Inappropriate behavior
of students in school and management
# of class by teachers

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DECLARATION

I do hereby attest that I am the sole author of this thesis and that its contents are only the result of the readings and research I have done.

Student's signature

Luljeta Shala

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CONTENT

Abbreviation

ISCED   International Standard Classification of Education

CC   Kosovo Currculum Framework

MEST   Ministry of Education, Science and Technology

OECD   Organisation for Economic Co-operation and Development

UNESCO   United Nations Educational, Scientific and Cultural Organization

OSCE   Organization for Security and Co-operation in Europe

OJQ   Non-governmental organization

UNMIK   United Nations Mision in Kosovo

UNICEF   United Nations Children's Fund

KPI   Kosovo Pedagogical Institute

PB   The Bologna Process

CE   Council of Europe

ISCED   International Standard Classification of Education

ECTS   European Credit Transfer System

PBIS   Positive behavioral intervention strategies

PBS   Positive behaviour support

EBD   Emotional and Behavioural Disorder

List of Graphs

Structure of the study

 The study"Innapropriate behaviours of students in school and management of class by teachers" is a very important component for raising efiqiency in teaching and learning. One important component for raising effiqiency in teaching and learning constitutes in this study the structure thas involves five chapters beginning from introduction, teoritical context, and results of datas, literature and atachments.

Development of this work was made possible thanks to research a considerable literature by foreign authors and those native to this area, thanks to the use of quantitative and qualitative research methods, thanks to the selection of appropriate instruments of measurement that best meet the analysis and discussion of the findings obtained to help as many stakeholders as possible on this issue.

Chapter I. At this part it is decribed the context of education in my country Republic of Kosova, introduction of the theses, aim of study, importance and significance of the study.

Chapter II. Is presented theoretical part included review of literature from international and national authors and studies. Through literature research, this chapter presents a broad overview of the subject and some of the areas it includes innapropriate behavior. We tried to explain from lowest innapropriate behavior up to ADHD of students and their treatment in my country.

 Chaper III presentes the methodology used in compiling this research doctoral thesis. It presents in detail the drafting of the general structure of the paper, the selection of scientific research methods used in data generation, the selection of appropriate measuring instruments, the selection of the population and sample, the design of the questionnaire, piloting and adaptation of the questionnaire with the selected sample. The study focused on Kosovo schools aged 12-16, in which the issue of inappropriate behavior is more apparent and the management of the classroom environment is both worrying and challenging for the teacher at the same time, regarding the age of the students. Within this population were selected to perform the respective questionnaires grades six, seven, eight and nine for the fact that this age group and represents the biggest problems in this regard.

Chapter IV- The results and discussions represent the most important part of this paper. The findings and results of the study are presented and analyzed. Initially, the results obtained from the completion of questionnaires of students and teachers conducted in the respective schools included in the study are reflected. The selection of sampling was done randomly to generate the most reliable data and to be as close as possible to the school reality that surrounds our social environment. Overall, the variables of the questionnaires were analyzed in detail to reach concrete conclusions, well-processed and reliable.

Chapter V - Which constitutes the last chapter of this study reflects the conclusions drawn from the analysis of the data thus answering the scientific research questions drafted at the beginning of this research. In addition, recommendations and suggestions are presented based on the literature researched during the treatment of the theoretical aspect in the first chapter.

The bibliography researched in the realization of this study is diverse, mainly of recent years. It consists of various materials of local and foreign authors thus providing a broad and detailed picture of the theoretical treatment of this issue.

Finally, the appendices of this paper constitute the last part of its subsidiary. They consist of questionnaires conducted, or additional materials that were used during the study execution, to concrete research work and scientific research methods selected during the course of the study.

Abstract

Inappropriate behavior of pupils in schools are everyday news media and ordinary discourse of different actors: parents, teachers, professional etc, the study was intended to examine the theoretical aspects of the factors that drive these behaviors of students. Also management of such behaviors, especially avoiding the factors that drive them, is still unsatisfactory in our schools.

The aim of the research was to identify the inappropriate behavior of students in schools and determination of techniques to manage inappropriate behavior of students in schools.

The teacher plays an important role in the process of education. In real classroom situations, teachers come across numerous behavior problems. The behavior problem refers to deviation from certain preset rules and regulations of the schools. The various behavior problems in the classroom can be enlisted as follows-bullying, fighting, teasing, stealing, truancy, disobedience and insubordination, lying, cheating, lateness, rudeness, destructiveness, drug or alcohol addiction. There are various factors that cause behavior problems in the classroom such as mass media, school or family. Classroom behavior problems affect the teaching learning process as it influences teacher's ability and competence in handling the classroom environment. Present study is an empirical study with a view to identify the behavior problem of the students and to explore different techniques or strategies that teacher employs to deal with such problems.

It seems that at all levels of education especially primary school level, classroom inappropriate behaviors are considered to be a very serious problem to their educators. This is because the society attached great value to discipline and this discipline must be imparted into the children at very tender stage in life. These inappropriate behaviors which exist within the classrooms if viewed closely are normal developmental behaviors of children but if not addressed properly will pose a great problem to teaching and learning. This is the challenge that faced this study which examined the identification of inappropriate behaviors in classroom among primary school pupils in Kosovo and strategies used by teachers to prevent this inappropriate behaviors interventions measures needed. The most important think is that is not any mecanisem that can diagnostify or treat this issue, most of our schools have no professional staf as psichylogist or social pedagogue and some schools have suporter teacher which job is to work with students that have problems whith teaching and work with PIA (individual plan)in this case when they have inappropriate behavior or even ADHD they always register students in school with out any diagnostic report or even when the

school ask from parents to check the student at the psycologist parents don't accept saying that he or he is okay its just hyperactive.

Keysword: Innappopriate behaviour, behaviour, teachers, students, management of classroom, school.

Defining concept of behavior

In most **schools** and for most teachers, **challenging behaviour** can generally be understood as something that either interferes with the safety or learning of the student or other students, or interferes with the safety of **school** staff. **Problem behaviors** are those that aren't considered typically acceptable. Nearly everyone can have a moment of disruptive **behavior** or an error in judgment. However, **problem behavior** is a consistent pattern. **Problem behaviors** can vary in terms of severity. They can occur in children as well as in adults (Timothy J. Legg, 2021)

Deviant behaviour has been described as a **behaviour** that is at variance with acceptable norms of a **school** according to Peremonte (2001). It is a negation of **school** rules and regulations, norms and values of a group or an institution.

Any conduct or act that violates the laws or acceptable standards of a society or group is described as deviance. Deviant behaviour is an act or conduct that does not conform with established rules of a society or group (Bolu-steve, 2017; Idris, 2016). What is considered deviant behaviour varies among different societies. Thus, a behaviour maybe acceptable by a society but considered deviance by another society. In addition, Igbinovia (1997) maintained that deviance among students could be a way of drawing attention of injustice, and to expose a system's defects so that they can be fine tuned. As expressed by Suleiman (2011), three elements make a behaviour to be described as deviance. These elements are: behaviour that impede an individuals' effective functioning in the society, behaviours that hinders an individual meeting his/her personal needs and behaviour that interferes negatively with the wellbeing of other members of the society.

Inappropriate behavior means conduct that **is** unwarranted and **is** reasonably interpreted to be demeaning or offensive. Persistent, repeated **inappropriate behavior** can become a form of harassment and thereby undermine a culture of safety. **Inappropriate behavior** means those actions, demonstrations, and language that are contrary to generally accepted procedures, rules, regulations, guidelines, and customs. Inappropriate behavior may create risks to safety in the workplace and may inhibit other employees' ability to perform their job in a safe manner. Inappropriate behavior may be intentional or unintentional and subject to disciplinary action in accordance with this policy. (Welch &Payton, 2013)

Inappropriate behavior is all forms of harassment including sexual and racial harassment. Inappropriate behavior which means conduct that is unwarranted and is reasonably interpreted by a reasonably prudent person under similar circumstances to be demeaning or offensive. Persistent, repeated inappropriate behavior will be subject to treatment as "disruptive behavior."

Disruptive behaviour is when a child is uncooperative and prevents themselves and other children in **class** from working. A **disruptive** child also manages to grab a teacher's attention and prevent the teacher from giving the other children attention. **Behaviour** that distracts a teacher and other pupils from learning. **Disruptive behavior** is any that interferes with a teacher's ability to effectively provide instruction and with other **students**' ability to learn. **Distrubtive behavior** that chronically threatens and intimidates others or violates social norms. The term is typically applied to the **behavior** of children, but it can also be used to describe adult **behavior**. Cooper (1998) : **disrupting** or tending to **disrupt** some process, activity, condition, etc.: causing or tending to cause **disruption** a **disruptive** weather pattern It is hoped that, if the child learns that **disruptive** behavior brings no rewards, his tantrums will diminish and perhaps stop. Charlton and David (1993). Disruptive behavior in school is not a new phenomenon, but is still brought to people's attention worldwide as a major concern (Elliot & Place, 2012). Several reports show that both teachers and students are affected by disruptiveness in the classroom.

Even do these concepts have some changes in approach as problematic are those that aren't considered typically acceptable. Most problematic behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression.

And comparing with inappropriate behavior means those actions, demonstrations, and language that are contrary to generally accepted procedures, rules, regulations, guidelines, and customs. Inappropriate behavior may create risks to safety in the workplace and may inhibit other employees' ability to perform their job in a safe manner. And also, with distrubtive behavior that chronically threatens and intimidates others or violates social norms, can bring out the fisical threat bulling. We can understand these concepts of defining behavior such as innapropriate, distrubtive, deviant and problematic that all of them deeply include every action that can disturb or prevents educational process teaching and learning in class.

In this study we will treat and use innapropriate behavior as a concept, because includes more every action that can prevent teaching and learning process in classroom.

CHAPTER I

I-1 Introduction

Education is an ongoing process and plays a significant role in an individual's life. The concept of education is dynamic. As the society changes, the function of education also changes and thus education is a continuous process. Education in Kosovo after the war was in huge transition, and had a reform in structure of education but also in content. Having in mind that teacher plays an important role in the process of education. Thus, it is important that teachers are effectively trained so that they can facilitate students in the best possible manner. For this purpose, various teacher training programs have been initiated in Kosovo from 2001 up to now. The kind of training provided by these programs influences the kind of education beginning from the reform of educational system in Kosovo, reform of structure of education, and politics such as new curricula, school programs, school text books etc.

Inappropriate classroom behaviors are those behaviors that disrupt, hinder, or inhibit teaching and learning. They are the result of negative experiences in the surrounding environment. For Hirschi founder of social control theory, deviant / inappropriate behavior are the product of human nature and incentives to most of us manage to control these behaviors thanks to personal connections we create more values, people and pro-social institutions Hirschi (1994).

Strategies to encourage appropriate social behavior may fail, so teachers with developed managerial skills also use effective techniques to minimize inappropriate behavior, creating learning environments and a more positive classroom climate.

The ability of teachers to organize and manage classroom behavior of their students is critical to achieve the learning objectives. Although behavioral management does not guarantee effective teaching, he makes it possible to create a learning environment that favors successful teaching. Managing inappropriate behavior in class implements all involvement in the learning process, giving you access even more difficulty learning students actively participate in learning.

According to new teachers, inadequate professional preparation is one of the key factors that contributes to dealing with inappropriate student behavior in the classroom. For these reasons, especially for young teachers, but also for those with experience, continuous training themed "classroom management" is necessary. It would be nice if the faculties that prepare teachers to include in their curricula knowledge and skills to inappropriate student behavior management in the classroom because it will help many teachers in the future.

In real classroom situations, teachers come across numerous behavior problems. The behavior problem refers to deviation from certain pre –set rules and regulations of the schools.

The various behavior problems in the classroom can be enlisted as follows-bullying, fighting, teasing, stealing, truancy, disobedience and insubordination, lying, cheating, lateness, rudeness, destructiveness, drug or alcohol addiction, etc. Some of them are described as follows according to: G. N. Tiwari, H. Panwar (2014)

Stealing: It includes stealing any other students' belongings or teachers' or schools' belongings. A number of factors could be responsible for such behavior such as any other family member being involved in stealing or may be the child is not satisfied with what he /she possesses.

 Unjustified absences it refers to staying away from school for no justifiable reason and loitering or wandering. This leads to loss of valuable study time and may ultimately lead to failure. Dissatisfaction with school rules or principles can lead to this.

Disobedience and Insubordination: This means being disobedient, rebelliousness, sarcastic, etc., to teachers and school authorities. This is very common in higher grades. It may also lead to suspension or dismissal from school. Rigid bonding between teachers and pupils can cause disobedience.

Lying: Children lie to their class teachers to escape from situations which make them uncomfortable in front of their friends. Sometimes parents also report cases of lying. A rude teacher who gives physical punishment is likely to be lied to.

Fighting: Fighting can be over food or over a boyfriend or girlfriend. Pupils, who have not been taught the value of respecting others, or living in harmony as a group, are likely to fight.

Cheating: This includes cheating at examinations, tests and in many other school activities. Rudeness: This includes rudeness to teachers, prefects, and servants in the dining-hall, watchmen, and others. Rudeness can be copied from people in the community. It is also traceable to hereditary factors though it can be controlled. There are various factors that cause behavior problems in the classroom such as mass media, school or family.

Also, the innapropropriate language and gestures shown on TV shows that has a great impact on students and then they try to practice them in front of their classmates or teachers which lead to disruption. During teenage group, students want to work according to their own principles rather than following class rules set by teachers. Students find difficulty in sticking to strict rules and regulations imposed on them and thus generally break them. Thus, school rules should be formulated by incorporating suggestions from students as well. Also, they usually tend to get into fights because of the impulsive behavior during teenage group. At times when teachers are not competent enough to deliver content in the classroom, students stop taking interest in listening to the teacher and tend to get busy in talks with other students. Family values play an important role in emergence of behavior problems. Sometimes students copy the behavior of their family members such as lying, stealing, using abusive language etc. Classroom behavior problems affect the teaching learning process as it influences teacher's ability and competence in handling the classroom environment. Thus, it becomes essential for the teachers to focus on how to teach in the most conducive environment which will lead to effective learning outcomes (G. N. Tiwari, H. Panwar, 2014).

This clearly indicates that classroom management is one of the important components of teaching and learning process. Classroom management focuses on three major components: content management, conduct management, and covenant management. Froyen, L. A., & Iverson, A. M. (1999)

• Content management includes managing materials, equipment, the movement of people, and lessons that are part of a curriculum or program of studies.

• Conduct management refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom.

• Covenant management focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom. Teachers employ various strategies and techniques to manage classroom situations. Many educationists have identified ways to classroom management.

According to Baumrind (1971), there are four types of classroom management styles on the basis of two dimensions: type of control exercised over students and degree of involvement of teacher with students (Baumrind, 1971).

• The authoritative style is characterized by behavioral principles, high expectations of appropriate behavior from students. There is clarity about why certain behaviors are acceptable and others not acceptable. There is cordial and warm relationship between student-teacher.

• The authoritarian style tends to be characterized by numerous behavioral regulations. So many restrictions are imposed on students. They do not have a say in setting up rules for classroom management. The teacher is harsh and cold and at times punishes students for breaking rules.

• The permissive style is characterized by a lack of involvement and the environment is non-punitive. There are few demands on students and there is a lot of freedom.

• The indulgent style presents an environment where there are no demands on the student of any sort. They are actively supported in their efforts to seek their own ends using any reasonable means. There are majorly three approaches to classroom management which are as follows

• The Self-Discipline Approach -the self-discipline approach is built on the premise that students can be trusted to evaluate and change their actions so that their behaviors are beneficial and appropriate to everyone. This democratic approach views classroom management as a function of the teacher's ability to establish working teacher-student relationships recognizes students' dignity, and exhibit realness, trust, acceptance, and empathy.

• The Instructional Approach The premise that forms the basis for the instructional approach to classroom management is that well-planned and well-implemented instruction will prevent most classroom problems.

The assumption is that students will not engage in disruptive behavior when well-planned and

well-implemented lessons engage students in the learning process with activities that meet their interests, needs, and abilities.

• The Desist Approach the desist approach to classroom management gives the teacher full responsibility for regulating the classroom. The teacher enforces a set of specific rules to control student behavior in the classroom. Because the desist approach models of classroom management give teachers power to deal forcefully and quickly with misbehavior, they can be viewed as power systems. The desist approach probably is the most widely used strategy in today's schools.

These are some classroom strategies related to Baumrind (1971) that can help manage the class and discipline in classroom envirment.

I -1.1. Aim of study

Aim of study is to identify innapropriate behaviours of students in school, and how teachers manage them. The wide range of issues has its origins in the teacher-student interaction, the mutual school-family relationship, the obligations and responsibilities that each has in the education scheme of children with innapropriate behavior.

I-   1.2. Objectives

• To identify the types of inappropriate behavior of students in school.
• To analyse/collect the teachers' perception about classroom management in school.
• To identify the techniques and strategies that teachers use (implement) to deal with behavior problems.

Research Questions

• RQ1: what are the types of inappropriate behavior of students in school?
• RQ2: which students are more predisposed for inappropriate beaviour?
• RQ3 what are school teachers' perceptions about innapropriate behavior and classroom management?
• RQ4: what are the techniques or strategies used by school teachers to deal with innapropriate behavior of students?

- RQ5: what preventive measures can be suggested by teachers to deal with innaporiate behavior of students?

I-   1-3 Significance of the study

The key factor for effective teaching learning process is proper management of classroom practices. If is going to have a proper management of classroom, innaporiate behaviours of students will have less or not at all, because all of them would have been engaged on working and invovlved in teaching and learning process.

A teacher has to use different strategies to manage the students' inappropriate behavior. Skilled and professionally trained teachers with full pedagogical training, they can build strong bridges of communication with students, evaluate and motivate them. They are sensitive to concerns the difficulties that have a category of students, who carry social problems of family, economic and psychological. They are the model in the way of presenting everyday thinking and expression. Without prejudice to anyone and, often the shortcomings of students in learning and education, in behavior and communication, do not dismiss them to their families, but take responsibility and do what they can schools to correct the flaws that appear.

I-1.2. Context of Education in Kosovo

The Republic of Kosovo has an area of 10, 905, 25 km². Located on the South-Eastern Europe, bordering Albania in the south-west, the north-west Montenegro, Serbia to the north-east and south of North Macedonia. Currently there are 38 municipalities in 1469 organized settlements. According to the April 2011 census, Kosovo has over 1.8 million inhabitants. Its the population is multi-ethnic Albanians with 91 percent and 9 percent Serbs, Turks, Roma and other ethnic groups (Kosovo Agency of Statistics, Yearbook ,2019).
Until 1990 the education system in Kosovo was an integral part of the former Yugoslav Republic.

At the beginning of 1990 and until 1999 the then Serbian regime had banned education for the majority population (Albanian) Kosovo. As an alternative, Albanians created a parallel education system, towards its establishment of an independent education system funded by the Kosovo Albanian Diaspora. Private homes served as school and university facilities. Education in Kosovo in the '90s was seen as an instrument for the preservation of national identity in the light of efforts for survival. With these efforts, in addition to the education of young generations, social cohesion and ensure a commitment towards making Kosovo a peaceful and democratic country (Saqipi, B., Asunta, T. & Korpinen, E., 2014)

The education system in Kosovo since 1999, took on a new dimension. Kosovo was led by the United Nations Administration, Mission in Kosovo (UNMIK) from this year until the beginning of 2008. This international administration, which was established in Kosovo by UN Security Council decision (Resolution 1244), administered all public, political and social life in Kosovo (Beka, A. 2014), including the education system. In such circumstances, the phase of consolidation of the education system in Kosovo begins. International partners supported Kosovo in consolidating educational structures, and to create the conditions for a radical reform of the education system in Kosovo. The first concrete steps for the implementation of a new European education system (Koliqi, H., 2004) were crowned with the drafting of the National Curriculum Framework in 2001 as a means of reforming and building a new education system, and as a tool to shape teaching and learning practices.

Educational reforms initiated in the UNMIK period, continued even after the declaration of independence in February 2008. Developments in the Kosovo education system in this period were mainly focused on the completion and review of education legislation, providing resources for growth the quality of education by building more school buildings and improve existing school infrastructure. In 2011, two important documents for the education system at the national level were adopted, the basic document called the Pre-University Education Curriculum Framework in Kosovo, which is based on the development of competences, and the document named Kosovo Strategic Education Plan 2011-2016 (KESP) as a serious attempt to link all segments of education into one strategic document.

The curriculum document went through pilot stages and after revision in 2016, in the 2017/2018 school year, the new pre-university curriculum reform began to be implemented nationally, with

the exception of some Serb community schools. While the new strategic plan for education in Kosovo was adopted in December 2016 and covers the period 2017-2021.

Currently, the education system in Kosovo is structured according to the International Classification of Education Standards (ISCED) and is regulated by a legal framework depending on formal levels of education. Education levels, ISCED 0 - 3 constitute pre-university education levels and are regulated by the Law on Pre-University Education (2011).

Vocational education and training institutions offer ISCED level 3 and 4 qualifications under the Law on National Qualifications (2008) and the Law on Vocational Education and Training (2013), while tertiary education is regulated by the Law on Higher Education (2013). An integral part of the education system in Kosovo is education and training for adults, which is regulated by a special law (2013). Strategic Planning for Education in Kosovo links all levels of the education system, namely preschool education (ISCED 0), primary and lower secondary education (ISCED 1 and 2), secondary education (ISCED 3 and 4) and tertiary education (ISCED 5-7).

According to inappropriate behavior of students it doesn't exist a special program or school staff that deals with them. Some schools do have enough administrative staff but also professional staff such as pedagogue or psychologist to helps them to manage if there is huge problematic behavior's, but this depends of number of students in schools and if it is an urban or rural school. Because most of the schools they don't have pedagogue in school or have an insufficient professional staff. That why this study will identify inappropriate behaviors of students in school and how teachers manage them.

Chapter II

II-1 Review of literature

Based on literature review and studies inappropriate behaviour , such as disordered speech, chronic avoidance from work/school, engagement interference with learning activities, bullying of classmates, verbal insults, rudeness to the teacher, creating hostility starts less often and goes to frequent, mild to severe, and this is an issue that happens almost every day in the classroom. According to Reedand & Kirkpatrick (1998),

However, according to Jonson (2006) Teachers commonly reported that these disturbing classroom behaviors are intolerable according to Johnson and Fullwood, (2006), and stressful according to Lewis (1999), and they had to spend a great deal of time and energy managing the classroom (Leung and Ho, 2001). Of course, students' misbehavior disrupts the calmness and effectiveness of teaching and also hinders the learning of students and his / her classmates. Moreover, the research results have shown that the bad behavior at school not only escalated the time, but also lowered academic achievement and increased delinquency behavior according to Weerman, Harland and Vander Laan, (2007). To reduce these immediate and gradual effects of student misbehavior, it is of paramount importance to determine exactly what these behaviors are within the classroom. In literature, different terms are used to describe the problematic behavior of students. For example, Stewart & Ho (2004) referred to student misbehavior in school disciplinary violations, rigidity, vandalism, defense, theft, and drinking on campus. When there are clear rules in school and in the classroom, breaking them is most likely a "The wrong behavior or discipline breach", "However, a specific behavior regarded as problematic that does not necessarily breaking the rules, but is inappropriate or disturbing the class. For example, sleeping in the classroom, not completing homework, talking in the classroom, disrupting learning, bullying and rudeness to the teacher are called "problem behavior" (Ho, 2004),"behavioral problems" (Wheldall and Morrett, 1988) or "disturbing behavior."

Prevention and correction of inappropriate student behavior in the classroom should be started in first grade, possibly even earlier, in preschool education. Walker, Colvin and Ramsey (1995) conlclude that "if antisocial behavior does not change until the end of third class it should be treated

as a chronic phenomenon, like diabetes, which can not be cured, but can only be kept under control "(Walker, Colvin and Ramsey, 1995).

Then teacher's role is very important to know how to deal with this issue and how to keep under control the situation. Very often the origins of misbehavior are very difficult to trace back because it can be explained by a variety of factors such as family problems, school environment, peer pressure, or psychological problems of a student (Moles, 1990). Researchers point out that there are several internal motivators for the misbehavior; one of them is the need for attention (Sagor & Cox, 2013). These students want teachers to look more attentively at their needs and goals. These students want to feel that they are valued by the teacher. Another factor that contributes to misbehavior is the desire to assert ones' authority over others (Joseph, 2001). Some students believe that the necessity to follow rules limits their freedom and ability to act independently. Such students often tend to bully others if they feel that their freedom is restricted by teachers or school administrators. Additionally, one should speak about assumed inadequacy (Joseph, 2001 & Belson, 1996).

Some learners can assume that they do not belong to the class or that they cannot meet certain performance standards. Some teachers can often accuse children of being deviant or lazy. In some cases, such an accusation can turn into a self-fulfilling prophecy. In other words, a student can come to the belief that his/her actions cannot change a teacher's opinion about him or her. This is why teachers should avoid using such labels as "deviant" or "lazy" when talking to a child.
The discussion of these internal factors can also be linked to the Choice Theory developed by William Glasser (1988). In the opinion of this scholar, a student's behavior is driven by the need for belonging, willingness to acquire power or freedom, and the desire to have fun (Glasser, 1988). Provided that these needs are not satisfied, a student is more likely to violate the rules that are set by the teachers. This theory can have profound implications for those people who design instruction models. Their task is to create such an environment in which a student can meet various psychological needs. Apart from that, scholars argue that there are some causes of misbehavior that can be attributed to school environment. In particular, they point to such factors as lack of meaningful interaction with teachers, unequal power relations, or inability to fulfill ones' talents or skills (Sagor & Cox, 2004). Therefore, educators should take into account that sometimes they can cause the misbehavior in the classroom.

For instance, a student can act defiantly in those cases when teacher adopts a very authoritative attitude toward learners. Supaporn (2000) shows that misbehavior can be linked to the activities in which students are engaged (Supaporn, 2000).

In particular, a student, who perceives a learning activity as interesting, is less likely to misbehave in the classroom. Overall, boredom is one of the main factors that contribute to innapropriate behavior in the classroom (Tauber, 2007). Moreover, many students can misbehave when a teacher does not accommodate the lesson to their learning style (Haggart, 2004).For instance, auditory learners, who need to discuss ideas or topics with a teacher, may talk out of turn when a teacher does not encourage them to show their understanding of the material (Haggart, 2004). This is why misbehavior should not be always explained by lack of self-control or discipline. There is another aspect of this problem, namely the way in which educators perceive misbehavior and its causes. For instance, some of them think that its causes are fully controllable by a student. For instance, some teachers believe that poor performance or misbehavior during lessons can be attributed to chronic laziness or unwillingness to learn (Evertson & Weinstein, 2006)

Usually, these people believe that punishment is the best response to such a behavior. They do not consider the possibility that such conduct could have been caused by lack of social skills or attention-deficit disorder (Rubie-Davies, 2016). More importantly, they do not change their strategies in any way when dealing with such a child. As a result, such students continue to underperform. The statistical survey conducted by Kulinna (2007) indicates that teachers usually attribute misbehavior to such factors as peer pressure of family problems (Kulinna, 2007, p. 21). As a rule, they do not say that their strategies or instructional models are flawed. Overall, this study suggests that to cope with misbehavior educators should take a critical view at their teaching methods.

Thus, this discussion indicates that there could be numerous causes of student' misbehavior. In some cases, it can be explained by internal motivators such as the need for attention or the willingness to gain power and authority. Yet, very often it can be attributed to school or classroom environment. This is the main issue that teachers should not disregard (Kulinna, 2007)

It is important that the "cure" of inappropriate student behavior should be undertaken at the school level and not at the classroom level, it should be undertaken with the participation of all staff and not only a part, the involvement of parents in this process would greatly facilitate it and give results.

When the school environment is safe, positive and cooperative, promoting positive behavior on the one hand, but especially isolation and correction of negative behaviors, it will be realized more easily, (Wee, 2000).

To achieve this goal the school must adopt some practices they have given results according to Wee.F (2000):

▪ Identification of positive behavior in the classroom and school level;

▪ Identify examples of positive behavior for any expectations that replace inappropriate behaviors;

▪ Teaching and practicing expectations at the beginning of the school year, but on an ongoing basis;

▪ Use of effective activities that encourage and reinforce good social behavior;

▪ Using evidenced practices to discourage inappropriate behaviors;

▪ Monitoring the implementation of the school plan on the database (Wee, 2000).

Those teachers who do not make an effort to understand the causes of inappropriate behavior of students in the school, endangering the decrease of educational teaching authority itself, cooling student-teacher relationships, reducing the educational authority of the school in general and reduction its opportunities to educate and to form a developed personality and prepare for a better life and more prosperous if the student-teacher relationship is cooled, the effect of the educational work will be completely reduced and the teacher will fall into those positions where he bases his authority on the lowest action, by punishing the students with poor grades, without no trying to understand the situation of students who fell into such a position without the coveted deviant and within reach to help him to overtaking him able (Kowalski, 2003). The teacher who supports his authority by punishing the students with poor grades and other inadequate measures, did not make any effort to understand the causes of the innapropriate behavior of the student and help them as little as possible to get out of that situation, coveted for which at least they are guilty realted to Cangelosi, (2008). The one who is a good teacher made constant efforts to understand as much and as correctly as possible the causes of each student's behavior, to come to their aid according to their need, in order to get them out of their position as little as possible, coveted which causes deviant behavior of the students.

The best teacher receives sufficient information on the situation and the student circumstances in family and school, whether there is a complete family and both parents, he lacks any parent, mother or father, he has divorced parents, as is the health condition and economic relations in the family, such as the relations between the two parents and between the parents and the children and how is the health condition of the student himself, also receives information about the relations of the student with friends and between other teachers, to have an approach more professional and pedagogical towards this category of students who want special care related to Longman & Hayden,(2007). Many students have various psychological problems that are caused due to different fears, griefs, sorrows, angeres and due to emotional tensions and stresses of their lives, which are necessary to be understood correctly by the teacher to have a more committed approach to the student. The best teachers should understand and to respect differences among students by their intelligence for the talent, motivation, desire, aspiration and curiosity, to treat professionally and to give courage and strength to be a lesson to them (Pearson & Fontana, 1994). The teacher attempted to understand as much as right, that among the causes of deviant behavior of pupils in schools can most was the way the family childcare, quality of work of teachers in the subjects, their way of behavior as a teacher and educator, a large number of students in class, lack of school labs and their equipment more appropriate learning tools, registration, evaluation and transition of students without respecting the appropriate pedagogical-psychological criteria, how traveling students up to school, the way of functioning or non-functioning of the pedagogical-psychological service in the school, which is missing in most of the educational institutions in our country as well as other factors that affect the way of behavior of students in school. But this issue in Kosovo is even more difficut to achieve having in mind that mostly schools in urban area have high number of students in class and is very difficult to have attention to them because the class hours is 45 mins and students approximately in class are from 25 to 40 students in class. Also, teachers are not trained how to use any strategies for helping supporting them, and is lack of proffesional staff in schools who deal with innapropriate behaviour.

All these factors mentioned above, affect in one way or another the formation of personality, traits and character of students, which are manifested through their behavior and surprisingly ultimately, through no fault of the student, mostly the student is blamed, despised, neglected and punished through the grade of other inadequate punishments, which is a great injustice, which is being done to the student to the detriment of his personal freedoms and rights （Jourdan, & Didier, 2011).

We can not deny the fact that bad behavior of students is appearing in schools. This is reflected in their lack of interest in fulfilling the tasks that belong to them as students. Even this "debauchery" is reflected in more serious problems.

 Such as those in teacher-student relations, as well as the relationship between the students themselves. The practice of managing student behaviors in school presents a variety of strategies to address the problems that may arise during teaching and the development of the educational process in the classroom. In class they presented various problems of different nature, but most often encounter when teachers working in classrooms with students of different ages who are in adolescence, are aware that they will face appearance and difficult situations, which should be treated with caution, in order to maintain the positive climate of learning and helping students to present a desirable behavior in the classroom environment where they spend a large part of the active commitment of their time. So, this process of management behavior, is to understand why most closely by the teacher, the philosophy of the management of student behavior at school is a delicate and difficult problem.

The teacher during the educational process also faces cases when problematic behavior of students is the product of objective and subjective stress factors and student for various reasons not stated and presents to be calm and to understand others, who come from abuse classmates and the adults, parental unemployment, failure to execute or the entire failure what emerges from the requirement to school without mass involvement of children in work and in the business of parents, loss of a loved one and close family, everyday problems and conflicts in the family, divorce, do not meet the requirements in accordance with the adolescent age (Wiley & Chambers, 1999).

These and many other factors that create stress and raise the student experiences tend to display aggressive behaviors in the school environment. This situation requires professional management behavior and being understood in the time and dedication on the part of teachers, it can be managed more easily by creating the necessary pedagogical support.

Engaging and timely intervention against this attitude, made reducing the impact of factors that produces stress and to avoid transforming it into a good behavior and positive. Problems arise when, despite attitudes and commitments, negative behaviors continue to be present even further the student. In such situations require discussion with school leaders, social-pedagogical-psychological services, older teachers, or they have learned before these students and all those who in one way or another can provide assistance.

II -2. Management of classroom

Setting the class rule for the normal development of teaching as planned and is aimed concern for every teacher. In all historical life of the school, the problem of control over the classroom and the student has been and remains to discuss the problem. In the classroom there are students who are successful in their academic accomplishments, there are also students who have poor achievement, there are students who obey teachers and students who do not obey teachers are they disrupt learning or do not comply with the class rules. Teachers often face the problem of student behavior, where interventions to solve them and create conflict or involvement of leaders, parents or psychologist. In the sequence of constituent elements that influence the classroom management process it is worth emphasizing the discipline and behaviors of students. When we think of classroom management obviously concerns associated with undesirable behaviors of students are the first to come to mind. "Problems of disturbing behavior are often related to discipline or punishment even though these two terms are different from each other. Discipline aims to orient the personal, social and cognitive development of students / individuals to minimize as much as possible inappropriate behavior" (Walters, Jim. & Shelly, Frey, 2007) while punishment is putting a certain punishment, physical or psychological. All teachers without exception cope with problematic behavior in class, and this is one of the main complaints of their profession. Positive discipline is a more effective way to manage misbehaving students in the classroom, rather than using punishment or rewards. It allows students to learn and adapt their behaviors to meet expectations in the classroom, while simultaneously teaching them how to make better choices in their path to adulthood.

Promoting positive discipline in the classroom, and desirable attitudes toward human society norms motivates students to achieve the required success not only in the context of education but also in the later stages of life.

Following the concept of encouraging positive discipline in the classroom, deleted belief that adictive behaviors can be reduced significantly if students are taught the acceptance skills and respect for others, effective communication, as well as the focus abilities to possible solutions and not to the concept of addictive behavior as an abstract notion. " We can achieve all this within a classroom characterized by an atmosphere of kindness and order, and above all where dignity and mutual respect prevail not only between students but also in the teacher-student relationship (Cummings, Carol, 2000). The ability of teachers to organize the physical environment of the classroom, and to manage the behaviors of their students is essential in achieving positive, desirable learning outcomes during a school year.

Undoubtedly simply managing student behavior, establish discipline will not absolutely guarantee effective teaching, but will create the right context for the realization of a fruitful process.

Reciprocally also explaining to the teacher, the methods he / she uses will naturally reduce the behavioral problems somewhat but not eliminate them completely. So, the combination of certain strategies of learning, the diverse strategies of behavior management, etc. would be alternatives that could create the right within the class territory that could guarantee performance and smooth transitions in the classroom, while eliminating various interferences of the unwanted behavior in the teaching process. "For the undesirable/innapropriate behaviors of students in the classroom, the saying" Prevention better "applies than the cure "Quality teaching can do much to avoid or reduce that initially undesirable behaviors and may change the course of actions. The purpose of control of innapropriate behaviors is: vigilance and action (Shindler, John (2000).

Setting the class rule for the normal development of teaching as planned and is aimed concern for every teacher. In all historical life of the school, the problem of control over the classroom and the student has been and remains to discuss the problem. In the classroom there are students who are successful in their academic accomplishments, there are also students who have poor achievement, there are students who obey teachers and students who do not obey teachers are they disrupt learning or do not comply with the class rules.

Teachers often face the problem of student behavior, where interventions to solve them and create conflict or involvement of leaders, parents or psychologis. Jacob Kounin, biheviorist a psychologist, (1970) conducted a study in schools precisely on this issue. At the end of this study, he concluded that in most cases these problematic situations are created by the teacher himself. Intervention's teachers are often not correct and professional manner.

Through this study, Kounin teaches us how to combine discipline and learning in a classroom functioning correctly. Kouin considered organization and planning as the key to student engagement in the classroom. The teacher wants the class progress so his logic for effective classroom management should focus on preventive discipline disciplinary violations (Jacob Kounin, C.M. Charles 1997).

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006).

Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis, et al., 2005). Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

- *Classroom Management* is "the actions and strategies teachers use to solve the problem of order in classrooms" (Doyle, 1986). Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning (Marzano, Marzano, & Pickering, 2005). In essence, they use management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction (McLeod, Fisher, & Hoover, 2003).

- *Classroom Organization* focuses on the physical environment. Effective teachers organize a safe classroom environment (Educational Review Office, 1998). They strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions.

- *Expectations for Student Behavior* is a key element in setting expectations for students. Effective teachers know that student behavior is not only about rules and consequences (McLeod et al., 2003); they also know that a larger component is the development of a classroom climate that influences how students perceive their environment and behave (Woolfolk-Hoy & Hoy, 2003). Thus, effective teachers expect students to act in a manner that contributes to a positive classroom environment.

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis, et al., 2006). When using a tiered model in which school-wide support is provided at the universal level, classroom behavior management programs have shown to be effective for 80-85 percent of all students.

II-3 Effective classroom management

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (Emmer & Sabornie, 2015; Evertson & Weinstein, 2006). Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis, et al., 2006)

The main goal of classroom management is to reduce misbehavior in the classroom. Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do.

Effective classroom management:

- Establishes and sustains an orderly environment in the classroom.
- Increases meaningful academic learning and facilitates social and emotional growth.
- Decreases negativee behaviors and increases time spent academically engaged.

Classroom management systems are effective because they increase student success by creating an orderly learning environment that enhances students' academic skills and competencies, as well as their social and emotional development. Classroom management systems are most effective when they are to three basic principles (Brophy, 2006):

1. Emphasize student expectations for behavior and learning.
2. Promote active learning and student involvement.
3. Identify important student behaviors for success. More specifically:
   - What behaviors are required to reach the goals of learning activities?
   - What implications does a particular learning activity have for student roles?
   - How will the teacher prepare students to take on these roles?

School Wide Implementation- Teachers concerned with classroom management typically need a help with two issues:

1. Preventing discipline problems.
2. Dealing with current discipline problems.

To address these concerns, researchers have established several systems such as **positive behavior support** (PBS) (Crone & Horner, 2003; Crone, Horner, & Hawken, 2010) and **social and emotional learning** (SEL), (Weissberg, Kumpfer, & Seligman, 2003).

The SEL approach integrates competence promotion and youth development frameworks for reducing risk factors and fostering protective mechanisms for positive adjustment CASEL guide (2013) SEL researchers and program designers build from Waters and Sroufe's (1983) description of competent people as those who have the abilities ''to generate and coordinate flexible, adaptive responses to demands and to generate and capitalize on opportunities in the environment'' CASEL guide (2013).

Elias et al. (1997) defined SEL as the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively.

The proximal goals of SEL programs are to foster the development of five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2005).

There are many reasons why classroom management skill sets are really important for the basics of teaching generally. It effectively helps build a great classroom atmosphere for everyone in it as well as create rapport between the teacher and the student. (Pachina, E. 2019).

Teaching Skills-Few of the most important skills the teacher needs to acquire are the details towards their eye contact, gesture, and the voice, as it is can determine the outcome of the class. It is essential for the teacher to always have good eye contact technique which will help in a number of ways including, to ensure that students comprehend their instructions and to maintain discipline in the classroom. The use of gesture can add visual interest to the students and also helps increase the pace of the lesson, being only some of its usefulness. When it comes to the voice, the teacher needs to have great clarity, range and projection otherwise it will be difficult for the whole class to understand. Pachina, E (2019) said, that this is the most important because it gives the immediate teacher and student interaction.

Setting clear rules of conduct- According to Pachina, E. (2019) a child can not be expected to follow the rules that he or she is not absolutely sure. It is important to clearly indicate which the rules of behavior in the classroom are. Create an attractive poster, bulletin board or matrix of behavior, with all clearly stated rules, and place them in a conspicuous place in the classroom. Leave it long throughout the school year or term, so there is no question in students' minds what It will be expected of them. Make sure you follow the rules yourself and set one good example for children. If a student breaks a rule, make sure you correct it right away - but you do this in a positive way that shows respect for the student. Pachina, E. (2019) She sugest creating class meetings and a list of rights, shared responsibilities and consequences (the similar to classroom rules). As a class, we think that rights and responsibilities may make sense. Once we have decided this, we then list what the rights are and the responsibilities of the people in our class. And we should respect.

Grouping- Another great importance in classroom management is the grouping of students for different activities and learning purposes. Students can be put into pairs, whole class, group work or students can work on their own, although there are pros and cons to this. When students are either put into pairs or groups of three and above, it dramatically increases student to student interactions by letting the stronger students help support the weaker students, however, this can be rather noisy and might disturb other classes in process. Self-reliant is a massive pro for students working on their own, however, can reduce interaction with other students.

The last grouping is a whole-class grouping, this can help students feel a sense of belonging in the classroom but for some shy students, it can be stressful to participate in front of the whole class. It is so valuable to know how to group students correctly I reckon; it keeps the class on a good flow. (Pachina, E., 2019).

Classroom Arrangement- Classroom arrangement is a big factor for managing classes as it involves organizing the positioning of the students and the teacher. Arranging a classroom means the teacher becomes the facilitator and can organize the tables and chairs into rows, circles, horseshoes and separate table's formation. Circles and horseshoes formation has great advantages for example for students to interact as they can have eye contact with all individuals in the classroom. Orderly rows are more likely to be used in testing environments and separate tables for group work such as debate.

As for the teacher, their position also has to be considered whether they are standing, sitting, walking around the room. All this can either make students feel intimidated or relaxed and teachers to be very aware of what to do. Unpractically, teachers will close to always have their backs turned when writing on a whiteboard (unless the whiteboard has wheels) but there are solutions to this by using a projector or by inviting a student to come to write on the board for example. Pachina, E (2019) in conclusion, it is really important to know how to use space wisely and to use extra tools or technique to ensure the teacher doesn't have their backs turned to the students.

Instructing- A significant skill for classroom management is the skill of giving instructions clearly and successfully. Instructions should revolve around using simple language, being consistent, using visual clues and rechecking the instructions. The use of simple language is to instruct the students in the language level that is lower than that being taught.

Consistency in using the same set of words over and over again to familiarize them, but very important to keep in mind that beginners might need to be taught new vocabulary first to be able to understand. Anything visual will help students learning a new language, for example, the use of gestures, picture or demonstrating on the whiteboard. Lastly, after giving all the instructions it is vital to recheck by asking students to explain back what was understood. According to Pachina she finds that giving instructions effectively can really determine the flow of the lesson, therefore, it is a valuable skill.

Building rapport is very important between teacher and student. The teachers' attitude approach can be off-putting or encouraging for students depending on what the teacher does; therefore, a teacher should always be aware of their attitude when entering a classroom. The teacher also needs to give individual attention and know all their students' name, this will make the students feel like the teacher cares and eases them. It is also an advantage when monitoring and observing students' progress. It is good to learn when is the right time for a teacher to talk as the objective is for the students to use the language more. The tools to build great rapport include all the above and should be put to use as often as possible to create a better overall atmosphere.

Challenging Behavior- One of the most difficult and important skills to have are; to maintain the discipline to problematic behaviors in the right way. There many reasons for a student to act out, it could be a family problem or low self-esteem or even lack of respect for the teacher.

 I found that to counter some of these behaviors, first, the teacher has to be the role model, which means arriving to class prepared and punctual and making sure to not lose their temper for example. Then all the teacher will need to focus on is the students' problematic behaviors if they arise. A key challenge for 21st-century schools involves serving culturally diverse students with varied abilities and motivations for learning (Learning First Alliance, 2001). Unfortunately, many students lack social-emotional competencies and become less connected to school as they progress from elementary to middle to high school, and this lack of connection negatively affects their academic performance, behavior, and health (Blum & Libbey, 2004).

II-4 School discipline management

Discipline has to do with the rule, which is needed in the classroom to ensure effective learning of students. On this issue there are countless publications in countries with advanced education. The rule is needed in the classroom, especially when developing activities to help learning. The most important issue that should be kept in mind for discipline is to create the necessary rule has more to do with the skills of successful teaching in general, rather than correcting the inappropriate student behavior. If classroom activities are well planned, the presentation of the lesson keeps students focused, interested and fully involved. If the activities have such a character that they offer real opportunities for successful achievement, then the right rule is established as part of these qualities.

Basically, quality teaching, constitutes the heart of imposing discipline. undesirable behavior of pupils may occur from time to time, even in classes of more skilled teachers; of those who have to deal with it. It would be wrong just look discipline as something that has to do with the undesirable behavior of pupils, divided from teaching in general. It would be an even more serious mistake if the teacher tried to impose discipline, trying to impose and arouse fear in the students, as a way to reduce misbehavior. Taking such an action is undesirable, not only because it will disrupt the creation of the necessary positive classroom climate that aids effective learning, but also because it diverts the teacher's attention to the development of learning, as one of the main ways to setting the rule.

Discipline aims to orient the personal, social and cognitive development of students / individual minimizing as much as possible misconduct. While punishment means establishing a certain punishment, physical or psychological. Pagliaro, Marie Menna (2011) "Promoting positive discipline in the classroom, and desirable attitudes toward norms of human society motivates students to achieve the required success not only in the context of education but also in the subsequent steps of life. Following the concept of encouraging positive discipline in the classroom, erases the belief that problematic behaviors can are significantly reduced if students are taught admission skills and respect for others, effective communication, and focusing skills possible solutions and not to the problematic behavior concept, as a notion abstract." (Charles, M.C., & Gail W. Senter, 2005).

Cases of inappropriate student behavior are not uncommon and, as such, should be handled with care by the teacher. The most frequent types of such behavior are:

- Speaking out of turn or without permission.

- Being noisy (eg, shouting to another student in the classroom or book the collision, the bag on the bench, the movement of the seat, bench etc.).

- Lack of attention to the teacher.

-Failure to perform the assigned task.

-Raising without cause from the place.

-Harassment or obstruction of other students at work.

-Arrive late at school, etc.

II-5 Individual behavior.

What does the word "behavior" mean?

Before we further address the problem of innapropriate behaviors within the classroom environment, as part of the classroom management process let us pause for a moment and focus on the concept of individual, student behavior in our particular case.

What does the word "behavior" mean?

Why do we, as educators or teachers, value such an element so much, considering it as a key factor in the teaching process and the impact it has on the management of the classroom environment?

How important is the control of behavior by the teacher for the growth of the class welfare? Is the behavior of the regulator or stabilizer students of class climate?

  To answer these and numerous other questions, it is necessary to first give a definition of the term behavior. "Behavior means the actions or reactions of a person under the influence of specific circumstances." According to this definition, relating to the management process during a lesson, behavior means precisely the actions and reactions of students, random or not, within the classroom environment under the influence of their peers, teachers or other inhuman elements which in their complexity affect student behavior.

Attached to this definition, it is worth quoting Bardhyl Musai in his book Teaching Methodology which states: "The word "behavior"is used in conjunction with the objective word, and learning is defined as a change in observable behavior."Citation reason of such a sentence is just to focus on three of the terms used in the" objective "," change "and" observable ". So according to this definition the student's behavior is an objective response, a change easily observable by the teacher, which directly affects the environment or climate class (Musai, Bardhyl, 2003). Precisely, the observability of the demonstration of student behavior makes it possible to collect concrete data from the teacher, review and analyze them which help to review the teaching process and classroom management, as well as establish discipline.

Social change has affected the family and the school, these two important institutions, reducing the effectiveness of the strategies used to achieve successful classroom management.

For this reason, more and more attention are being paid to the study of individual behavior as a key element in reducing problematic student behaviors but also as a possible strategy that would help increase the effectiveness of the lesson, (Flicker, Eileen S. & Janet Andron Hoffman, 2006.) Disrespect, quarreling, bullying (scorn), using a vocabulary of obscene, skipping class, lack of motivation, etc. are some of the most common forms of behavior reflected by the students, which have a considerable influence not only in the classroom but management process and efficiency of achieving positive results in the classroom.

Problematic / inappropriate behaviors in the school environment are not a new, unprecedented phenomenon, however it should be noted that the frequency of occurrence of such behaviors and their complexity is requiring increasing attention in recent years by educational institutions.

A variety of social changes, in families and in our schools are reducing the effectiveness of management strategies put into practice by teachers in the learning process. In most cases, teachers try to consider and give a solution to unwanted conduct of the moment, without reflecting on the causes or reasons that have led to the emergence of such a reaction from student (Tauber, Robert, 2007).

The behavior of students, or individual impacts significantly in the learning process in classroom management and constitutes the main thrust upon which it is based and the realization of this work. Currently in our society we seem to present two different and contradictory tendencies regarding the issue of control of inappropriate student behavior.

On the one hand we have specialists / psychologists who deal with the overall development of children, who categorically oppose the use of corporal punishment as a possible form for the prevention of unwanted and problematic behaviors and secondly, to make clear to students the right alternative, thus giving them the opportunity to reinforce appropriate and positive behavior." What these experts recommend is the discipline achieved through teacher-student or parent-child conversation, through explaining, reinforcing positive behaviors instead of intimidation, or using "corporal punishment that means exercising physical force with the sole purpose of causing pain in order to achieve correction or control of undesirable behavior of a child "(Tauber, Robert,2007). And on the other hand there are many educators and parents who consider the use of corporal punishment, verbal, emotional, psychological as the only way to control the behavior of children or students.

Whichever method is applied, the aim is the modification of these addictive behaviors, their positive transformation, through what is known as the "discipline imposed" or "strict discipline". Imposed discipline is nothing more than a set of techniques through which teachers attending a misconduct of students in order to remedy or to eliminate it. However, the application of these techniques to change behavior despite going through certain stages, there is not always immediate positive results. Efforts should be continued until a situation of well-managed class that will not affect the teaching process (Musai, Bardhyl, 2003).

Corporal punishment means the exercise of physical force with the sole purpose of causing pain in order to achieve the correction or control of an unwanted behavior in a child. Theoretical approach about the behavior of the individual and its impact by a well-known researcher who has dealt extensively with the treatment of individual behavior is William Glasser (1925-2013), an American psychiatrist, founder of the Institute for Reality Therapy which in 1996 was named in his honor the William Glasser Institute. Parish, Thomas & Wubbolding, Robert. (2015) The theory developed by him is otherwise known as Reality Therapy, a worldwide well-known method of psychotherapy which is based on the premise that it is far more important to deal with inappropriate behavior of the present, and to treat it, than to refer to the past. Even Glasser while working with his patients discovered that digging into the past, a common practice of Freudian psychoanalysis, was not effective. Students must live the present, which constitutes the reality for them.

Glasser believes that students are responsible for their actions, are able to accept the consequences of their behavior and to modify them positively given the responsibility of their actions also against peers. It is precisely the role of teachers, pointing out this way another important element to structure such an environment that helps them make the right choices. "According to Parish (2015) to act in a certain way in a given situation, to evaluate that behavior for the positive and negative consequences that may have is very important and significantly affects the behavior of each of us." (Parish, Thomas & Wubbolding, Robert, 2015) based on this theory, relating it to the teaching process and specifically to classroom management, the teacher should encourage students to make reasoned assessments and judgments about the behaviors they reflect, in order to be able to distinguish an acceptable behavior from an unacceptable behavior. For example, those students who display positive feedback in class return motivational examples to be followed by their peer's problematic, highlighting occasionally their positive characteristics.

On the other hand, students who are characterized by aggressive behavior often become the cause of damage to base material in such environments, be due to various conflicts among peers, etc...

Motivating and encouraging these students to reason, to reflect, to identify positive and negative aspects of such operations enables it to make the right choices. So, identifying inappropriate behaviors of students, evaluating them, planning new appropriate and acceptable behaviors, reinforcing such behaviors (Tauber, Robert, 2007).

Alfred Adler and Rudolf Dreikurs were psychiatrists whose theoretical work has influenced psychologists and educators in their understandings about individual behaviour with regard to groups and social contexts. Dreikurs, in particular, attenuated Adler's work to student behaviour and how teachers can more constructively understand individuals' behaviour in relation to the child's 'goal' and how the child seeks to 'belong' in their social groupings in classrooms (and the wider school setting) (Bill Rogers, 2017).

Above all at the core of Reality Therapy lies the idea that no matter what happens, we as individuals have the ability to select and apply those behaviors that help us meet our needs in the environment around us. In the wake of theoretical approaches about individual behavior, an important place and "social discipline", developed by Rudolph Dreikurs (1897-1972). According Dreikurs, the necessity of belonging and acceptance by society that surrounds us is the essence of every human creature motivation.

All behaviors, whether positive or negative, aim to achieve a social recognition of the individual. It is precisely these internal objectives that result in such external behavior of students.

Based on this theory, it emerges the role of teachers to help those students who exhibit unwanted behavior, to understand these internal objectives, and then help them to be guided towards choosing the most appropriate forms of behavior that would meet their internal needs, which will be addressed in more detail in the theory developed by Maslow.

In addition to the studies conducted by William Glasser and Rudolph Dreikurs, the research done by Abraham Maslow on the needs of the individual has had its importance in the context of teaching and has helped teachers in the matter of classroom management. Rudolph Dreikurs (1897-1972) was a psychiatrist and a teacher of American origin, who largely treated the theory of Social Discipline influenced mainly by psychologist Alfred Adler.

Adler believed that while the individual, and their interior world of self, crucially shapes one's idenntity and relationships, it is the dynamic of social relationships and its impact on the self that has significant implications and outcomes for psychological and social wellbeing. Bill Rogers (2017) While Adler's approach is often termed 'individual psychology', he emphasised that the individual strives to form their sense of self within, and in relation to, their social relationships; firstly, within their family dynamic and – then – their wider social world. This 'striving' to belong is also related to the individual's perception of inferiority in relation to others and how they compensate for their feelings of inferiority.

'This feeling of inferiority is the driving force, the starting point from which every childish striving originates. … It determines the very goal of his existence, and prepares the path along which the goal may be reached' (Adler, 1927, p. 65).

Adlerian psychology is concerned with the capacity and enabling of the individual in relation to others in their social context; family, school, work and wider society.

Adler's essential therapeutic approach sought to enable the individual to raise their awareness and understanding of their "mistaken style" of striving in the way they seek to develop meaningful and socially co-operative ways of relating to others. Bill Rogers (2017) Rudolf Dreikurs (Adler's colleague) further developed Adlerian psychology to address child and adolescent perspectives, through awareness raising, in children and counselling about their 'mistaken goals' of behaviour.

He also stresses the essential nature, and place, of purposeful encouragement that can enable socially meaningful and positive, co-operative behaviours. His use of school-based approaches based on democratic classrooms and building personal and social confidence has had a significant impact on educational practice in areas such as discipline and behaviour support (Bill Rogers, 2017).

'The striving for a goal, the purposiveness of the psychic life is not only a philosophic assumption, but actually a fundamental fact.' (Adler, 1927, p 68)
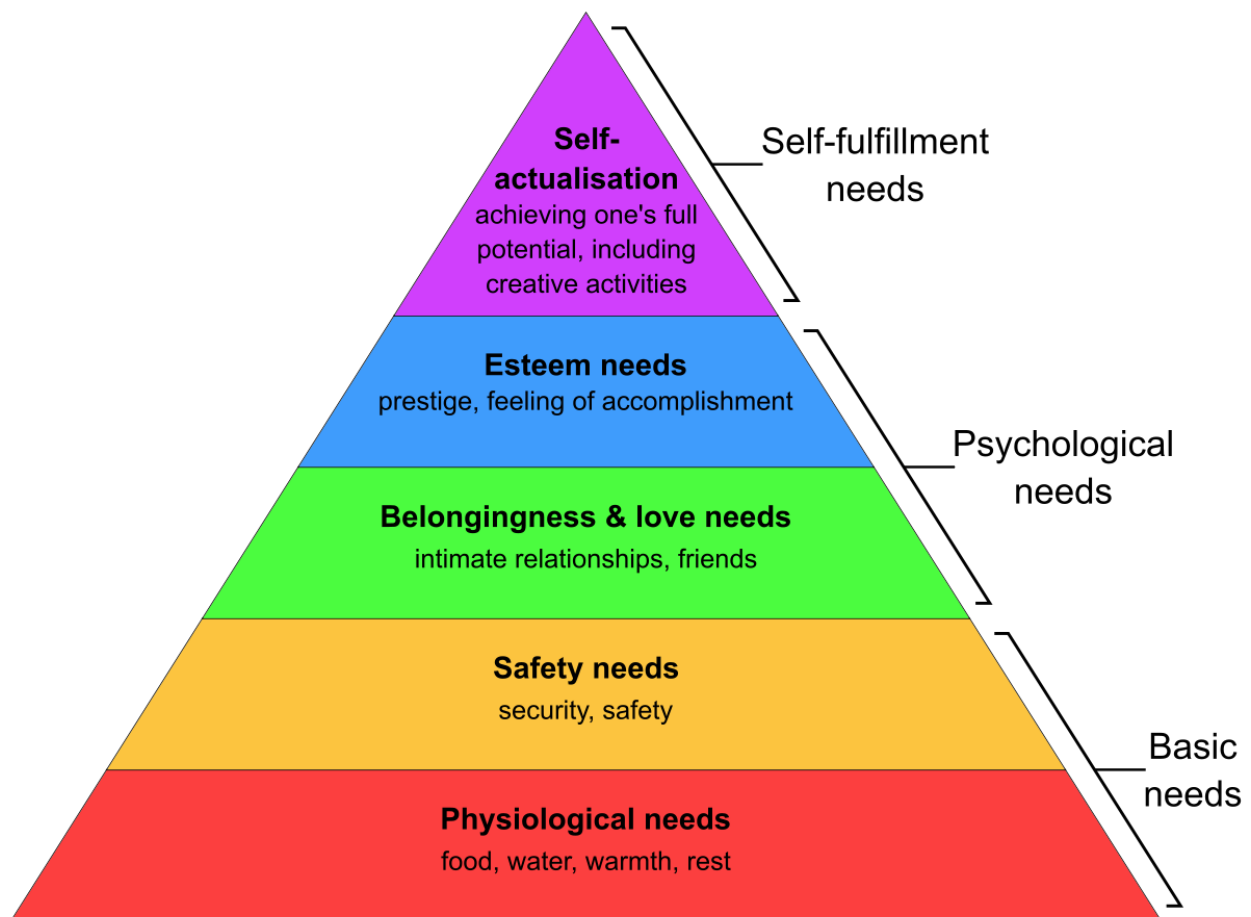

Fig. 1 Adapted from the hierarchy of needs by Abraham Maslow retriwed from
https://www.pdfprof.com/PDF_Image.php?idt=2953&t=17,

The hierarchy of individual needs, set according to their importance (starting with biological or physiological needs to self-actualization) and the fulfillment of these needs strongly influences

students' behaviors. The more these needs are met for students, the fewer problems or concerns educators will face during the lesson, the easier it will be for them to eliminate inappropriate behaviors, and the less it will be easier to achieve efficient classroom management during the teaching process. The first category of this hierarchy that forms the basis of the pyramid, biological and physiological needs (nutrition, thirst, personal needs, etc.) is very important for meeting these needs is essential to the environment within the school and outside it (Robert.J. Taorina, 2013).

Completing the biological needs of the pupils can be explained by the need of nutrition during the break of 20 minutes after the end of the third class. If students do not meet this basic need, and ensures the functioning of their body, they are not concentrated in the learning process, due to be problematic behaviors, worrying classroom teachers and peers.

The second category consists of hierarchical security needs. Inside the classroom environment students need to feel safe, and not scared or threatened. By managing a good classroom situation, the teacher manages to offer the students. How to Create a Successful Contact with students (Leslie, Ellis, 2018).

The more these two basic needs are met, the fewer disciplinary problems teachers will face. The man is a human being and as a result requires warmth, closeness, and love to feel comfortable in their surroundings. When students feel the teachers care to them means that they can meet the need of another hierarchy, namely, the love for each other, mutual respect, student-student, etc.

When the first three categories of needs are met, the fourth category of evaluation that can be dominant. Students will have self-confidence, will feel valued. On the contrary, they will have a feeling of inferiority, will feel weak, worthless, etc., negatively affecting their behavior towards peers. Finally, at the top of the pyramid Maslow puts precisely the need for self-actualization, related mainly to the psychological aspect of the individual which comes naturally as a result of completing other categories of this hierarchy (Robert.J.Taorina, 2013).

It is the need for self-actualization that refers to the sense of individual satisfaction of each of us, when a certain environment offers us the fulfillment of the aforementioned needs. Therefore, Maslow emphasizes the importance of meeting these needs for the individual, as they directly affect student behavior, in our particular case within the classroom environment.

Only by meeting these needs teachers will be able to obtain the desired behavior of their students to meet students' academic needs, facilitating in this way the management process during a class.

II-6. Definition of "Innapropriate behavior"

In the literature, different terms have been used to describe problematic behaviors of students. For instance, Stewart et al. (1998) referred student misconduct to disciplinary violations in school, for instance, tardiness, vandalism, fighting, stealing, and drinking on campus. When there are explicit rules and regulations in school and classroom, violation of these is apparently a "misbehavior or misconduct or discipline problem." Nevertheless, a particular behavior is viewed as problematic may not necessarily be rule breaking, but inappropriate or disturbing in the classroom setting (S. M. Stewart, M. H. Bond, C. McBride-Chang, R. Fielding, 1998).

For instance, daydreaming in class, not completing homework, talking in class, lesson disruption, bullying, and rudeness to the teacher are named as "problem behaviors" I. T. Ho (2004) "behavior problems," (K. Wheldall and F. Merrett, 1988) or "disruptive behaviors"(J. Leung and C. Ho , 2001,2002). These behaviors referred to "an activity that causes distress for teachers, interrupts the learning process and that leads teachers to make continual comments to the student" (C. Arbuckle and E. Little, 2004), or "the myriad activities which disrupt and impede the teaching-learning process" (B. Thompson, 2009). Noting that school misconduct is one of the manifests of the problem behavior syndrome (A. T. Vazsonyi, P. Chen, D. D. Jenkins, E. Burcu, G. Torrente, and C. Sheu 2010) the term "problem behavior" was used to refer to all externalizing behaviors that violate explicit rules or implicit norms, disturb the classroom order, and irritate the process of teaching and learning in this study.

Formulation and complete understanding of the concept of student behavior management, highlights the fact of the need to be the teacher have to interact and realize the integration of all possible analytical strategies methodical-didactic management, in order to achieve to choose from all this are numerous strategies, what is closest and most applicable at present in the school environment. Proper preparation and at the level of the more managerial strategies of student conduct on the part of teachers, is a successful operation, which enables him when the first strategy does not work to use the second form to be successful in managing class (Burden, 1995).

The process of management misconduct and problematic students as belonging to that class implies, usually not getting the names or better to say the name and surname student problematic, but tackling strategies of management behavior, mainly in the general plan through analysis of negative behavior problems that may arise in the school environment.

To make a difference between inappropriate behavior, deviant behaviour and problematic behavior from all the studies rewied has almost same meanings in content, because all the terms have to do with disturbing teaching in class. The atmosphere of the classroom has much to do with student behavior. The setting should be appealing, with attention given to varying the physical features and the schedule to prevent boredom in both the teacher and the student. Teachers should let students know specific do's and don'ts: which behaviors are expected or desired and which will not be tolerated. Then teachers must consistently reinforce the desired behaviors while ignoring or in some other way extinguishing the undesirable ones.

Deviant Behavior: With deviant behavior we understand every way, of behavior of an individual or social group that differs significantly from the norms, customs and laws prevailing in a given society. Berishaj, A et al. (2011) in sociology, deviation describes an action or behavior that violates social norms including formally adopted a rule (crime) and informal violations of social norms (Berisha et al, 2011).

Although deviation may have a negative connotation, violation of social norms is not always a negative action, and positive deviation exists in some situations. Although a norm is violated, a behavior can still be classified as positive or acceptable. Social norms vary from culture to culture. Deviation existed and exists in all societies that relied on rates or laws. In such societies there are only three possibilities how an individual can do in relation to these rules:

1. To respect and comply with them.

 2. Respect and break them;

 3. Respect some norms and act contrary to others. The nature of deviant behaviors varies greatly depending on the degree and social danger they present (Alimusaj.Sh, 2018).

Inappropriate behavior means conduct that is unwarranted and is reasonably interpreted to be demeaning or offensive. ... Persistent, repeated **inappropriate behavior** can become a form of harassment and thereby undermine a culture of safety.

Behavioral disorders are a diverse group of conditions in which a student chronically performs highly inappropriate behaviors.

A student with this condition might seek attention, for example, by acting out disruptively in class. Other students with the condition might behave aggressively, be distractible and overly active, seem anxious or withdrawn, or seem disconnected from everyday reality. As with learning disabilities, the sheer range of signs and symptoms defies concise description. But the problematic behaviors do have several general features in common (Hallahan & Kauffman, 2014): Behaviours that are considered to be inappropriate, concerning or threatening include: angry, aggressive communications (verbal or written) unwanted **attention**. Written material (assignments, exams, emails or letters) that suggest a student may be unstable or have mental health issues.

Deviant behavior in the classroom is considered as a manifestation of acts (behaviors) by the student, which are not legitimized by teachers in the context of the rules of pedagogical practice and which led, consequently, to the disruption of the normal process of teaching and learning.

In this sense any act of the student that is within the rules set in the classroom by the teacher is seen as normal, while any act that is outside these rules is seen as deviant. They can be defined as: alcoholism, undressing, theft, lying, labeling, bullying, and leaving school, classroom noise, etc., (Berishaj.A, 2015).

II-7 Identification of inappropriate behavior

When we talk about inappropriate student behavior in the classroom, and outside the classroom or school environment," we can range from minor irritating concerns to threatening ones. Some literature tends to consider classroom management only as a responsibility of the teacher's work, while in terms of dealing with unwanted behaviors, this is an issue that teachers need to face and deal with carefully and not a problem of their own students" (Barbetta, Patricia, Norona, Kathleen L, Bicard, D., 2005). However, in reality the observations by teachers have shown that the management process can not be considered biased solely the responsibility of teachers or the students only after both parties play an essential role in this regard. The concept of inappropriate behavior for the teacher includes a number of behaviors which are considered as such as:

• Playing with objects in the classroom, including a pencil, pen, etc.

• Not listening to the teacher.

• Verbally insult your classmate.

• Physically / emotionally hurting peers.

• To damage the material base made available to carry out the learning process.

• Offending the teacher

• Not respecting the class rules

• Use inappropriate vocabulary within the classroom or school environment

• Write uncomfortable notes on different letters and pass them on to other students.

• Talk to your friend while explaining.

• Lying.

• Not completing class assignments.

• The cheating by copying.

• Using the telephone in the classroom.

• To threaten peers.

• Hitting friends

So, it seems that there is always a long list of inappropriate behavior, but at the same time there is also a list of interventions used for the treatment and prevention. But in addition, in the above list of innappropriate behavior it is necessary to make a classification by separating such behavior in the two groups. On the one hand we have the problem of students who cause disruptive behavior affecting considerable progress of the class of its management; and on the other hand, we have distracted students known as "disconnected students" whose behavior can not be displayed worrying level of the first group, but nevertheless affect the learning process and create concern for the teacher when he tries to reach success in classroom management. This group of students create such situations in the classroom as for example during the organization of a certain discussion with the class, one of the students instead of actively participating in this process sees it as a waste of time and gets lost with his phone checking messages or playing. A more detailed categorization of inappropriate, problematic student behaviors, and their characteristics would be as follows (Rachel, C. F., Sun1 and Daniel, T. L. Shek, 2011).

• **Active / constructive behaviors**- This category includes behaviors that are highly active, energetic that positively affect the learning process. In other words, those behaviors of students which are active, the result of which is positive in the student can be considered differently as active-positive-constructive behavior thanks to the result they have.

Behaviors that teachers often encounter in the classroom are: students talking to each other about learning topics, students discussing school-related topics with the teacher, students raising their hands to answer the teacher's questions, students discuss homework with each other, etc.

• **Active / harmful (destructive) behaviors** -This category, unlike the first category, combines behaviors that are active, energetic which hinder or hinder the achievement of positive results in students. For this reason, they are also known as active, harmful behaviors, among which we can mention: throwing things in the classroom in the direction of peers, hitting, using inappropriate language, harsh communication, unreasonable opposition of teachers, etc.

• **Passive / constructive behaviors**- The third no less important category includes behaviors that are passive but with a positive impact on the student, without compromising the lesson and classroom management. Such behaviors can be mentioned: reading silently, listening to the teacher's explanation, thinking, etc.

• **Passive / Harmful Behaviors**- This last category includes behaviors that are passive, not beneficial which negatively affect students' results. Such behaviors are: not listening to the teacher's explanation, dreaming with open eyes, secretly reading under the bench, listening to music on the phone with headphones while the teacher explains, etc. Within the classroom environment, we are aware that one of the most frequently criticized actions by the teacher is precisely speaking without permission, as part of active harmful behaviors, an element that significantly complicates classroom management. However, what teachers need to do is differentiate between constructive active / passive behaviors and harmful or destructive active / passive ones.

Causes of Misbehavior - What Causes Student Misbehavior? Why are some students so much harder to manage than others? These are some of the questions that teachers have tried and continue to try to answer with the best possible alternative. In a general aspect there are two different views on this issue.

• On the one hand there is the belief that such behaviors are entirely related to a certain type of inadequacy or lack in the student. This explanation, otherwise referred to as the deficit model, highlights a psychological or sociological problem in the student who shows a tendency to create disturbing behavior.

• And on the other hand, reinforced the idea that the absence of this conformity to the student to the teaching process is a direct dissatisfaction with the educational institution in which the student belongs, which itself fails to meet the legitimate needs of students toward learning.

However, based on these two directions, many teachers with experience in education are of the opinion that the unwanted behaviors of students in the classroom generally appear as a result of the combination of the above two elements which are precisely insufficiency and dissatisfaction. Teachers' responses to these behaviors are different, being more oriented to develop an individual disciplinary plan that will be effective result. "This individualized disciplinary plan for each student would help him / her to reflect on the current situation of classroom management, creating a positive learning environment, characterized by a system of rules, consequences and rewards that would help students stay engaged and active during the lesson" (W. George Scarlett, Iris Chin Ponte and Jay P. Singh, 2009).

Factors of inappropriate behaviors. Obviously unpleasant behavior, disturbing classroom minimized significantly if applicable an appropriate organization; if appropriate strategies are used including effective reinforcers, social skills that help students have positive relationships with their peers, or through the application of diverse teaching strategies tailored to students' individual abilities. Martin, Andrew & Linfoot, Ken & Stephenson, Jennifer. (2005). There are a number of factors which tend to encourage undesirable behavior:

• Some of them are connected with students

• Some with the teacher as a result of his behaviors and reactions, but also the selection of the method during the lesson.

• And a third group that are directly related to the dynamics of the class to create as a result of a combination of the above two groups let us treat more fully the factors that affect the appearance of unwanted behavior.

Factors of inappropriate behaviors created by students:

Impulsivity "In the group of factors related to the personality of the individual who increase the possibility of difficult behaviors, it is worth mentioning impulsivity. As keen as students are to be quick reactions, thoughtless in certain situations, the higher is the probability of occurrence of adverse behavior or wrong.

Unfortunately, impulsive students spend a little time to think about the consequences of their actions, and react very quickly. As a result of such behaviors result in negative consequences which also affect the psychological aspect of students, which is reflected in the emergence of unpleasant behavior within the classroom environment.

"Moreover, impulsive students with low self-control, not thinking enough about every situation they face, make them repeat the same mistakes over and over again" (Kapalka, George, 2009). Students who are characterized by an impulsive character must be constantly exposed to the negative consequences of a thoughtless behavior, which is practically not always possible to achieve within an hour of learning, as such a thing would undoubtedly lead to the loss of teaching time that each teacher has available to carry out the lesson.

Boredom is one of the most common excuses that students give when discussing their inappropriate behaviors in the classroom such as bullying of classmates, uncontrolled movements, and use of the phone during class, etc.

So, at one point or another, students often feel upset as a result of the daily routine in the classroom environment, reflected in various forms of unwanted behaviors on their part. Even in a well-organized classroom, keeping students focused for 45 minutes can be a challenge for the teacher. Changing teaching strategies, alternating different techniques, etc. are diverse ways that teachers can apply during a lesson to meet the needs of different students. In fact, there is nothing wrong if the teacher makes a short break to restore the students' attention before they move to the next stage of the teaching process. Another very effective way the teacher will be to design simple individual plans for each student who shows signs of unhappiness continued during class (Walters, Jim & Shelly Frey, 2007).

During my lesson the student _____ shows problems such as boredom result: _____.

My plan to help this student is: _____.

Figure 2. Individual disciplinary plan

By designing such simple plans, as well as well-planned student environments, we will be able to motivate most upset students by encouraging them to participate and engage in classroom activities with their peers. Also, these disciplinary plans of coming to help teachers to highlight the most common behavior problems of students caused by frustration and possible options for their treatment to not affect the teaching process and to ensure a successful management.

Involvement "Involvement or inclusion, two terms widely used in the field of teaching, are increasingly returning to the attention of researchers as a factor that has led to an increase in the incidence of unwanted, problematic behaviors in the classroom, mainly bullying) verbal, psychological or emotional towards each other. The essence of inclusion consists in the integration of students characterized by physical or mental problems, the blind, etc. who enjoy the same rights as other children "(Cummings, Carol, 2000). Real environment, in our case the classroom has shown that the involvement of such students is not always welcomed by others, thus creating problems of diverse behaviors which negatively affect the successful management of the lesson for the teacher.

Necessity for attention -The hierarchy of Abraham Maslow's needs discussed above included a hierarchical pyramid of individual needs, the fulfillment of which significantly influenced individual behavior. The necessity to attract attention, or to be in the center of attention is another need of the student, the non-realization of which turns into a cause of the appearance of inappropriate behavior of the student. The desire to be known by others is a basic human necessity that no one can deny. Anyone wants to be the center of attention, and would do their best to win it. To students such a wish though it is often done unconsciously easily distinguishable in a class, in the company of their peers. But how can teachers meet such a desire in their students, when at the same time they must realize the class? A number of strategies can be used by teachers in this regard, such as paying more attention to silent / inactive students; for students who want to be constantly in the spotlight teachers can give them certain tasks to be in charge of the group they can represent or of the whole class, etc. So whatever strategy can be applied, what matters is the fulfillment of such a need to minimize inappropriate behaviors.

Revenge Children or students who consistently demonstrate retaliatory behavior, are generally those who feel they do not belong to a particular physical or social environment, in our case classes. These students are generally those who constantly complain about classroom rules, as part of the behavioral contract, considering them as unfair.

These students constantly try to hurt others, pushing their classmates towards unpleasant / problematic behaviors which make it difficult to manage the lesson. Building trust between the two parties (teacher / student), developing effective conversations, etc. are some techniques that teachers can use to avoid this negative feeling in students, and to make them aware that revenge, this feeling of constant disagreement with reality generally worsens behavioral problems instead of improving them (Walters, Jim & Shelly, Frey,2007).

Self-confidence of students unfolds in its two extremes: a very high sense of self-confidence or a lack thereof turning into one of the main causes of problematic behaviors that teachers face in the classroom. To avoid this, they can use "scaffolded learning", tasks divided into different stages to enable all students to see progress in their work, and not to let them fall prey to problematic behaviors as a result of excessive dominance or lack of this feeling. Finally, the factors mentioned above such as impulsivity, boredom, involvement, etc. caused by the student constitute a number of important elements to be considered by the teacher in order to avoid disciplinary problems during the lesson (Reiser, Brian, J., 2004).

Teacher and elements taken into account in the management of student behavior. Class like any other social group characterized by certain rules or standards of conduct that puts the teacher in collaboration with the students to predict the expectations of the students' responses. These rules comprise what is known as "frames of conduct" Mackay, Jenny (2006) which basically serves as a guide for students but also for teachers about boundaries or limits of behavior that they should respect within the classroom environment. When the teacher enters the classroom, students are able to distinguish some hidden messages in the teacher's gestures, sight, facial expression, voice, dress, etc. To which students react reflecting negative or positive feedback. All teachers aim to help their students become smart and successful in life.

But when students' problematic behaviors are intertwined with teaching, then the teacher's work becomes a tedious profession, negatively affecting the non-achievement of all set objectives. Consequently, when teachers are tired, they lose control of their behavior, causing a potential, unforeseen conflict which, combined with students' problematic behaviors, creates difficulties in managing the learning progress. So initially it is necessary for teachers to try to manage their attitudes, as a very important part of the "framework" of behavior management, but also to avoid potential conflicts which negatively affect the classroom climate. Mackay, Jenny (2006)

This they can achieve by taking into account three important elements:

• Determining the teaching goals

• Determining the teachers' expectations

• The role of judgment

In terms of teaching goals at the beginning of each school year all teachers set goals that aim to achieve and the most appropriate ways to achieve them. Kapalka, George (2009)

Undoubtedly these objectives include not only students' academic achievement but also their development as well as preparation for the future. So seen from another perspective, the overall growth and development of students is realized in an educational environment were combined educational and emotional needs of students. By exposing students to different tasks in the classroom, teachers also promote their mental development, their cognitive skills; encourage and monitor their progress, etc. So, within a school environment, in our case the classroom, the teacher faces the emotional needs of students, their educational needs, the necessity to establish social relationships with their peers, etc.

Thus, clearly defining the teaching, emotional or educational objectives that are intended to be achieved by the teacher, help him to manage his (teacher's) behavior by maintaining composure, and as a result facilitates the process of managing student behaviors in general without becoming a cause of inappropriate student responses. Determining the expectations of teachers is another important element (Kapalka, George, 2009).

On the one hand teachers want their students to be obedient and to blindly accept everything they explain, but on the other hand require parallel teachers to encourage critical thinking in them, which can not happen if we owe to accept only what we say. So, these two are really contradictory expectations, given the goal they have. A student who receives it for granted everything the teacher says, can not become an independent adult, capable of justifying to take certain decisions.

Therefore, determining the achievable expectations of students, based on their abilities, makes them respect the desired framework of behavior within the classroom environment, avoiding as much as possible the problematic behaviors that would be created. Consequently, the reduction of problematic behaviors means the realization of a successful, efficient management by the teacher.

All teachers want their students to think for themselves and take the right decisions in life, through sound reasoning. But it is necessary to know that this journey which aims to achieve the objectives begins at an early stage of the teaching process.

The management of students' behaviors by the teacher undoubtedly has the effect of strengthening their character. If a student repeatedly criticized when he expresses his opinion about a particular issue, then the result will be an increase not happy with a self-assessment and incredibly low self-esteem for themselves, which tends to feature behavior unwanted in different environments. Obviously, this does not mean that the unwanted behavior should not be controlled by the instructor, but when students are reasoning taught to use, fair trial is more likely to reinforce their positive behaviors within the classroom but also the social environment where we live, and interacting with others.

II-8 what is ADHD whats not in the classroom

According to the study I see as important to explain also ADHD as a issue that in my country is talking last decade but have not much studies about that, because still we don't have mechanism to control or diagnostify ADHD in our schools. Many schools have luck of professional staf as Pedagogy or psichologist and we don't have medical doctors even social pedagogy still doesn't exist in our schools. Many children with ADHD show signs of the disorder before they reach school age. But it's in school, when they are having trouble meeting expectations for kids in their grade, that most are referred for diagnosis. But these are also behaviors that can be a result of other factors, from anxiety to trauma to just being younger than most of the kids in the class, and hence a little less mature (Miller, Caroline, 2017).

That's why it's important for teachers and parents both to be aware of what ADHD looks like in the classroom, and how it might be confused with other things that could be influencing a child's behavior. Observing kids carefully is especially important when kids are too young to be able to articulate what they are feeling. And referring struggling kids for diagnosis and appropriate support can help them succeed in school and other parts of their lives, too (Miller,Caroline, 2014).

Even do they are many cases with ADHD mostly parents they don't accept that his/her child have that problem, (Borril, .Jo, 2000).

Is chanllenge even to advice them for checking his child if has ADHD or not.

ADHD is when a child has trouble organizing tasks and possessions. Often fails to finish work in school or chores in the classroom. Often avoids or resists tasks that require sustained mental effort, including doing homework. Often loses homework assignments, books, jackets, backpacks, sports equipment. **ADHD** stands for **Attention Deficit Hyperactivity Disorder**. It is a condition in which behaviours such as impulsiveness, inattentiveness, and hyperactivity hinder everyday functioning and task performance. Because of this, it is important that those who work in a classroom setting know how to adapt tasks and the classroom set-up for children with ADHD (Visser, et al., 2014).

Both teachers and teaching assistants should be able to recognise the signs of the disorder, understand common ADHD behaviours, and be able to make reasonable adjustments to best accommodate and benefit the child/children. ADHD impairs both social and cognitive functioning in everyday life. A child with ADHD will likely demonstrate some of the following behaviours:

- **Impulsiveness** – acting before thinking, interrupting conversations, and little or no sense of danger.
- **Hyperactivity** – being unable to sit still, constantly fidgeting, and excessive movement.
- **Inattentiveness** – having a short attention span, being easily distracted, unable to concentrate on tasks, constantly changing activity or task, appearing as unable to follow instructions, and forgetfulness.

Working with children with ADHD can be a challenge at times. It's particularly difficult in a classroom environment, where the characteristics of fidgeting, being unable to sit still, and all aspects of inattentiveness are especially noticeable.

One of the main difficulties that children with ADHD face is that people assume they are just badly behaved, which is untrue. Treating a child with ADHD as though they are just badly behaved is likely to damage their self-esteem and worsen behaviour (Miller, Caroline, 2014).

By remaining patient and being aware of the symptoms of ADHD, you can help any student who has the disorder to achieve their best. You should develop certain strategies to suit their learning style and allow them to focus better.

According to Jeanne Segal, Ph.D. and Melinda Smith, M.A. (2020) these are some advices on how to teach students with ADHD and what teachers can do to help them improve and succeed in school **Teaching Students with ADHD,** Dealing with attention deficit hyperactivity disorder in the classroom? These tips for teachers can help you overcome common challenges and help kids with ADHD succeed at school.

ADHD and classroom challenges

If you're a teacher, you know these kids: The one who stares out the window, substituting the arc of a bird in flight for her math lesson. The one who wouldn't be able to keep his rear end in the chair if you used Krazy Glue. The one who answers the question, "What body of water played a major role in the development of the Ancient Egyptian civilization?" with "Mrs. M, do you dye your hair?" Students who exhibit ADHD's hallmark symptoms of inattention, hyperactivity, and impulsivity can be frustrating. You know the brainpower is there, but they just can't seem to focus on the material you're working hard to deliver. Plus, their behaviors take time away from instruction and disrupt the whole class （Jeanne Segal, Ph.D. and Melinda Smith, M.A., 2020). Students with ADHD may:

- Demand attention by talking out of turn or moving around the room.
- Have trouble following instructions, especially when they're presented in a list, and with operations that require ordered steps, such as long division or solving equations.
- Often forget to write down homework assignments, do them, or bring completed work to school.
- Often lack fine motor control, which makes note-taking difficult and handwriting a trial to read.
- Have problems with long-term projects where there is no direct supervision.
- Not pull their weight during group work and may even keep a group from accomplishing its task.

Think of what the school setting requires children to do: Sit still. Listen quietly. Pay attention. Follow instructions. Concentrate. These are the very things kids with attention deficit hyperactivity disorder (ADHD or ADD) have a hard time doing—not because they aren't willing, but because their brains won't let them.

That doesn't make teaching them any easier, of course. Children and teens with ADHD often pay the price for their problems in low grades, scolding and punishment, teasing from their peers, and low self-esteem. Meanwhile, you, the teacher, feel guilty because you can't reach the child with ADHD and wind- up taking complaints from parents who feel their kids are being neglected in the classroom. But it doesn't have to be this way. There are strategies you can employ to help students with ADHD overcome learning challenges, stay focused without disrupting others, and <u>succeed in the classroom</u> (Jeanne Segal, Ph.D. and Melinda Smith, M.A., 2020).

1. What teachers can do to help children with ADHD

So how do you teach a kid who won't settle down and listen? The answer: with a lot of patience, creativity, and consistency. As a teacher, your role is to evaluate each child's individual needs and strengths.

Then you can develop strategies that will help students with ADHD focus, stay on task, and learn to their full capabilities.

Successful programs for children with ADHD integrate the following three components:

1. **Accommodations:** what you can do to make learning easier for students with ADHD.
2. **Instruction:** the methods you use in teaching.
3. **Intervention:** How you head off behaviors that disrupt concentration or distract other students.

Your most effective tool, however, in helping a student with ADHD is a positive attitude. Make the student your partner by saying, "Let's figure out ways together to help you get your work done." Assure the student that you'll be looking for good behavior and quality work and when you see it, reinforce it with immediate and sincere praise. Finally, look for ways to motivate a student with ADHD by offering rewards on a point or token system.

Dealing with disruptive classroom behavior

To head off behavior that takes time from other students, work out a couple of warning signals with the student who has ADHD. This can be a hand signal, an unobtrusive shoulder squeeze, or a sticky note on the student's desk. If you have to discuss the student's behavior, do so in private.

And try to ignore mildly inappropriate behavior if it's unintentional and isn't distracting other students or disrupting the lesson.

- Classroom accommodations for students with ADHD

As a teacher, you can make changes in the classroom to help minimize the distractions and disruptions of ADHD.

Seating

- Seat the student with ADHD away from windows and away from the door.
- Put the student with ADHD right in front of your desk unless that would be a distraction for the student.
- Seats in rows, with focus on the teacher, usually work better than having students seated around tables or facing one another in other arrangements.
- Create a quiet area free of distractions for test-taking and quiet study.

Information delivery

- Give instructions one at a time and repeat as necessary.
- If possible, work on the most difficult material early in the day.
- Use visuals: charts, pictures, color coding.
- Create outlines for note-taking that organize the information as you deliver it.

Student work

- Create worksheets and tests with fewer items, give frequent short quizzes rather than long tests, and reduce the number of timed tests.
- Test students with ADHD in the way they do best, such as orally or filling in blanks.
- Divide long-term projects into segments and assign a completion goal for each segment.
- Accept late work and give partial credit for partial work

Organization

- Have the student keep a master binder with a separate section for each subject, and make sure everything that goes into the notebook is put in the correct section. Color-code materials for each subject.
- Provide a three-pocket notebook insert for homework assignments, completed homework, and "mail" to parents (permission slips, flyers).
- Make sure the student has a system for writing down assignments and important dates and uses it.

- Allow time for the student to organize materials and assignments for home. Post steps for getting ready to go home.
- Teaching techniques for students with ADHD

Teaching techniques that help students with ADHD focus and maintain their concentration on your lesson and their work can be beneficial to the entire class(Jeanne Segal, Ph.D. and Melinda Smith, M.A., 2020).

Starting a lesson

- Signal the start of a lesson with an aural cue, such as an egg timer, a cowbell or a horn. (You can use subsequent cues to show how much time remains in a lesson.)
- Establish eye contact with any student who has ADHD.
- List the activities of the lesson on the board.
- In opening the lesson, tell students what they're going to learn and what your expectations are. Tell students exactly what materials they'll need.

Conducting the lesson

- Keep instructions simple and structured. Use props, charts, and other visual aids.
- Vary the pace and include different kinds of activities. Many students with ADHD do well with competitive games or other activities that are rapid and intense.
- Have an unobtrusive cue set up with the student who has ADHD, such as a touch on the shoulder or placing a sticky note on the student's desk, to remind the student to stay on task.
- Allow a student with ADHD frequent breaks and let him or her squeeze a rubber ball or tap something that doesn't make noise as a physical outlet.
- Try not to ask a student with ADHD perform a task or answer a question publicly that might be too difficult.

Ending the lesson

- Summarize key points.
- If you give an assignment, have three different students repeat it, then have the class say it in unison, and put it on the board.
- Be specific about what to take home.

II -8. Behaviors management strategies

Strategies to manage or change behavior in schools can involve school-wide, classroom based or individual child-focused interventions: the focus of this paper is on classroom-based interventions derived from Applied Behavior Analysis (ABA), which involves the application of the principles of operant conditioning (Skinner, 1953) to socially relevant human behavior's (Baer, Wolf & Risley, 1968). Over the past 44 years the application of ABA to classroom behavior management has demonstrated the efficacy of a wide variety of interventions which involve the use of both antecedent and contingency management strategies which can be used by classroom teachers to create positive and functional learning environments which minimize disruptive behavior's and reward engagement and achievement. Several of these effective strategies are outlined below.

II 8.1. Classroom strategies

If the study by Johansen, Little and Akin-Little (2011) accurately represents teacher awareness that poor classroom management is an important factor associated with disruptive behavior, then it would follow those interventions which target teaching skills and classroom behavior management have the potential to produce significant impacts on disruptive behavior. According to the Elton Report (1989, cited in the Office for Standards in Education, Children's Services and Skills 2005, section 65, p.15), it was estimated that in the United Kingdom 80 percent of disruptive behavior was attributable "to poor classroom organization, planning and teaching". According to the report, British teachers stated behaviors' such as talking out-of-turn, and other forms of persistent low-level disruption as the most frequent and stress-inducing because of their constantly disruptive effect on both classroom activities and the teaching-learning process. Important factors identified related to teacher confidence and competence, their ability to engage children in the curriculum and for teachers to have good group management skills so that the class focus was on appropriate behavior.

Effective teaching and positively functioning classrooms with low levels of disruptive behavior require planning and consistency.

Factors which have been found to contribute to these outcomes identified in a literature review by Kern and Clemens (2007) are:

• Clear, simple rules and expectations which are consistently and fairly applied.

• Predictability of events and activities through establishing routines, information, cues and signals about forthcoming transitions and changes, as well as for content, duration, and consequences for activities.

• Frequent use of praise, both verbal and non-verbal. Teacher praise has demonstrated effects on both those earning it and those nearby. Verbal praise should be specific and descriptive. Teachers should try to provide a child with at least four praise statements for every reprimand because disruptive behavior is often associated with learning deficits, task difficulty needs to be monitored. All students need to have the required entry skills and ability to successfully engage in assigned activities. Participation and learning can only follow successful access to the curriculum and encouragement to sustain activity.

• Opportunities to respond and participate in the classroom activities, to use the materials and to respond to requests must be inclusive of all children in the class. Strategies to increase the engagement of all students include having everyone write answers to some teacher questions rather than just seeking one correct response.

• Seating arrangements: For older students (10 years and above) seating in rows works better than group seating.

• Effective instructions and commands need to be preceded by getting the pupils' attention, and then presented clearly one at a time as "do's", in a firm (not angry) voice, with time to comply and praise for compliance. Precise, specific, direct and paced (one-at-a time) instructions delivered in a calm and quiet voice, followed by praise for compliance have been found most effective.

• Sequencing of activities, so that easy and brief tasks are interspersed with longer and more demanding ones, enhances engagement and learning as well as reducing disruption. Preceding difficult activities with a few simple ones has been found to enhance transition to a new activity as has scheduling active learning after breaks before moving on to more passive activities so that children have time to adapt to quieter routines.

• Pace of instruction is best if it is brisk. This can be achieved by increasing the rate of instruction or decreasing the pauses between student response and the presentation of the next task. Increased

pace needs to be managed so that students do not lose opportunities to respond and access reinforcement.

• Choice and access to preferred activities increases engagement and reduces problem behavior. Using children own special interests as the basis for activities can significantly increase engagement.

While these elements may each present as common knowledge to teachers, the consistent and skilled application of them as a systematically used package of effective teaching strategies is what increases the probability of enhanced learning and reduced problematic behavior. To assist teachers with particular management problems it is sometimes necessary to implement specific interventions.

Effective specific classroom-wide interventions include:

Teacher performance feedback: Providing teachers with clear guidelines and strategies for effective teaching, accompanied by written performance feedback plus graphed data and consultation meetings was used by DiGennaro, Martens and Kleinmann (2007).

A skilled observer checked on the integrity of the teacher's compliance with the agreed behavior management programme. Written feedback on both student behavior and teacher accuracy in implementing the programme was more effective than feedback on student behavior alone, especially when high compliance enabled the teacher to avoid attending the after-class feedback session.

Performance feedback which is based on compliance data has also been shown by others (Noell et al., 2000) to reliably improve teacher skills and compliance with agreed programme goals. Performance feedback can be used to assist teachers to change how they relate with children and which behaviors' they attend to. Attending to appropriate behaviors' with praise, smiles, positive feedback, and classroom reward systems enhances such behavior, so represents a simple and easily introduced intervention. Providing teachers with feedback on how effectively they are attending to appropriate behavior can be an effective way to enhance teachers' classroom management skills (Parsonson, Baer & Baer, 1974).

II-8.2 Problematic / inappropriate behaviors in the classroom

Understanding Inappropriate Behavior- Teachers confront inappropriate behavior from students all the time. This may range from calling out answers to teasing to physical aggressiveness. And some students seem to thrive on getting a rise out of teachers with challenges to authority. It's important for teachers to understand the roots of these kinds of behaviors so as not to perpetuate or exacerbate them

 They are some fundamental ways to frame everyday inappropriate behaviors such us…

-The Importance of Interventions- With so many students in classrooms these days, it's tempting for a teacher to simply let poor behavioral choices go and spend as much time as possible teaching the lesson. But in the long term, this is not the wisest choice. While there are behaviors that, while poor, are age-appropriate (speaking out of turn, difficulties sharing materials, etc.), remember the message that accepting unacceptable behaviors sends to the student. Instead, use positive behavioral intervention strategies (PBIS) to positively influence and curb the behavior in the classroom (Watson, Sue, (2020).

Age-appropriate or no, inappropriate behaviors that disrupt the classroom will only get worse when we excuse them. It's important to take time for interventions.

-Where Inappropriate Behavior comes from- It may be hard to understand where a student's poor choices come from. Remember that behavior is communication, and students are trying to send a message with every action taken in the classroom. Four typical reasons for inappropriate behavior are: Watson, Sue. (2020)

- Seeking attention. When a child can't get your attention, he'll often act out to get it.

- Taking revenge. If for some reason a child doesn't feel loved and seeks revenge for attention, she will feel important when she hurts others or hurts the feelings of others.

- Displaying power. These children need to be the boss. They only feel important when they are the boss. Power struggles may be daily occurrences with these students.

- Displaying feelings of inadequacy. These children usually have low confidence and self-esteem levels and give up quickly, thinking they can't do anything. They often lack a sense of doing something successfully.

Understand the origin of these behaviors and decoding their messages gives you an opportunity. Once you've determined the goal of the inappropriate behavior, you are much more equipped to turn it around.

-Confronting Inappropriate Behaviors**- The** PBIS method of dealing with inappropriate behavior may not be as intuitive as the punitive model with which many of us were raised. But it makes its own logical sense when we consider, again, that behavior is communication. Can we really expect to show students that their behavioral choices are poor when we respond in the same manner? Of course not. Keep these key concepts in mind: (Watson, Sue, (2020).

- Always show respect. When you give respect, you'll get it—eventually! Model the behavior you want to see at all times.

- Encourage the child, boost their self-esteem, and convey that you care about them. Reward them with attention when acting appropriately.

- Never engage in power struggles. Don't get angry. Do not retaliate (even in passive-aggressive ways).

- Recognize that ALL inappropriate behaviors are communication: your student wants your attention. Help them get it the right way.

II-9. The causes of inappropriate behavior by the student

In general, the teacher can start the lesson, thinking that all students will be willing to engage in a certain job or task, and that bad behavior will occur only when there are specific reasons or motives to act. so. In this way, to support good behavior, the job of teachers is to make it easier students. The main causes of bad behavior in class are:

Boredom.- It happens when different lessons or activities are presented in such a way that they do not arouse interest or keep the interests of the student alive, because the activity lasts so long that it can no longer be stimulating, or the activity is too easy or inappropriate, then students are likely to get bored.

Prolonged mental effort. - It happens when most learning activities requiring mental effort and this is the necessary requirement. But everyone understands that to sustain mental effort for a long time, it is difficult and often unpleasant

The inability to do the task. - Appears when students may be unable to do the task assigned according to pre-set requirements, when it is too difficult or when they are unclear about the task requirements.

Sociability. -Students at the school have a complex social life, during which create friendship, shared interests and conflicts arise. Aspects of these social relationships between students will appear frequently and, in the lesson (e.g., the student may resume a conversation initiated during the break and this becomes the trigger for breaking the rule in the classroom)

Low self-esteem. - Some students lack the confidence they have in themselves to learn.

They may have experienced multiple failures in the past and this makes them resistant to efforts to further assignments. Fearing further failures (failure, because it did not attempt, it is less painful than failure when attempts) such students may be unfriendly to achieve good results in school and can disrupt the positive climate in the classroom.

Emotional difficulties. -Some students may have emotional problems, which makes it difficult for us merging with the requirements of school life and educational requirements in the classroom. This can happen, especially after they start school become overbearing or neglect at home. In many cases, such students may undergo changes, disorders and attitude can be adapted to focus attention provoked by teachers for misconduct.

Apathetic attitude. - Some students may not value fulfilling and completing homework at school, so they may find it boring or difficult. This exhausts their efforts. Some may avoid their own work, late in arriving in class or when they are in class, trying to take little part in learning. When held accountable, they tend to put themselves in defensive positions or react badly, but again nothing changes. Some students may deliberately be boring, just to attract attention.

Lack of negative consequences. -When a student misbehaves, the teacher's actions, as a result of this approach should aim to attract student work quickly. In addition, the behavior of teachers must change minds students, so that he does not repeat the bad behavior in other similar circumstances. If this behavior will not be noticed and will not be punished, it is likely to be repeated.

Verifying the main causes of misconduct by the student, it becomes more evident the fact that there are various problems associated with the reaction and attitude of teachers in such cases. For example, when a student loses attention because learning seems boring, reactions and actions of teachers will be quite different from those carried out when a student is bored, because the task is very difficult.

Setting clear rules regarding discipline and student behavior and their clear communication is a very important step to restoring discipline in the classroom. We are often mistaken when we think that the rules regarding discipline in the classroom and at school are known and understood by all students. It also happens that sometimes communicate rules on indirect rather than direct. This often results in learning the rules by students through test and error. Unclear policies or rules regarding classroom discipline can lead to disobedience and problematic behaviors because students are unclear about behaviors that are appropriate and inappropriate

II-10 Bullying, as part of inappropriate behavior, and the impact it has on managing the classroom environment

Another important component to consider in managing the classroom environment, especially when behaving inappropriately, is bullying. But what is bulling? What does it have to do with the classroom management process? What are the circumstances that seem to favor this phenomenon within the classroom?

Before we address this issue within the classroom environment management it is important to first become familiar with this concept and what it means. In some literature the term is translated as ridicule or harassment, but in many others, it seems that this word is borrowed and used as such, bulling. Bullingu has been for years and continues to be a social problem worldwide. Such a phenomenon occurs in the home, in the workplace, in kindergartens, in playgrounds but mainly in schools. We will try to relate innapropriate behavior that cause also bulling in school and also management of classroom by teacher on this situations.

According to Roland and Galloway (2002) he studied the impact of classroom management and bullying. Not only did they discover that classroom management correlated with whether bullying took place among students, but they also discovered that there was a mediating variable related to whether bullying occurred at all. That mediating variable was the social structure of the class (Roland & Galloway, 2002). Social structure included the informal relationships among students and encompassed "friendship, support, attraction, isolation, power and relations between subgroups" (ibid, p. 302). It is interesting to note that the variable 'management' was created by measuring and summing four teacher traits or practices: "caring, teaching, monitoring and intervention" (ibid, p. 302).

In a study done in Japan, the author came to a somewhat similar conclusion regarding bullying and its relationship to the social environment: These findings suggest that bullying is not a simple problem which occurs in relations between bully-student and bullied-student, but it is a complicated problem which must be solved by means of the development of the social environment of the class, that of the school, and that of the home as well as that of society. (Kikkawa, 1987) Research from several lines of study suggests connections between classroom management, bullying in classrooms, teacher practices, and classroom social structure; yet, these connections have not been fully explored.

The classroom is an environment where students create their own society, where they learn new things, where they manage to highlight their physical or mental abilities. But for a child who turns into a frequent victim of this phenomenon, the classroom environment seems to lose the primary purpose of learning by becoming a daily nightmare for the student that causes nothing but stress and anxiety. Furthermore, this psychological disturbance of the student created as a result of bullying is reflected in his inappropriate and aggressive, problematic, disturbing behaviors towards peers during the lesson, thus creating difficulties in achieving a successful classroom management by teachers. PBIS encourages teachers to be proactive and positive rather than reactive and negative with regards to behavioral management strategies. Included in this model is the need to structure the classroom environment so that negative behaviors don't occur, and that when they do, teachers should try to avoid the repetition of ineffective intervention strategies. Barbetta, Norona, and Bicard (2005) note that when teachers find their response to student misbehavior isn't working, instead of trying an alternative approach, they usually "try harder negatively" (p. 12). The authors suggest that teachers who find themselves in this situation try other tactics such as "redirecting, proximity control, reinforcing incompatible behaviors, changing academic tasks, and providing additional cues or prompts" (ibid, p. 13). Ultimately, repeating ineffective behavioral management strategies may cause the escalation of problem behaviors that could lead to bullying on the part of the teacher and/or the student. Several of the major recommendations of PBS focus on classroom management practices such as the development of rules and consequences, and the teaching of social skills.

"Classroom rules should be simple, specific, clear, and measurable" (Barbetta et al., 2005), limited in number, and should be created with student input (idib, p. 14). Rules should be stated positively, posted and reviewed routinely, and role-played and practiced so that students know what to do to follow them.

PBS also advocates teaching students' social skills such as empathy, anger management, social problem solving, and conflict resolution. Assuming that students know these skills when they may not, sets them and their teachers up for reactive and negative, rather than proactive and positive, disciplinary situations.

10.1 Bulling and concerns about this term.

What is bulling? How can we define it? What are the characteristics that would call a certain action, bulling? Before answering such questions, let's look at this issue from a different perspective. In everyday life each of us faces different individuals whom we do not always sympathize with. Often in certain situations or circumstances these people create conflicts, debates, quarrels, but not in all these cases we are dealing with the phenomenon of bullying. The question arises how can we distinguish bullying from another conflict that can occur in the classroom, school or wider environment?

According to Olweus (2019) "a student becomes the victim of bullying, victimized when he or she is constantly exposed to the inappropriate actions of another student or a group of students, often and verbally or physically violent. In cases of bullying, the victimizing student intentionally harms the victim physically or psychologically by trying to dominate through force and power. " Olweus, D (2019)."Bulling is a serious, deliberate, provocative, aggressive phenomenon. It involves repeated physical, verbal or psychological attacks on another student or group of students who are considered helpless, vulnerable to this abuse. In some circumstances, within the bullying class environment it is sporadic, but in the vast majority of cases it presents as chronic and persistent. This chronic form of bullying is considered an antisocial behavior that causes long-term or short-term negative consequences not only for the victim but also for the victimizer"(Mayer, Peters Diane,2008). Besides the negative consequences of this phenomenon are reflected directly in the student-teacher relationship in the classroom, the emergence of aggression against each other (to peers), the demolition of the classroom and increase the management difficulty on the part of teachers' situations such during the teaching process.

10.2 Bullings types and their characteristics

Asked about the definition of the term bullying, students often respond by listing a list of anti-social behaviors ranging from the use of offensive names to their peers to deliberate physical beatings. This list of such behaviors does not constitute definitions but serves as an orientation not only to understand and define this phenomenon but also to differentiate and create boundaries between the different types of bullying that occur in the classroom environment.

In general, there are several types of this phenomenon:

Physical bullying or otherwise known as "open" bullying is known as such because it involves open, direct attacks on the victim which often worsen if other individuals are "spectators" of such an event. It has even been noted how much more to encourage the victimizer the more hurtful is the physical abuse of the victim, which is often encountered even within the environmentof the class(Mayer, Peters Diane, 2008).

Physical bullying can take many forms, from light physical blows, locking someone in a certain room or environment, throwing solid objects at someone, to the most extreme forms of bullying the victim with weapons, hard tools, etc. which often lead to the loss of the victim's life (Chris Lee, 2004).

 Social bullying otherwise known as indirect bullying involves actions such as intentional exclusion of an individual from a certain social group, spreading rumors about a certain person, and so on. Social bullying itself can be direct, precisely when the victim's exclusion is apparent, but it can also be indirect in cases where the victim is unaware of this action and falls prey to it only when trying to integrate into a certain social group. However, despite this we can not say that one way or the other is more harmful. Often social exclusion can cause far more pain, discouragement whose psychological consequences would be felt for a lifetime, unlike what physical or verbal bullying can cause.

Verbal bullying is one of the most common forms due to the immediate impact it has on the individual mainly in front of a certain audience, peers in our case while we are addressing this issue within the classroom management. The use of offensive names, threats, insults are among the typical examples that are encountered most often.

Nowadays the development of technology such as computer or telephone constitute new ways of spreading verbal bullying, even when the victim may not be physically present in a given environment(Wang, W., 2013).

 In addition to the above three types of bullying, one of the most contemporary forms of this phenomenon in the classroom environment today that often causes problematic behaviors among students is **technobulling, cyberbulling or cyber bullying** which involves the use of the Internet. Emails, various social programs such as facebook to harass, victimize different individuals.

Unlike the above-mentioned types, electronic bullying, in addition to the psychological consequences it has on the victim, is also characterized by the victim's ignorance of the victim. In many such cases the victim remains almost unidentified causing the duration of this phenomenon. E. Sanders, Cheryl, & Gary D, Phye (2004) Psychological bullying would be an appropriate term that would characterize and include all the above-mentioned types due to the negative psychological consequences that this phenomenon has on each individual mainly on students.

The manifestations of the above types of bullying during the lesson can be of different types depending on the classroom environment and the heterogeneity that characterizes it. Any dominant form of occurrence of this phenomenon among students is a problem for the teacher as this phenomenon becomes the cause of aggressive behavior not only in student-student relations but often in reactions to the teacher significantly affecting the progress of the lesson.

II-11 What teachers can do to better manage the classroom

Teaching is demanding and complex task. This guide looks at teaching and what it involves.

Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task. There are some suggestions what teachers can do better to manage classroom. Have a Plan- make a plan about inappropriate behavior in the classroom that you deal with and decide what the consequences should be. These standards should be clearly communicated to students. Some teachers create a classroom management plan that outlines what is expected during learning time.

This can be as simple as asking students to always behave respectfully, or it can be a more specific outline of what behaviors merit what punishments. For example, a teacher can decide that if a student disrupts class three times, that student will receive a detention.

Calm, Respectful-It may be tempting to react in anger when a student misbehaves, but staying detached is key to maintaining an authoritive presence in the classroom. The teacher shouldn't let the student know that she has gotten under the teacher's skin. If necessary, the teacher should pause before responding to the outburst.

When reprimanding the student, the teacher should make sure it's the student's actions that are criticized, not the student herself. However, the classroom leader should calmly and clearly enforce whatever consequence the student's behavior has warranted. Enforce Rules-When a student exhibits behavior that goes against classroom expectations, he should face consequences immediately. But the punishment should be issued privately so the student can maintain self-respect and "save face," as undermining a student's dignity can lead to an escalation of misbehavior. Whenever possible, the teacher should give the student a choice: If the student is refusing to work, for example, he should be given the option of working on spelling or art homework. The teacher should listen to the student's reasons for misbehaving but make sure he ultimately takes responsibility for his behavior.

Handle Escalating Behavior-Sometimes a student's misbehavior is so extreme that the rules outlined in the classroom management plan aren't effective for stopping it. In that case, the teacher should have a plan for what to do if bad behavior escalates. One strategy is to have "teaching buddies" -- other students who can take charge of the misbehaving colleague while the teacher takes a break. If the student is at risk of becoming violent, educators should have an emergency plan that involves security personnel and administrators. A letter to parents may be required when dealing with students whose behavior presents serious problems. A teacher should be respectful, emphasize the positive and listen to parents' explanations of possible motives for the student's disruptive behavior. When talking about the bad behavior of the students, we should note that there is a wide range of such behaviors, ranging from very small things, insignificant to very serious. In addition, the level of behavior will change from one teacher to another.

CHAPTER III

III- 1 Methodology

Model of research - quantitative approach was used in data collection. The study was descriptive and evaluative. Quantitative data were obtained from teachers and students.

Population and samples

The sample of this study consists primary 93 school teachers and 103 students. Having in mind that during these time is pandemic time Covid 19, we had to do it via online forms the questionarie, and we used google form, and email to get the respons from the teachers and students. And were involved from all regions of Kosovo.

Research methods and instruments

For the theoretical study of the problem, we also need the use of theoretical and empirical research methods of the problem. These methods helped us to have more opportunities to review the resources that talk about the problem that we study.

The methods we use to research the problem were: Descriptive Methods, Documentation Method, Analysis Method and Statistical Method, through which we analyzed and processed the data.

• Resource analysis method - For the needs of this research, all possible theoretical resources were used, mainly by external authors but also local ones.

• Survey method - Using this method, data were collected on the perceptions of teachers and students.

Research instruments – questionnaire

To collect data as a basis for research instrument was used a questionnaire for teachers and a questionarie for students. The questionnaire contained demographic data of teachers, open questions, the alternatives and closed questions and was anonymous.

Data collection procedure

The school principals were notified via email, regarding the realization of the questionnaire with teachers of different subjects that teach in eighth and ninth grade, they were also informed about the method of filling in via google form or email.

The questionnaire in google form was also published as a web pagepublice sites on teaching in Kosovo and pre-university teaching where there are also groups of teachers and there was completed the largest measure, but there were also a number of them who requested the word version via email and returned it completed.

Data analysis procedure

The descriptive statistical analysis was conducted as percentage by demographic composition of the sample, according to the data in the questionnaire.

Analysis of qualitative data was done according to the principle of the main ideas and concepts. In order to strengthen the quantitative data, the correlation with the qualitative answers from the completed questionnaires is done.

III-4- Limitation of the study

Limitations of the study were mostly because of pandemic Covid 19 that all schools and country was closed on 13 march 2019 and everything had to do it via internet. So also involving students and teacher in higher number was difficult to do it. They whent on scenario with teaching and learning online and phicicaly was impossible to meet or visit the schools. It weas also planned to have fucus group with students and get as more as we can information about the reasons, factors, causes of innappropriate behaviours, but its was immposible to realyze that. I am sure that this study would have been more completed if we have done it as it was planned.

Anyway my theoritcal part i have done it office or home, then my questionarie in google form publishing in public sites of teachers and students. Also its was a challenge that not all teachers were prepared well using internet also computers not just for this study but also for teaching , and some of them asked to send them by mail in word version and they replayed me back with completed questionarie.
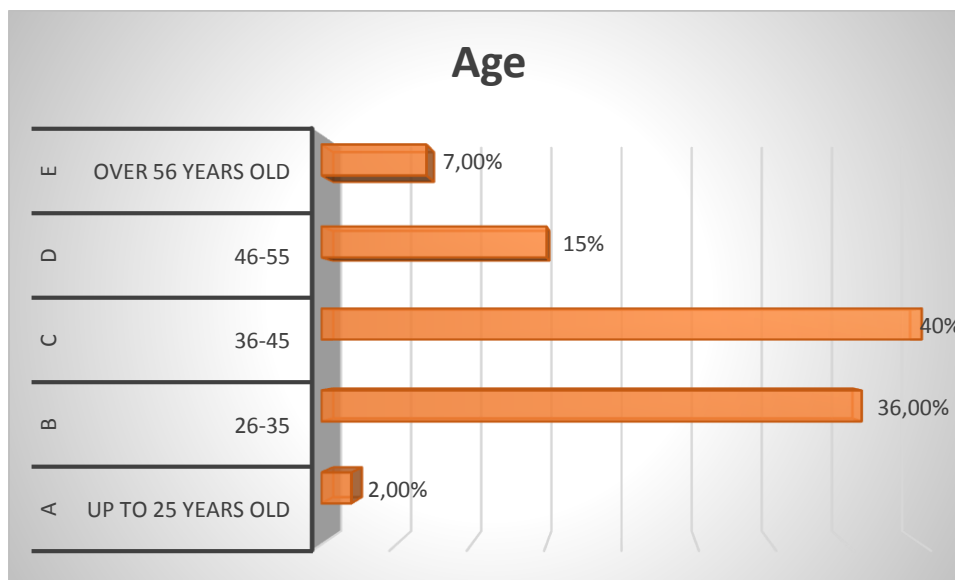
CHAPTER VI

Results of the analysis of data from the survey of perceptation of teachers

Teachers involved in the research were 93 respondents who answered the questionnaire through google form, 60 of them and 33 via e-mail.
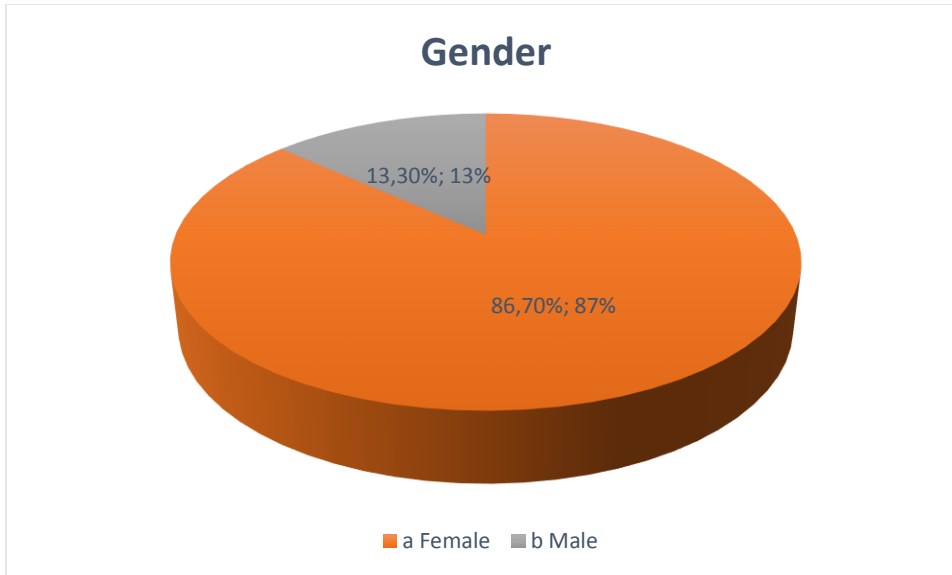

Graph. 1. The structure of the sample from questionary of teachers by gender

Biographical data of the participants as seen from the graphics 86.7% of those who completed the survey were women, while 13.3% of their male teachers.


Graph 2. Age of participants / teachers in the sample

Luljeta Shala / Student ID No **UNISE0995IT**
Inappropriate behavior of students in school and management of class by teachers

Regarding the age involved in the research, 40% of them were between 36 and 45 years old. While 36% of them 26 to 35 years old, let it be understood that completing the online questionnaire at a young age is an easier procedure. Ages 46 to 56 were 15% and only 7% of them over 56 years old.
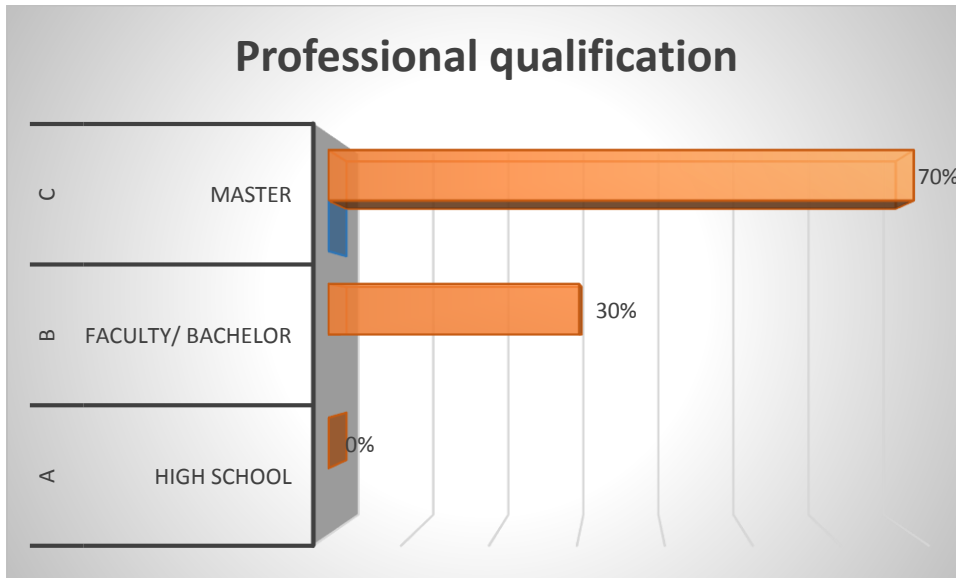

Graph 3 Professional preparation of teachers involved in the study

Professional preparation of teachers involved in study with the qualification master were 70% and 30% of them had faculty qualifications or bachelor.
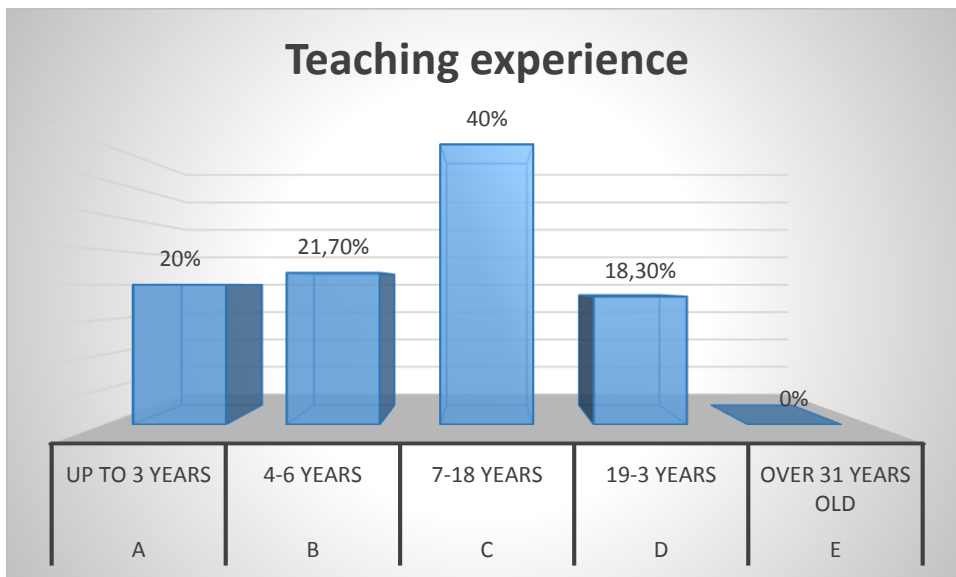

Graph 4. Experience of teachers in education

Experience in education shows that the greatest number of them 40% have from 7 to 18 years of experience in education, 18.3% of them between 19 and 30 years of work experience and have less from 4-6 years experience 21.70% and 20% of them up to three years of work experience in education.

School level,where they teach
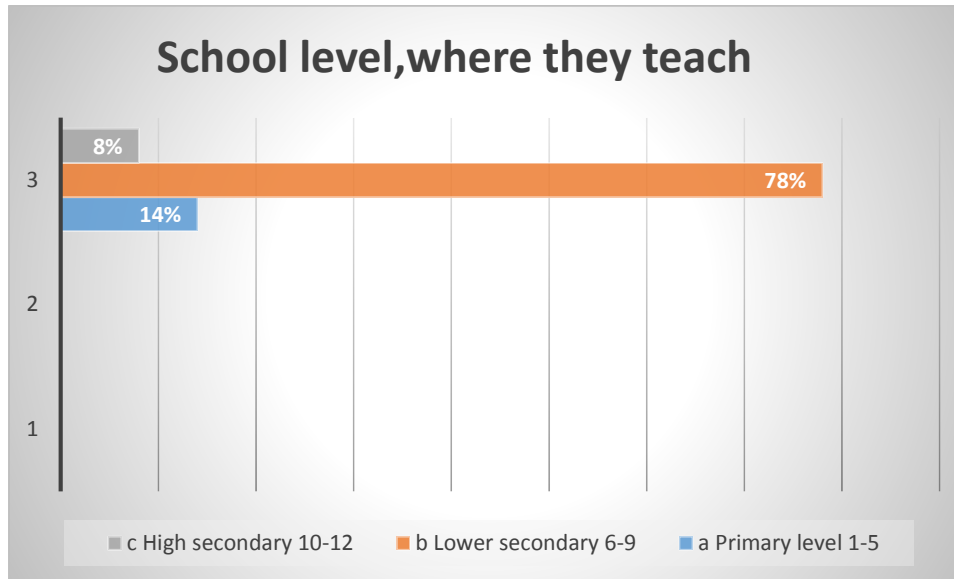
Graph 5. Level of school where teachers teach

Since the questionnaire was published online through google form and was dedicated only to teachers of cycle 1-9, we also received answers from the primary cycle in 14% of them, i.e. class 1 to 5, and 78% of them are completed by teachers who teach in the lower secondary cycle 1 through grade 9 and 8% of them in the upper secondary cycle.
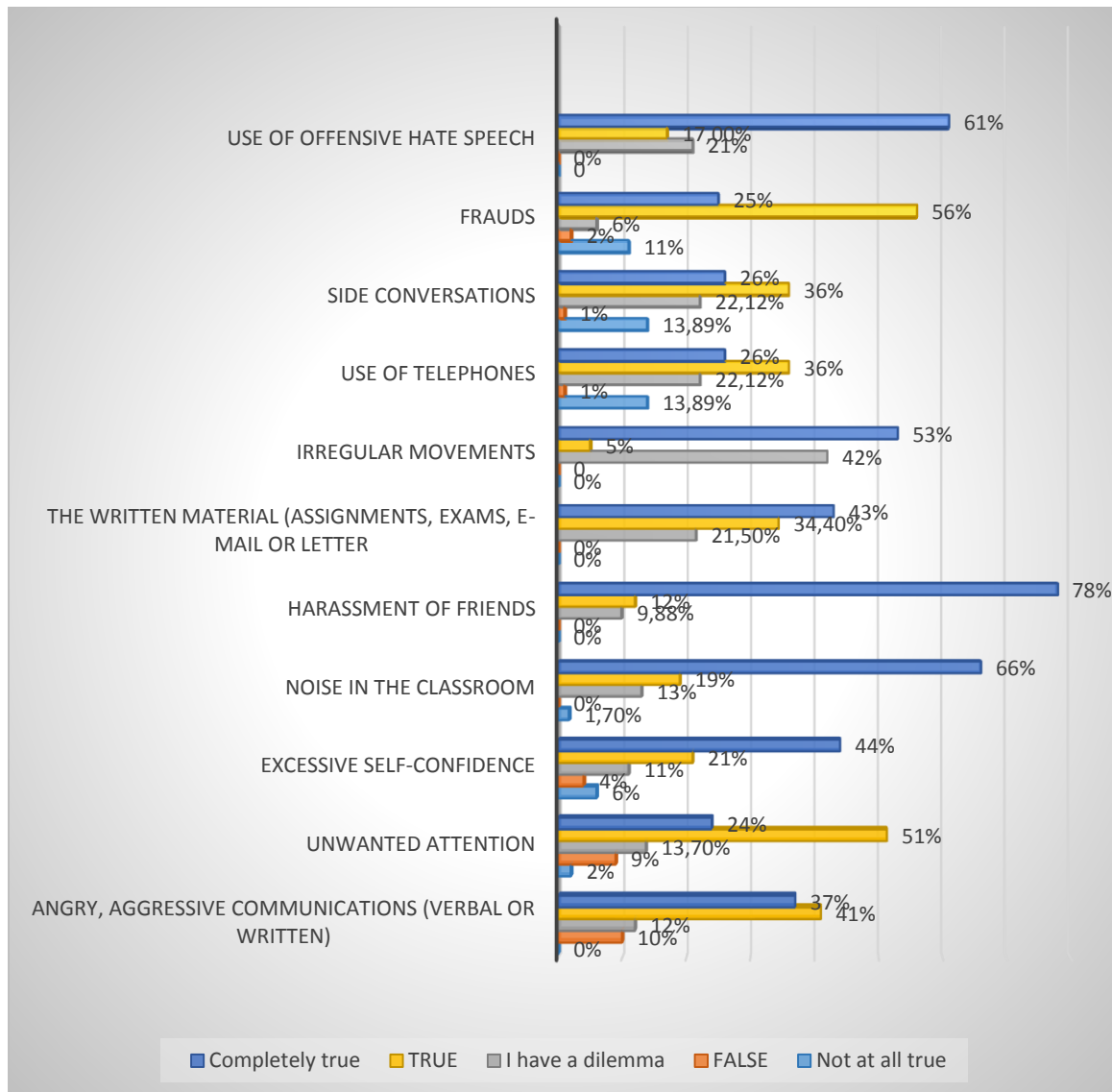
Graph. 6. Types of inappropriate behavior of students in class.

In the question asked what are the inappropriate behaviors of students in the classroom, according to teachers 61% of them think it is completely true that hateful offensive language is inappropriate behavior of students in the classroom, while we have 21% of them who think they have dilemmas about this. According to frauds 56% of them think that even cheating and scams are entirely true innapropriate behaviours, while 11% think that it is not true. Also, about side conversation and use of mobile phones 36% of them consider as completely true as inappropriate behavior while 13.8% think it is not true. Distracted/irregular movements we have 53% of them that think is entirely true while 43% of them they have a dilemma.

According to any offensive writen materials 43% of them completely agree that any offensive written material can be considered inappropriate behavior, 21.5% of them say that it is true. Bullings of classmates/harrasment 78% strongly agree that is an innapropriate behaviour, while 9.8% of them have a dilemma and 17% that think it is true.

 Also about the noice in the classroom 66% of them strongly agree and think that is a inappropriate behavior, while 13% have dilemas and 1.7% of them say is not true. Overconfidence 44% strongly agree, 21% agree that is true while we also have 6% who think that it is not true. According to unwanted attention they were responded 51% that is true. 9% have dilemas and 2% think it is not true. Angry, aggresive communication 41% of them think is true as innapropriate behaviour and 10% of them have dilemas about that.
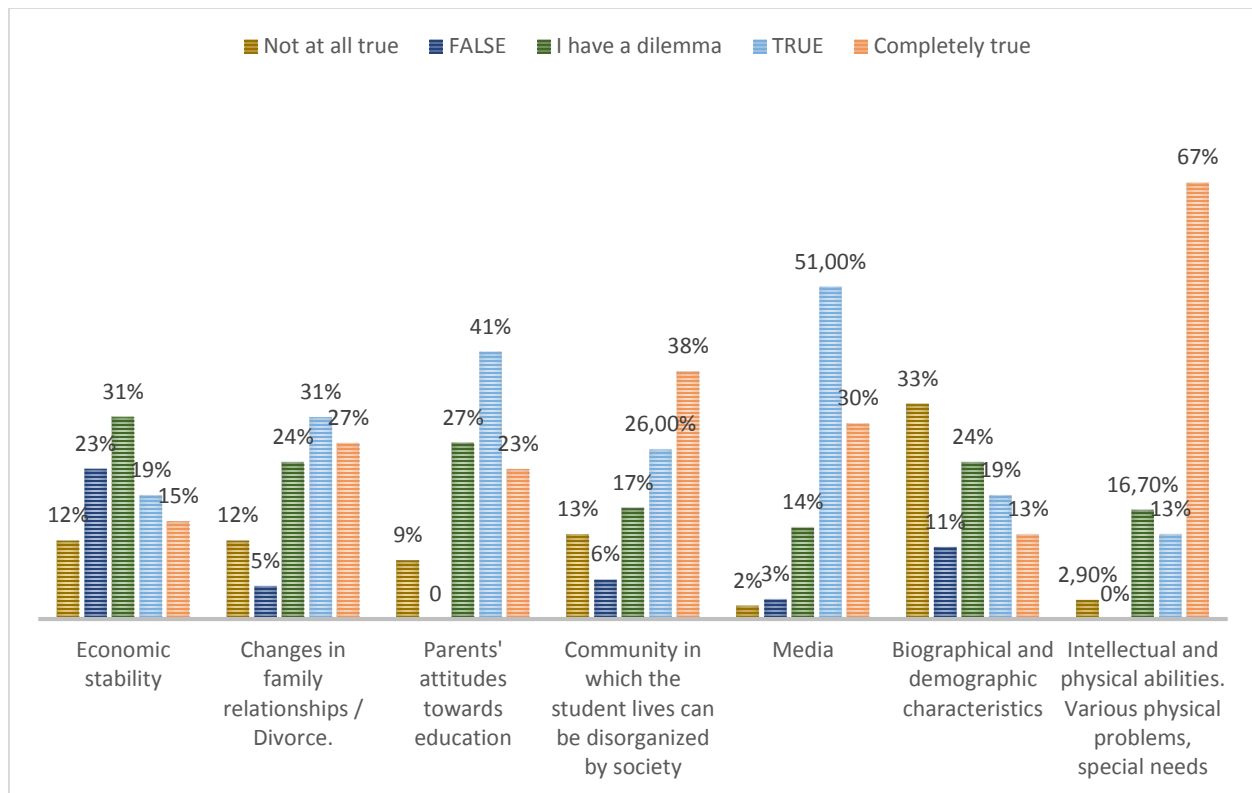
Graph 7. Which students are most predisposed to these behaviors?

To the question of which students are most predisposed to these behaviors? We have these responses from 31% of respondents for Economic Stability / Children from low-income households often experience a lack of parental stability, a frequent change in part-time caregivers, lack of supervision, poor nutrition and poor modeling of roles have dilemmas that this may be a
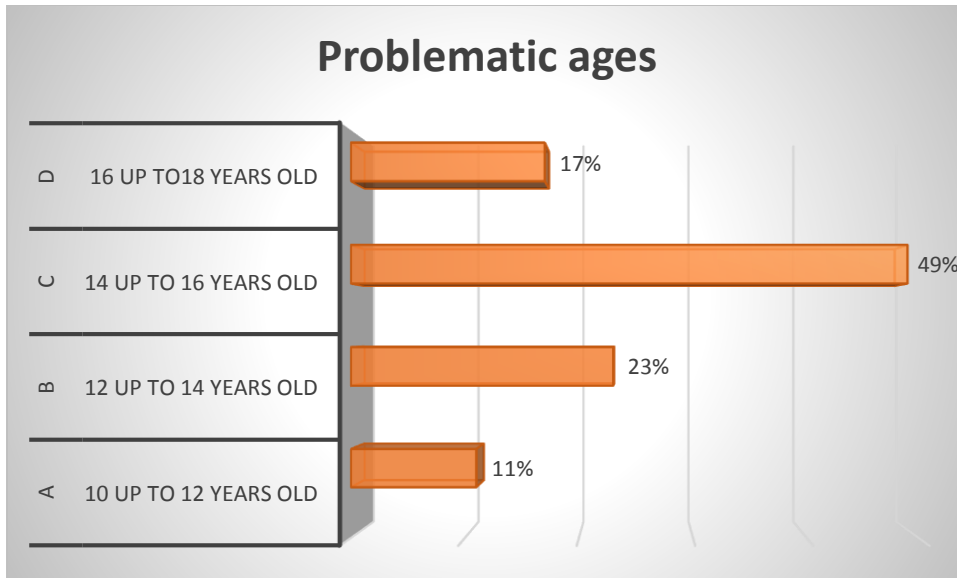
predisposition, while 19% of them think it is true and we have 23% of them who think it is not true. As for changes in family relations / Divorce has long been associated with problems of behavior, anxiety and depression children. This often happens because homes with separated parents are parents who struggling with their feelings of depression and anxiety, fulfilling household responsibilities previously held by two people and now having to meet more financial demands. From 27% of them they think that these children are more predisposed to have inappropriate behavior, 24% have dilemmas if this is the cause and 5% think it is not true.

Parents' attitudes towards education / Children learn first by imitating the behavior they see modeled on them. Children who have parents who encourage academic success are more likely to develop their aspirations for higher education. In this way, the education of the parents is a good predictor of the academic success of a child and we have the answers where they agree that it is true in 41%, while 27% have dilemmas about that and 9% of them consider it to be untrue/false while 23% are completely agreed.

The community in which the student lives may be disorganized by society with 38% of them thinking it is completely true, while 6% of them consider it not true.

Media / Adolescents of the 21st Century are driven by technology in school, at home and in everyday life. For this reason the new media dominates their lives and 51% of them think it is true as a cause, while 30% respeonse that is completely true and we have only 2% of them that think is not true at all. Regarding the biographical and demographic characteristics, we have 33% who think it is not true, 24% have dilemas and 19% of them believe that it is completely true.

As well as physical and intellectual abilities. Various physical problems, special needs 67% of them think this is completely true that these students are most predisposed to these behaviors and 2.9% consider it not true at all.

Problematic ages

D	16 UP TO18 YEARS OLD	17%
C	14 UP TO 16 YEARS OLD	49%
B	12 UP TO 14 YEARS OLD	23%
A	10 UP TO 12 YEARS OLD	11%

Graph. 8.   the most problematic age of students for inappropriate behavior

Regarding the problematic age we have 49% of them who think that the age of 14 to 16 is the most problematic age or the age when there is the most inappropriate behavior. Also the age of 12-14 years old is considered problematic age 23% of their responses while we have 11% of them who think that even the age of 10 to 12 can have inappropriate behaviors that are considered problematic.
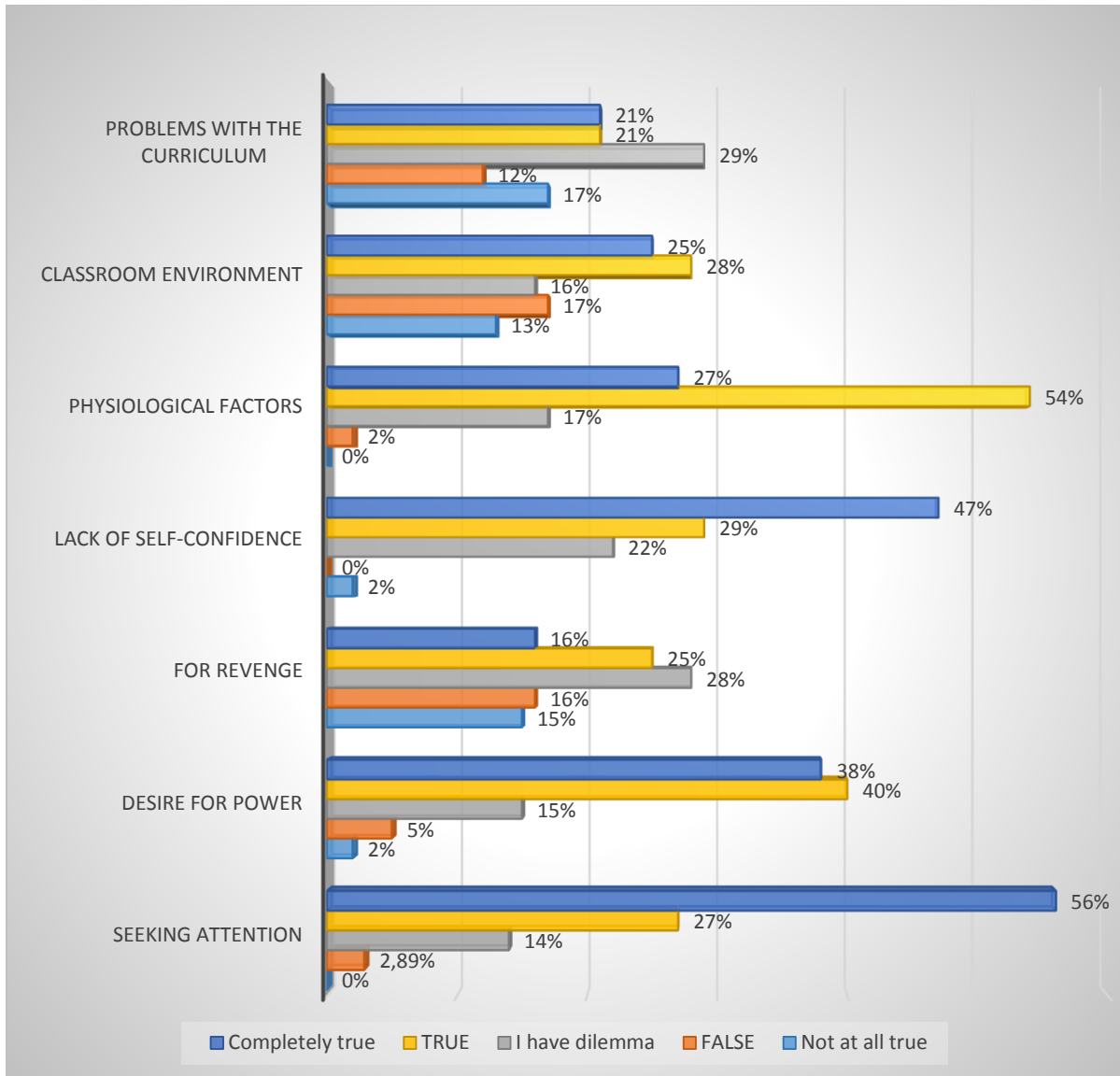
Graph 9. Some of the causes of inappropriate behaviors may be:

Which may be the reasons that push a student to do inappropriate behavior have shown some alternatives in which teachers responded, 29% of respondents think they have problems with the curriculum and thats true, 21% have dilemas and 21% think is completly true about having problems with curricula while we have 17% of them who think this is not true.

Regarding the classroom environment as a cause 28% of them think it is true that it can be the cause of inappropriate behavior, 25% completely true, while 16% have dilemmas and 17% think it is untrue and while 13% of they consider that this is not true at all.

Physiological factors 54% of them answer that it is true that they are the cause, and 17% have dilemmas while 2% of them consider it to be untrue. Lack of self-confidence also affects them where 47% of them think it is true, 29% have dilemmas, while 2% think is not at all true. 25% of the teachers they relate to consider taking their revenge, 28% have dilemas according to reveange while 15% think it is not true at all. Desire for power we have 40% of them that consider that is completly true, while 2% think is not true at all. And seeking for attention 56% think si true and only 2.9% think is not true at all.
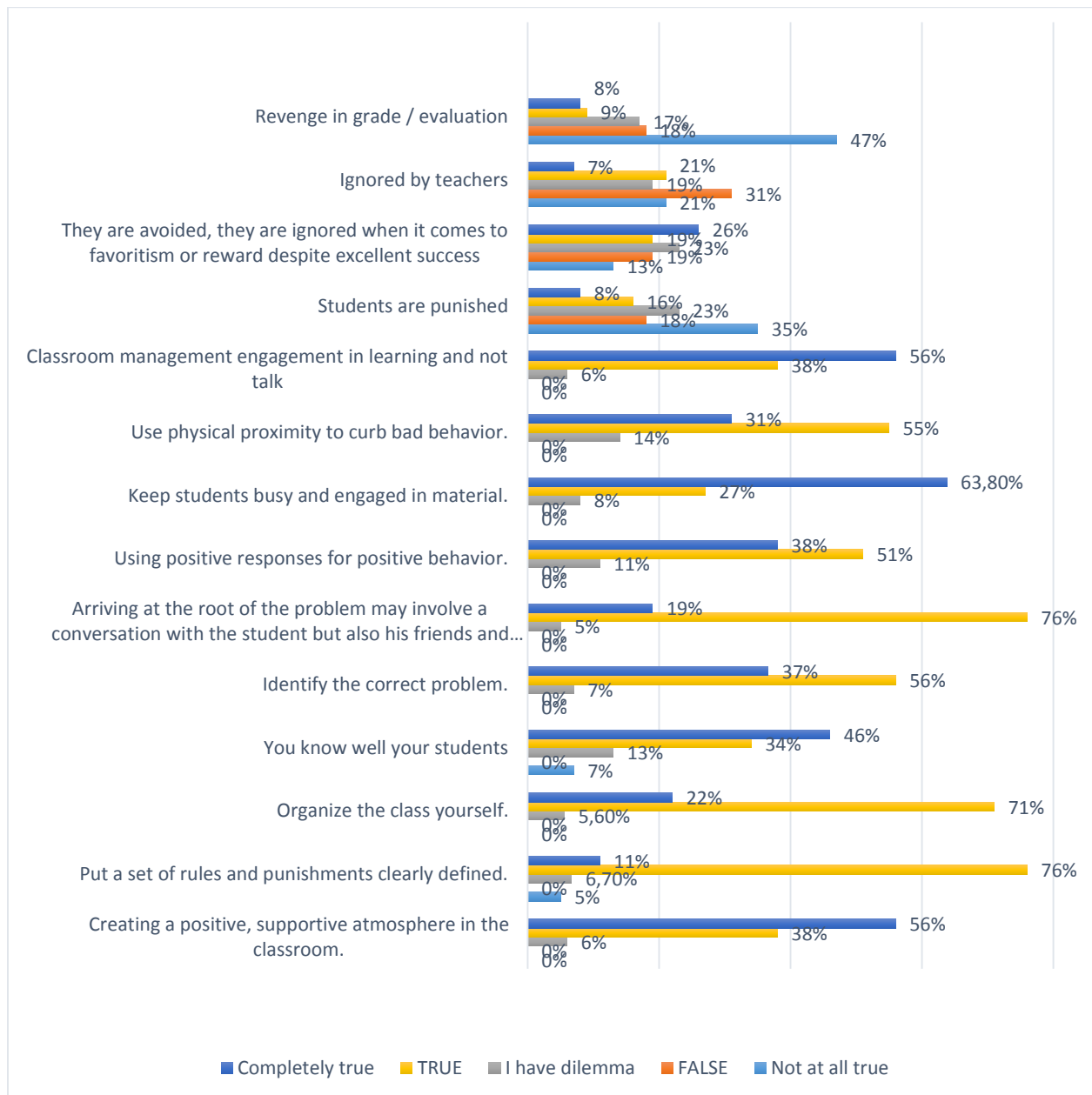
Graph 10. The strategies for preventing inappropriate student behavior are:

Luljeta Shala / Student ID No **UNISE0995IT**

Inappropriate behavior of students in school and management of class by teachers

Of the 56% of the answers are that it is true that the creation of a positive atmosphere, support in the classroom, Students are more likely to "follow instructions, work hard and display positive behavior in the classroom when they feel wanted and appreciated by teacher." 38% of them think it is absolutely true and have 6% who have dilemma regarding with this strategy.

76% of respondents say that it is true as a strategy used to set a set of clearly defined rules and penalties. If students know exactly what is expected of them and exactly what will happen if they act out, they are less likely to cause a problem, while 11% think it is completely true and 5% not at all true. Organize your class yourself, 71% think it's true that this is a strategy to prevent inappropriate behavior, while we have 5.6% who disagree with it.

Know better your students knowing the personalities, their abilities and backgrounds can greatly improve your decision-making. Then we have 46% of them who think it is true if you organize the class yourself 34% also agree, while we have 7% who do not agree at all. Identify the correct problem. The claim that a student "has a bad attitude" is too vague to be easily dealt with 56% of them say it is true while 37% completely true and we have 7% not at all true.

From the answers of the respondents, we have 76% of them who consider that the strategy to get to the root of the problem is true can include a conversation with the student but also with his friends and family and we have 19% of them who think that it is completely true, while we also have 5% who have dilemmas regarding this issue. Regarding the strategy of using positive responses for positive behavior 51% of them think that this is true, while 38% of them think that it is completely true and we have 11% of them have dilemmas. Students should be kept busy and engaged in the material. As much as possible, students should have the feeling that what they are learning is interesting and important 63.8% of them think that this is entirely true, while 27% of them think that it is true and we have 8% their think it is not true. Using physical proximity to curb bad behavior. If two students are talking while you are trying to talk, just keep saying what you are saying, but get closer to the students where 55% of them think this is true, 31% of them think it is completely true and we have 14 % of them who consider it to be untrue. The class should be free of unnecessary distractions. This should help maintain the concentration of students, while 22% think this is completely true and we have 5.6% who consider that this is not true at all.

Classroom management, engagement in teaching and not chatter 56% of them think that it is completely true that classroom management is to a large extent one of the prevention strategies for inappropriate behavior, 38% agree that it is true while 6% their think this is not true at all. Punishment of students, 35% of them think that it is true that they are punished, while 23% say that this is not true at all and 16% have dilemmas regarding this issue.

26% fully agree that it is true that avoiding and ignoring the favoring of rewarding students with inappropriate behavior is a strategy that can prevent these behaviors, 23% have dilemmas while 13% of them disagree at all. Also, that students are ignored 21% think that it is true that they are ignored while we have 31% of them who do not agree at all those students are ignored in the classroom by the teacher. Revenge in the evaluation of the grades were answered by 47% who do not agree at all that this is not true, while 17% have dilemmas and 8% fully agree.

RESULTS OF DATA ANALYSIS FROM STUDENT QUESTIONNAIRE

There were 103 students involved in the research who also completed the online questionnaire via google form but also via e-mail.
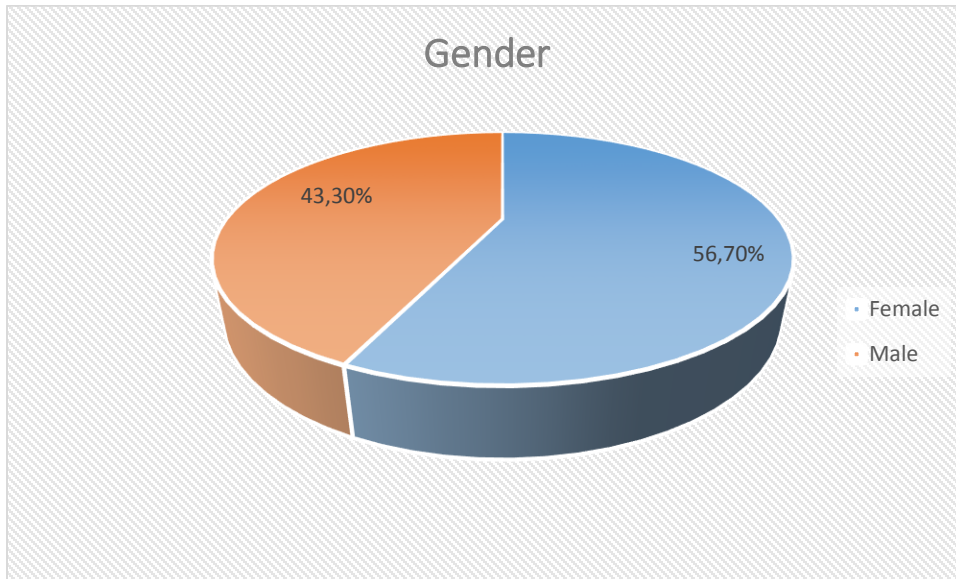
Graph 11. Sample of students included in the study by gender

Biographical data of the participants as the graph shows 56.7% of those who completed the questionnaire were women, while 43.3% of them male students.
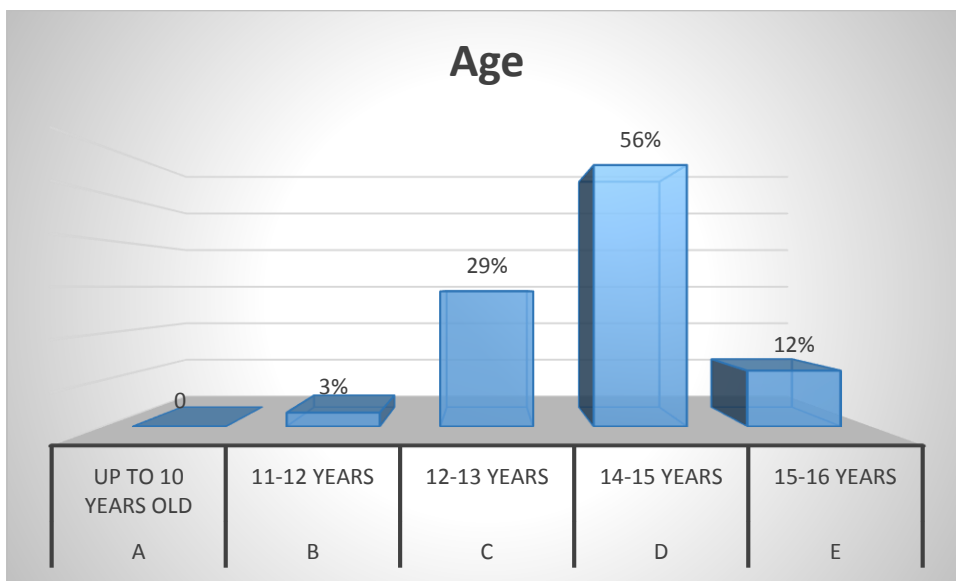
Graph.12. Sample of students included in the study by age

From the graph No. 12 shows that 56% of students who completed the questionnaire were aged 14 to 15 years old, 29% were 12 to 13 years old and have 12% of students aged 15 to 16 years old.
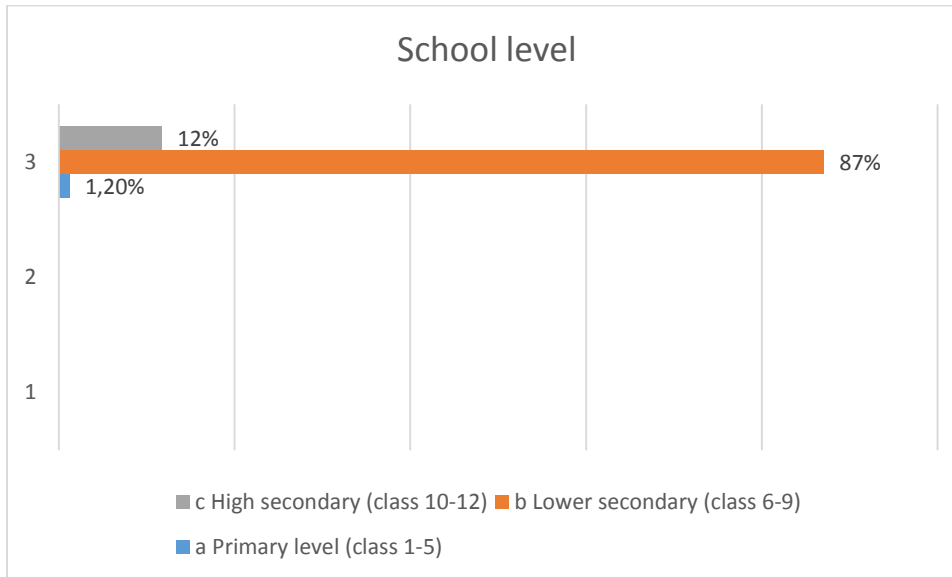
Graph 13. Sample of students involved according to the level of education

Regarding the level of education where they are students 87% of them answered that they are in the lower secondary school grades 6-9, 12% of them in the upper secondary school grade 10-12 and 1.20% of them in the cycle primary class 1-5.

Innapropriate behaviors
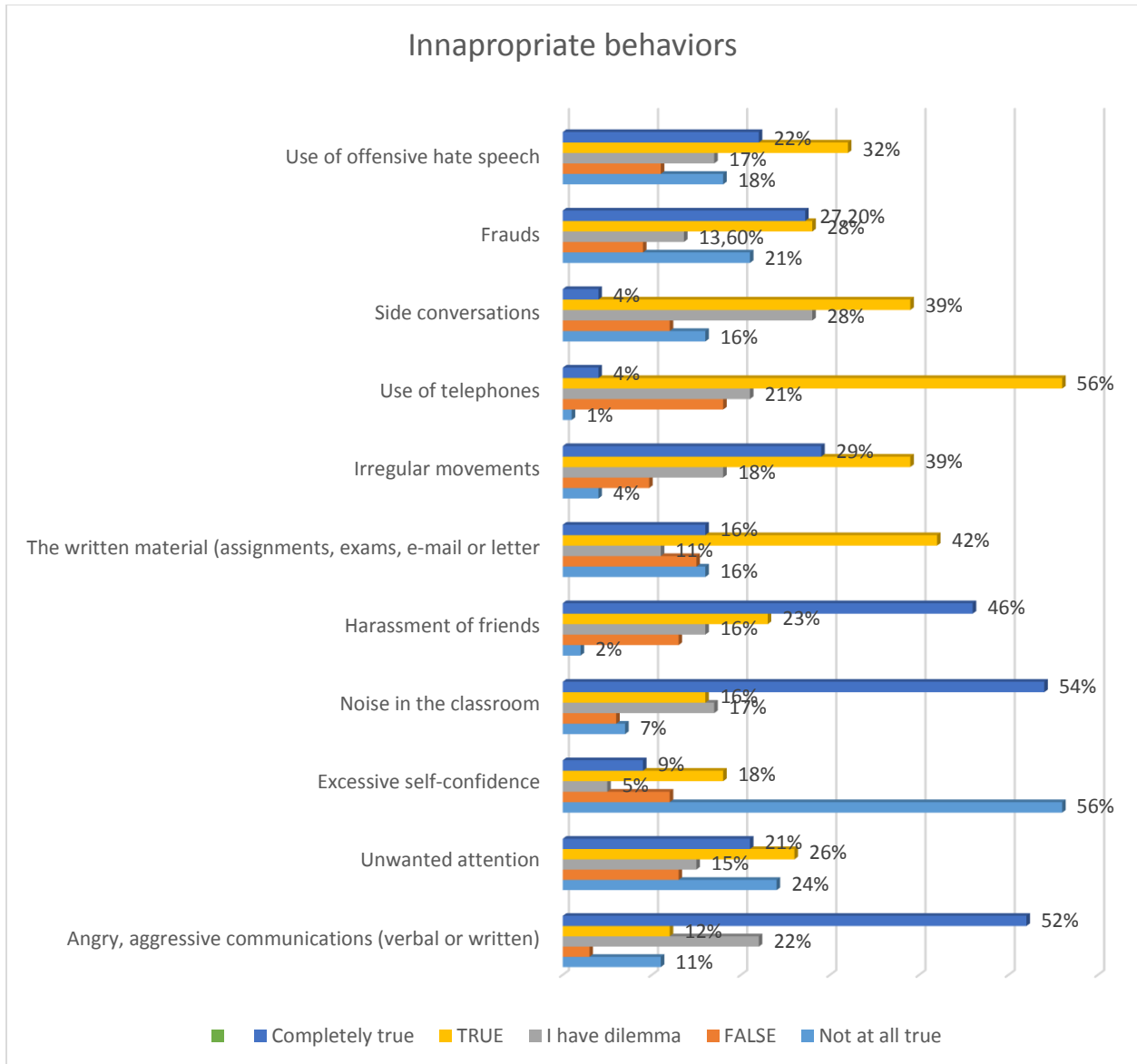
Graph 14. Evaluation by students of inappropriate behaviors

When asked what is the inappropriate behavior of students in the classroom, according to students 32% of them think that hateful offensive language is inappropriate behavior of students in the classroom, while we have 22% of them think it is completely true, while 18% think their is not true. 28% of their responses think that the trick is not copy truly are inappropriate behavior while 13.6% have a dilemma. If this is inappropriate behavior or not, 39% of them consider that side conversations are also real inappropriate behavior in class, 28% of them have dilemmas and 4% consider that it is not true at all.

The use of telephones according to the answers of 56% of them is considered real as inappropriate behavior, 21% of them have dilemmas and 1% think that it is not true at all. Then we have 39% of them who say that it is true that distracted movements are inappropriate behavior, 29% consider that it is not true at all, 18% have dilemmas and 4% think that it is not true at all. While 42% believe that any written or offensive material can be considered inappropriate behavior, 16% of them say is completely true, 11% of them have dilemmas and 16% believe it is not true at all. Teasing classmates 46% of them think it is absolutely true that it is inappropriate behavior, 23% of it is true and we have 16% and 2% of the dilemma is not true at all. Noise in the classroom 54% of them agree completely inappropriate behavior, 17% have a dilemma, 16% of it is true, and we 7% disagree at all. Excessive self-confidence 56% do not agree at all, 18% say it is true but we also have 9% have dilemmas and 5% untrue, while tek, unwanted attention answered 26% that it is true 15% have dilemmas, 21 % think it is absolutely true and 24% not true. Out of 52% of them think it is completely true that angry communication is inappropriate behavior, 22% have dilemmas, 12% think it is true and we have 11% of them who think that 41% of them are not at all true.
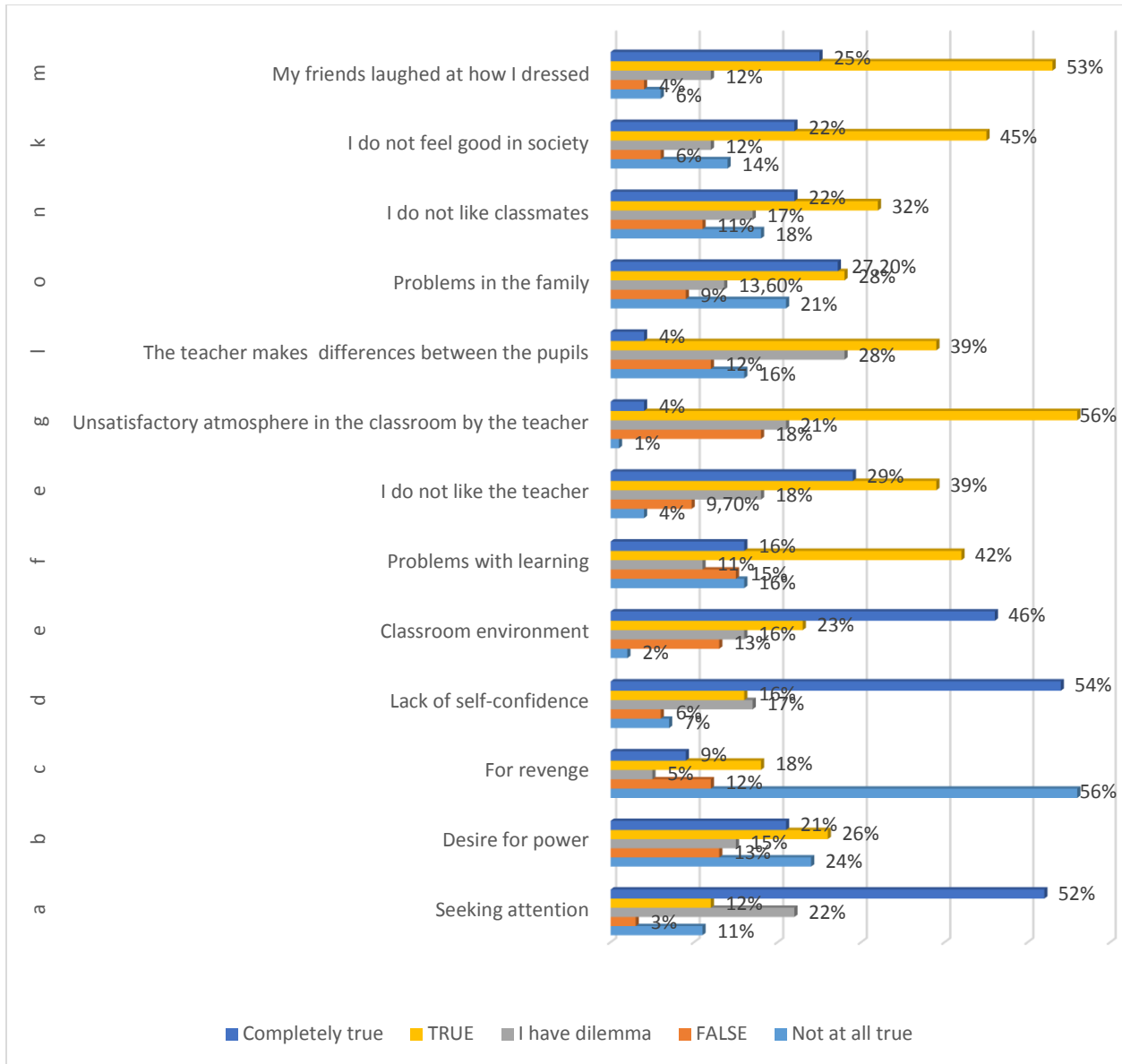
Graph 15. The reasons/causes that push a student to do inappropriate behavior.

What may be the reasons that push a student to behave inappropriately we have presented some alternatives that students have answered, 52% of them agree that it is true to seek attention when doing such behavior, 22% have dilemmas, 11% do not agree that it is true and we have 3% of them who consider it untrue. Desire for power we have 26% that are totally agreed that is true, 15% that have dilemas and 24% that think is not true at all and 13% is false.

56% of them think that this is not true at all that inappropriate behavior can be done for revenge, 5% of them have dilemmas, 12% think it is true and we have 9% who agree it is completely true. The lack of confidence has these answers 54% of them strongly agree that it is true, 17% of them have a dilemma, 16% is true and 6% have not at all agree on this. The classroom environment with 46% of them think it is completely true that it can be the cause of inappropriate behavior, 23% think it is true and 13% have dilemmas, 7% that it is untrue and 6% disagree that is not true at all. Problems with learning we have 42% of them who think it is true, 11% have dilemmas, 15% untrue and 16% of them think it is not true at all. The dislike of the teacher 39% think it is true, 29% completely true, while we have 18% who have dilemmas, and 9.7 untrue and 4% it is not true at all. Unsatisfactory atmosphere in the classroom where 56% of them think this is true, 21% have dilemmas, 18% consider it untrue 4% completely true and we have 1% who think it is not true at all. The teacher makes distinctions between students 39% of them say is true, 28% of them have a dilemma, 16% think it is not true and that 4% konisderojn is completely true. Problem with family we have the answer of 27% think it is completely true, 28% think it is true while 13.6% have dilemmas, 21% not at all true and 9% false.

I do not like classmates and friends we have 32% of them think this is true, 22% completely true, 18% not at all true and we have 17% who have dilemmas. I do not feel good in society as a cause for inappropriate behavior we have 45% of them agree that this is true, 22% of them completely true, 14% not at all true and 12% of them have dilemmas. In alternatives, my friends laugh at me as I dress, 53% of them answered that it is true, 25% of them completely true and 12% have dilemmas and 6% of them do not agree at all that this is true.
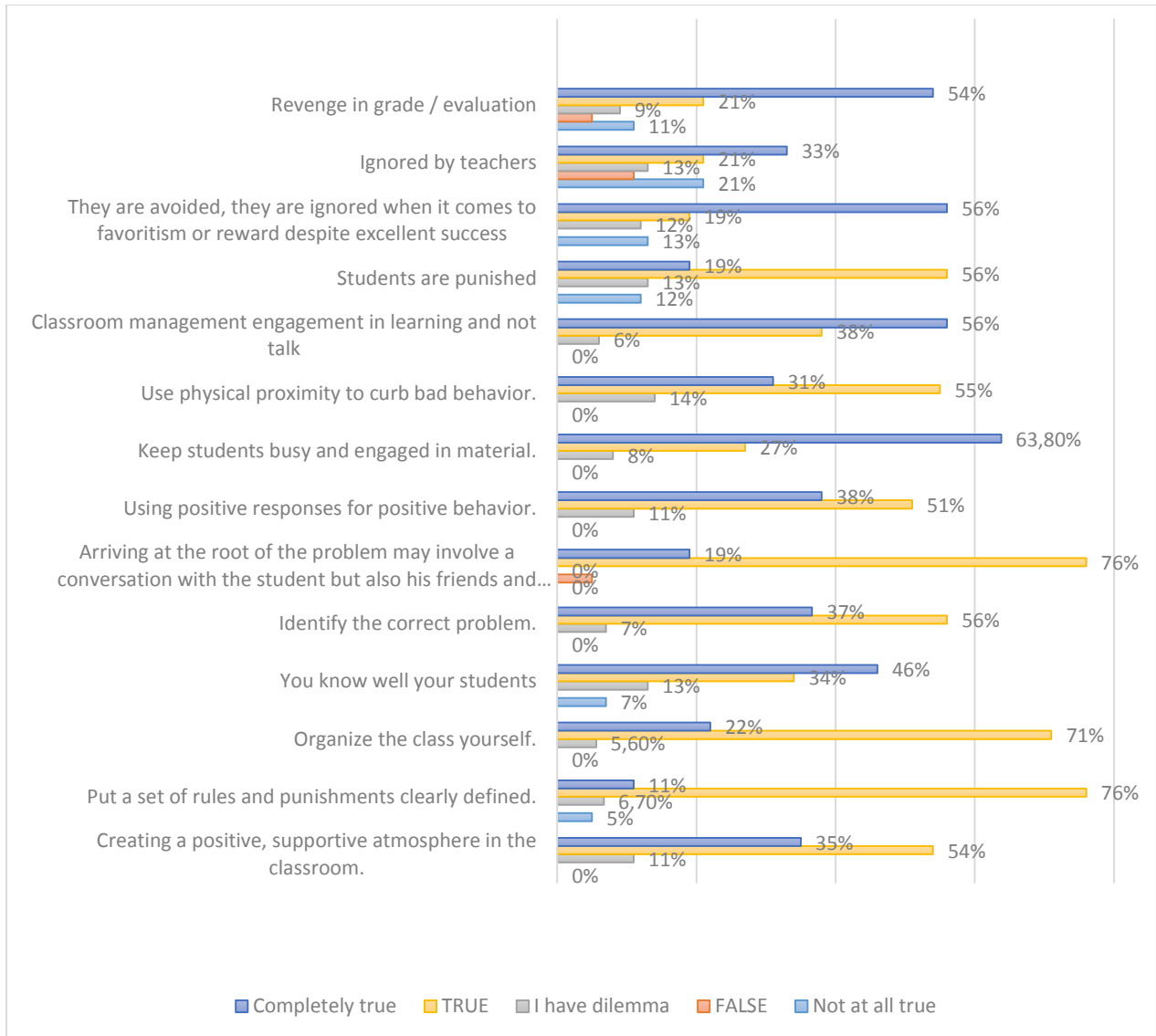
Graph 16. Managing behaviors by teachers according to students' perceptions

On the question of how to manage inappropriate behavior of students by teachers? We have these answers from students where 54% of them say they take revenge on the grade in the assessment most completely true according to students, 21% of them say that revenge is real, while 9% of them have dilemmas and 11% say no it is by no means true that there is revenge in grades.

Regarding the ignorance by the teachers, 33% of them completely agree that it is true that there is ignorance, 21% of them that it is true, 13% have dilemmas and 21% consider that it is not true at all.

Avoid, ignored when it comes to favoritism or reward despite excellent successes 56% of them express themselves more completely true, 19% say it is true, while 12% have dilemmas and 13% say it is not true at all. In terms of penalties of students 56% of them say it is true, 19% of them it is completely true and 13% have dilemmas while 12% of them that it is not true at all have a sentence for students. In the alternative of classroom management with engagement in learning and not gossip, 56% of them say that it is completely true, 38% of them consider it to be true and 6% have dilemmas. Use physical proximity to curb bad behavior 55% of them agree it is true, 31% are true and 14% of them have dilemmas.

Keep students busy and engaged in the material at 63.80% completely agree with the truth, 27% consider it to be true and 8% have dilemmas regarding this issue. Use positive responses for positive behavior 51% agree it is true, 31% agree it is completely true and 11% have dilemmas. While in terms of reaching the root of the problem which may include a conversation with the student but also his friends and family 76% of them agree that this is true, 19% agree that there was already completely true as the best solution. Identify the correct problem. A student's claim of "having a bad attitude" is too vague to be dealt with more easily where 56% of them agree it is true, 37% of them completely agree and 7% have dilemmas.

To know us well. Knowing their personalities, skills and backgrounds can greatly improve your decision making 46% agree completely true 34% agree it is true and we have 13% who have dilemmas and 7% disagree at all. In the alternative to organize the class together we have 71% agree that it is true, 22% completely true and 5.6% have dilemmas. Establishing a set of rules and penalties clearly defined 71% agree that it is true, completely true 11% and 6.7% have a dilemma, while 5% do not agree at all. Creating a positive atmosphere, support in class 54% agree that it is true, completely true 35% and 11% that we have a dilemma.

CHAPTER V

Disscusions and Conclusions

The phenomenon of such an innapropriate behaviour in clasroom is becoming tangible in almost all our schools. So, it has undergone a wide spread. Of course, students, being uninterested in the quality of teaching and education, harm not only themselves, but also the entire education system. This issue should be assessed from all stakeholders dealing with the improvement of quality in education governance and education of children in schools.

The findings of this research will be the for help for educational institutions, MEST , MED, school leaders and teachers in order to be able to prevent and manage as best as they can inappropriate behavior of students in classes while realizing management class without leaving space and time for other behaviors. With such a problem, misbehavior occurs almost every day and the teacher and his task is to find common ground on what causes students to problematic behavior in the classroom.

According to the findings from the survey innapropriate behaviour that was identified from students percepcions and teachers perception was mostly: hate speech with 61%, frauds with 56%, side conversations with 36%, use of phones during lessons with 36%, irregular movements with 53%, harassments of friends /fights with 78%, noice with 66%, angry and aggresive comunications with 41%, excessice self confidence with 44%, writen materials with 43% etc.

Comparing with the study of G.N Tiwari,H.Panwar (2014) that was decribed some of innapporpiate behaviour in their study was stealing, disbedience, lying, cheating, latness, rudeness, drugs, alchool addictions, truancy, teasing , bulling etc. Except fights, cheating and teasing there is no other similarities with the findings in my country.

It is important to highlite which students are most predisposed to these behaviors? And we have responses that economic stability / Children from low-income households often experience a lack of parental stability, a frequent change in part-time caregivers, lack of supervision, poor nutrition and poor modeling of roles 31% of them agreed. Also, about changes in family relations / Divorce has long been associated with problems of behavior, anxiety and depression children.

This often happens because homes with separated parents are parents who struggling with their feelings of depression and anxiety, fulfilling household responsibilities previously held by two people and now having to meet more financial demands.

From 27% of them they think that these children are more predisposed to have inappropriate behavior. Parents' attitudes towards education / Children learn first by imitating the behavior they see modeled on them. Children who have parents who encourage academic success are more likely to develop their aspirations for higher education. In this way, the education of the parents is a good predictor of the academic success of a child and we have the answers where they agree that it is true in 41%, while 27% have dilemmas about that and 9% of them consider it to be untrue/false while 23% are completely agreed. The community in which the student lives may be disorganized by society with 38% of them thinking it is completely true, while 6% of them consider it not true. Media / Adolescents of the 21st Century are driven by technology in school, at home and in everyday life. For this reason the new media dominates their lives and 51% of them think it is true as a cause, while 30% respeonse that is completely true and we have only 2% of them that think is not true at all. Regarding the biographical and demographic characteristics, we have 33% who think it is not true, 24% have dilemas and 19% of them believe that it is completely true.

As well as physical and intellectual abilities. Various physical problems, special needs 67% of them think this is completely true that these students are most predisposed to these behaviors and 2.9% consider it not true at all.

School percepcions about innappropriate behaviour and clasroom management are firstly they think that most problematic age for having this cases are ages 14-16 years old with 49% agreed ,and then which may be the reasons that push a student to do inappropriate behavior have shown some alternatives in which teachers responded, 29% of respondents think they have problems with the curriculum and thats true, also regarding the classroom environment as a cause 28% of them think it is true that it can be the cause of inappropriate behavior, 25% completely true.

Physiological factors 54% of them answer that it is true that they are the cause, Lack of self-confidence also affects them where 47% of them think it is true, also 25% of the teachers they relate to consider taking their revenge, 28% have dilemas according to reveange while 15% think it is not true at all.

Desire for power we have 40% of them that consider that is completly true, while 2% think is not true at all. And seeking for attention 56% think si true and only 2.9% think is not true at all.And all these factors are related with clasroom managemnt that affect on organizing and planning the lesons plan to avoid as much as they can the cases of innapporpiate behaviours in class and school. If teachers manage to stop/prevent this behavior, then I can say that his/her intervention will have a positive result. But for that to happen teachers must make the evaluation of behavior, seeing beyond what appeared learner to understand the reasons for the occurrence of this behavior. As stated Karaj in his book "Classroom management" (2008), chapter "Evaluation of behavior and interventions regarding the class": "All types of behaviors are learned. Most behavior serves a purpose or fulfill a need. The same can be said for addictive behaviors. When teachers evaluate a student's problematic behavior to determine its purpose, then they create the opportunity for themselves to intervene effectively to improve the student's behavior. " Karaj. Th (2008)

Realted to strategies for preventing innapporiate behaviours of students from the 56% of the answers think is true that the creation of a positive atmosphere, support in the classroom, Students are more likely to "follow instructions, work hard and display positive behavior in the classroom when they feel wanted and appreciated by teacher." 38% of them think it is absolutely true and have 6% who have dilemma regarding with this strategy.

76% of respondents say that it is true as a strategy used to set a set of clearly defined rules and penalties. If students know exactly what is expected of them and exactly what will happen if they act out, they are less likely to cause a problem, while 11% think it is completely true and 5% not at all true. Organize your class yourself, 71% think it's true that this is a strategy to prevent inappropriate behavior, while we have 5.6% who disagree with it. Know better your students knowing the personalities, their abilities and backgrounds can greatly improve your decision-making. Then we have 46% of them who think it is true if you organize the class yourself 34% also agree, while we have 7% who do not agree at all. Identify the correct problem.-The claim that a student "has a bad attitude" is too vague to be easily dealt with 56% of them say it is true while 37% completely true and we have 7% not at all true.

From the answers of the respondents, we have 76% of them who consider that the strategy to get to the root of the problem is true can include a conversation with the student but also with his friends and family and we have 19% of them who think that it is completely true, while we also have 5% who have dilemmas regarding this issue.

Regarding the strategy of using positive responses for positive behavior 51% of them think that this is true, while 38% of them think that it is completely true and we have 11% of them have dilemmas. Students should be kept busy and engaged in the material. As much as possible, students should have the feeling that what they are learning is interesting and important 63.8% of them think that this is entirely true, while 27% of them think that it is true and we have 8% their think it is not true. Using physical proximity to curb bad behavior. If two students are talking while you are trying to talk, just keep saying what you are saying, but get closer to the students where 55% of them think this is true, 31% of them think it is completely true and we have 14 % of them who consider it to be untrue. The class should be free of unnecessary distractions. This should help maintain the concentration of students, while 22% think this is completely true and we have 5.6% who consider that this is not true at all.

Classroom management, engagement in teaching and not chatter 56% of them think that it is completely true that classroom management is to a large extent one of the prevention strategies for inappropriate behavior, 38% agree that it is true while 6% their think this is not true at all. Punishment of students, 35% of them think that it is true that they are punished, while 23% say that this is not true at all and 16% have dilemmas regarding this issue.

26% fully agree that it is true that avoiding and ignoring the favoring of rewarding students with inappropriate behavior is a strategy that can prevent these behaviors, 23% have dilemmas while 13% of them disagree at all. Also, that students are ignored 21% think that it is true that they are ignored while we have 31% of them who do not agree at all that students are ignored in the classroom by the teacher. Revenge in the evaluation according to percepcion of teachers on grades were answered by 47% who do not agree at al that is true , but according to students 54% of students said that is true and get revenge on grades in assessment as a caouse of innapprpritae behaviours.

We have some differences on the percepcion of teachers and students at how they manage innapropriate behavior mostly students they say that 54% of then the got revenge on grade in assessment just becuaes of innapropriate behaviours, while teachers don't agree with that, also coming at ignorance avoid when it comes to favoritisem or reward despite excellent succsses 56% of students agreed completely is true , while teachers 26% of them agreed disagree and in term of penalities 56% of students say is true and also 35% of teachers agreed.

From the survey results it was highlighted the work of teachers, methods and its strategies that are a very important factor of school life. Other factors are the methods, techniques and strategies that teachers use to stimulate students in learning and adapting to class society. The physical environment is important to motivate the students, because it creates pleasure and desire to spend part of the day at school considered and prevents misbehavior pleasant without adequate student. Also was highlited as an improtant factor the lack of social pedagogues in schools working and having the goal in innapropriate behaviours of students in school and their weellbeing. Teachers who work with motivation also transmit it to their students, making them feel important and valuable, enabling easier adaptation in the classroom to students who have deviant / inappropriate behaviors.

Recommendation

-Enssure a mechanisem in educational system and educational politics more focus in diagnozing and helping the students with innapropriate behaviour in school.

-Have a social pedagogue in school

-Develop a training program for school staff managemnt and teachers for the management and prevention of inappropriate behavior of students in school and classroom.

- Provide additional support to teachers in the classrooms with the largest number of students in the classroom when their inappropriate behaviors are identified more.

- To functionalize the work of the professional service of the school / pedagogue and psychologist -MED- to offer more suitable conditions as well as assistance for these students, in order to contribute to their improvement, motivation and upliftment.

-To have cooperation with MES, KPI and other institutions concerned to present obstacles and challenges that affect the education of children with deviant behavior / inappropriate in order to have institutional support to overcome these challenges.

- Teachers to help students to stay motivated during school hours. Motivation is one of the major challenges that are facing education today.

 - Teachers to be trained, dedicated, responsible and have a special care for these students show enthusiasm during the learning process

 - Teachers should be the ones who supply students by giving them challenging tasks, helping these students to develop learning and self-directed skills.

- Directors of schools in cooperation with teachers, parents, professional school staff and students must design programs of involvement and school-family-community, to implement, monitor and review them together so continuous. Students should be given special attention, as their role is key to the success of the program.

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QUESTIONNAIRE OF TEACHERS

Dear teacher,

This questionnaire aims to identify inappropriate behaviors of students in school and how to manage them by teachers.

Please take 10-15 minutes to give your adequate answers. The questionnaire is anonymous.

We are very grateful if you return the completed questionnaire!

Demographic data				
1	Gender		1	Mae
			2	Female
2	Mark age with ✓ ages you belong		1	Up to 25 years old
			2	26-35
			3	36-45
			4	46-55
			5	Upper then 56
3	Your professional preparation- mark ✓ before the level of education.		1	High school
			2	Faculty-Bachelor
			3	Faculty/Master
4	Your experience in education – Mark ✓		1	Up to 3 year
			2	4-6 year
			3	7-18 year
			4	19-30 year
			5	More then 31 years
6	In which cycle do you teach? Mark ✓		1	In the primary cycle (grades 1-5)
			2	In the lower secondary cycle (grades 6-9)

Key: 1-Not at all true, 2- False, 3- I have dilemmas, 4- True, 5- Completely true

Circle one of the numbers (1 to 5) according to your rating!

No.	1. What are the inappropriate behaviors of students in the classroom?					
1	Angry, aggressive (verbal or written) communications	1	2	3	4	5
2	Unwanted attention	1	2	3	4	5
3	Excessive self-confidence	1	2	3	4	5
4	Noise in the classroom	1	2	3	4	5
5	Bullying of friends	1	2	3	4	5
6	Written material (assignments, exams, emails or letters) suggesting that a student may be unstable or have mental health issues	1	2	3	4	5

7	Decentralized movements	1	2	3	4	5
8	Use of telephones	1	2	3	4	5
9	Side conversations	1	2	3	4	5
10	Frauds	1	2	3	4	5
11	Use of offensive hate speech	1	2	3	4	5

If there is any reason including, add it here:_____
_____
_____
_____
_____
_____
_____

Key: 1-Not at all true, 2- False, 3- I have dilemmas, 4- True, 5- Completely true

Circle one of the numbers (1 to 5) according to your rating!

No	2. WHAT CATEGORIES OF STUDENTS ACCORDING TO YOU CAN DISPLAY INAPPROPRIATE BEHAVIOR?					
1	Poor economic situation of the family which also affects the stability of the family, therefore the children are unstable and with inappropriate behavior.	1	2	3	4	5
2	Changes in family relations / divorce and family conflicts cause behavioral problems, anxiety and depression in children.	1	2	3	4	5
3	Parents' attitudes towards education / Children learn first by imitating the behavior they see modeled on them, it is important factors for the good or bad behavior of the child.	1	2	3	4	5
4	The environment in which the student lives can be important educational factors	1	2	3	4	5
5	Media and their imitation at home, in school that can be driven by technology badly affect children's behavior	1	2	3	4	5
6	Biographical and demographic characteristics.	1	2	3	4	5
7	Intellectual and physical abilities. Various physical problems, special needs affect their behaviors	1	2	3	4	5
8	Bad relationships with teachers can affect student behavior, good or bad.	1	2	3	4	5
9	The positive climate in the classroom and at school influences students' behaviors	1	2	3	4	5

10	The good or bad behavior of the student is mainly a product of family education.	1	2	3	4	5

3. WHAT IS THE MOST PROBLEMATIC AGE OF PRESENTATION OF PROBLEMATIC STUDENT BEHAVIOR? UNDERLINE AGE ON THE BOARD.

a	Age	10/12
b	Age	12/14
c	Age	14/16
d	Age	16/18

Key: 1-Not at all true, 2- False, 3- I have dilemmas, 4- True, 5- Completely true

Circle one of the numbers (1 to 5) according to your rating!

No.	**4. SOME OF THE CAUSES OF INAPPROPRIATE BEHAVIORS MAY BE:**					
1	The need and demand of the student to be in the center of attention affects his inappropriate behavior, self-esteem	1	2	3	4	5
2	The desire and intention of continuing students to gain power and advantage over others often affects his / her misbehavior toward friends and teachers.	1	2	3	4	5
3	Students who have experienced violence or rights violations express this to others in the form of revenge and compensation for lost freedom.	1	2	3	4	5
4	Lack of self-confidence of students affects him to seek this in various forms of inappropriate behavior to overcome fear, mistrust of others and himself.	1	2	3	4	5
5	Physiological factors such as fatigue, insomnia, inadequate food can affect the behavior of students and relations with others in the class.	1	2	3	4	5
6	Inadequate classroom environment in which the student can not find comfort for optimal learning can contribute it to refuse to behave according to predetermined rules.	1	2	3	4	5
7	Problems with curriculum / Some students may not feel challenged enough to behave properly by teaching contents, or did not fit their requirements and opportunities. They therefore seek other ways through inappropriate behavior.	1	2	3	4	5
8	Teachers' attitude towards students influences their behavior	1	2	3	4	5
9	Teaching methods are important factors for good or bad behavior of students	1	2	3	4	5

10	Method and style of the teacher-student communication is a key factor	1	2	3	4	5

Key: 1-Not at all true, 2- False, 3- I have dilemmas, 4- True, 5- Completely true

Circle one of the numbers (1 to 5) according to your rating!

No.	5. PREVENTIVE STRATEGIES OF INAPPROPRIATE STUDENT BEHAVIOR ARE THESE ...					
1	Creating a positive, supportive atmosphere in the classroom.	1	2	3	4	5
2	Setting clearly defined rules and penalties.	1	2	3	4	5
3	Arrange the class itself where everything should be in its place, which may affect student behavior	1	2	3	4	5
4	Knowing the personalities, their abilities and backgrounds can greatly improve your decision-making.	1	2	3	4	5
5	Identify the exact problem. Claiming that a student "has a bad attitude" is too vague to be easily handled	1	2	3	4	5
6	Finding the roots of the problem may involve a conversation with the student but also his friends and family	1	2	3	4	5
7	Using positive responses for positive behavior. Showing and rewarding good behavior can be an effective way to reduce bad behavior.	1	2	3	4	5
8	Keep students busy and engaged in the material, leaving no time for them to deal with other problems.	1	2	3	4	5
9	By staying as close as possible physically students are much less likely to act inappropriately when the teacher is close to them.	1	2	3	4	5
10	By implementing proven strategies now can manage the best of any situation, even by issuing a warning	1	2	3	4	5
11	Regular cooperation with parents affects the changing students' behavior.	1	2	3	4	5

6. DO YOU HAVE TO ADD ANYTHING THAT IS NOT INCLUDED HERE? OR ANY OTHER REASONING, WRITE HERE:_____
_____
_____
_____
_____

Thank you for your cooperation!

QUESTIONNAIRE FOR STUDENTS

Dear student,

This survey aims to identify inappropriate behavior of students in school and how they are managed by teachers.

Please take 10-15 minutes to give your adequate answers. The questionnaire is anonymous.

We are very grateful if you return the completed questionnaire!

	Demographic data			
1	Gender	1	Male	
		2	Female	
2	Mark age with ✓ ages you belong	1	Up to 10 years old	
		2	11-12	
		3	12-13	
		4	14-15	
		5	More then 16 years old	
3	Level of education. - mark ✓	1	In the primary cycle (grades 1-5)	
		2	In the lower secondary cycle (grades 6-9)	
		3	In the upper secondary cycle 10-12	

Key: 1-Not at all true, 2- False, 3- I have dilemmas, 4- True, 5- Completely true

Circle one of the numbers (1 to 5) according to your rating!

No.	1. What are the inappropriate behaviors of students in the classroom?					
1	Angry, aggressive communications (verbal or written)	1	2	3	4	5
2	Unwanted attention	1	2	3	4	5
3	Excessive self-confidence	1	2	3	4	5
4	Noise in the classroom	1	2	3	4	5
5	Bullying of friends	1	2	3	4	5
6	The written material (assignments, exams, e-mail or letter) that suggest a student may be unstable or have mental health issues.	1	2	3	4	5
7	Irregular/ Decentralized movements	1	2	3	4	5
8	Use of telephones	1	2	3	4	5
9	Side conversations	1	2	3	4	5
10	Frauds	1	2	3	4	5
11	Use of offensive hate speech	1	2	3	4	5

Key: 1-Not at all true, 2- False, 3- I have dilemmas, 4- True, 5- Completely true

Circle one of the numbers (1 to 5) according to your rating!

No	2. WHICH STUDENTS ARE MOST PREDISPOSED TO THESE BEHAVIORS?	1	2	3	4	5
1	Economic stability / Children from low-income homes often experience lack of sustainability of parents, a frequent change in caregivers part-time, lack of supervision, poor nutrition and poor modeling roles.	1	2	3	4	5
2	Changes in family relations / Divorce has long been associated with behavioral problems, anxiety and depression in children.	1	2	3	4	5
3	The attitudes of parents towards education / Children first learn by imitating the behavior they see modeled for them.	1	2	3	4	5
4	Community in which the student lives can be disorganized by society	1	2	3	4	5
5	Media and their imitation at home, in school that can be driven by technology badly affect children's behavior	1	2	3	4	5
6	Biographical and demographic characteristics.	1	2	3	4	5
7	Intellectual and physical abilities. Various physical problems, special needs affect their behaviors	1	2	3	4	5

Key: 1-Not at all true, 2- False, 3- I have dilemmas, 4- True, 5- Completely true

Circle one of the numbers (1 to 5) according to your rating!

No.	3. SOME OF THE CAUSES OF INAPPROPRIATE BEHAVIOR MAY BE ...					
1	Seek attention / Being the center of attention is a common desire for students, some more so than others.	1	2	3	4	5
2	The desire for power / Some students who misbehave express a desire for more control in the classroom, and acting in an inappropriate manner makes them feel powerful.	1	2	3	4	5
3	For revenge./Some children fall into the classroom in response to the hurt feelings they experience	1	2	3	4	5
4	Lack of self-confidence / A general fear of failure occurs when a student feels unable to meet any expectations.	1	2	3	4	5
5	Students who make inappropriate behavior may have some sort of temporary illness contributing to their position	1	2	3	4	5
6	Classroom environment / A poorly organized classroom for learning can contribute to a students to refuse behaving well.	1	2	3	4	5
7	Problems with learning, some students may not feel challenged enough to behave properly.	1	2	3	4	5
8	Teacher dislike	1	2	3	4	5

9	Unsatisfactory atmosphere in the classroom by the teacher	1	2	3	4	5
10	The teacher differences between the students, like someone with a lot of favors someone not	1	2	3	4	5
11	Problems in the family	1	2	3	4	5
12	I do not like classmates and friends	1	2	3	4	5
13	I do not feel good in society	1	2	3	4	5
14	My friends laughed at me how I dressed	1	2	3	4	5
15	Disapointment with friends and teachers	1	2	3	4	5

Key: 1-Not at all true, 2- False, 3- I have dilemmas, 4- True, 5- Completely true

Circle one of the numbers (1 to 5) according to your rating!

No.	4. HOW THEY ARE MANAGED INNAPPROPRIATE BEHAVIOURS OF STUDENTS BY TEACHERS?					
1	Creating a positive, supportive atmosphere in the classroom.	1	2	3	4	5
2	Establishing a set of rules and punishments clearly defined	1	2	3	4	5
3	Organize classes with us.	1	2	3	4	5
4	To know us better. Knowing better personalities, abilities and backgrounds can greatly improve decision making.	1	2	3	4	5
5	Identify the exact problem. Claiming that a student "has a bad attitude" is too vague to be easily handled.	1	2	3	4	5
6	Reaching the root of the problem may involve a conversation with the student but also with his friends and family.	1	2	3	4	5
7	Using positive responses for positive behavior.	1	2	3	4	5
8	Keep students busy and engaged in material.	1	2	3	4	5
9	Use physical proximity to curb bad behavior	1	2	3	4	5
10	Classroom management engagement in learning and not table talk	1	2	3	4	5
11	Punishment of students	1	2	3	4	5
12	They are avoided, they are ignored when it comes to favoritism or reward despite excellent success	1	2	3	4	5
13	Ignorance from teacsher	1	2	3	4	5
14	Revenge on the grade / Evaluation	1	2	3	4	5

5. DO YOU HAVE TO ADD ANYTHING THAT IS NOT INCLUDED HERE? OR ANY
   OTHER REASONING, WRITE
   HERE:_____
   _____
   _____
   _____
   _____
   _____

Thank you for your cooperation!