to look at it. A variation of giving, taking and receiving information is used when students collude to seat in such a way to coordinate copying when the instructor or the invigilator permits students to choose their seats. A giver and receiver communicate with sign language to signal specific answers. Two or more test takers devise a code for transmitting answers and a method for doing so, for example, clicking pens, taps of foot, position of hands on the desk. A giver and receiver share an eraser or other permissible item that is passed back and forth with answers or information written on it. In the case of tests designed to assess students' knowledge of basic facts, ability to apply rules, or, in the case of easy items, oral examination and performance tests to determine whether the student can construct a response relying on information assumed to be mastered previously, students' methods of cheating differ and may include the use of forbidden materials. Small bits of paper and other material containing information are found on or in, for example, the pocket of a calculator, under the watch and simply underneath the student taking the exam. Another common way of cheating is the use of long narrow strips of paper, tightly rolled and inserted into pens. Rough paper, which is frequently permitted for students' use in writing, can be easily transformed into a cheat sheet containing a lot of information using a pen that has ran out of ink. Information can be written on something other than a cheat sheet. For example, it can be written on an arm, leg, hand, or foot cast, on tables, walls, chairs and even on the desk top and floor. (see appendix 2 example of

cheating and vandalism)

Students cheat for different reasons. The motivation behind cheating in the classroom is not to learn the copied material but to avoid tangible evidence of failure, to avoid punishing reactions from parents and teachers, or to receive the reinforcement which accompanies successful grades. (Steer 1998). The students who are believed to have the strongest incentive to cheat are the ones in danger of failing. These students are most of the time far away from what is going on in their classes; however, their hope to get ahead leaves them no choice but to cheat.

According to Guardiola (1999), for most students, exams are not considered as steps in the process of learning, but an indicator of success or failure; this is why exams are a very difficult period. Similarly, Yorkey (1970) said that some students occasionally collapse under the threat of exams and fear of exams makes them nervous. Students cheat because of their strong convictions about their teachers' favouritism. Cheating is considered as a response to insecurity and lack of certainty which push students to rely on other students' answers, putting theirs aside, which would be, in most cases, the right ones, thus the students' self-confidence could stand as an effective element against the desire to cheat (Cizek 1999). Another reason of cheating is that there are less and less moral values in our society that students feel little sense of moral outrage about cheating. Consequently, they do not care who is there or who may eye them. The pressure to do well academically pushes students to cheat. In this context, we may say that school, parents and

society may be the first responsible for students' cheating. Since grades and test scores are more important than integrity, most students will be ready to sacrifice their integrity to get the satisfaction of those around them.

Validity is perhaps the single greatest concern in any testing situation. However, it is threatened when cheating takes place. Thus learners will be admitted to higher classes for which they are not adequately prepared, and this may prevent the admission of more qualified students. There are undesirable effects of cheating on those who do not cheat as they are placed at a disadvantage when it comes to scores.

Cheating undermines integrity and fairness at all levels. It leads to a weak performance. It also undermines the merit and the relevance of education in the whole society. This phenomenon is one of the most impairments to obtain accurate information about learners' accomplishments as it devalues the accomplishments of those whose achievements were attained fairly. There are many students who resent cheating as much as they resent it going around them for making it more difficult for them to succeed honestly. It must be admitted that some of the students who do not cheat are collaborating with cheaters by giving them assistance and letting them copy their homework or look at their papers during the exams. So, they are contributing to cheating though they are not benefiting from it. This kind of students is usually put in tight situations by their mates as they ask for answers in exams. In case of refusal, they might be ridiculed or excluded from their cliques or

thought to be selfish. This is degrading and de-motivating for both learners and teachers who will not have the same desire and invest the necessary efforts to teach and learn effectively. Academic institutions that do not control cheating may suffer as well. Agencies responsible for testing take great pains to ensure valid inferences as test takers usually find new ways and violate the rules. As the use of fraudulent and deceptive means result in the success of those who do not merit, teachers and invigilators should shield themselves against such students. Finally, the grades of students who do not cheat and which were obtained honestly are depreciated because they are lower than those who have cheated.

### **2.3 Defiance**

Teachers all over the world recall moments when some of their students challenged them openly and refused to give up their anti social-behaviour. According to Blin and Deulofeu (2001), sometimes a whole class can be united to oppose overtly a teacher due to to group dynamic which has a deep influence on individuals' behaviours. The pressure of the group, its intern norms can result in collective defiant behaviour. These students are referred to as defiers. The behaviour of these students is really problematic as it has direct negative implications on teachers and learners.

The primary cause of this anti-social behaviour is to get attention in an acceptable way. Whatever the defier does is an attempt to demonstrate her/his worth to be accepted as a person since academic work is of little or no importance

to her/him. Failure, in most cases, made her/him give up and use other means to gain recognition among classmates .In general, defiers are feeling and experiencing a lot of pain which is revealed through their behaviour. The defiers have specific attitudes and actions through which they make themselves noticeable. The defiers talk back, they are insolent and dare punishment. They are usually unaffected by what teachers do and say and in some cases laugh at it .Another characteristic of the defiers is that they are quick to claim injustice and are critical of teachers' treatment. Defiers have little self-control and are often highly emotional and ready to pick up fights with classmates over the smallest incidents.

It is clear that the behaviour of the defier has perverse effect on teachers, students and the school environment as well. According to Brophy and Good (1999), teachers do not have special training in dealing with serious personality disorders, therefore they do not know how to respond and handle this category of students. Not acting in the opportune time or allowing the defier's behaviour unchecked for a long time leads other students to question the teacher's authority. Peers are often influenced by this negative attitude: when they see it working for a classmate, they will try it themselves. Teachers will begin to worry about disciplining other students since they have not been successful with the defier. They become frustrated and lose self-control in confrontations with their students. In such cases, lessons are disrupted, rules are challenged, classroom is in turmoil and crises arise daily. Teachers experience anguish, feel uneasy and ineffective and

finally tension becomes the dominant characteristic of the classroom. The inevitable result of this behaviour is that effective teaching will be completely impossible as most of the lesson time and teachers' efforts are wasted on getting organised and restoring order.

## **2.4 Vandalism**

Vandalism in schools is nowadays a much debated phenomenon which moves swiftly and gains ground. This problem seems to stem partly from the school itself which is unable to take the necessary measures to put an end to this epidemic, and partly because of the students and people who have lost faith in schooling as a central element of our modern society. Various disciplines such as psychology and sociology have examined vandalism from different perspectives. It is very difficult to reach a consensus on a definition; nevertheless, some of the definitions have common elements, such as "An intentional act aimed at damaging or destroying an object that is another's property.", "A voluntary degradation of the environment with no profit motive.", "The wilful or malicious destruction, injury, disfigurement, or defacement of property without the consent of the owner." (Moser 1992, Casserly, Bass and Garret cited in Horowitz and Tobally 2003:1/2)

Some studies look at vandalism from the point of view of the individual who commits it; personal traits, difficulties in adjusting to society at large and to school in particular and emotional problems. Other studies look at vandalism in its broader social context. Vandalism was explained as a malaise of modern society that is

characterised by alienation and meaninglessness. The malaise of modern society is related to the high level of mobility, rapid growth, and instability. Adolescents experience social mores and values inconsistently and therefore become involved in non normative behaviour. (Horowitz and Tobally 2003)

Students engage in vandalism for a variety of reasons. For some, destroying school property such as desks, chairs, blackboards and windows is a way of expressing anger or frustration stemming from social difficulties or academic failure. For others, it is a way of impressing their peers. For others, it is an innocent act reflecting a lack of understanding about the appropriate behaviour. Students who engage in vandalism may have many things in common. They always exhibit destructive behaviour and destroy things repeatedly including their friends' property. They take furniture apart, write on desks (tables), mutilate equipment, mar walls with obscene words and draw in some cases sexually explicit illustrations. (Woolfolk 2004) (see appendix 1 example of writing and drawing on tables).

As all these acts take place in classrooms or in school, it becomes clear that they have direct implications on the whole teaching-learning process. Acts of vandalism, when not checked, become a part of the classroom and the school environment that impose serious limitations on what teachers and students can accomplish together. Although school administrators typically are responsible for dealing with student vandals, teachers and students alike become irritated, angered

and even afraid when faced with students who deliberately engage in vandalism. In such cases, the school staff is at a loss and is completely confused because of its inability to find the right solutions to this behaviour. Some students may be amused or delighted and as a result, this anti social behaviour is reinforced. School resources, which are not easy to replace, are wasted. Instead of helping, teachers may want to punish harshly. Lessons are interrupted as the necessary elements for a successful instruction are partly absent or completely damaged. Beginning lessons in these situations is usually difficult as students will leave the classroom in order to look for chairs or tables. The amount of time the students take is at the expense of their learning as teachers begin lessons usually before students who went to get a chair or a table are back. Consequently, students will miss a part of the lesson and will interrupt the classroom setting. In such circumstances, the students' motivation will fluctuate. In most cases, teachers feel lax and incompetent as disciplining other students becomes very difficult. The connection between vandalism and school effectiveness is clear. When school climate is not positive and does not enhance students' social welfare, the rate of vandalism will increase, and when school does not effectively promote learning, vandalism tend to increase. Vandalism tends to increase in schools where students do not have a sense of belonging. Horowitz and Tobally Op.cit.

## **2.5 Disruptive Talking**

One of the greatest challenges to teachers and serious learning is disruptive talking as it hinders and distracts the flow of the activities and gradually influences the whole group. Identifying and understanding the causes that lead to such behaviour is the first step towards a successful solution. The ability to talk is not negative, but continual talking is disruptive. The primary cause of this behaviour is attention. Talkative students who want to get attention because of social needs as personal interaction is of great importance to them. Very often this behaviour is compulsive as talkative students need to develop a close association with a peer or an adult. Peer approval, for these students, is very important as it provides them the affiliation they are looking for. This kind of behaviour is anti-social since the students are attempting to become positively involved with the class or the teacher and they are unaware and do not realise that they are expressing a negative behaviour. Usually the students, who exhibit this behaviour, are underachievers and they need to experience some kind of success through talking, and hence gain the status they are looking for.

Disruptive talkers are characterised by a number of attitudes and actions. They are compulsive talkers who are unaware of the fact that they are disturbing their classmates. They love to talk and engage in the practice with one student or all students constantly. They usually seize any occasion to talk. They may even talk to themselves and make irrelevant remarks at inappropriate times. Disruptive talkers

are always inattentive and poor listeners. They have a short attention span, lack interest and are very poorly motivated. They are never prepared for school and seldom do their work thoroughly or carefully.

Disruptive talkers influence their teacher, classmates and the classroom atmosphere in different ways. This behaviour annoys classmates and teachers alike. Classroom setting and lessons are disrupted. Starting and resuming work is very difficult as teachers cannot begin their lessons without getting students' attention. Even when students are engaged, there is a great likelihood that the disruptive students will misbehave and thus the students' interest and motivation are lost. Many other students may be encouraged to talk, leading to more serious problems that teachers should deal with at the expense of serious learning. During these critical moments, the teachers' authority is undermined as most students expect their teachers to act as authority figures. If classmates are encouraged to talk, they will get into trouble since the teachers' role is to maintain and restore order which enables them to protect their right to teach and the right of his/her students to learn.

## **2.6 Absenteeism**

For most teachers absenteeism is a problem that has direct perverse effects on students and teachers as well. Despite the fact the students who miss the class for countless reasons are doing themselves a disservice, teachers feel obliged to find ways to reach and help these habitual absentees, especially when they are in the

class. The habitual absentees miss classes for different causes. The first cause is self-confidence. Usually, these students escape from the school because of their feeling that they cannot do the academic work they are supposed to do. Being absent for them may be an act of defying and challenging the teachers, and the institution by demonstrating their power through the school inability to keep them in. These students could be underachievers or poor students and thus may find attending classes too painful. They miss classes to gain an excuse for being behind and so as not to lose face or to be ridiculed in front of their classmates.

The habitual absentees share common characteristics and have specific attitudes and actions within their schools. They are unaware of the effect of their absence on their teachers and classmates. They believe that they do not cause troubles to their teachers and classmates once they decide to attend classes. They think that they need not catch up lessons or make up work and would feel uneasy if teachers think differently. Another characteristic of these students is that due to their continual absence they do not achieve much and do not know what is going on in the class. They are likely to be bored and are usually defensive.

The habitual absentees have little influence on teachers and the classmates when they are away from the school. Indeed, it is their presence which constitutes a problem to serious learning. Teachers who happen to have these students in one of their classes become worried and anxious because such students need to be helped, especially when they achieve far below their potential. Most teachers are faced with

an insurmountable mission of bringing these students up to date academically. When doing so, time which should be devoted to completing the programme will be devoted to make up for the loss caused by these students, and therefore classmates may become bored as they are exposed once more to teaching points they have already seen. As a result of being continual or permanent absentees, classmates may recognise the students as partial members. If this behaviour is not checked when necessary by teachers and the school itself, it may engender serious problems as many students may act accordingly, and hence absenteeism becomes something common to most students. As a consequence, the repeated absence will jeopardise the students' chances to achieve success in school which, in turn, will result in an inadequate teaching-learning process.

### **Conclusion**

Though the effects of disciplinary problems on teachers and students differ, they have many points in common. They impair the teacher/student relationship and reduce both quality of teaching and the teachers' commitment to his/her students. As for students, the appropriate and the serious learning context is poisoned by few offenders and thus learning becomes very difficult to them point that it deprives them from benefiting from the teaching-learning process leading to poor achievement. Teachers are under constant heavy stress and are unable to function effectively due to students' behaviour which has become unacceptable. Many teachers refuse to take risks when teaching as they have lost faith in their

roles as providers of information and behaviour modelling and tend to retreat to their private life.

## **CHAPTER THREE**

### **Discipline in Secondary Schools**

#### **Introduction**

#### **3.1 The Teachers' Questionnaire**

##### **3.1.1 Description of the Questionnaire**

##### **3.1.2 Analysis of the Questionnaire**

#### **3.2 The Pupils' Questionnaire**

##### **3.2.1 Description of the Questionnaire**

##### **3.2.2 Analysis of the Questionnaire**

#### **Conclusion**

## **Introduction**

This chapter is devoted to the analysis and interpretation of the questionnaires which were administered to pupils and teachers. Our informants provided very useful data which we will comment on. But before doing this, it is preferable to describe the research tool.

### **3.1 The Teachers' Questionnaire**

#### **3.1.1 Description of the Questionnaire**

The teachers' questionnaire contains 45 items divided into 9 sections.

##### **Section One: General Information (Q1 to Q3).**

The aim of this section is to see the experience our informants have in the secondary school (Q 1) whether teaching in the Secondary School is easy or difficult (Q2) and if the difficulty is due to timetable, overcrowded classes or lack of discipline (Q3).

##### **Section Two: Nature of Disciplinary problems (Q4 to Q8).**

This section aims at finding the rate of disciplinary problems teachers have in their classrooms (Q 4), their negative effects on teaching (Q 5), how they influence teaching (Q 6) classifying suggested behaviours from the most disturbing to the least(Q 7) and ends with teachers' opinions regarding if the ineffectiveness of learning can result from neglecting and disobeying teachers' orders and instructions(Q 8).

### **Section Three: Bullying (Q 9 to Q 16)**

The aim of this section aims is to see if bullying happens in our school (Q 9), the forms through which it is revealed (Q 10), its frequency (Q 11), our informants' experience with bullying inside their classrooms (Q 12), the forms it takes (Q 13), how it affects their teaching (Q 14), the likelihood of bullying and aggression against teachers (Q15) and the forms the forms it may take (Q 16)

### **Section Four: Cheating (Q 17 to Q 21)**

The aim of this section is to find out the frequency of cheating (Q 17), if their pupils engage in it (Q 18), if it has negative effects on them (Q 19), how cheating affects them (Q 20) and ends with our informants' reactions when the grades of non cheaters are lower than those of the cheaters (Q 21).

### **Section Five: Defiance (Q 22 to Q 26)**

This section concerns teachers' experience with defiant (Q 22), whether disobedience affects them or not (Q 23) the ways by which disobedience affects teaching (Q 24) whether teaching is easy after being defied (Q 25) and what makes it difficult (Q 2.6)

### **Section Six: Vandalism (Q 27 to Q 33)**

The aim of this section is to find out our informants' experience with acts of vandalism inside their classrooms (Q 27), identifying the forms it takes (Q 28), their effects on teaching (Q 29) the ways they influence teaching (Q 30), whether objectives can be reached with damaged material (Q 31), the reasons leading to the

inability of reaching objectives (Q 32) and ends with the perverse impact of acts of vandalism on teaching.

#### **Section Seven: Disruptive Talking (Q 34 to Q 40)**

This section aims at finding whether it is easy to begin and sum up lessons with disruptive talkers in classroom or not (Q 34), the causes of the inability (Q 35), the influence of disruptive talkers on teachers' authority (Q 26), how the authority is undermined (Q 37), the frequency of reprimanding (Q38), the effects of the time devoted to reprimanding on learning (Q 39) and ends with the effects of disruptive talking on pupils' concentration (Q 40).

#### **Section Eight: Absenteeism (Q 41 to Q 44)**

The aim of this section is to see to what extent does pupils' absence affect teaching (Q 41), how teaching is influenced by students' absence (Q 42), it also aims at finding teachers' opinions concerning the influence of the habitual absentees on teaching (Q 43) besides the ways by which absence affects teaching (Q 44)

#### **Section Nine: Further Suggestions (Q 45)**

This section aims at giving our informants more freedom and space to add any information or comments concerning the effects of disciplinary problems of the teaching learning process.

## 2 Analysis of teachers' questionnaire

### Section One: General information

#### Item 1: How long have you been teaching in the secondary school?

Number of years	N	%
1 to 4	07	12.50
5 to 8	05	08.93
9 to 12	18	32.14
13 to 16	18	32.14
17 to 20	03	05.36
20	05	08.93
Total	56	100

**Table 1: Teachers' Experience**

These results show that our informants have enough experience which makes them familiar to most disciplinary problems we are concerned with.

#### Item 2: Is teaching in the secondary school difficult:

a- Easy

b- Difficult

	N	%
a	05	08.93
b	51	91.07
Total	56	100

**Table 2 Teachers' Opinions about Teaching in the Secondary School**

91.07% of our informants responded that teaching in the secondary school is difficult. This shows that nowadays teaching in secondary school is becoming a very difficult job.

**Item 3: If "Difficult", is it due to:**

- a- Timetable
- b- Overcrowded classes
- c- Lack of discipline

	N	%
a	7	12.50
b	24	42.86
c	25	44.64
Total	56	100

**Table 3 Reasons of Difficulty of Teaching in the Secondary School**

44.64% of our informants said that the difficulty is due to lack of discipline, it becomes clear that lack of discipline is a major cause that renders teachers' mission more and more difficult. A nearly equivalent percentage 42.86% see overcrowded classes as a source of difficulty of teaching in secondary schools, which is an equally problematic factor

**Section Two: Nature of Disciplinary Problems**

**Item 4: How much disciplinary problems are there in your class?**

a- A lot

b- Few

c- None

	<b>N</b>	<b>%</b>
a	43	76.78
b	12	21.42
c	01	01.8
Total	56	100

**Table 4: The Rate of Disciplinary Problems**

76.78% of our informants responded that they have a lot of disciplinary problems in their classes. From these figures, we notice that disciplinary problems in the secondary school are gaining more ground and are making teachers' mission more and more difficult.

**Item 5: Disciplinary problems have negative effects on your teaching:**

Yes

No

	N	%
Yes	49	87.50
No	07	12.50
Total	56	100

**Table 5: Teachers' Opinion about the Effects of Disciplinary Problems on Teaching)**

87.50% of the teachers responded that disciplinary problems have negative effects on their teaching which confirms the idea that the presence of disciplinary problems affects negatively the teachers' job.

**Item 6: If "Yes", how?**

The 49 teachers who said that disciplinary problems have negative effects on their teaching gave the following reasons. 27 informants said that they lose their self-control as a result of their inability to control their classrooms. The remaining 22 said that they cannot concentrate, lose time in reprimanding and restoring order. Teachers' motivation and interest are affected to the point where teaching becomes ineffective.

**Item 7: Which of the following behaviours affects you more? Use numbers from 1 to 6.**

- a- Bullying
- b- Cheating
- c- Defiance
- d- Vandalism
- e- Disruptive talking
- f- Absenteeism

	<b>N</b>	<b>Classification</b>	<b>%</b>
a	25	1	44.65
b	10	2	17.86
c	09	3	16.08
d	06	4	10.71
e	05	5	08.92
f	01	6	01.78
Total	56		100

**Table 6: Behaviours from the Most Disturbing to the Least)**

44.64% of our informants said that the behaviour which affects them more is disruptive talking. This shows that teaching becomes very difficult due to disruptive talkers. As far as bullying and absenteeism are concerned, they are of little concern to our informants because they have less effects on their teaching.

**Item 8: Disobeying teachers' orders, directions and instructions makes learning ineffective.**

a-Agree

b-Disagree

	N	%
a	55	98.22
b	01	01.78
Total	56	100

**Table 7: the Effect of Disobedience on Learning**

98.22% of our informants agreed that when their orders, directions and instructions are disobeyed, learning becomes ineffective. It becomes clear that disobedience from the part of pupils leads to an ineffective learning since teachers' orders, directions and instructions constitute an important element in any teaching learning situation.

### **Section Three: Bullying**

**Item 9: Does bullying happen in your school?**

Yes

No

	N	%
Yes	31	55.36
No	25	44.64
Total	56	100

**Table 8: Bullying in the School**

55.36% of our informants said that bullying happens in their schools. This shows that this anti social behaviour has become a part of the school atmosphere.

**Item 10: If “Yes”, which form(s) does it take?**

The 31 teachers who said that bullying happens in their schools noticed the following forms. 13 reported that bullying is revealed through nicknames, and making fun of certain pupils. Other forms of bullying that were noticed by the remaining 10 informants, concern threats and theft of objects belonging to physically weak or small pupils. Violence against physically small and weak pupils is another form noticed by 08 informants.

**Item 11: Is bullying:**

a- Rare

b- Common

	N	%
a	38	67.86
b	18	32.14
Total	56	100

**Table 9: The frequency of Bullying)**

67.86% of our informants think that bullying is a rare behavior. Even though more than half of the informants said that this behaviour is rare, things should be taken seriously before this behaviour becomes more widespread because the number of pupils who perpetuate this behaviour or those who suffer from is small, and it is the opportune moment to tackle this problem.

**Item 12: Have you ever witnessed acts of bullying in your classroom?**

- Yes
- No

	N	%
Yes	24	42.86
No	32	57.14
Total	56	100

**Table 10: Teachers who Witnessed Acts of Bullying in the Classrooms**

57.14% of our informants have not witnessed acts of bullying in their classes. This means that this behaviour, as mentioned above, is not easily detected as teachers cannot notice all the forms in which this behaviour reveals itself. In addition to that, teachers are most of the time absorbed in explanation, and hence acts of bullying are not easily identified.

**Item 13: If “Yes”, which form(s) does it take?**

The 24 teachers who witnessed acts of bullying in their classrooms reported the following forms: 11 teachers reported that some pupils are excluded from groups due to peer influence. 10 teachers noticed teasing, name calling, nicknames and aggressive behaviour. 3 teachers noticed another form of bullying which concerns spreading rumours, especially among girls.

**Item 14: In what ways does bullying affect your teaching?**

The 24 teachers who said “yes” to item 12 said that bullying affects them in different ways. 10 teachers said that they cannot teach effectively because they feel concerned, but unable to help the victims. 9 said that they cannot motivate pupils and make them interested and take part in the classroom activities. 5 teachers noticed the absence of some pupils as a result of bullying and hence evaluating pupils becomes very difficult.

**Item 15: Do you think that bullying and aggression towards teachers are likely?**

Yes

No

	N	%
Yes	35	62.50
No	21	37.50
Total	56	100

**Table 11 The Likelihood of Bullying and Aggression against Teachers**

62.50% of our informants think that there is a likelihood that they may be the victims of bullying and aggression. This can be taken as a serious warning of the behaviours that our teachers will face in the near future if the necessary measures are not taken to stop this antisocial behaviour.

**Item 16: If “Yes”, which form(s) does it take?**

The 35 teachers who said “yes” to item 15 reported the following forms: 25 said that bullying and aggression towards teachers take many forms which range from nicknames, making fun of some teachers to verbal aggression. 06 reported verbal and physical aggression against teacher. 04 reported aggression against substitutes, especially women.

**Section Four: Cheating**

**Item17: How common is cheating in your school?**

- a- Never happens
- b- Rare
- c- Fairly common
- d- Almost everybody does it

	N	%
a	/	/
b	15	26.79
c	30	53.57
d	11	19.64
Total	56	100

**Table 12: Cheating Frequency**

All our informants admitted that cheating happens in their schools and 53.57% said that cheating it was fairly common. The fact that none of our informants denied the fact of cheating and that more than half considered it fairly common is a proof in itself that cheating has become nowadays a normal occurrence in our schools.

**tem18: Do your pupils engage in cheating?**

Yes

No

	N	%
Yes	50	89.29
No	06	10.71
Total	56	100

**Table 13 Cheating Among Pupils**

89.29% of our informants admitted that their pupils engage in cheating.

This is an indication that cheating in our schools is a phenomenon which has become chronic among nearly all learners.

**tem19: Does cheating have any negative consequences on you as a teacher?**

Yes

No

	N	%
Yes	47	83.93
No	9	16.07
Total	56	100

**Table 14 The Effect of Cheating on Teaching**

83.93% of our informants reported that cheating has negative effects on them as teachers. These findings prove that cheating is a problem that is menacing teaching and learning.

**Item 20: If “Yes”, how?**

The 47 teachers who said that cheating has negative effects on them as teachers gave the following explanation: 27 said that cheating gives them a wrong idea about their pupils’ real level since grades do not reflect pupils’ actual level of proficiency. 13 said that cheating makes their efforts meaningless. 07 said that they feel sorry for honest pupils who may have grades lower than those who cheat.

**Item 21: How would you react when grades of cheaters are higher than those of non-cheaters?**

N	Teachers’ Reactions
17	Lower the grades of cheaters
16	Feel sorry for honest pupils
14	Ask cheaters to sit for another exam
Total 47	

**Table 15: The Teachers’ Reaction to Cheating**

The 47, who said that cheating has negative consequences on them as teachers, reacted differently. 17 teachers said that they would lower the grades of the pupils who cheated. 16 said that they feel disappointed and sorry for honest pupils because they think that it is unfair besides their inability to take any measures in the absence of evidences. 14 said that they would ask the pupils,

whom they have suspected of cheating to sit for another exam.

### Section Five: Defiance

**Item 22: Have you ever been disobeyed by one of your pupils?**

Yes

No

	N	%
Yes	47	83.93
No	09	16.07
Total	56	100

**Table 16: Teachers who Experienced Pupils' Disobedience**

83.93% of our informants reported that they have been disobeyed by their pupils. These findings constitute a clear evidence that disobedience has become a fairly common behaviour among our pupils.

**Item 23: Does disobedience affect your teaching?**

Yes

No

	N	%
Yes	43	76.79
No	13	23.21
Total	56	100

**Table 17: The Effect of Disobedience on Teaching**

The majority of our informants (76.79%) said that disobedience affects their teaching. Here, it becomes clear that disobedience hinders teachers from doing their job properly.

**Item24: If “Yes”, how?**

The 43 teachers who said that disobedience affects their teaching can be grouped into three categories. 26 said that disobedience demeans teachers’ self-image and respect as a leader of an intellectual group. 10 said that disobedience disturbs the class atmosphere which fosters teaching and interrupts the normal flow of the lesson. 7 said that disobedience wastes a lot of time on things that have little nothing to do with teaching.

**Item: 25 Is it easy for you to teach effectively after being defied?**

Yes

No

	N	%
Yes	09	16.07
No	47	83.93
Total	56	100

**Table 18: The Effect of Defiance on Teaching**

83.93% of our informants replied that it is not easy for them to teach effectively after being defied. So, it becomes clear that defiance has a negative

effect on teachers.

**Item 26 If “No” why?**

N	Teachers’ Reasons
19	Self-image
15	Interruptions of ideas
13	Psychological impact of defiance
Total 47	

**Table 19: Teachers’ Reasons**

The 47 teachers who said that it is not easy for them to teach effectively after being defied provided the following reasons: 19 said that they can not teach effectively because of their self-image which is affected. 15 said that defiance interrupts their flow of ideas which leads to poor performance. 13 said that teaching becomes ineffective due to the psychological impact of defiance

**Section Six: Vandalism**

**Item 27: Have you ever witnessed acts of vandalism?**

Yes

No

	N	%
Yes	30	53.57
No	26	46.43
Total	56	100

**Table 20: Rate of Teachers who Witnessed Acts of Vandalism**

53.57% out of 56 informants reported that they have witnessed acts of vandalism. This is an evidence that vandalism has become a common occurrence in our schools. The fact that 46.43% of our informants have said they not witnessed acts of vandalism before, does not mean that vandalism is rare, but rather teachers may not know all the forms through which this behaviour may reveal itself.

**Item 28 If “Yes”, which form(s) did it take?**

The 30 teachers who have witnessed acts of vandalism can be grouped into two categories. 17 have witnessed damaging school property such as tables, desks, chairs and chalkboards. The second category, 13 teachers, reported witnessing indecent drawings, obscene words and writings on tables and in some cases looting and damaging school equipments.

**Item 29 Do acts of vandalism influence your teaching?**

Yes

No

	N	%
Yes	40	71.43
No	16	28.57
Total	56	100

**Table 21: The Influence of Acts of Vandalism on Teaching**

71.43 of our informants said that acts of vandalism have negative influence

on their teaching. These findings confirm that vandalism hinders teachers from doing their job properly.

**Item 30: If “Yes”, how?**

The 40 teachers who said that acts of vandalism influence their teaching gave the following explanation. 11 said that they cannot reach the already set objectives with damaged material. 15 said that lesson time is wasted on things such as waiting for the pupils to bring chairs and tables from other classes. 14 said that there are moments when they cannot start the lesson due to the number of pupils who ask for permission to get chairs or tables. As a result of all these, teaching becomes very difficult and the programme cannot be completed.

**Item 31: Can you attain your objectives with partly or completely damaged material?**

Yes

No

	N	%
Yes	11	19.65
No	45	80.35
Total	56	100

**Table 22: The Effect of Vandalism on Teachers’ Objectives**

80.35% of our informants replied that they cannot reach their objectives with partly or completely damaged material. This is enough to prove that teaching

becomes ineffective without or with damaged material.

**Item 32: If “No”, please explain.**

The 45 teachers who said that they cannot attain their objectives with partly or completely damaged material gave the following explanation. 34 said that when the necessary elements such as chairs, tables and blackboard are damaged either completely or partly teaching becomes ineffective as the lesson’s time will be lost wasted on things that deprive pupils from benefiting from the teaching learning process. 11 said that writings on walls, tables on the top of the chalkboard and at its bottom hinder effective teaching because pupils’ attention and concentration will be influenced.

**Item 33: What negative consequences do acts of vandalism bear on your teaching?**

N	Negative Effects
22	Inability to motivate pupils
17	Making teaching more difficult
17	Affect concentration and deviate pupils from tasks in hand
Total 56	

**Table 23: The Effect of Vandalism on Teaching**

The 56 teachers who answered this question gave the following facts. 22 said that they cannot motivate pupils. 17 said that acts of vandalism make their mission more difficult. 17 said that acts of vandalism affect seriously pupils’

concentration and distract them from the tasks in hand. These findings show that vandalism, imposes serious limitation on what teachers and pupils can accomplish together.

**Section Seven: Disruptive talking**

**Item 34: Is it easy to start and resume lessons with disruptive talkers in your classroom?**

- Yes
- No

	N	%
Yes	07	12.50
No	49	87.50
Total	56	100

**Table 24: The Effect of Disruptive Talking on Lessons**

87.50% of our informants answered that it is not easy to start and resume lessons with disruptive talkers in their classrooms. This percentage constitutes an evidence that disruptive talking, whether it takes place before the beginning of the lesson or at its end, threatens the success of the teaching/ learning process. As it is well-established, pupils' attention and their total involvement are of a crucial importance for the success of pupils' teachers partnership.

**Item 35: If "No", why?**

The 49 teachers who said that it is not easy to start and resume work with

disruptive talkers in their classrooms cited the following difficulties. 37 said that pupils attention is very important either at the beginning or at the end of the lesson, otherwise what use explaining something to an inattentive audience. 12 said that the amount of time they waste on getting pupils' is at the expense of teaching and learning.

**Item36: Does disruptive talking undermine your authority as a teacher?**

Yes

No

	N	%
Yes	34	60.71
No	22	39.29
Total	56	100

**Table 25: The Effect of Disruptive Talking on Teachers' Authority**

60.71% of our informants said that disruptive talking undermines their authority as teachers .This shows that teachers' authority in our schools is affected by the learners' attitudes which reveal themselves in different ways leading to questioning teachers' authority.

**Item 37: If "Yes", in what ways?**

The 34 who said that disruptive talking undermines their authority gave the following explanation. 22 that the number of disruptive talkers tend to increase as other learners imitate the behaviour and necessarily leading to more problems that

teachers must settle. 12 said that their authority as teachers is undermined as a result of their inability to restore order and this necessarily leads to the loss of the image of the authoritative figure.

**Item 38: How often do you reprimand disruptive talkers?**

- a- Always
- b- Sometimes
- c- Often
- d- Rarely

	N	%
a	18	32.50
b	21	37.50
c	12	21.43
d	05	08.93
Total	56	100

**Table 26: The Frequency of Reprimanding**

Table 23 shows that disruptive talking is a problem that all teachers have in their classes and what differs is the frequency of reprimanding, the highest ones being for “Sometimes” (37.50%) and for “Always” (32.50%).

**Item 39: Time devoted to reprimanding and restoring order is at the expense of teaching.**

a-Agree

b-Disagree

	N	%
A	45	80.36
B	11	19.64
Total	56	100

**Table 27: The Effect of Reprimanding and Restoring Order on Lesson's Time**

80.36% of our informants agreed that time devoted to reprimanding and restoring order is at the expense of teaching. This is a strong indication about the fact that not all time is devoted to teaching and that an amount of is wasted on matters that have nothing to do with teaching. This situation is likely to prevent the learners and teachers from the appropriate atmosphere which fosters learning.

**Item 40: Can your pupils concentrate when some of their friends engage in disruptive talking?**

Yes

No

	N	%
Yes	5	08.93
No	51	91.07
Total	56	100

**Table 28: The Effect of Disruptive Talking on Pupils' Concentration**

91007% of our informants said that their pupils cannot concentrate when some of their classmates engage in disruptive talking. Here, it becomes clear that pupils' concentration, which is a vital element in any teaching/learning situation, is subjected to influence, and as a result pupils will not have the opportunity to show their full potential and hence benefit from the tasks in hand.

**Section Eight: Absenteeism**

**Item 41: Your pupils' absence affects your teaching.**

Yes

No

	N	%
Yes	27	48.22
No	29	51.78
Total	56	100

**Table 29: The Effect of Absence on Teaching**

Slightly more than half of our informants (51.78%) of our informants (51.78%) said that their pupils' absence does not affect their teaching while nearly half of them (48.22%) answered positively. Even though the number of informants who answered negatively is slightly higher than those who answered positively, we think that absenteeism remains a problem that poses a real threat to serious learning.

**Item 42: If “Yes”, how?**

The 27 informants who said “yes” to question 41 gave the following explanation. 17 said that their pupils’ absence affects their teaching, especially when their number is high and they decide to attend the lesson. In such cases, the teachers cannot assign the same task for all pupils and if they do, a lot of time is wasted repeating and explaining the points that were missed and inevitably pupils’ interest and motivation will be lost due to the fact of being exposed to points which they have already seen. 10 said that tasks that teachers assign to the whole class cannot be embarked on by the absentees, and this will, pave the way to misbehaving and necessarily to other disciplinary problems.

**Item 43: The habitual absentees affect your teaching.**

Yes

No

	N	%
Yes	16	28.57
No	40	71.43
Total	56	100

**Table 30: The Effect of the Habitual Absentees on Teaching**

71.43% of our informants answered that the habitual absentees do not affect their teaching. This high percentage shows that pupils’ absence is a problem that teachers are not aware of.

**Item 44: If “Yes”, how?**

The 16 informants who said “yes” to item 43 explained the ways in which their habitual absentees affect their teaching as follows. 09 said that repeating the same teaching wastes lesson’ time, so the programme will not be completed within the remaining time. 07 said that absenteeism will be imitated by other pupils especially when the administration does not take the necessary measures. The other common answer among the 09 informants is that both learners and teachers’ motivation and interest are belittled as a consequence of repetition.

**Section Nine: Further Suggestions**

**Item45: Please add any other comments on disciplinary problems and their effects on teaching and learning.**

The comments of the 30 teachers who answered this question reveal the following facts. All informants agreed that disciplinary problems influence the classroom atmosphere where serious learning and teaching should take place. 11 said that the disciplinary problems we dealt with deviate learners and teachers as well from the tasks in hand leading to the waste of time, which is so valuable, on getting organised, restoring order and giving advice concerning the accepted behaviour in the classroom. They added that motivation and interest, which are at the core of teaching and learning, are constantly under the influence of some chronic offenders who poison the atmosphere for those who want to learn. 11 said

that disciplined learners are deprived from the school experience as behavioural problems have become an ever lasting characteristic. 08 said that disciplinary problems lead to weak performance on the part of the teachers and pupils as well. 03 went even further when they said that they are really considering the idea of quitting teaching as a result of the learners' behaviour which has become unacceptable.

### **3.2 The Pupils' questionnaire**

#### **3.2.1 Description of the Questionnaire**

The pupils' questionnaire contains 36 items divided into 8 sections.

##### **Section One: Nature of Disciplinary Problems (Q 1 to Q 5).**

The aim of this section is to rate of disciplinary problems in classrooms (Q 1), if the disciplinary problems have negative effects on learning or not (Q 2), how they affect learning (Q 3), classifying suggested behaviours from the most disturbing to the least (Q 4) and if ineffective learning can be the result of neglecting and disobeying teachers orders, directions and instructions (Q 5).

##### **Section Two: Bullying (Q 6 to Q 16)**

This section aims at finding if of bullying is common in the secondary school (Q 6), the forms through which it is revealed (Q 7), its frequency (Q 8), if our informants have witnessed bullying in their classrooms (Q 9), its forms (Q 10), its influence on learning (Q 11), the likelihood of bullying and aggression against teachers (Q 12), the forms they take (Q 13), whether our informants have been

victims of it (Q 14), if it influences them or not (Q 15), and how it influences them (Q 16)

**Section Three: Cheating (Q 17 to Q 21).**

This section is mainly concerned with cheating frequency (Q 17), cheating among pupils (Q 18), their reactions to it (Q 19), its influence on them (Q 20) and the ways cheating affects their learning (Q 21).

**Section Four: Defiance (Q 22 to Q 24)**

The objective of this section is to see if disobedience is common among pupils (Q 22), the effects it may have on their learning (Q 23) and how they are affected by disobedience (Q 24).

**Section Five: Vandalism (Q 25 to Q 29)**

This section aims at finding out if our informants have witnessed acts of vandalism in their classrooms or not (Q 25), the different forms through which this behaviour is revealed (Q 26), It aims also at finding whether serious learning is possible with damaged material (Q 27), the effects of vandalism on learning (Q 28) besides the pupils' reactions to acts of vandalism (Q 29).

**Section Six: Disruptive Talking (Q 30 to Q 31)**

This section aims at finding out if disruptive talkers disturb the class (Q 30) and if the time teachers' devote to restoring order has negative effects on learning (Q 31)

**Section Seven: Absenteeism (Q 32 to Q 35)**

The aim of this section is to see if classmates' absence affects other pupils (Q 32),

the ways it affects them (Q 33), the effects of the habitual absentees on their classmates (Q 34) and how they are affected by the habitual absentees (Q 35).

### **Section Eight: Further Suggestions (Q 36)**

This section aims at offering informants more freedom and space to express themselves by adding any information or comments about the effects of disciplinary problems on the teaching learning process.

### **3.2.2 Analysis of the Questionnaire**

#### **Section one: Nature of Disciplinary Problems**

**Item 1: How much disciplinary problems are there in your classroom?**

- a- A lot
- b- Few
- c- None

	<b>N</b>	<b>%</b>
a	137	55.91
b	80	32.56
c	28	11.44
Total	245	100

**Table 1: The Rate of Disciplinary problems**

55.91% of our informants said that they have a lot of disciplinary problems in their classrooms. This figure gives us a clear idea that there are a lot of disciplinary problems in our secondary schools. This means that our pupils are studying in a atmosphere that does not foster learning.

**Item 2-Disciplinary problems have negative effect on your learning.**

Yes

No

	N	%
Yes	200	81.63
No	45	18.37
Total	245	100

**Table 2: The Effect of Disciplinary Problems on Learning**

81.63% of respondents said that problems of discipline have negative effects on their learning. This means that the presence of these problems in the classrooms affects the normal flow of learning and has negative influence on pupils' achievement.

**Item 3: If "Yes", how?**

The 200, who said that disciplinary problems have negative effects on their learning, have many answers in common. 75 said that they cannot concentrate on the classroom activities because of the repeated interruptions resulting from pupils' behaviour. 47 complained about their inability to assimilate due to constant interruptions. 60 said that the desire to learn is affected because disciplinary problems are imposing serious limitations on their learning. 12 said that disciplinary problems affect learning by the delay they cause as far as the covering

of the programme is concerned. 06 said that they miss classes as a result of disciplinary problems which hinder serious learning.

**Item4: Which of the following behaviours affects you more .Use numbers from 1to 6.**

- 1-Bullying
- 2-Cheating
- 3-Defiance
- 4-Vandalism
- 5-Disruptive talking
- 6-Absenteeism

	N	Classification	%
a	118	1	48.16
b	30	2	12.24
c	29	3	11.84
d	29	4	11.84
e	20	5	08.16
f	19	6	07.76
Total	245		100

**Table 3: Classification of Behaviours from the Most Disturbing to the Least**

48.16% of our informants said that the behaviour which affects them more is disruptive talking. This is a clear indication that this behaviour imposes a lot of problems to pupils as it poisons the appropriate atmosphere which facilitates learning.

**Item 5: Disobeying teachers' orders, directions and instructions makes learning ineffective.**

a- Agree

b-Disagree

	N	%
a	221	90.20
b	24	09.80
Total	245	100

**Table 4: Pupils' Opinions' about the Effect of Disobedience on Learning**

90.20% of our informants agreed that disobeying teachers' orders, directions and instructions makes learning ineffective. This shows that teachers' role is of great importance to pupils and without which learning itself will be incomplete and hence ineffective. Teachers' assistance and guidance, either through orders or instructions, are an essential part of learning as pupils need to know what to be done beforehand and not kept working aimlessly.

### **Section two: Bullying**

**Item 6: Does bullying happen in your school?**

Yes

No

	N	%
Yes	181	73.88
No	44	26.12
Total	245	100

**Table 5: Bullying in the School**

73.88 of our informants confirmed that bullying happens in their schools.

The first figure is a proof that this behaviour is common and easily identified as it has become a part of the school atmosphere.

**Item 7: If “yes”, which form(s) does it take?**

The 181 who said that bullying happens in their schools reported the following forms: 56 reported nicknames and making fun of certain pupils due to their physical appearance. 102 said that bullying is revealed through verbal and in some cases physical aggression against some pupils. 23 noticed theft and missing objects, especially those appertaining to physically weak and small pupils.

**Item 8: Is bullying:**

- a Rare
- b Common

	N	%
a	79	32.24
b	166	67.76
Total	245	100

**Table 6: Frequency of bullying**

67.76% of our informants said that bullying in their school is common. This means that this anti social behaviour has become a regular occurrence in our schools, and will necessarily deprive some learners from showing their real potential and benefit from the school experience.

**Item 9: Have you ever witnessed acts of bullying in your classroom?**

Yes

No

	N	%
Yes	206	84.08
No	39	15.92
Total	245	100

**Table 7: Pupils who Witnessed Acts of Bullying**

84.08% of our informants have witnessed acts of vandalism in their classrooms. Here, it becomes clear that bullying is a noticeable behaviour and is easily detected as it is part of the school daily routine that pupils are undergoing constantly.

**Item 10: If “Yes”, which form(s) did take?**

The 202 pupils who have noticed acts of bullying in their classrooms reported nearly identical forms. 163 noticed nicknames and making fun of certain pupils. which are very common. 35 noticed aggressive behaviour and violence

inside the. 08pupils noticed indecent comments an drawings on walls, tables and chairs.

**Item 11: In what ways does bullying affect your learning?**

107 said that bullying affects negatively their learning as they find it very difficult to take part in the classroom for fear of being bullied. 63 said that they find attending classes hard and they prefer missing them. 38 said that bullying gives them low images of themselves and hence they do not invest the necessary efforts to benefit from the teaching learning situation.37 said that they prefer to join the bullying group so as to escape further bullying and in such cases bullying will be more widespread.

**Item 12: Do you think that bullying and aggression towards teachers are likely?**

Yes

No

	N	%
Yes	156	63.68
No	89	36.32
Total	245	100

**Table 8: The Likelihood of Bullying and Aggression Toward Teachers**

63.68% of our informants think that there is a likelihood that teachers may be victims of bullying and aggressive behaviour. This means that teachers are not safe or far from being victims of these antisocial behaviour. Today teachers have

become a potential target to pupils' unacceptable behaviour.

**Item 13: If "Yes", which form(s) does it take?**

156 pupils who said that bullying and aggression towards teachers are likely reported the following forms. 78 said that bullying and aggressive behaviours against teachers are revealed through making fun of some teachers mainly because of their physical appearances and even clothing. 39 reported nicknaming as a form of bullying. 41 reported aggressive behaviour against some teachers, especially women.

**Item 14: Have you ever been hurt by your classmates because of your physical appearance or height?**

Yes

No

	N	%
Yes	78	38.84
No	167	68.16
Total	245	100

**Table 9: Pupils' who Experienced Bullying**

68.16% of our informants responded that they have not been hurt by their classmates. Though the number of informants who answered positively is lower, this does not mean that this behaviour is rare, but rather is common, especially if we bear in mind the number of pupils with special physical characteristics and

small height. Another interesting fact which we should not lose sight of is that pupils do not report acts of bullying to their teachers and parents because it is a bad experience they want to forget.

**Item 15: Does this behaviour influence you?**

Yes

No

	N	%
Yes	70	28.57
No	175	71.43
Total	245	100

**Table 10: The Influence of Bullying on Pupils**

71.43% of our informants said that bullying does not influence them. This category of pupils may have strong self-confidence and hence can overcome incidents related to bullying easily. Though the number of informants who said “no” is higher than those who said “yes”, this antisocial behaviour is widespread, especially if we take into account the number of pupils with special physical appearance.

**Item 16: If “Yes”, how?**

The 70 pupils who said that bullying influences them have many points in common. 36 said that bullying prevents them from taking part in the classroom activities for fear of further bullying. They also reported having low images of

themselves resulting from the continuous bullying. 20 said that they join the perpetrators of this behaviour to avoid further bullying. 10 said that they class to avoid the humiliating comments of their friends. 04 said that they feel rejected due to the continuous bullying.

**Section Three: Cheating**

**Item 17: How common is cheating in your classroom?**

- a- Never happens
- b- Rare
- c- Fairly common
- d- Almost everybody does it

	N	%
a	20	08.16
b	30	12.24
c	91	37.14
d	104	42.46
Total	245	100

**Table 11: Cheating Frequency**

42.46% of our informants said that everybody cheats in their classroom. These findings reveal that 225 informants, with a % of 91.79%, admitted that everybody cheats, but at varying degrees. This is, in itself, an evidence that

academic misconduct is gaining more ground among our learners and is imposing serious problems to honest learners.

**Item 18: Have you ever seen cheating around you?**

Yes

No

	N	%
Yes	238	97.14
No	07	02.86
Total	245	100

**Table 12: Cheating Among Pupils**

97.14% of our informants said that they have seen cheating around them. Cheating, in this case, is a regular practice among nearly all learners as the number of pupils who engage in cheating is very high.

**Item 19: When you see someone cheating you:**

a Report it to your teacher.

b Ignore it.

	N	%
a	12	04.90
b	233	95.10
Total	56	100

**Table 13: Pupils' Reactions to Cheating**

95.10% of our informants ignore cheating when it takes place in their classroom. The fact that 95.10% informants ignore cheating when they see it around them is of a great significance. This reveals the seriousness of this problem as pupils do not feel concerned and have little or no ideas about the effects of cheating on their chances of success. Ignoring cheating could be explained by the inability of both teachers and even schools to minimise cheating because getting rid of it is an unattainable goal.

**Item 20: Does cheating have any negative consequences on you as a pupil?**

- Yes
- No

	N	%
Yes	186	75.91
No	59	24.09
Total	245	100

**Table 14: The Effect of Cheating on Learning**

75.91% of our informants said that cheating has perverse consequences on them. Despite the fact that most informants are aware of the negative effects of cheating they engage in it very frequently. Again, this is an indication that this phenomenon is getting serious and our pupils are unable to resist it as it has become deeply engrained in their minds.

**Item 21: If “Yes”, how?**

186 pupils said that cheating has negative consequences on gave the following explanation. 107 said that cheating gives them wrong ideas about their intellectual abilities and makes them unable to rely on themselves. 51 said that getting accustomed to cheating may even lead to bad consequences in adult life such as lack of self-confidence and feeling of dependency. 28 said that cheating makes learning more problematic as a result of the admission of incompetent learners to higher classes. 28 said that cheating reduces honest pupils’ chances of success.

**Section Four: Defiance**

**Item 22: Have you ever disobeyed your teacher?**

Yes

No

	N	%
Yes	43	17.56
No	202	82.44
Total	245	100

**Table 15: Pupils who Disobeyed their Teachers**

82.44 of our informants said that they have not disobeyed their teachers. Although the number of pupils who have disobeyed their teachers is lower than those who have not, this does not mean that this problem does not exist in our

school or is minor, but rather it is a common problem especially if we bear the number of defiers in every class.

**Item 23: Does disobedience affect you?**

Yes

No

	N	%
Yes	198	80.82
No	47	19.18
Total	245	100

**Table 16: The Effect of Disobedience on Pupils**

80.82% of our informants said that disobedience affects them. As stated above, item 22, pupils are aware that disobedience affects them, 202 of them have never disobeyed their teachers and 198 responded that this behaviour influences them. Here, what attracts attention is that even if pupils do not disobey their teachers in person, their classmates' disobedience influences them.

**Item 24: If "Yes", how?**

The 198 pupils who said that disobedience affect them cited the following ways.167 said that disobedience affects the teacher pupils' relationship as a whole. These pupils think that teachers will act accordingly and will invest less efforts and will not care about their academic achievements. 31 think that teachers may even go further and take some measures as allotting bad marks not only to pupils concerned with this behaviour, but to the whole class as a revenge.

## Section Five: Vandalism

**Item 25: Have you ever witnessed acts of vandalism?**

Yes

No

	N	%
Yes	207	84.49
No	38	15.51
Total	245	100

**Table 17: Pupils who Witnessed Acts of Vandalism**

84.49% of our informants said they have witnessed acts of vandalism in their school and classrooms. These findings give us an idea about this anti-social behaviour which is so common in our schools and the effects it may have on the teaching-learning process as a whole.

**Item 26: If “Yes”, which form(s) did they take?**

The 207 pupils who have witnessed acts of vandalism reported the following forms. 185 witnessed the following acts: breaking of chair, desks, tables and blackboards, putting wax on blackboard and writing on walls and tables. 12 reported explicit sexual drawings and obscene words on walls, tables and chairs besides damaging school equipments such as gas, water and electricity.

**Item 27: Can serious learning take place with partly or completely damaged material ?**

Yes

No

	N	%
Yes	20	08.16
No	225	91.84
Total	245	100 %

**Table 18: The Effect of Vandalism on Learning**

91.84% said that serious learning cannot take place with partly or completely damaged material. This is a proof that without the necessary material or elements, serious learning cannot take place for any length of time.

**Item 28: If “No”, please explain**

225 of our informants agreed that acts of vandalism affect the quality of teaching and learning. The explanation which was provided is the following. 137 said that they sometimes miss half of the lesson trying to look for chairs and tables. The pace of learning is slowed down as a result of damaged blackboard (wax, other chemicals). 88 said that in winter pupils they are exposed to cold due to the inadequate heating resulting from , broken windows, doors and even heaters. They added that some of them prefer to be absent rather than present. In general acts of

vandalism lead to poor academic achievement, as a great amount of time is wasted and therefore the programme cannot be completed or covered within the remaining time.

**Item 29: How do feel when your friends engage in vandalism?**

- a- Amused
- b- Annoyed
- c- Indifferent

	N	%
a	52	21.23
b	166	67.75
c	27	11.02
Total	245	100

**Table 19: Pupils' Reaction to Vandalism**

67.75 % of our informants said that they were annoyed. The number of pupils who were annoyed because of their friends' behaviour exceeds the number of those who were either amused or indifferent. These findings prove that our pupils know that the behaviour of some of their classmates is not acceptable as it prevents serious learning from taking place and imposes serious limitations on their learning and necessarily on their academic achievements.

**Section Six: Disruptive Talking**

**Item 30: Disruptive talkers disturb the class.**

a Agree

b Disagree

	N	%
a	205	83.67
b	40	16.34
Total	245	100

**Table 20: The Effect of Disruptive Talkers on the Class**

205 pupils think that disruptive talkers disturb the class. This behaviour disturbs the classroom atmosphere and hinders serious learning from taking place. As pupils engage in disruptive talking, concentration and attention are distracted. This does not only concern pupils, but teachers as well since they are expected to act as authoritative figures and this is usually done at the expense of learning.

**Item 31: Time devoted by your teachers to restore order is at the expense of your learning.**

a-Agree

b-Disagree

	N	%
a	216	88.16
b	29	11.84
Total	245	100

**Table 21: The Effect of Reprimanding and Restoring Order on Learning**

216 pupils agreed that time devoted by their teachers to restore order is at the expense of their learning. These figures give us clear indications that pupils are aware of the impact of this behaviour on their learning .Not all time is devoted to the lesson, but an amount of it is wasted on things that have nothing to do with the lesson. As a result of this, the already set objectives will not be attained and the programme cannot be finished within the remaining time and this in itself leads to poor achievement and weak results.

### **Section seven: Absenteeism**

#### **Item 32: The other students' absence affects you**

Yes

No

	N	%
Yes	68	27.75
No	177	72.25
Total	245	100

**Table 22: The Effect of Students' Absence on their Classmates**

177 pupils think that their classmates' absence does not affect them. This leads us to the fact that our pupils are not fully aware of the effects of their friends' absence on them and on the teaching learning process in general.

**Item 33: If "Yes", how?**

The 68 who said that their friends' absence affects them gave two different ways that can be classified under the following categories. 40 think that absenteeism has negative effects on them whereas 28 consider its effects as positive. The first group thinks that their friends' absence has a great influence on them because of peer influence. They miss the classes so as to identify themselves with the classroom groups. They also think that when the number of absentees is high, and they decide to attend the class, their teachers explain things that have been seen and this is boring and time consuming. In case the teachers refuse to explain what have been missed or ignore the pupils who are accustomed to absenteeism, these latter may misbehave and lead to problems because they don't know what is required from them "Idleness invites trouble". The second category thinks that the absence of their classmates gives them an opportunity to study in a good atmosphere free from the behaviours which distract them and influence the teachers' performance.

**Item 34: The habitual absentees affect you.**

Yes

No

	N	%
Yes	41	16.73
No	204	38.27
Total	245	100

**Table 23: The Effect of the Habitual Absentees on their Classmates**

204 pupils think that the habitual absentees do not affect them. These figures suggest that the habitual absentees deprive themselves from the teaching learning situation on one hand and make learning easier and more enjoyable for their classmates on the other.

**Item 35: If “Yes”, how?**

The 41 pupils who think that the habitual absentees affect them have provided a simple explanation. 24 said that they may imitate the behaviour and worsen things for themselves. 10 said that the habitual absentees give them an idea about the school inability to control absenteeism. 07 said that they can hardly recognise them as members of the class as a result of being regularly absent.

## **Section Eight: Further Suggestions**

**Item 36: Please add any other comments on disciplinary problems and their effects on the teaching learning process.**

Our informants did not bring new ideas and suggestions as far as the disciplinary problems and their effects on teaching and learning are concerned, but rather summarized or restated what has been mentioned in the eight preceding sections. Nevertheless, they agreed that disciplinary problems affect them in deep and unexpected ways. These behavioural problems deprive them from benefiting from the school experience, waste their time reduce motivation and desire to learn which are at the very origin of a successful learning situation.

### **Conclusion**

Disciplinary problems affect the teaching learning process in different ways and at varying degrees. All disciplinary problems disturb the appropriate classroom atmosphere which is the first requirement for a successful teaching and impose serious limitations on what teachers and pupils can achieve together. They reduce teachers' motivation and devotion to his pupils leading to poor performance. Nowadays, teachers are concerned with their own security and tend to refuse to take risks due to pupils' behaviour which has become unacceptable. Teachers' self-image is seriously affected by the new portrait that society has associated with teachers. A lot of teachers have seriously considered leaving this tiring job because

they feel imprisoned in schools which used to be once their kingdoms.

Disciplinary problems deprive pupils from the right to learn in the appropriate atmosphere where they can benefit from any chance to show their real potential. They waste pupils' time on things that have little, and in most cases nothing to do with learning. They also distract pupils' attention and concentration from things that may facilitate assimilation and understanding. Disciplinary problems diminish pupils' motivation and the desire to learn. They lead also to low academic achievements and poor grades and in some cases to school drop out.

## **CHAPTER FOUR**

### **Suggestions and Recommendations**

#### **Introduction**

#### **4.1 Pupils' Bullying**

#### **4.2 Cheating**

#### **4.3 Pupils' Defiance**

#### **4.4 School Vandalism**

#### **4.5 Absenteeism**

#### **4.6 Disruptive Talking**

#### **Conclusion**

#### **General Conclusion**

## **Introduction**

There is increasing concern among teachers, educators and counselors about pupils' behaviour and the growing problems of discipline in our schools. These problems are at least troublesome and at the most disruptive. Today problems related to pupils' behaviours and indiscipline seem as a sort of epidemic which moves and extends swiftly changing completely our schools and even the self perception of teaching itself.

We are aware that there is no a miracle cure that will eradicate all problems that teachers encounter in their classes because what works well in one setting may be less or totally ineffective. Our suggestions are derived from our analysis of the teachers' and pupils' questionnaires regarding bullying, cheating, defiance, vandalism, disruptive talking and absenteeism.

### **4.1 Pupils' Bullying**

The first step towards trying to eradicate such a behavior is to formulate a school policy on bullying. As any other policy, it must define bullying together with its different forms and seek the full commitment of teachers and the school personnel. This policy must include clear statements about the rights and responsibilities of teachers and pupils with respect to bullying and procedures for intervening. This policy should set the scene for classroom discussions about bullying where pupils can learn through projects and activities that no one is allowed to scorn or humiliate any one else due to her/his sex, physical appearance

or height. This will be a fruitful occasion for the perpetrators of this behaviour to know some information that may counter their stereotype provided that these occasions are brief and do not waste pupils' time.

Counseling and support are of great importance in dealing with bullying. Pupils who bully may not know virtues such as cooperation, being honest and having strong moral values. Therefore, as suggested by (Steer 1998) we recommend that teachers make their pupils aware of the differences that exist between people and accept them as interesting ones rather than something to be afraid of. This can be done through drama, role play and videos which focus on the content and the emotional aspects of bullying and its effects on individuals and groups as a well.

The second step is teachers' training and parental involvement. Teachers are not well trained in dealing with such situations and are not well versed in this anti social behaviour. So, we suggest together with the school policy an on going staff training on discipline in general and bullying in particular; teachers need to be fully equipped with ways and strategies to deal with these problems and prevent their escalation. Parents can play a crucial role that may prevent school bullying. As parents are, most of the time, not aware of their children being either victims or perpetrators of this behaviour and as few of their children report incidents related to bullying, parents' will provide teachers with more insights about their children's attitudes and reactions to bullying. Bystanders, though not directly concerned with bullying themselves, need not remain silent; rather they are asked to intervene

making sure not to be bullied themselves.

## **4.2 Cheating**

Cheating is not a new phenomenon, but rather a problem that can be traced back to the very beginning of testing. As long as there have been tests, it is likely that there has been cheating on them. All kinds of tests are susceptible to cheating by a method or another. Nevertheless, those who administer tests have a professional obligation to maintain minimum standards to ensure fair tests. Fairness includes protecting honest examinees and enabling them to get the product of their preparation and efforts. In order to meet these ends, teachers, invigilators, and tests administrators have to go through a process that includes test preparation, classroom choice, invigilation, correction and grading.

It is a known fact that tests that are overtly difficult or perceived as trivial encourage cheating. When learners are given pointless tests, they will seize any opportunity to cheat and will not feel bad about it. Similarly, difficult tests which are perceived by learners as contests where the goal of the test maker is to outwit, trick or deceive them, will inevitably lead to cheating. Poorly constructed tests and those based on recall foster cheating. To avoid such situations, it is important to devise tests which provide a fair, accurate and efficient measurement of what students know or can do. Such a test consists of preparing students by teaching the content that will be tested and the selection of instructions and questions that are straightforward, challenging and of reasonable difficulty. Good tests include tasks

that involve higher cognitive skills. These cognitive skills include processes such as application and synthesis as opposed to lower skills which include processes such as recognition and recall. When tests require high thinking skills, perceived to be fair and challenging, cheating is less likely to occur.

The second effective strategy is the choice of the classroom where the test is given. Despite the fact that little freedom is possible in the secondary schools, there are a lot of useful ways that can help prevent cheating or at least lessen its frequency. Teachers are advised to book appropriate rooms preferably large ones to space all the students. Students should be seated in ways that minimise proximity and opportunities to cheat. Creating a seating plan is a useful way of deterring cheating because teachers can separate the students whom they suspect of cheating. In case of identical exam sheets, knowing where the students sat is often a crucial fact that can be used by teachers later to charge students with cheating.

Invigilation is the most frequently recommended strategy for preventing cheating. It is important that invigilators know what is expected from them. Before the beginning of the exam, invigilators are advised to give directions where clear and specific information about the penalties of cheating. Equally important, all personal belongings should be left at the front of the room, including mobiles and any other electronic devices. Teachers should ask students with baseball hats to turn the brim to the back or remove the hat as it is a common place where cheat sheets are kept. Effective invigilation requires the test giver or the invigilator to

remain attentive during the test by actually observing students and keeping an eye out for behaviours that would arouse suspicion. Moving around the room throughout the entire test is a useful way of deterring cheating, though it may create an environment of suspicion, mistrust and anxiety to test takers.

Cheating can take place even if tests are well designed and test givers and invigilators were attentive and keep moving around during the test period. After correcting and evaluating the exam sheets, students can cheat when they are given their sheets for verification. At this level, teachers are required to be more attentive since students have developed new ways of cheating that are not easily identified such as adding information, altering answers and in some cases changing the grades. Before giving students their exam sheets, teachers are advised to keep track of how many copies are handed out and how many are handed back to know if some are missing, especially in case of the absence of some students. Teachers should ask their students to write tests in pens rather than pencils so answers cannot be changed later and resubmitted for more grades. When teachers suspect a student or a group of students of altering their exam sheets, photocopying them before handing them out is a very reliable means of charging them with cheating.

When marking tests, it is better for teachers to draw a line or cross cases or any blank following an answer so students cannot later claim it was not marked. Teachers should use a consistent way when marking tests so that if students alter their grades they may easily notice it.

### **4.3 Pupils' Defiance**

Responding to defiance is a very hard experience that teachers go through frequently. As authoritative figures, teachers are required to take the appropriate measures before losing the control of their classes. When teachers are defied, it is suggested that they should not shout or threaten because these reactions can perpetuate or intensify the problem that should be avoided. but at the meantime, there are a lot of ways that teachers can resort to in order to handle defiance.

Regardless of the situations teachers may find themselves in, it is advisable not to get into contest with the students. Becoming emotionally involved, losing professional dignity, raising voice and arguing with the defiant student should be avoided because teachers are not the cause of defiance, but rather the outlet. Taking students' defiance personally can only intensify the problem. Teachers are required to avoid dealing with the defier in the classroom. Equally important, teachers are requested not to seek students' opinions and try to have them on their side. Issuing threats that teachers are not willing to carry out or unable to carry out is pointless because this may lead to further problems.

There are a lot of strategies that can help teachers handle problems related to defiance. The first way is to remain silent rather than responding directly. As teachers are not the cause of this antisocial behaviour, they are advised to help rather than confront. When doing so, teachers are conveying to all the students that

the defiant is the problem and not someone else. The teachers' reaction may give the defier a chance to change his/her behaviour. In cases where the situation may become serious, teachers would better delay any reaction and limit themselves to requests such as "Let's not talk about it here" and put the students' name on the list of behaviour modeling.

Speaking to student privately in a quiet and neutral place can produce good results. Teachers should insist on behaving in an acceptable way and try to reach an agreement on how to treat each other. Convincing the students that their behaviour is harmful is often a useful way of preventing future defiance. Giving the defiers some responsibilities and involving them in the classroom activities that they can carry out with their peers is a way among many which can help eliminate such behaviour. Finally, and if the behaviour persists, teachers should seek administration and counselors' help and plan a meeting with the students' parents.

#### **4.4 School Vandalism**

Although school administrators are responsible for school vandalism, teachers who pay attention to the reasons for vandalism can play an important role in preventing it. The first thing is to model respect for school property. Students may need guidance about the importance of taking care of property that belongs to the school. In this particular context, teachers should demonstrate through their actions that they value school property. They can do this by treating materials in their rooms with care, by neatly arranging books or by decorating the classroom.

Acknowledging students who treat school property with care, is another way that may help prevent future vandalism. Praising students who care for school property does not only convey the message that others' property is important, it also suggests that treating classroom property respectfully will gain teachers' attention because acts of vandalism are, in most cases, a way of impressing people and gaining attention.

Helping students understand the consequences of vandalism on them, their teachers and on the school is another way which discourages other students from engaging in vandalism. Teachers can do this, not by giving long lectures on why some students have been distractive because it is known that this will accomplish very little. Instead, teachers are advised to make their students realise the impact of vandalism indirectly, for example by showing how much it costs to repair vandalism and how it can affect the school and drain the needed financial resources.

Students will be less likely to damage school property if they feel the sense of ownership and pride in their school. Here, teachers can involve students who have committed acts of vandalism in activities that give them a good feeling about the school. In this way, students are more likely to care for school material than destroying it. Showing trust in the students' abilities to care for school property may give good results, as students will not want to disappoint their teachers. Students should also be helped to find activities that forces involvement in school.

Among the activities that teachers can use to help students respect property, we can mention planting, decorating school walls, and painting walls that have been defaced.

Parental support is an effective way in preventing future vandalism. Parents of students responsible for vandalism should be informed about the major acts of vandalism preferably by the school staff, especially in case of serious incidents when school must be compensated in some way may help prevent further vandalism. Finally, teachers should refer the students responsible for repeated acts of vandalism to professional counseling when and where necessary.

#### **4.5 Disruptive Talking**

A lot of distractions and disruptions are caused by pupils who talk at inappropriate time. Pupils engage in talking during teachers' instructions, during individual or group work, when their classmates are answering and at any time they please. They simply talk all the time without realizing the effects that their behaviour might have on the other pupils, the teachers and the classroom atmosphere.

The key to controlling and managing this behaviour is to act consistently because inconsistency paves the way to other problems. This implies that teachers should not react to disruptive talking one day and ignore it the following day. Taking things personally and assuming that the behaviour is against teachers or class work should be avoided together with showing anger and frustration.

As the talkers have a strong activity need, teachers can give them some tasks and responsibilities such as taking care of the classroom register, passing out paper that can fulfil their needs and reinforce positive behaviour and contribution in classroom activities. Calling on talkers during classroom discussions and holding their attention is another strategy that may keep them involved and interested because idleness invites trouble. Maintaining the talkers' interest and attention can be achieved through providing extra material that must be exciting for them and their classmates as well.

When the pupils engage in disruptive talking, it is advisable to have an eye contact with them and walk toward them, this can inhibit them and make them stop talking. During lesson presentation, teachers can sit next to them; this may deter them from misbehaving and can even lead to their involvement in the classroom activities.

Counseling is the last thing that teachers can resort to. Teachers can, in a private meeting, make the talkers realize the effects of their behaviour on their classmates and on the normal flow of classroom activities. Since the ability of talking is not really negative, teachers can advise their pupils to use it positively and gain the reputation of being able to communicate constructively. Teachers can use incentives to encourage positive participation and maintain interest. Teachers can resort to discussing the behaviour with school personnel and parents.

#### **4.6 Pupils' Abscence**

Missing classes for countless reasons has become a permanent characteristic among pupils. Though schools have their own rules to deal with pupils' absences, teachers who are concerned with their pupils' academic achievements can do much to help their schools and pupils to overcome absenteeism and the problems related to it.

Teachers who want to change the behaviour of their pupils are asked to make some concessions and adjustments. The first adjustment is to work on the present lessons and forget about the previous ones, since working on both is a heavy burden for both teachers and their pupils. This does not mean that they should forget completely about previous lessons; teachers may direct their pupils to what has been seen to support the present lesson. Helping pupils to demonstrate a competency level in the activities they undertake by selecting special activities can enhance pupils' self- confidence and motivation.

Making pupils attend classes should be teachers' priority. In order to attain this objective, teachers should make attending classes an exciting experience where pupils are given opportunities that enable them to show their real potential. Making every day important and successful may keep pupils motivated besides offering the necessary guidance and help that this kind of pupils need. Teachers can assign special activities to their pupils and plan to see them when time allows.

Building a strong pupil/teacher relationship is another way that can help to

make coming to school a good experience. To attain this, teachers are advised to be understanding and take initiative. Talking to pupils besides showing that there is someone who cares about their being in the class can do much to build a trusting relationship. Teachers are asked to make their pupils realise that the repeated absence jeopardizes their chances to achieve success in the school, and may even form bad habits that will affect them in their adult life. It is preferable not to compare the absentees with their classmates, especially in terms of evaluation because they face a double burden: making up for the missing lessons, and keeping up with the current ones.

The last resort is to talk to parents as soon as the teachers notice the absence of these pupils. Informing parents of the frequency of their children's absence together with the steps teachers had undertaken can help solve the problem. Some parents are not fully aware of the importance of regular attendance and think that missing classes does not influence their children's achievement. It has to be made clear that teachers, parents and the school personnel, including administrators and the counseling team, have an obligation to cooperate in order work in an atmosphere free from interruptions and distractions so as to make the pupils benefit from the school experience.

## **Conclusion**

Managing pupils' conduct is a skill that teachers acquire and perfect over time. In order to teach effectively and handle pupils' behaviours, teachers should adapt themselves to different tasks and situations that occur in the class each day. Similarly, teachers are asked to show consistency, fairness, courage and need to understand the psychological and developmental levels of their pupils. Nevertheless, discipline problems will not go away as no laws have enacted to make teaching easier. The complex nature of our society will require the teachers to develop new ways to assist students in determining their own behaviour.

## **General Conclusion**

Disciplinary problems that currently teachers have in their schools affect the teaching learning in a way or another. They all influence the appropriate classroom atmosphere which is the first requirement for the success of learning. They have perverse effects on teachers' and pupils' motivation which in turn results in poor performance and underachievement. Disciplinary problems impair the teachers' pupils' partnership leading to more behavioural problems which have disastrous effects on their ambitions and academic achievements.

We, in the profession believe that disciplinary problems will not go away and teaching will become more and more difficult. We also believe that discipline evolves from team concept. The team consists of pupils, teachers, school personnel

and parents. As these groups have necessarily apparent differences in the background knowledge related to discipline, we think that some of the disciplinary problems will fade away provided that they exchange ideas and previous experiences concerning the suitable ways which permit to reduce the rate of these problems in our schools. If public schools are to survive, efforts must be initiated, appropriate measures must be taken, more skilled, dedicated and better equipped teachers, counselors, educators and even ministers are needed.

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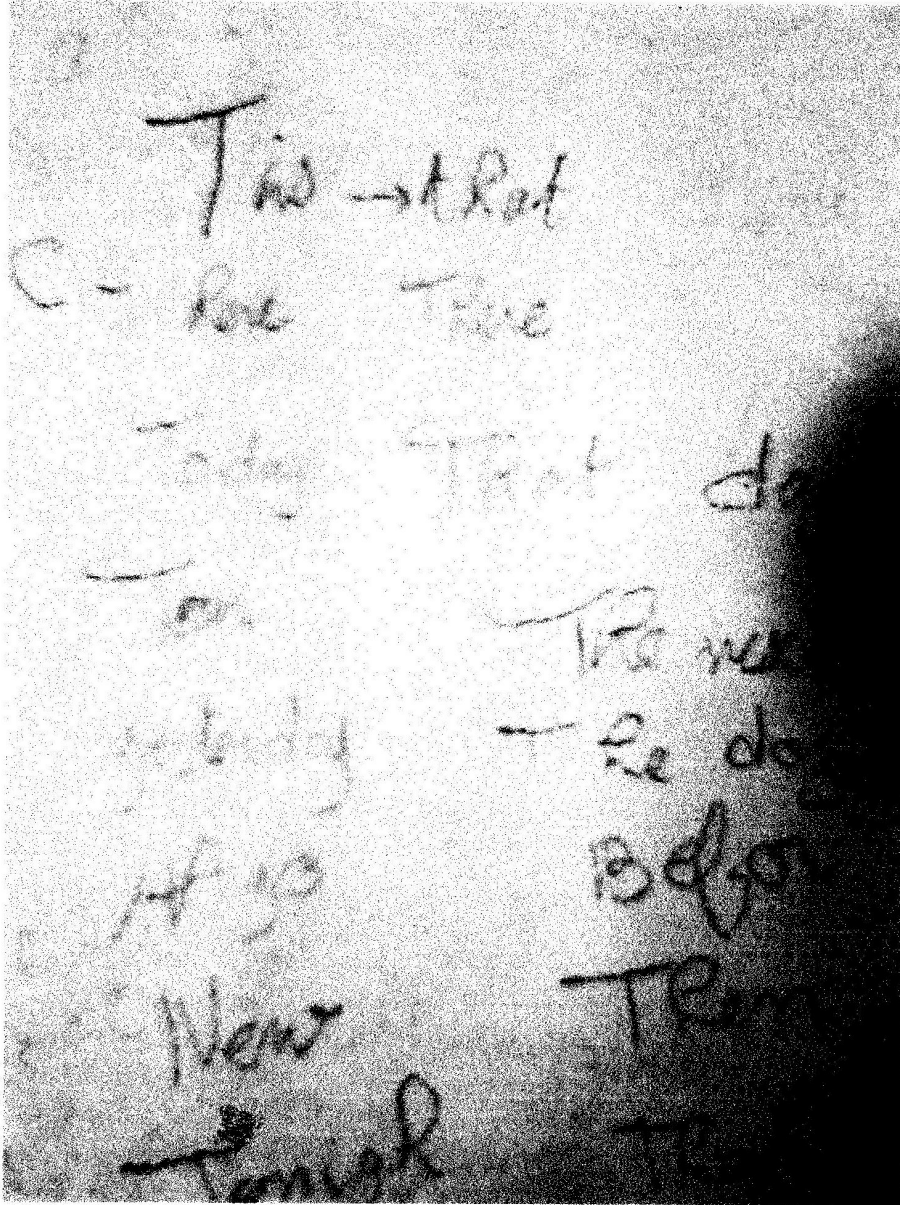
## **APPENDICE**

**APPENDIX I: Cheating and Vandalism in the School: Example of Cheating  
on Walls**

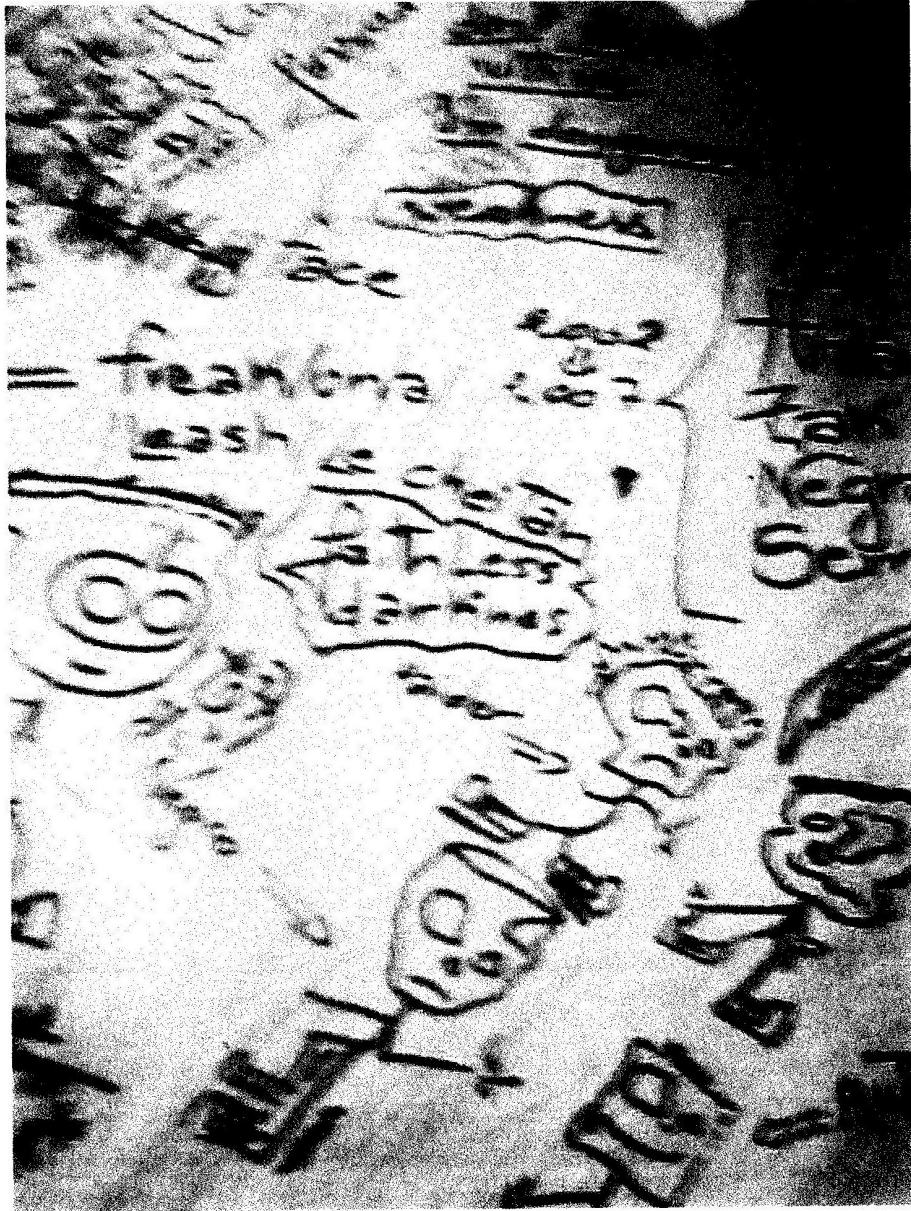
**APPENDIX II : Vandalism in the School: Examples of Writing on Tables**

**APPENDIX III: The Teachers' Questionnaire**

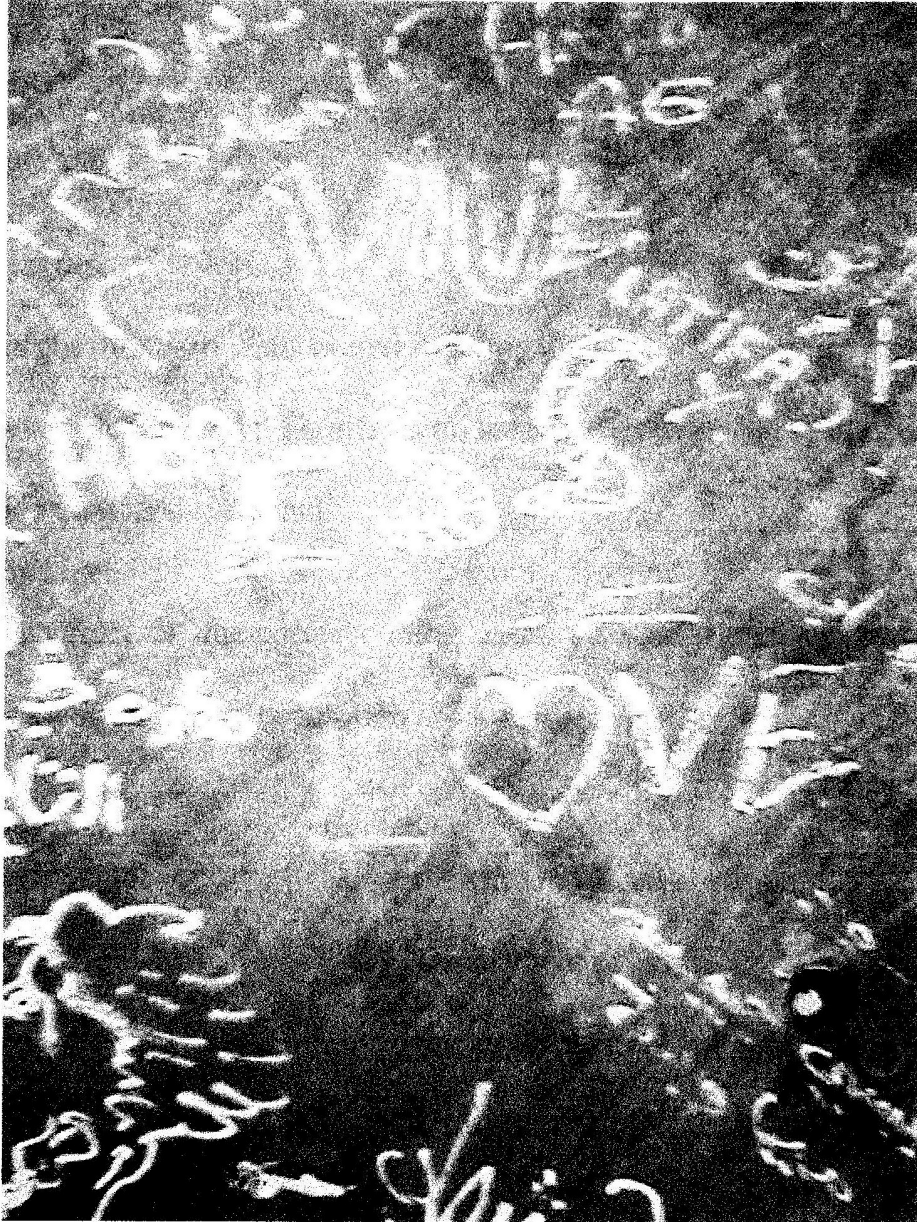
**APPENDIX IV: The Pupils' Questionnaire**



**APPENDIX I: Cheating and Vandalism in the School: Example of Cheating  
on Walls**



**APPENDIX II : Vandalism in the School: Examples of Writing on Tables**



**APPENDIX II : Vandalism in the School: Examples of Writing on Tables**

### **APPENDIX III: The Teachers' Questionnaire**

Dear colleagues,

This questionnaire aims at investigating the issue of disciplinary problems in the Secondary School and their effects on learning and teaching .Your contribution will provide us with useful data.

Please tick (✓) the corresponding box or give a complete answer.

Thank you for your cooperation.

Mr. GOLEA Tahar

Department of English

Faculty of Letters and Languages

Larbi Ben M'hidi University Center

Oum El Bouaghi

**Section One: General Information**

1-How long have you been teaching in the secondary school?

Number of years:

2-Is teaching in the secondary school :

a- Easy

b- Difficult

3-If “Difficult”, is it due to:

a- Timetable

b- Overcrowded classes

c- Lack of discipline

**Section Two: Nature of Disciplinary Problems**

4-How much disciplinary problems are there in your class?

a-A lot

b- Few

c-None

5- Disciplinary problems have negative effects on your teaching.

Yes

No

6-If “Yes”, how? .....

.....

7- Which of the following behaviours affects you more. Use numbers from 1 to 6

- a- Bullying
- b- Cheating
- c- Defiance
- d- Vandalism
- e- Disruptive talking
- f- Absenteeism

8-Disobeying teachers' orders, directions and instructions makes learning ineffective.

- a-Agree
- b-Disagree

**Section Three: Bullying**

9-Does bullying happen in your school?

- Yes
- No

10-If "Yes", which form(s) does take?

.....  
.....

**11-Is bullying:**

a- Rare

b- Common

**12-Have you ever witnessed acts of bullying in your classroom?**

Yes

No

**13-If “Yes”, which form(s) does take?**

.....  
.....

**14-In what ways does bullying affect your teaching?**

.....  
.....

**15-Do you think that bullying and aggression towards teachers are likely?**

Yes

No

**16-If “Yes”, which form(s) does it take ? .....**

.....  
.....

**Section Four: Cheating.**

**17-How common is cheating in your school?**

a- Never happens

b- Rare

c- Fairly common

d- Almost every body does it

**18-Do your students engage in cheating?**

Yes

No

**19-Does cheating have any negative consequences on you as a teacher?**

Yes

No

**20- If "Yes", how?**

.....  
.....

**21-How would you react when grades of cheaters are higher than those of non cheaters?**

.....  
.....

**Section Five: Defiance**

**22-**Have you ever been disobeyed by one of your students?

Yes

No

**23-**Does disobedience affect your teaching?

Yes

No

**24-** If “Yes”, how?

.....  
.....

**25-**Is it easy for you to teach effectively after being defied?

Yes

No

**26-** If “No”, why?

.....  
.....

**Section Six: Vandalism**

**27-**Have you ever witnessed acts of vandalism?

Yes

No

**28-** If “Yes”, which form (s) did it take?

.....  
.....

**29-**Do acts of vandalism influence your teaching?

Yes     

No       

**30-** If “Yes”, how?

.....  
.....

**31-**Can you attain your objectives with partly or completely damaged material?

Yes     

No       

**32-** If “No”, please explain

.....  
.....

**33-**What negative consequences do acts of vandalism bear on your teaching?

.....  
.....

**Section Seven: Disruptive Talking.**

**34-**Is it easy to start and resume lessons with disruptive talkers in your classroom?

Yes

No

**35-** If “No”, why?

.....  
.....

**36-**Does disruptive talking undermines your authority as a teacher?

Yes

No

**37-** If “Yes”, in what ways?

.....  
.....

**38-**How often do you reprimand disruptive talkers?

a- Always

b- Sometimes

c- Often

d- Rarely

**39-**Time devoted to reprimanding and restoring order is at the expense teaching.

a-Agree

b-Disagree

**40-Can your pupils concentrate when some of their friends engage a disruptive talking?**

Yes

No

**Section Eight: Absenteeism.**

**41-Your students' absence affects your teaching?**

Yes

No

**42- If "Yes", how?**

.....  
.....

**43-The habitual absentees affect your teaching.**

Yes

No

**44- If "Yes", how?**

.....  
.....

**Section Nine: Further Suggestions.**

**45- Please add any other comments on disciplinary problems and their effects on teaching and learning.**

.....  
.....  
.....

## **APPENDIX IV : The Pupils' Questionnaire**

Dear pupils,

This questionnaire aims at investigating the issue of disciplinary problems in the Secondary School and their effects on learning and teaching .Your contribution will provide useful data.

Please tick ( ✓ ) the corresponding box or give a complete answer. Thank you for your cooperation.

Mr. GOLEA Tahar

Department of English

Faculty of Letters and Languages

Larbi Ben M'Hidi University Centre

Oum El Bouaghi.

**Section One: Nature of Disciplinary Problems**

Item 1: How much disciplinary problems are there in your classroom?

a- A lot

b- Few

c- None

Item2: Disciplinary problems have negative effects on your learning.

Yes

No

Item 3: If “Yes”, how?

.....  
.....

Item 4: Which of the following behaviours affects you more. Use numbers from 1 to 6.

1-Bullying

2-Cheating

3-Defiance

4-Vandalism

5-Disruptive talking

6-Absenteeism

Item 5: Disobeying teachers' orders, directions and instructions makes learning ineffective.

a- Agree

b-Disagree

**Section Two: Bullying**

Item 6: Does bullying happen in your school?

Yes

No

Item 7: If "Yes", which form(s) does it take?

.....  
.....

Item 8: Is bullying:

a- Rare

b- Common

Item 9: Have you ever witnessed acts of bullying in your classroom?

Yes

No

Item 10: If “Yes”, which form(s) did they take?

.....  
.....

Item 11: In what ways does bullying affect your learning?

.....  
.....

Item 12: Do you think that bullying and aggression towards teachers are likely ?

Yes

No

Item 13: If “Yes”, which form(s) does they take?

.....  
.....

Item 14: Have you ever been hurt by your classmates because of your physical appearance or height?

Yes

No

Item 15: Does this behaviour influence you?

Yes

No

Item 16: If "Yes", how?

.....  
.....

**Section Three: Cheating**

Item 17: How common is cheating in your classroom?

a- Never happens

b- Rare

c- Fairly common

d- Almost everybody does it

Item 18: Have you ever seen cheating around you?

Yes

No

Item 19: When you see someone cheating you:

a- Report it to your teacher.

b- Ignore it.

Item 20: Does cheating have any negative consequences on you as a pupil?

Yes

No

Item 21: If "Yes", how? .....

.....

.....

**Section Four: Defiance**

Item 22: Have you ever disobeyed your teacher?

Yes

No

Item 23: Does disobedience affect you?

Yes

No

Item 24: If "Yes", how?

.....

.....

**Section Five: Vandalism**

Item 25: Have you ever witnessed acts of vandalism?

Yes

No

Item 26: If “Yes”, which form(s) did they take?

.....

Item 27: Can serious learning take place with partly or completely damaged material?

Yes

No

Item 28: If “No”, please explain.

.....

.....

Item 29: How do feel when your friends engage in vandalism?

a- Amused

b- Annoyed

c- Indifferent

### **Section Six: Disruptive Talking**

Item 30: Disruptive talkers disturb the class.

a- Agree

b- Disagree

Item 31: Time devoted by your teachers to restore order is at the expense of your learning.

a-Agree

b-Disagree

**Section Seven: Absenteeism**

Item 32: The other students' absence affects you.

Yes

No

Item 33: If "Yes", how?

.....  
.....

Item 34: The habitual absentees affect you.

Yes

No

Item 35: If "Yes", how?

.....  
.....

**Section Eight: Further Suggestions**

Item 36: Please add any other comments on disciplinary problems and their effects on teaching and learning.

.....

.....

.....

.....

.....

**French and Arabic Summaries**

## Résumé

L'efficacité de l'enseignement est l'apprentissage ne peut avoir lieu quand les professeurs et les apprenants sont en risque d'attaque verbale ou physique. Lorsque les apprenants se comportent mal, ils dérangent le cours normal des leçons, ni les enseignants, ni les apprenants ne peuvent être au top de leur performance. Le but de cette étude est de comprendre les effets du problème de discipline sur le processus de l'enseignement et de l'apprentissage. L'hypothèse de ce travail est : le manque de discipline donne lieu à un enseignement apprentissage inefficace. Le moyen de recherche qu'on a choisi pour mener cette étude est le questionnaire. On a préparé deux questionnaires. Un pour les élèves et l'autre pour les enseignants. Après avoir analysé, interprété les résultats, on a trouvé que les problèmes de discipline ont des effets négatives sur les enseignants et les élèves. La performance des enseignants est sévèrement influencée par le comportement des élèves qui dérangent l'atmosphère de la classe, fait perdre le temps consacré à la leçon et distrait leurs camarades de leurs tâches. Les élèves sont influencés par les problèmes de discipline car ils ne peuvent pas étudier dans une atmosphère où le bruit, le dérangement et les comportements inacceptables sont devenus des caractéristiques permanentes. La concentration des élèves, qui est un élément important dans l'apprentissage, est subie à des perturbations dues aux problèmes comportementaux qui les privent de montrer leur potentiel réel et de contribuer d'une façon efficace dans le succès de leur apprentissage.

## ملخص

في حالة تعرض الاساتذة او التلاميذ لهجوم جسدي أو لفظي فإنه من غير الممكن ان يكون هناك عملية تعليم و تعلم ناجحة. فعندما يزج التلاميذ الاستاذ أثناء سيرورة الدرس بسبب سوء السلوك ، لا التلاميذ و لا الاساتذة يستطيعون تقديم الأفضل. لذلك تهدف هذه الدراسة الى معرفة و فهم تأثير مشاكل الانضباط على عملية التعليم و التعلم. الفرضية التي بدانا بها هذه الدراسة هي كالاتي : نقص الانضباط يؤدي الى عملية تعليم و تعلم غير ناجحة. اداة البحث التي اعتمدها هي الاستبيان. قمنا بتحضير استبيانين واحد للطلبة و الاخر للاساتذة و بعد التحليل وجدنا بأن لمشاكل الانضباط تأثير سلبي على الاساتذة و الطلاب معا. فاداء الاساتذة يتضرر بسبب سلوك التلاميذ الذين يؤثرون على جو القسم ، يضيعون وقت الدرس و يلهون زملائهم عن الواجبات. تحصيل الطلبة يتأثر أيضا بطرق عديدة لأنهم لا يستطيعون ان يدرسوا في ظروف اين اصبح الضجيج ، الأزعاج و السلوك الغير مقبول صفات دائمة. تركيز التلاميذ و الذي يعتبر عنصرا اساسيا في التعليم يتذبذب بسبب مشاكل السلوك التي تحرم التلاميذ من اظهار قدراتهم الحقيقية و المشاركة الفعالة في عملياتهم التعليمية.