

Students' Discipline Problems and Classroom Management Strategies to Cope with the Problems: Teachers' Perspective

Maqsood Ahmed¹
Ishtiaq Hussain²

Abstract

The main purpose of this study was to get an insight into the perceptions of teachers about student discipline problems and classroom management strategies adopted by them. Data were collected from 86 secondary school teachers, teaching in various Federal Government Institutions of Islamabad, through the administration of the researchers-made questionnaire. Additionally, semi-structured interviews from 6 participants were also conducted to get in depth views of the teachers about the discipline issues of students and their management strategies in the context of classroom and school. The focus of the study was on characteristics of students creating problems in the classroom, the most frequently occurring and major causes of discipline problems, and classroom management strategies used by teachers to improve discipline. Teachers' opposed the practices of traditional punitive strategies in classrooms; they suggested the use of soft disciplinary skills in case of students' unwanted behaviour.

Keywords: Discipline, Behaviour, Classroom Management Strategies, Punitive

Introduction

¹ PhD Scholar, Secondary Teacher education Department, Allama Iqbal Open University, Islamabad. E-mail: maqsood517@yahoo.com

² Professor/Chairman, Department of Education & Psychology, Kohat University of Science & Technology, Kohat. E-mail: dr.ishtiaqkust@gmail.com

Teachers face many challenges in the classroom in teaching learning process and one of the predominant challenges is the management of the classroom. Behaviour Management is an important aspect of classroom management. All teachers will inevitably encounter some kind of misbehaviour or disciplinary problems.

Misbehaviour is an activity which affects overall class room environment (Ding, Li, & Kulm, 2008). Misbehaviours among school students in classrooms are a factor leading adversely to teaching learning climate (John, 2013). The adverse effects can be categorized from the most damaging to the least detrimental. Misbehaviours in the classroom destroy the class atmosphere and the teaching process which hinder both students and teachers from achieving their goals and contribute to time management problems. In-class misbehaviours endanger teachers and students alike (Özben, 2010).

Classroom management applies to measures taken to build and sustain a learning atmosphere conducive to effective teaching-organising the physical environment, defining guidelines and procedures, holding the students' attention to lessons and participating in events- (Brophy, 2006).

Consequently, the effect of classroom management on pupil and total student performance remains crucial. It is clear that students cannot succeed in a messy, poorly controlled classroom (Marzano & Pickering, 2003). The capacity of teachers to handle classrooms is of paramount importance in provision of safe teaching learning atmosphere. This teacher potential will have a positive effect on student attentiveness and self-motivated learning, critical and free thought and competence (Lewis, Romi, & Roache, 2012), spiritual and social growth (Brown, 2009), successes of students, commitment to school assignments as well as teachers, and inculcation of society's values (Lewis, Romi, Katz, & Qui, 2008).

Previous researches (Saad, 1999; Ali, 2000; Omar, 2000; Ishtiaq, 2009) have explored that the unruly behaviour of students creates restlessness and disorder among classmates of varied ages and this study particularly focused in the context of classroom management of secondary level where the students pass through teenage. Such mal-behavior does not only harm the individuals or whole class but can undermine the whole system. All the stakeholders of the educational setup need to have concern for such behaviour. According to the findings of the research (Ghazi, Shahzada, Tariq & Khan, 2013) in KPK, Pakistan, the disruptive behaviour of the students is creating a problem for the students as well as a challenge for the teachers at the secondary level (Ghazi et al., 2013).

However, it was unclear in Islamabad Model Schools and Colleges that what sort of behaviour problems of the students existed at the secondary level and how those disruptive behaviours were managed by teachers while using different classroom management strategies. The present study aimed to explore the same.

The Objectives of the Study

The objectives of the research study were:

- i) To investigate the most frequently occurring student discipline problems in the classroom.
- ii) To explore the strategies adopted by the teachers to cope with student discipline problems.

Significance

The perception of teachers is very important because teachers are pivotal to the whole dynamics of educational situations. Opinions of the teachers were taken regarding the utility of classroom management strategies to maintain discipline. The study may benefit teachers, educational leaders, educational managers, trainers, and curriculum developers. As localized useful classroom management strategies exploration may enhance the adaptation of locally viable techniques.

Review of Related Literature Classroom Management

The organizational structure of the educational system comprises classrooms as a subsystem of its schools. Thus, classroom management means the management of the educational system (Kayikci, 2009). Classroom management can also be defined as particular strategies that are used by the teachers in order to maintain and improve appropriate student behavior conforming learning. It further takes into account the instructional management, management of the individuals, and their behaviors (Evertson, 2007). This also includes the management of rules and regulations for the creation of good relational patterns and establishing the classroom order. Efficient and effective use of human, material and time resources provides teachers with the motivation, improved communication and discipline in the classroom to prevent disruptive behaviour and is called classroom management (Kayikci, 2009).

Types of Disciplinary Problems

Researchers have mentioned different disciplinary problems that teachers have to face at the secondary level but the following are few that are commonly discussed by the educationists. They are in-subordination to the authorities, disruption, absenteeism, rebellious attitude, use of vulgar language, violations of uniform regulations, breaking school property, stealing of other possessions, feeling free to leave the campus. On the other side, Donnelly (2000) has described the disciplinary problems at the secondary level are; disrespecting teachers, quarrelsome attitude, disobedience of authorities, disrespect, and mistrust generally. According to Alidzulwi (2000), disciplinary issues can be managed as follows: (i) The whole staff should work as a team to achieve some common goal. (ii) Teachers should be involved in all programs, this would create motivation in the whole team (iii) Mechanisms and procedures can be devised to make the involvement of parents in the education of their children. (iv) Teachers and students should be made aware of expectations require from them. (v) Updated need-based training of teachers. (vi) Rewards and praise should be used extensively but blame and punishment intelligently on requirement only. (vii) Selfmanagement and accountability should be promoted (viii) Self-discipline in administration and staff should be created and generated. (ix) The empathetic approach adopted by the authorities to solve the discipline problems would be very useful. (x) Increased parents' participation in schools would improve the social climate of the schools.

Thus, parents, school authorities, school teachers, staff, and students are to join hands to achieve the common desire of the society to educate the next generations to equip them to face future challenges in a better way. By doing so, a more supportive, friendly and conducive school climate could be achieved (Temitayo, Nayaya, & Lukman, 2013). Punitive strategies were found effective in teaching-learning but with reduced willingness and motivation of the students (Pane, 2010).

Inappropriate Behaviour and Punitive Strategies

Undesirable responses should be followed by undesirable consequences, but punitive strategies could condition the learner negatively reducing their motivation and interest in the learning (Browne, 2013).

This should be devised in such a way that this would not be perceived as something imposed but an appropriate consequence of inappropriate responses. Moreover, a consequence should be logical in its happening and

occurring. Punitive strategies do not occur as inspiring to positive behaviour but as equalizing of scores and catharsis. Thus, both academic and social behaviors that are developed take direction towards emotional instability (Dunbar, 2004). As consequence for example, being empathetic with a student who receives a punishment while misspelling a word could generate imbalanced feelings resulting in extremist behaviour. The behaviours of the teachers as to how they manipulate the situation develop the behaviour of the students (Dunbar, 2004).

Enhanced cooperation among teachers, school authorities, and society could minimize educational issues that teachers have to face during teaching-learning activities. Teachers need orientation and training to address the behavioural problems of the students and how to seek cooperation from school authorities and society. This orientation of teachers would enhance their capacity to address these and other such problems. A supportive and effective social climate of the school can be developed with the efforts of the trained and willing staff. Besides the social climate, physical facilities can be managed for developing a comfortable environment for students and teachers (Al-amarat, 2011).

Positive Behaviour Support Approach

A positive behavior support approach was initially adopted in the teaching-learning of special learners but now is also used in normal learners' education (Owen, Wettach, & Hoffman, 2015). Behavioural psychologists researched that Positive Behavior Intervention and Support (PBIS) is very useful for the development of emotionally stable individuals in normal classrooms (Luiselli, Putnam, Handler & Feinberg, 2005). Now a question arises that what is PBIS? It is a behavioral management mechanism that identifies the elements of troublesomeness and cultivates interventions to depress such misbehavior and boost desired actions. PBIS mechanism develops behaviour replacing the misbehavior. Such mechanisms become equally important to academic activities because, in the presence of negative behaviour by the students, it is nearly impossible to achieve the desired educational objectives. Such mechanisms should be devised and developed with the involvement of the educators. Thus, motivation and capacity building of the educators can be developed (Owen, Wettach, & Hoffman, 2015).

It can be concluded that there was a positive correlation between punitive strategies and the demoralization of learners' attitudes. The learners were more comfortable while positive reinforcement techniques were used (Charles, 1999). The involvement of the students increased in the class to

learn new things at the reduction of punishment and discouraging behaviour (Sadruddin, 2012).

Ghazi, et al. (2013) reported that since the National Assembly of Pakistan prohibiting corporal punishment in schools through Bill 131, several educators say that behavioral problems have escalated intensively and occur more frequently in classrooms, the use of corporal punishment became part of the authoritarian approach to manage the classroom environment. Teachers should trust in the disciplinary techniques they choose for use in classrooms. Instead of punishments, more positive teacher actions can be used. Recognition and compensation for good behavior, and negotiations with students where a predetermined agreement is reached, are the most useful methods for producing constructive responses. Some educators and scholars believe that engaging students and working with them improves their sense of competence and resultantly misbehavior in the classroom is decreased (Lewisa, Romib, Katzb, & Quic, 2008).

Research Methodology

Research Design

The present study was descriptive and the mixed-method (quantitative and qualitative) was used to gain deeper insight into particular questions.

Population of the Study

The population of the study comprised all the teachers who teach at various Islamabad Model Schools (Secondary & Higher secondary) in Urban Sector of Islamabad.

Table 1
Number of Educational Institutions & Teachers

Education sector with gender	Secondary schools	Teachers
City – Urban		
Female	26	689
Male	19	522
Total	45	1211

Sample of the Study

100 secondary school teachers (10 from each school) working in ten dispersed Islamabad Model Schools (6 female & 4 male) were chosen as the research sample using a stratified random sampling technique. The questionnaire was administered on all the 100 teachers but the researchers received back 92 questionnaires, out of which 86 were complete in all respects. Hence, the response rate was 86% and completion rate was 93.48%.

For interviews, one teacher from each selected institution was planned to be interviewed and were contacted also but only six participants consented for this activity so interviews of 6 teachers (3 males & 3 females) were conducted. As the interviewees were selected randomly so were having different characteristics in terms of qualification, professional training, subject area and teaching experience they held.

Research Instruments

Ethical Considerations

Formal permission was taken from the school (head of the institution) to conduct the study. The purpose of the research was shared with the teachers and their consent was taken to participate in this voluntary study. Interviews were recorded after their consent. The codes were used to protect the anonymity of the data; moreover, the inscription of teachers' name on questionnaire was optional. Further, the researchers used password protected folders to protect the recordings of the interviews and the same will be destroyed after completion of study.

(A) Questionnaire

A researcher-made questionnaire was developed keeping in view local context. Different studies and instruments (Levin, 1984; Ozben, 2010; Tran, 2015) were referred to for items development.

The developed questionnaire addressed two areas in two sections: (i) Most frequently occurring discipline problems (ii) Classroom management strategies.

The first section of the questionnaire focused on the most frequently occurring discipline problems (11 items). The second section asked for classroom management strategies employed in the schools by teachers and comprised 11 items. These items were based on two questions i.e. (a) What are the most frequently occurring student discipline problems in the classroom? (b) What strategies are adopted by you to cope with student discipline problems?

The respondents were requested to reply on a five-point scale.

Pilot Study

A pilot study was conducted to determine whether the questionnaire items were comprehensible to the participants and whether internal consistency measures were satisfactory.

A pilot group of 10 teachers was selected and the questionnaire was administered. The reliability test results of the questionnaire reflected the high-reliability value of Cronbach's Alpha i.e., 0.947.

(B) Interviews

For each interview, a semi-structured researcher-made interview guide was used. Questions and prompts used in the interview guide were designed to explore the perceptions of the interviewees about the discipline issues of students and their management strategies in the context of classroom and school. The interviewing method was semistructured as the interview questions only addressed the areas relevant to the study's goals, in particular, to allow respondents opportunities to explain the motives for selecting those coping strategies relevant to the disciplinary issues of the students. 6 out of 86 participants were interviewed about their observation regarding students' discipline problems and coping strategies adopted by them to maintain discipline in the classroom. The interviews were held at schools where the teachers were teaching. Based on their comprehension and perception, the interviewees were asked to describe "common problematic areas linked to students' discipline". They were asked to further demonstrate their views using real-life scenarios. All interviews were conducted by the researchers and recorded (using a mobile phone) with the prior consent of the informants and transcribed verbatim after the interview. The duration for each interview session was 20 to 30 minutes. After the interview, the recorded data was shifted to computer for safety and transcribed verbatim. It's pertinent to mention that the interview transcripts were anonymized after transcription.

Results

Both quantitative and qualitative ways were used to analyse the data collected for the research study.

Statistical Analysis

Collected data through questionnaires were organized, tabulated, and analyzed. Statistical techniques used for the analysis of the responses were frequencies and percentages.

Table 2

Students' discipline problems as observed by teachers in relation to their gender

Discipline Problems	Gender	Frequently Observed		Occasionally Observed		Rarely Observed		Very Rarely Observed		Not Observed		Mean
		n	%	n	%	n	%	n	%	n	%	
Disrespect for Fellow Students	Female	2	4.4	26	56.5	16	34.8	2	4.4	0	0	2.6
	Male	4	10	21	52.5	14	35	1	2.5	0	0	2.7
Disinterest in School	Female	15	32.6	20	43.5	10	21.7	1	2.2	0	0	3.1
	Male	8	20	18	45	13	32.5	1	2.5	0	0	2.8
Excessive Talking	Female	27	58.7	9	19.6	10	21.7	0	0	0	0	3.4
	Male	3	7.5	11	27.5	10	25	12	30	4	10	1.9
Lack of Attention	Female	34	73.9	10	21.7	1	2.2	1	2.2	0	0	3.7
	Male	29	72.5	9	22.5	2	5	0	0	0	0	3.7
Disrespect for Teacher	Female	4	8.7	2	4.4	6	13	19	41.3	15	32.6	1.2
	Male	1	2.5	4	10	0	0	12	30	23	57.5	0.7
Lateness/Poor Attendance	Female	23	50.0	13	28.3	6	13.2	3	6.5	1	2.2	3.2
	Male	30	75	8	20	1	2.5	0	0	1	2.5	3.7
Vandalism	Female	3	6.5	1	2.2	8	17.4	19	41.3	15	32.6	1.1
	Male	0	0	5	12.5	0	0	12	30	23	57.5	0.7

Fighting	Female	20	43.5	11	23.9	6	13.	6	13	3	6.5	2.8	
	Male	8	20	15	37.5	17	0	42.	0	0	0	2.8	
Aggression	Female	5	10.9	15	32.6	13	28.	3	11	23.	2	4.4	2.2
	Male	1	2.5	4	10	0	0	16	40	19	47.	0.8	
Talking loudly, odd behaviors	Female	22	47.8	14	30.4	6	13	3	6.5	1	2.2	3.2	
	Male	31	77.5	7	17.5	1	2.5	0	0	1	2.5	3.7	
Interrupting students and teachers	Women	26	56.5	1	2.2	10	21.	7	10.	4	8.7	2.9	
	Men	15	37.5	5	12.5	0	0	12	30	8	20	2.2	

Table 2 shows the discipline problems identified by the teachers. Most of these Classroom Management problems experienced in the class were because of the pupils whom the teachers were supposed to teach. Among these problems, the lack of attention, talking loudly, odd behaviours and lateness/ poor attendance in the classroom were placed as the first (M=3.7). While Disinterest in School (M=3.4), Excessive Talking (M=3.4) were graded in the second category and Interrupting students and teachers (M=2.9), Fighting (M=2.8) and Disrespect for Fellow Students (M=2.7) were categorized at third place. Disrespect for Teacher (M=1.2) was the least observed problem in the classrooms.

Table 3
Significance of difference in facing students' discipline problems by teachers with regard to gender

Discipline Problems	Gender	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig.
Excessive Talking	Male	40	1.92	1.141	.180	-6.524	84	.000
	Female	46	3.33	.845	.125			
Lateness/Poor Attendance	Male	40	3.65	.770	.122	2.383	84	.019
	Female	46	3.17	1.039	.153			
Aggression	Male	40	.80	1.043	.165	-6.190	84	.000
	Female	46	2.22	1.073	.158			
Talking loudly, odd behaviors	Male	40	3.68	.764	.121	2.636	84	.010
	Female	46	3.15	1.032	.152			

Interrupting students and teachers	Male	40	2.18	1.662	.263	-2.087	84	.040
	Female	46	2.87	1.424	.210			

Table 3 indicates the significant difference in the students' discipline problems as faced by Male and Female teachers in their classrooms, as the obtained t values ($t = -6.524, 2.383, -6.190, 2.636, -2.087$) were found to be significant at 0.05 level of confidence (two-tailed, p values are .000, .019, .000, .010, .040) when equal variances were assumed. The mean score of male teachers was found to be ($M = 1.92, .80, 2.18$) for Excessive Talking, Aggression, and Interrupting students and teachers respectively which is lower than that of female teachers ($M = 3.33, 2.22, 2.87$). So, the female teachers face more mentioned above discipline problems in their classrooms as compared to male teachers. On the other hand, the mean score of female teachers was found to be ($M = 3.17, 3.15$) for Lateness/Poor Attendance and Talking loudly, odd behaviors Talking loudly, odd behaviors respectively which is lower than that of male teachers ($M = 3.65, 3.68$). So, the male teachers observed more mentioned above discipline problems in their classrooms as compared to female teachers.

Table 4

The teachers' coping strategies with students' discipline problems in relation to their gender

Coping Strategies	Gender					
	Female		Male		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Ignoring	6	13.0	2	5	8	9.3
Eye contact	8	17.4	6	15	14	16.3
Verbal warning	16	34.8	12	30	28	32.6
Questioning	12	26.1	8	20	20	23.3
Modelling	5	10.9	4	10	9	10.5
Not caring	2	4.3	3	7.5	5	5.8
Changing the activity	10	21.7	7	17.5	17	19.8
Talking to the student	21	45.7	24	60	45	52.3
Contacting the Principal or Vice Principal	6	13.0	3	7.5	9	10.5
Contacting the family	8	17.4	5	12.5	13	15.1
Punishment	18	39.1	21	52.5	39	45.3

Table 3 reflects the coping strategies of male and female teachers in response to students' different misbehaviours in the classroom. It was clear from data that most (more than 50%) of the teachers adopt strategy "talking to the student" while "verbal warning" and "questioning" was given second and third priority. The difference in adopting diverse coping strategies was also observed between male and female teachers.

Qualitative Analysis

Using general qualitative analysis methods, evidence obtained from the six interviews was analysed (Miles & Huberman, 1994). The third author conducted the first coding standard. Words, phrases, and/or sentences that formed meaningful units in each conclusion at the raw answer level were grouped semantically identical, whereas separate data were divided semantically.

The second author performed additional tests and second stages of coding and categorization, in which identical codes were combined to represent the topic's higher-order categories. The coding and categorization were finalized among the coders with consensus and further reviewed by the first author.

The focus of the interview was on gathering the information about teachers' observations regarding students' discipline problems and coping strategies adopted by them to maintain discipline in the classroom. Thus, in choosing the response process for teachers, the researchers focused on the answers that clarified the views of interviewees about the disciplinary issues of students and their management techniques in the classroom and school contexts. Additionally, quotes from the remarks of the teachers were selected to show some insightful opinions.

Briefly, not all the opinions of the teachers had been listed in addressing the data in this report. Only the most important views, which reflected the understanding of teachers about students' disciplinary issues and their coping strategies, were registered.

Students' Discipline Problems in the Classroom

Firstly, summarizing the six interviewed teachers' responses about the discipline issues of the students in the classroom, the teachers reported common problematic behaviors may be listed as: "excessive talking", "Disinterest in School", Aggression, "doing irrelevant work in class", "inattentiveness,", "habitual failure in completing notebooks and getting notebooks checked". Interrupting students and teachers Disrespect for

Fellow Students Talking loudly, odd behaviors, and using mobile phones secretly although it is prohibited for students to use a mobile phone on school premises.

The most common problem pointed out by the teachers was "having a disruptive conversation" in the class. An interviewee teacher (FT2) described that

"Students talk during my lesson affects the teaching and learning most. Chatting will not only disturb the class atmosphere as well as class progress but also hinder the teacher to teach the lesson. I simply cannot teach when some of the students are talking to each other; on the other hand, they miss the content of the lesson" "Non-attentiveness" was another disturbing the classroom teaching. An interviewee (MT1) reported that

"Learning is badly affected by the non-attentiveness of students during the session. The non-attentive students will miss the key concepts and cannot understand the next coming ideas".

An interviewee teacher (FT1) clarified why "out of seat" was unacceptable behavior in the classroom:

"If the students remain on their seats there would be favourable atmosphere in the class for learning, and there would be no disturbance. If they are out of the seat, they disturb and divert the other students' attention from the lesson. As a result, the class environment is disturbed".

Strategies Used by Teachers to Deal with Discipline Problems

Teachers encounter various behavioural issues in the classrooms. Trained teachers get expertise in dealing with the behavioural problems of the students and the following views throw light on different coping strategies, teachers use in their classrooms.

A teacher (MT3) remarked as *"To avoid misbehaviors and discipline problems in the classroom, students should develop an environment of trust and respect among each other and with the teachers. This may be reciprocated with the initiation of respect rendered by teachers. Teachers should use a preventive and constructive approach to the prevention of unwanted behaviour. During the application of such techniques, teachers should feel that students are relaxed and comfortable with every treatment. Thus, teachers would be able to assess the pros and cons of their efforts"*.

"We should not rely on corporal punishment to deal with students discipline problems. Punishment should be a last resort. Psychological ways of dealing with behavioral problems are more

effective. If the teacher makes the lesson attractive, interesting and motivates the students, there would be rare chances of disruptive behavior in the classroom, this is my experience!" These were words of a highly-educated teacher (FT3).

An interviewee teacher (MT2) commented as *"Teachers use coping strategies as per situation and nature of the discipline problem. These may vary from teacher to teacher, as teaching experience and gender of teachers are influencing factors. These may be listed as a warning, ignoring the student, using eye contact as it may give a warning, changing the activity, and involving the problematic students in the activity"*.

An experienced teacher (FT3) described his views as *"As far as my experience of 17 years of teaching is concerned, I involve the students in activities, this not only creates interest but students' misbehaviors are avoided and learning is meaningful."*

"The old and chronic discipline problems should be dealt with in consultation with school administration and parents. This is a comprehensive strategy. Otherwise, there may be a confrontation between student and teacher or between school staff and parents. All stakeholders should join hands for betterment and behavior modification of the student." A teacher (MT2) remarked when asked about the management strategies to deal with students' discipline problems.

Discussion

Taken from the teachers' viewpoint, this study attempted to produce a list of types of problem behaviours of students in ICT's high school classrooms, and classify the most prominent, and destructive and inappropriate student problem behaviours. The study illustrated 11 disruptive behaviours of classroom students and was divided into three groups based on the opinion and observations of teachers.

The lack of focus, talking loudly, unusual habits and lateness / poor attendance in the classroom were put in the first group of these issues.

Although the least observed issue in classrooms was "Disrespect for Teacher". In Pakistani society, it is not unusual that "disrespect for the teacher" was the least noticed issue in the classrooms; still respect and obedience are deeply rooted values in the society.

"Disrespect for Teacher" meant defiance, that is, resisting or failing to carry out orders (Ho & Leung, 2002; Houghton, Wheldall & Merrett, 1988; Wheldall & Merrett, 1988), and rudeness, that is, chatting back

with teachers and arguing (Ding, Li, Li & Kulm, 2008). These actions can often be viewed as insulting to authority. These results also revealed that these values are still firmly rooted in the standards of teachers, and the behaviours that fail to adhere were the instructions of teachers were reported as lacking proper values and attitudes (Sun & Shek, 2012). Findings from the quantitative and qualitative results of this study show that teachers at secondary schools used various methods that showed their degree of responsibility and competency to deal with the various classroom misbehaviours. There was significant gender-based disparity. The outcome shows that the majority of female and male teachers used the teacher-student partnership approach to tackle the ongoing problems. The results are in line with study by Saeed (2016). The findings of the study indicate the significant difference in the students' discipline problems as faced by Male and Female teachers in their classrooms. This might be attributed to different classroom management strategies adopted by male and female teachers. Several surveys reported the views of teachers on their classroom management strategies, which were influenced by their gender (Aksu, 2009; Bullough, 2015; Korkut, 2009; Tunca, 2010; Ünlü, 2008; Yüksel, 2013). Martin & Yin (1997) and Martin & Yin's (2003) research showed that the behaviors of male teachers were more controlled, authoritarian, rigid, impersonal, assertive, and aggressive than the behaviors of female teachers and female teachers were better at instructional techniques. On the other side, Nejati, Hassani, and Sahrapour (2014) discovered that female teachers are great at teaching approaches while male teachers were comparatively better in student engagement.

The respondents vowed the psychological ways of treating students' misbehaviours instead of punitive strategies. Findings of Saeed (2009) are in contradiction of the present study which highlighted that although secondary school teachers maintain the discipline in the classroom but they did not treat the students in a psychological way. The reason may be the lack of knowledge of the secondary school teachers in the area of child psychology.

The difference in adopting diverse coping strategies was also observed between male and female teachers. According to other research studies (Grossman, 1990; Johnson, 1976; Martin & Yin, 1997; Parsons, 1982; Zaremba & Fluck, 1995), significant differences had been found between female and male teacher responses about their views of student behavior control and classroom management. Shin & Koh's study results (2007) are, however, in contradiction with the present study.

Conclusions

The results of the study may be concluded as follows:

1. The oddest and frequent negative behaviour of the students is: do not pay attention to the teacher what s/he is saying, students' talk to one another, students do not take responsibility if assigned. They also show oral and physical violence. They walk in the class without bothering the presence of the teacher.
2. Teachers' views were against traditional punitive strategies practices in classrooms; they suggested the use of rather soft disciplinary skills if unwanted behaviour occurs.
3. Pedagogical skills can be used to control the unwanted behaviour of defiant students. For instance, group discussions can be used to engage the odd and defiant students. Thus, they develop an intangible value system and learn to accommodate others.
4. As per the findings of the study, female teachers face more discipline problems like excessive talking, aggression, and interrupting students and teachers in their classrooms as compared to male teachers. On the other hand, problems like lateness/poor attendance and talking loudly, odd behaviors are observed by male teachers in their classrooms as compared to female teachers.
5. The results reflect that male and female teachers differ in the use of various coping strategies in their classrooms.

Recommendations

The following were the recommendations drawn in the light of findings and conclusions.

1. School authorities, teachers, and parents need to develop a cooperation mechanism to curb the problems before they arrive because this is a better approach than to wait for the issues to happen.
2. School authorities should discourage punitive strategies in their jurisdiction while applying rules and regulations even. Traditional discipline techniques should be replaced with modern disciplinary strategies as they are more useful and wanted.
3. Constructive behavioural and discipline techniques are more fruitful than otherwise. So, it is emphasized that such strategies should be used to develop an overall environment of respect and trust. Thus, students would own their institutes and their teachers.

4. Teachers and school authorities should be trained to adopt soft teaching and classroom management skills. Thus, an emotionally more stable next generation could be developed.

References

- Aksu, F. (2009). İlköğretim birinci kademe öğretmenlerinin yeterlik algılarının sınıf yönetimi becerilerine ve bazı değişkenlere göre incelenmesi. Yayınlanmamış yüksek lisans tezi, Maltapa Üniversitesi, İstanbul.
- Al-Amarat, M. S. (2011). The classroom problems faced teachers at the public schools in Tafila province, and Proposed Solutions. *International Journal of Educational Sciences*, 3(1), 3748.
- Ali, M. A. (2000). Supervision for teacher development: An alternative model for Pakistan. *International Journal of Educational Development*, 20(2), 177-188
- Alidzulwi, T. A. (2000). *The role of parents in values education with special reference to the situation in Venda (Northern Province)* (Doctoral dissertation, Stellenbosch: Stellenbosch University).
- Brophy, J. (2006). History of research on classroom management. In C. M. Evertson, & C. S. Weinstein (Eds.), *Handbook of classroom management*. Philadelphia: Lawrence Erlbaum Associates Inc.
- Brown, K. L. (2009). The respect circle: Ten teachers, one classroom management model (Unpublished master thesis). Faculty of Education, Brock University. St.Catharines, Ontario.
- Browne, K. A. T. E. (2013). Challenging behaviour in secondary school students: Classroom strategies for increasing positive behaviour. *New Zealand Journal of Teachers' Work*, 10(1), 125-147.
- Bullough Jr, R. V. (2015). Theorizing teacher identity: self-narratives and finding place in an audit society. *Teacher Development*, 19(1), 79-96.
- Charles, C.M. (1999). *Building Classroom Discipline*. New York: Addison Wesley Longman, Saad, I. (1999). *Education in Pakistan. Pakistan prospects and perspectives*. Karachi, Pakistan: Royal. Inc.
- Ding, M., Li, Y., & Kulm, G. (2008). Chinese teachers' perceptions of students' classroom misbehavior, *Educational Psychology*, 28(3), 305-324. Retrieved January 12, 2016, from <http://dx.doi.org/10.1080/01443410701537866>.

Ding, M., Li, Y., Li, X., & Kulm, G. (2008). Chinese teachers' perceptions of students' classroom misbehaviour. *Educational Psychology*, 28(3), 305-324.

Donnelly, J. (2000). Two simple rules-discipline problems down. *Pro principal*, 16(7), 1-3.

Dunbar, C. (2004). Best practices in classroom management. *Michigan State University*, 1-32.

Evertson, C. (2007). Creating conditions for learning: A comprehensive program for creating an effective learning environment, classroom organization and management program. Nashville, TN: Peabody College, Vanderbilt University.

Ghazi, S. R., Shahzada, G., Tariq, M., & Khan, A. Q. (2013). Types and Causes of Students' Disruptive Behavior in Classroom at Secondary Level in Khyber Pakhtunkhwa, Pakistan. *American Journal of Educational Research*, 1(9), 350-354.

Grossman, P. L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. Teachers College Press.

Ho, C., & Leung, J. (2002). Disruptive classroom behaviors of secondary and primary school students. *Educational Research Journal*, 17(2), 219-233.

Houghton, S., Wheldall, K., & Merrett, F. (1988). Classroom behaviour problems which secondary school teachers say they find most troublesome. *British Educational Research Journal*, 14(3), 297-312.

Ishtiaq, H. (2009). Teachers can make a difference. *The Dawn*. Retrieved June 22, 2012, from www.dawn.com

John, K. (2013). Challenges faced by head teachers in the management of students' indiscipline in public secondary schools in Lamu County (Unpublished master thesis). Kenyatta University. Kenya.

Johnson, P. (1976). Women and power: Toward a theory of effectiveness. *Journal of Social Issues*, 32 (3). 99-110.

Kayikci, K. (2009). The effect of classroom management skills of elementary school teachers on undesirable discipline behaviour of students . *Procedia Social and Behavioral Sciences* , 1215-1225.

Levin, J. (1984). Teachers' Perceptions of School Discipline: Their Impact on Staff Development Delivery. Paper presented at the

- Annual Meeting of the American Educational Research Association, 68th, New Orleans, LA., April 23-27
- Lewis, R., Roache, J., & Romi, S. (2011). Coping styles as mediators of teachers' classroom management techniques. *Research in Education*, 85(1), 53-68. Retrieved January 15, 2016, from <http://rie.sagepub.com/content/85/1/53>.
- Lewis, R., Romi, S., Katz, Y. J., & Quic, X. (2008). Students' reaction to classroom discipline in Australia, Israel, and China. *Teaching and Teacher Education*, 24, 715-724.
- Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2005). Whole-school positive behaviour support: effects on student discipline problems and academic performance. *Educational psychology*, 25(2-3), 183-198.
- Martin, N. K., & Yin, Z. (1997). Attitudes and beliefs regarding classroom management style: Differences between male and female teachers. ERIC
- Martin, N., & Yin, Z. (2003) Beliefs regarding classroom management style: Differences between urban and rural secondary level teachers. *Journal of Research in Rural Education*. 15(2), 101-105.
- Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA, USA. Association for Supervision & Curriculum Development.
- Miles, M. B., & Huberman, A. M. (1984). Qualitative data analysis: A sourcebook of new methods. In *Qualitative data analysis: a sourcebook of new methods*. Sage publications.
- Nejati, R., Hassani, M. T., & Sahrapour, H. A. (2014). The relationship between gender and student engagement, instructional strategies, and classroom management of Iranian EFL teachers. *Theory and Practice in Language Studies*, 4(6), 1219.
- Omar E, H. (2000). Improving the quality of learning: global education as a vehicle for school reform. *Theory into Practice*, 39(2): 97-103.
- Owen, J., Wettach, J., & Hoffman, K. C. (2015). Instead of suspension: Alternative strategies for effective school discipline. *Durham, NC: Duke Center for Child and Family Policy and Duke Law School*.

- Ozben, Ş. (2010). Teachers' strategies to cope with student misbehavior. *Procedia-Social and Behavioral Sciences*, 2(2), 587594.
- Pane, D. M. (2010). Viewing classroom discipline as negotiable social interaction: A communities of practice perspective. *Teaching and teacher education*, 26(1), 87-97.
- Parsons, J. E. (1982). Sex differences in attributions and learned helplessness. *Sex Roles*, 8 (4). 421-432.
- Sadrudin, M. M. (2012). Discipline – Improving Classroom Management through Action Research: A Professional Development Plan. *Journal of Managerial Sciences* , 6(1), 23-42.
- Saeed, S. (2009). Evaluation study of competencies of secondary school teachers in Punjab in the context of classroom management. *Journal of College Teaching & Learning (TLC)*, 6(7).
- Saeed, S. B. (2016). A Study to Investigate the Teachers' Managing Strategies for Students' Misbehaviors in Secondary Schools of Lahore. *Orient Research Journal of Social Sciences (ORJSS)*, 1(1).
- Shin, S., & Koh, M. S. (2007). A cross-cultural study of teachers' beliefs and strategies on classroom behavior management in urban American and Korean school systems. *Education and Urban Society*, 39(2), 286-309.
- Simatwa, E. M. (2012). Management of student discipline in Secondary schools in Kenya, a case Study of Bungoma County. *Educational Research*, 3(2), 172-189.
- Sun, R. C., & Shek, D. T. (2012). Student classroom misbehavior: an exploratory study based on teachers' perceptions. *The scientific world Journal*, 2012.
- Temitayo, O., Nayaya, M. A., & Lukman, A. A. (2013). Management of disciplinary problems in secondary schools: Jalingo Metropolis in focus. *Global Journal of Human Social Science, Linguistics and Education*, 13(14), 7-19.
- Tran, V. D. (2016). Coping Styles with Student Misbehavior as Mediators of Teachers' Classroom Management Strategies. *International Journal of Higher Education*, 5(1), 1-10.

- Tunca, Ö. (2010). Duygusal zeka düzeylerinin sınıf yönetimi becerilerine etkisi ve bir araştırma. Yayınlanmamış yüksek lisans tezi, İstanbul Üniversitesi, İstanbul.
- Wheldall, K., & Merrett, F. (1988). Which classroom behaviours do primary school teachers say they find most troublesome?. *Educational Review*, 40(1), 13-27.
- Yüksel, A. (2013). Sınıf öğretmenlerinin sınıf yönetimi becerilerinin değerlendirilmesi (Afyonkarahisar Örneği). Yayınlanmamış doktora tezi, Gazi Üniversitesi, Ankara.
- Zaremba, S. B. & Fluck, S. E. (1995). Gender and patterns of communication. In: *Teaching of Psychology: Ideas and Innovations*. Proceedings of the 9th Annual Conference on Undergraduate Teaching of Psychology, Ellenville, NY.