



## Novice Teachers' Opinions on Students' Disruptive Behaviours: A Case Study

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### ABSTRACT

**Purpose:** It is recognised worldwide that novice teachers encounter various disruptive behaviours and face many challenges that stem from problematic students. Disruptive behaviours are seen as some of the most pervasive challenges widely affecting the teaching experience of novice teachers. In this study, the aim was to determine novice teachers' opinions related to students' disruptive behaviours in the classroom environment. **Research Methods:** This study was designed in a qualitative, case study pattern. The study group consists of 24 novice

teachers working at public schools in Trabzon city centre. The participants were determined by using the criterion sampling method. Data was obtained with a semi-structured interview form. **Findings** Novice teachers frequently encounter disruptive behaviours. These disruptive behaviours include chattering, distraction, engaging with mobile phones, chewing gum, abusing classmates, and disrupting the class. Novice teachers express both positive and negative feelings. The positive feelings include paying closer attention and using interesting methods, whereas negative feelings include needing support from experienced teachers, feeling anxious and stressed, and thinking about leaving the school. They exhibit punitive attitudes to cope with disruptive behaviours as well as conciliatory attitudes. **Implications for Research and Practice:** The results show that classroom management training should be imparted based on theory and practice in education faculty. Furthermore, novice teachers should be supported by experienced teachers.

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## Introduction

Novice teachers have various backgrounds, motivations, experiences, and preparation levels in their initial teaching experiences. The initial years of service are generally considered to be the first three years of teaching, and the first year is often difficult. It is seen that novice teachers encounter the greatest challenges due to inadequate classroom management training during the beginning years of their profession.

A novice teacher is defined as someone who is teaching something new for the first time (Farrel, 2012). Novice teachers can also be defined as teachers with less than three years teaching experience, and for whom the teaching model tends to focus on survival and establishing basic classroom routines (Huberman, 1993). There is no consensus on how many years of teaching are necessary to be an experienced teacher. In some studies, a novice teacher is defined as a teacher with less than five years of teaching experience (Kim & Roth, 2011), whereas others referred to the novice teacher as a teacher with two years of teaching experience or less (Haynes, 2011). In the current study, a novice teacher was defined as a teacher with two years or less of teaching experience.

Novice teachers enter classrooms with high expectations for themselves and for their students, but they often encounter different challenges (Toprakci, 2008). In the study conducted by Ozturk & Yildirim (2013), novice teachers expressed that classroom management was the most challenging part of the profession. In another study conducted by Yalcinkaya (2002), the challenges of novice teachers were perceived to be inexperience, conflicts between pre-service training and in-service applications, pressures on new teachers, obligations to finish more tasks, fear of inspection, and adaptation to the school and environment.

In many studies, disruptive behaviours were stated to negatively affect the teaching and learning environment (Gordon & Browne, 2004; Rigby, 2003; Rogers, 2011; Seeman, 2010). Similarly, in previous studies conducted by Achinstein (2006), Amada (1994), Day, Stobart, Sammons, & Kington (2006), Mabeba & Prinsloo (2000), Ulvik, Smith & Hellege (2009) the students' disruptive behaviours were shown as the greatest challenge for novice teachers. Furthermore, many modern-day schools consist of numerous children who are psychologically unstable or disturbed and feel discouraged at school (Aitken & Harford, 2011; Karatas & Karaman, 2013; Koca, 2016; Ozturk & Yildirim, 2013; Sari & Altun, 2015). These children display a lack of self-respect and act indifferently toward activities in the classroom (Brandon, 2003). Children in low-income families, in particular, tend to feel vulnerable, and often behave overly reactive and furiously due to the strict application in many prison-like schools (Cummings, 2000; Dudley-Marling, 2007; Ozturk, 2008; Smith & Laslett, 2002; Watts & Erevelles, 2004). Additionally, various disruptive behaviours stem from insufficient teacher qualifications, including boring teaching methods, disarranged learning environment, overreacting to disruptive behaviours, punishing, displaying stereotypical attitudes, and exhibiting burnout (Gorski, 2008; Lewis, 2009; Goldstein & Brooks, 2007; Okutan, 2005). Some disruptive behaviours arise from group

dynamics, including disapproval by peer group, bullying, teasing, and displaying hostile attitudes (Henley, 2009). Consequently, these behaviours are seen as the primary challenges for novice teachers at the beginning of their teaching profession (Dunbar 2004; Goldstein & Brooks, 2007; Shelton & Brownhill, 2008; Weiner, 2003).

Novice teachers frequently fail to cope with disruptive behaviours; therefore, their job stress exacerbates, and they experience low job satisfaction and high burnout (Berliner, 1986; Espin & Yell, 1994; Walters & Frei, 2007). If novice teachers cannot sufficiently ensure discipline and manage disruptive behaviours appropriately in the classroom, the job stress affects their overall health and emotional state (Wood & McCarthy, 2002). Furthermore, novice teachers' inadequate classroom management skills negatively influence their commitment to profession (Browsers & Tomic, 2000; Ingersoll & Smith, 2003). Notwithstanding that existing limited studies on the challenges encountered by novice teachers at the beginning of the teaching profession, e.g. Erdemir (2007), Erkoc (2010), Karatas & Karaman (2013), Koca (2016), Korkmaz, Saban, & Akbasli (2004) and Sari & Altun (2015), said studies were conducted on disruptive student behaviours. Surveys on disruptive behaviours are usually focused on management skills of teachers in the classroom environment, e.g. Bernshausen & Cunningham (2001), Emmer & Stough, (2001), Greenhalgh (2001), Ozturk (2005), Porter (2006), Romano & Gibson (2006), Rose & Gallup (2005), Wong & Wong (1998), and Zuna & McDougall (2004). An important part of the studies is generally focused on effective teacher attitudes to cope with students' disruptive behaviours, e.g. Cinkir (2004), Mathieson & Price (2003), O'Brien (2012), Oliver, Wehby, & Reschly (2011) and Safran & Oswald (2003). Consequently, it is seen that, as the main challenges for novice teachers stem from students' disruptive behaviours, the present study was conducted on this topic.

In this study, we aimed to explore in detail the opinions expressed by novice teachers related to students' disruptive behaviours in the classroom environment. For this purpose, answers were sought the following questions:

- 1-How often do novice teachers encounter disruptive behaviours in the classroom environment?
- 2-What disruptive behaviours do novice teachers encounter in the classroom environment?
- 3-How do novice teachers feel when encountering disruptive behaviours?
- 4-What methods do novice teachers use to manage disruptive behaviours?

## Method

### *Research Design*

This study was conducted in a case study design, which is a qualitative research method. Qualitative research designs are used to obtain comprehensive knowledge about a topic (Denzin & Lincoln, 2005; Marshall & Rossman, 2006; Patton, 2014; Singh, 2007). The case study allows an investigation to retain the holistic and meaningful characteristics of real-life events, and this method enables researchers to closely examine data within a specific context (Fidel, 1984; Yin, 2003; Zainal, 2007).

### *Research Sample*

The study group consisted of 24 novice teachers working in public schools in Trabzon city centre. The participants were determined by using the criterion sampling method. The criterion sampling method is used to determine a study group with sufficient knowledge and experiences about the researched topics (Patton, 2014, 238). To have 1-2 years of seniority was taken as a prerequisite criterion, and having encountered students' disruptive behaviours in classroom was another criterion. Additionally, having worked in schools with different training programs was also selected as a criterion for the triangulation among the novice teachers' opinions. Furthermore, having felt anxiety or distress due to students' disruptive behaviours was taken as another criterion. The study group consisted of 14 female (58.3%) and 10 male (41.7%) novice teachers. Six of them work in primary schools (25%), six in secondary schools (25%), six in Anatolian high schools (25%), and six in vocational high schools (25%). The average seniority was 1.7 years and the average age was 23.5.

### *Research Instruments and Procedures*

The study was conducted in four stages: (i) definition of the problem, (ii) preparation of the data collection instrument, (iii) data collection, and (iv) data analysis and interpretation (Mayring, 2011, 112; Yildirim & Simsek, 2013, 93-97).

(i) Definition of the problem: During interviews with novice teachers, it was understood that they frequently encounter students' disruptive behaviours and experience anxiety. Moreover, the students' disruptive behaviours reduce the morale and motivation of the novice teachers. In the first stage, the problem was defined. Then, a conceptual framework was created to be able to classify and compare the disruptive behaviours examined in the study.

(ii) Preparation of the data collection instrument: A semi-structured interview form was used to collect data. The form consisted of two parts. In the first part, there were four questions determining participants' demographic characteristics. The second part consisted of four open-ended questions: (i) How often do you encounter disruptive behaviours in the classroom environment? (ii) What disruptive behaviours do you encounter in the classroom environment? (iii) How do you feel when you encounter disruptive behaviours? (iv) What methods do you use to manage disruptive behaviours?

(iii) Data collection: Each participant was called before the interview by the researcher for an appointment, and then the semi-structured interview form was administered. Each interview lasted about 30-45 minutes, and the novice teachers expressed their views in writing in response to the open-ended questions.

(iv) Data analysis and interpretation: Data was analysed by using the descriptive analysis method. This method consists of four stages: creating a thematic framework for analysis, processing data, identifying findings, and analysis and interpretation (Yildirim & Simsek, 2013, 256). Similar responses to the same questions were evaluated in the same category. The written data were coded, and 19 sub-themes

arose, identifying students' disruptive behaviours. Two main themes were determined to identify these sub-themes: (i) indifference and (ii) disruptiveness. Nineteen sub-themes were determined to identify the feelings of the novice teachers. Two main themes were determined to identify these sub-themes. The main themes were (i) positive feelings and (ii) negative feelings. Seventeen sub-themes were determined to be related to the novice teachers' methods to manage students' disruptive behaviours, and two main themes were determined to identify these criteria. The main themes were (i) conciliatory attitudes and (ii) punitive attitudes. The views on the sub-themes were sorted according to their frequency.

#### Validity and Reliability

Related literature was reviewed in-depth, and a conceptual framework was created on the subject to improve the internal validity of the study. The data were coded by the researcher and another scholar who with experience in qualitative research. In the first stage, the themes were kept large enough to cover the concepts, but narrow enough to exclude unrelated concepts. The formula "Reliability= Consensus/Consensus + Dissidence  $\times$  100" was applied to determine the reliability of the coding (Miles & Huberman, 1994, 64). The agreement between the two coders was calculated as  $50 / (50+6) \times 100 = .89$ . In the second phase, structural integrity was achieved by controlling the relationship between the main themes and sub-themes as well as the relationship between each sub-theme and the others. The research process was explained in detail, and all evidence was shown without comment to improve the external validity.

## Results

The frequency of disruptive behaviours is shown in Figure 1.

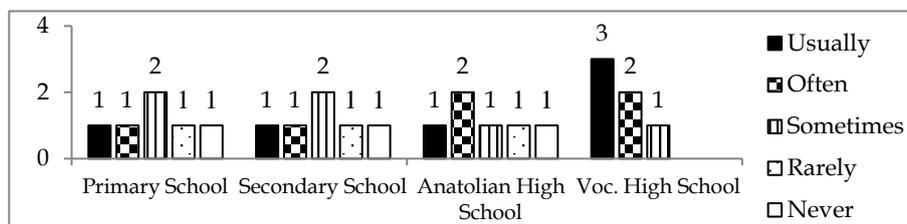


Figure 1. The frequencies of disruptive behaviours ( $n=24$ )

#### Disruptive Behaviours in Classroom

In this section, the novice teachers' views on disruptive behaviours are shown in two main themes: 'indifference' and 'disruptiveness'. The term participant is abbreviated as "P". It is impossible to state all the participants' opinions because of space limitations. As such, the more notable views have been included. The views related to indifference are as follows:

[P2] 'I frequently encounter students who want to go home'.

[P7] 'I struggle to attract my students' attention to the subject'.

[P8] 'The students do not prepare their tools and equipment (book, notebook, pencil, eraser, etc.) in my class.

[P13] 'The students talk a lot each other in my class.

[P14] 'I frequently encounter students who complete homework during my class.

[P16] 'Some of the students are playing computer games during my class.

[P17] 'I encounter students eating snacks during my class.

[P19] 'I encounter students escaping from my class to spend time at the internet café'.

[P21] 'I encounter students being frequently late and usually sleeping during the first lesson'.

[P23] 'I encounter students behaving in a way that is unrelated the topic and finding a pretext to participate'.

[P24] 'I have to warn students not to engage with their mobile phones in almost all of my classes'.

The frequency and percentages of sub-themes related to the main theme of indifference are presented in Table 1.

**Table 1**

*Sub-Themes of Indifference*

<i>Sub-theme</i>	<i>f</i>	<i>%</i>
Chattering	21	19.8
Distraction	19	17.9
Engaging with mobile phone	15	14.2
Tardiness	11	10.4
Bored by the lesson	10	9.4
Eating snacks	8	7.5
Not completing homework	7	6.6
Behaving in unrelated ways	6	5.7
Course material is unprepared	4	3.8
Playing computer games on tablet	3	2.8
Escaping from school	2	1.9
Total	106	100

According to Table 1, the students' indifference behaviours are chattering (f=21, 19.8%), distraction (f=19, 17.9%), engaging with mobile phone (f=15, 14.2%), tardiness (f=11, 10.4%), bored by the lesson (f=10, 9.4%), eating snacks (f=8, 7.5%), not completing homework (f=7, 6.6%), behaving in unrelated ways (f=6, 5.7%), course material is unprepared (f=4, 3.8%), playing computer game on tablet (f=3, 2.8%) and escaping from school (f=2, 1.9%). The views related to the 'disruptiveness' main theme are as follows:

[P10] 'The students use insulting language with each other'.

[P11] 'I frequently encounter students trying to disrupt the class.

[P12] 'I have to cope with problematic students causing distractions for classmates and hindering them from focusing on learning activities'.

- [P13] 'I encounter students mocking my teaching methods'.  
 [P15] 'I struggle with students displaying rude attitudes'.  
 [P17] 'I encounter students using swear words'.  
 [P18] 'I encounter students attempting to cheat during my exams'.  
 [P19] 'I struggle with students chewing gum'.  
 [P24] 'The students verbally abuse their classmates'.

The frequency and percentages of sub-themes related to the main theme of disruptiveness are presented in Table 2.

**Table 2**

*Sub-themes of Disruptiveness (n=24)*

<i>Sub-theme</i>	<i>f</i>	<i>%</i>
Chewing gum during lesson	20	23.3
Verbally abuse classmates	17	19.8
Trying to disrupt the course	15	17.4
Displaying rude attitude	11	12.8
Using insulting language	9	10.5
Attempting to cheat	7	8.1
Using swear words	5	5.8
Mocking teaching methods	2	2.3
Total	86	100

In Table 2, the students' disruptive behaviours in disruptiveness are chewing gum during lesson (f=20, 23.3%), verbally abusing classmates (f=17, 19.8%), trying to disrupt the course (f=15, 17.4%), displaying rude attitude (f=11, 12.8%), using insulting language (f=9, 10.5%), attempt to cheat (f=7, 8.1%), using swear words (f=5, 5.8%), and mocking the teaching methods (f=2, 2.3%).

#### *The Novice Teachers' Feelings*

In this section, the novice teachers' feelings on students' disruptive behaviours are evaluated in two main themes: 'positive feelings' and 'negative feelings'. The views related to the 'positive feelings' are as follows:

- [P1] 'I think I should pay closer attention to my pupils'.  
 [P2] 'I think that I need to use more interesting methods and ensure that the materials attract students' attention'.  
 [P3] 'I think I need support from experienced teachers'.  
 [P5] 'I feel that I need to improve my teaching skills'.  
 [P9] 'I think that I should be in more collaboration with the parents'.  
 [P10] 'I think that I need to be a role-model to my students in terms of speaking in a polite manner'.  
 [P14] 'I think that I should lead them to do their homework before they come in my class'.  
 [P16] 'I think that I need to motivate all my students, as well'.  
 [P22] 'I feel I have to do my best to teach my pupils'.

[P23] *'I think that the teacher candidates need to have a training based on theory and practice in education faculty'.*

The frequency and percentages of sub-themes related to the main theme of positive feelings are presented in Table 3.

**Table 3**

*Sub-themes of Positive Feelings (n=24)*

<i>Sub-theme</i>	<i>f</i>	<i>%</i>
Paying closer attention to the students	20	20.4
Using more interesting methods	17	17.3
Using support from experienced teachers	15	15.3
Improving teaching skills	12	12.2
Effective teacher training	11	11.2
Motivating students	10	10.2
Collaboration with the parents	7	7.2
Leading students	4	4.1
Being a role model	2	2.1
Total	98	100

According to Table 3, the positive feelings of novice teachers are paying closer attention to the students (f=20, 20.4%), using more attractive methods (f=17, 17.3%), utilising support from experienced teachers (f=15, 15.3%), improving teaching skills (f=12, 12.2%), effective teacher training (f=11, 11.2%), motivating students (f=10, 10.2%), collaboration with the parents (f=7, 7.2%), leading students (f=4, 4.1%), and being a role model (f=2, 2.1%). The views related to the 'negative feelings' main theme are as follows:

[P7] *'I feel that I am insufficient'.*

[P11] *'I feel stressed'.*

[P12] *'I think that I need to leave this school to continue my profession'.*

[P13] *'When the students sarcastically criticise my teaching methods, I feel anxious'.*

[P15] *'When I unsuccessfully cope with disruptive behaviours, I think that I must resign'.*

[P17] *'When I unsuccessfully cope with the students swearing, I feel helpless'.*

[P18] *'I think that I could not continue long term in the teaching profession'.*

[P19] *'Because of the students disregarding my warnings, I feel as if I have lost my self-respect'.*

[P20] *'When the students attempt to disrupt my concentration and the course flow, I feel unsuccessful'.*

[P24] *'If the students are in an especially disregarding mood, I feel angry'.*

The frequency and percentages of sub-themes related to the main theme of negative feelings are presented in Table 4.

**Table 4**

*Sub-Themes of Negative Feelings (n=24)*

<i>Sub-theme</i>	<i>f</i>	<i>%</i>
Feeling anxious	22	21.8
Feeling stressed	18	17.8
Thinking about leaving the school	15	14.9
Feeling angry	13	12.9
Feeling unsuccessful	11	10.9
Feeling helpless	8	7.8
Feeling insufficient	6	5.9
Regretting teaching profession	4	4.0
Thinking about resignation	3	3.0
Losing self-respect	1	1.0
Total	101	100

According to Table 4, the negative feelings of novice teachers are feeling anxious (f=22, 21.8%), feeling stressed (f=18, 17.8%), thinking about leaving the school/profession (f=15, 14.9%), feeling angry (f=13, 12.9%), feeling unsuccessful (f=11, 10.9%), feeling helpless (f=8, 7.8%), feeling insufficient (f=6, 5.9%), regretting teaching profession (f=4, 4%), thinking about resignation (f=3, 3%), and losing self-respect (f=1, 1%).

#### *Disruptive Behaviour Management*

In this section, the novice teachers' disruptive behaviour management methods are evaluated under two main themes: conciliatory attitudes and punitive attitudes. The views related to the conciliatory attitudes are as follows:

[P1] 'I pay close attention to student exhibiting disruptive behaviours'.

[P3] 'I try to benefit from the experienced teachers' suggestions'.

[P5] 'I act in a tolerant manner'.

[P7] 'I talk to the problematic student'.

[P8] 'I clarify the student's disruptive behaviours'.

[P9] 'I consult with parents'.

[P13] 'I give information to the school counsellor about the student's disruptive behaviours'.

[P16] 'I utilise support from an experienced teacher'.

[P20] *'I give extra responsibilities'.*

[P22] *'I explain the classroom rules and principles at the beginning of the academic year, and I ensure behaviour compliance with them'.*

The frequency and percentages of sub-themes related to the main theme of conciliatory attitude are presented in Table 5.

**Table 5**

*Sub-themes of Conciliatory Attitudes (n=24)*

<i>Sub-theme</i>	<i>f</i>	<i>%</i>
Acting in a tolerant manner	21	21.9
Trying to understand the problem	15	15.6
Setting classroom rules	13	13.5
Using support from experienced teachers	11	11.5
Talking with problematic student	10	10.4
Ignoring student's disruptive behaviour	9	9.4
Paying close attention	7	7.3
Consulting parents	5	5.2
Informing school counsellor	4	4.2
Giving extra responsibilities	1	1.0
Total	96	100

In Table 5, the conciliatory attitudes of novice teachers are acting in a tolerant manner (f=21, 21.9%), trying to understand the problem (f=15, 15.6%), setting classroom rules (f=13, 13.5%), using support from experienced teachers (f=11, 11.5%), talking to problematic student (f=10, 10.4%), ignoring student's disruptive behaviour (f=9, 9.4%), paying close attention (f=7, 7.3%), consulting parents (f=5, 5.2%), informing school counsellor (f=4, 4.2%), and giving extra responsibilities (f=1, 1%). The views related to the punitive attitudes main theme are as follows:

[P11] *'I complain to the parents about the student's disruptive behaviours'.*

[P14] *'I give information to the school administrator'.*

[P15] *'I report them to the school disciplinary board'.*

[P17] *'I discreetly handle the students who persist with disruptive behaviours'.*

[P18] *'I act more decisively'.*

[P19] *'I impose punishments'.*

[P21] *'I warn sharply'.*

[P23] *'I refer to the disciplinary board'.*

[P24] *'I deliberately give extra homework to the students disrupting the course'.*

The frequency and percentages of sub-themes related to the main theme of punitive attitude are presented in Table 6.

**Table 6**

*Sub-themes of Punitive Attitude ( $n=24$ )*

<i>Sub-theme</i>	<i>f</i>	<i>%</i>
Giving information to the school administrator	21	22.8
Reporting to disciplinary board	18	19.6
Complaining to parents	15	16.3
Impose punishments	13	14.1
Giving extra homework	10	10.9
Warning sharply	8	8.7
Acting decisively	5	5.4
Handling discreetly	2	2.2
Total	92	100

In Table 6, the punitive attitudes of novice teachers are giving information to the school administrator ( $f=21$ , 22.8%), reporting to disciplinary board ( $f=18$ , 19.6%), complaining to parents ( $f=15$ , 16.3%), impose punishments ( $f=13$ , 14.1%), giving extra homework ( $f=10$ , 10.9%), warning sharply ( $f=8$ , 8.7%), acting decisively ( $f=5$ , 5.4%), and handling discreetly ( $f=2$ , 2.2%).

### Discussion and Conclusions

The present study aimed to explore in detail the opinions of novice teachers related to students' disruptive behaviours. The findings show that novice teachers frequently encounter disruptive behaviours in the classroom environment. Similarly, in studies conducted by Guclu (2004) and Ogel, Tari, & Yilmazcetin-Eke (2006), the beginner teachers working at high schools frequently encountered students' disruptive behaviours. Additionally, Goldstein & Brooks (2007) stated that adolescents are in troubled mood during their later stages of the educational process, which can increase the ratio of the disruptive student behaviours.

It is commonly stated by the novice teachers that the students behave indifferently in the classroom. Novice teachers encounter disruptive behaviours such as chattering, distraction, engaging with mobile phones, tardiness, being bored by the lesson, eating snacks, not completing homework, behaving in an unrelated way, and playing computer games. Comparable results are seen in previous studies conducted by Akpınar & Ozdas (2013), Gordon & Browne (2004), and Siyez (2009).

In addition, novice teachers encounter the students behaving in a disruptive context. These disruptive behaviours are chewing gum during course, abusing classmates verbally, trying to disrupt the class, displaying a rude attitude, using insulting language, attempt to cheat, and using swear words. Similarly, in studies conducted by Melnick & Meister (2008), Nguyen (2013), and O'Brien & Christie

(2005), teachers with three years or less of seniority encountered disruptive behaviours more than twice as likely as experienced teachers. Likewise, in the study conducted by Ulvik, Smith, & Helleve (2009), beginning teachers encountered more disruptive behaviours than experienced teachers.

Novice teachers have positive and negative feelings on students' disruptive behaviours. Positive feelings include paying closer attention to students, using more interesting methods, utilising support from experienced teachers, improving teaching skills, effective teacher training, motivating students, collaborating with the parents, leading students, and being a role model. These feelings are corroborated in previous studies conducted by Daly, Witt, Martens, & Dool (1997), Dudley-Marling (2007), and Seeman (2010). Similar results were attained in previous studies conducted by Bomer, Dworin, May, & Semingson (2008), Marais & Meier (2010), and Scherff (2007).

Negative feelings include feeling anxious, feeling stressed, thinking about leaving the school, feeling angry, feeling unsuccessful, feeling helpless, feeling insufficient, regretting teaching profession, thinking about resigning, and losing self-respect. Similar findings are seen in previous studies conducted by Eren (2012), Erturk & Kececioğlu (2012), Yılmaz-Toplu (2012), and Yuksel & Yuksel (2014).

The results show that the novice teachers display conciliatory attitudes to manage students' disruptive behaviours. Novice teachers' conciliatory attitudes include acting tolerantly, trying to understand the problem, setting classroom rules, utilising support from an experienced teacher, talking to problematic student, ignoring student's disruptive behaviour, paying close attention, consulting with parents, informing school counsellor, and giving extra responsibilities. Similar findings are seen in previous studies conducted by Forbes (2004) and Little (2005).

Novice teachers also display punitive attitudes, including giving information to the school administrator, reporting to the school disciplinary board, complaining to the parent, imposing punishments, giving extra homework, warning sharply, acting decisively, and handling discreetly. Similar results are seen in previous studies conducted by Aydin (2014) and Oliver & Reschly (2007). In the mentioned studies, novice teachers expressed being overwhelmed due to the bullying and disrespectful behaviours of the students and that they prefer acting more reactively and using punitive methods.

As a result, novice teachers are often forced to cope with the students' disruptive behaviours. The findings show that novice teachers struggle with disruptive behaviours in the classroom, and that the novice teachers are adversely affected due to the students' disruptive behaviours. The novice teachers should be supported by experienced teachers. Additionally, peer coaching can be effective to improve the classroom management skills of novice teachers. Providing efficient peer coaching in accordance with their needs can reduce the problems that novice teachers experience when coping with students' disruptive behaviours in the classroom environment.

Based on the findings, it can be suggested that classroom management training should be given based on theory and practice. In order to efficiently prepare candidate teachers for the profession, alternative family structures should be analysed and student characteristics should be considered by teacher training institutions. School administrators should exhibit conciliatory attitudes toward novice teachers and, thus, said attitudes should be displayed toward fewer problematic students. Effective school-parent collaboration can be used to prevent students' disruptive behaviours. The reasons behind students' disruptive behaviours can be examined as another topic. Further research can be conducted on the ideal school and school happiness.

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### Yeni Bařlayan Öğretmenlerin Olumsuz Öğrenci Davranıřlarına İliřkin Görüşleri: Bir Durum Çalışması

#### Atıf:

- Sezer, S. (2017). Novice teachers' opinions on students' disruptive behaviours: A case study. *Eurasian Journal of Educational Research*, 69, 199-219. <http://dx.doi.org/10.14689/ejer.2017.69.11>

#### Özet

*Problem Durumu:* Yeni bařlayan öğretmen, ilk kez yeni şeyler öğreten kiři olarak tanımlanır. Yeni bařlayan öğretmen, aynı zamanda üç yıldan az tecrübeye sahip olan ve öğretim modeli günü kurtarmaya ve temel sınıf rutinlerini oluřturmaya dayalı öğretmen olarak tanımlanabilir. Bu öğretmenler kendileri ve öğrencileri için yüksek beklentilerle sınıflara girer, ancak çoęu kez farklı zorluklarla karřılařır.

Birçok çalışmada olumsuz davranıřların öğrenme ve öğretim ortamını olumsuz etkiledięi belirtilmektedir. Bu nedenle sınıf ortamındaki olumsuz öğrenci davranıřları, yeni bařlayan öğretmenler açısından en büyük zorluk olarak görülmektedir. Bu öğretmenler olumsuz davranıřlarla sıklıkla bařa çıkamazlar, iř stresi artar ve bu nedenle düşük iř doyumunu ve yüksek tükenmiřlik yařarlar. Göreve yeni bařlayan öğretmenlerin yařadığı zorluklara iliřkin yapılan çalışmalar sınırlı olmakla birlikte çalışmaların çoęu sınıf ortamında karřılařılan olumsuz öğrenci davranıřlarını konu almaktadır. Öte yandan yapılan arařtırmalar büyük oranda sınıf içi etkili öğretmen davranıřlarına odaklanmaktadır.

*Arařtırmanın Amacı:* Bu çalışma, sınıf ortamında öğrencilerin yıkıcı davranıřlarıyla ilgili acemi öğretmenlerin görüşlerini ayrıntılı olarak arařtırmayı amaçlamaktadır. Bu amaçla ařağıdaki sorulara yanıt aranmaktadır:

1. Yeni başlayan öğretmenler sınıf ortamında olumsuz davranışlarla hangi sıklıkta karşılaşmaktadır?
2. Yeni başlayan öğretmenlerin karşılaştıkları olumsuz davranışlar nelerdir?
3. Acemi öğretmenler olumsuz davranışlarla karşılaştıklarında nasıl hissetmektedir?
4. Yeni başlayan öğretmenler olumsuz davranışları yönetmek için hangi yöntemleri kullanmaktadır?

*Araştırmanın Yöntemi:* Nitel araştırma yöntemlerinden durum çalışması deseninde yürütülen araştırmanın çalışma grubunu, Trabzon il merkezinde yer alan devlet okullarda görev yapan ve 1-2 yıl meslek deneyimine sahip 24 öğretmen oluşturmaktadır. Araştırmanın çalışma grubu, ölçüt örneklem yöntemiyle belirlenmiştir.

*Veri Analizi:* Araştırmanın verileri araştırmacı tarafından geliştirilen yarı yapılandırılmış görüşme formu ile elde edilmiştir. Katılımcılar, görüşlerini form üzerine yazılı olarak ifade etmiştir. Veriler, betimsel analiz yöntemi ile analiz edilmiştir. Katılımcıların aynı soruya verdiği benzer yanıtlar, aynı kategoride değerlendirilmiştir. Yazılı veriler kodlanmış ve öğrencilerin olumsuz davranışlarını betimlemeyen 19 alt tema oluşturulmuştur. Bu alt temaları tanımlamak için iki ana tema belirlenmiştir: Ana temalar, (i) kayıtsızlık ve (ii) bozuculuk şeklindedir. Yeni başlayan öğretmenlerin duygularını betimleyen 19 alt tema tespit edilmiştir. Bu alt temaları tanımlamak için iki ana tema belirlenmiştir. Ana temalar (i) olumlu duygular ve (ii) olumsuz duygular şeklindedir. Yeni başlayan öğretmenlerin olumsuz öğrenci davranışlarını yönetmede başvurduğu yöntemleri betimleyen on sekiz alt tema ve bu alt temalara ilişkin iki ana tema belirlenmiştir. Ana temalar (i) uzlaşmacı tutum (ii) cezalandırıcı tutum şeklindedir. Alt temalarda yer alan görüşler, tablo üzerinde frekans ve yüzde değerlerine göre sıralanmıştır.

*Araştırmanın Bulguları:* Araştırmadan elde edilen bulgular, yeni başlayan öğretmenlerin sınıf ortamında olumsuz öğrenci davranışları ile sıklıkla karşılaştıklarını göstermektedir. Bu öğretmenler, sınıf ortamında gevezelik, dikkat dağınıklığı, cep telefonu ile uğraşma, ders esnasında sakız çiğneme, sınıf arkadaşını istismar etme, dersi kesintiye uğratmaya çalışma şeklindeki olumsuz öğrenci davranışları ile karşılaşmaktadır. Yeni başlayan öğretmenler, olumsuz öğrenci davranışlarını yönetmede öğrencilerle daha yakından ilgilenmekte, daha ilginç yöntemler kullanmakta ve deneyimli öğretmenlerden destek almaktadır. Olumsuz davranışlar, yeni başlayan öğretmenlerin kaygılar yaşamalarına, stresli hissetmesine ve okuldan ayrılmayı düşünmesine neden olmaktadır. Yeni başlayan öğretmenler, olumsuz öğrenci davranışları ile başa çıkmak için cezalandırıcı tutum ve uzlaşmacı tavır sergilemektedir.

*Araştırmanın Sonuçları ve Öneriler:* Göreve yeni başlayan öğretmenler, sınıf ortamında olumsuz öğrenci davranışları ile sıklıkla karşılaşmaktadır. Öğrenciler derslere ilgisiz davranmakta, saldırgan ve müdahaleci bir tutum sergilemekte, öğretim yöntemini sıkıcı bulmakta ve teknolojik araçları ders ortamında amaç dışı kullanmaktadır. Bu bağlamda öğrencilerin etkili öğrenme ve olumlu davranış geliştirmeleri için

izlenmesi gereken yeni eğitim politikaları araştırılabilir. Yeni öğretmenler, kendilerini yetersiz, stresli, kızgın ve gergin hissetmektedir. Bu şekilde mesleği uzun süre devam ettiremeyeceklerini ve istifa etmeyi düşünmektedir. Öğretmen yetiştiren kurumlar, değişen öğrenci yapısı ve veli beklentilerini karşılayacak nitelikte teori ve uygulamaya dayalı bir eğitim modeli oluşturmalı ve donanımlı öğretmenler yetiştirmelidir. Göreve yeni başlayan öğretmenler, görece cezalandırıcı bir tutum sergileyerek sınıf ortamında karşılaştıkları olumsuz davranışları yönetme eğilimindedir. Bu öğretmenlere deneyimli ve yetenekli öğretmenler tarafından akran koçluğu desteği verilmeli, okul-veli işbirliği artırılarak sorunlu öğrencilerin olumsuz davranışlarını azaltmada öğrenci velilerinden daha fazla destek alınmalıdır. Aday öğretmenlerin meslek için etkin bir şekilde hazırlanabilmesi için değişen aile yapıları analiz edilmeli ve öğretmen yetiştirme kurumları tarafından öğrenci karakteristikleri dikkate alınmalıdır.

Araştırmadan elde edilen bulgulara dayalı olarak, sınıf yönetimi eğitiminin teori ve pratiğe dayalı olarak verilmesi önerilebilir. Okul yöneticileri acemi öğretmenlere kolaylaştırıcı bir tutum sergileyerek nispeten daha az sorunlu öğrencilerin bulunduğu sınıfların sorumluluğunu verebilir. Sonuçlara dayanarak, olumsuz öğrenci davranışların önlemede okul-aile işbirliğinden yararlanılması önerilebilir. Öğrencilerin okul ortamında rahatsızlık duyduğu olaylar ve nedenleri, farklı araştırma konuları olarak ele alınabilir. İdeal okul ve okul mutluluğu konusunda araştırmalar yürütülebilir.

*Anahtar Sözcükler:* Yeni öğretmen, olumsuz davranış, duygular, tutum.

