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Effects of Disciplinary Problems and Antisocial Behaviours in Batna Secondary Schools on the Teaching/Learning Process

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of the requirement for the Degree of “Doctorate Science” in Linguistics
and Didactics**

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Dedication

I dedicate this research to :

The memory of my departed parents,

My wife, daughter and son,

My colleagues in the department,

All my teachers (Teachers of English most of all)

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Abstract

Pupils' indiscipline and antisocial behaviours have escalated in secondary schools to the extent that efficacious teaching and learning have become almost impossible. When teachers and learners are under pressure and at risk of verbal or physical aggression, their performance will be greatly affected. The present work aims at discovering the negative effects that disciplinary problems and antisocial behaviours in secondary schools can have on the teaching/learning process. The hypothesis set to this work is as follows: disciplinary problems and antisocial behaviours in secondary schools would result in an ineffective teaching/learning process. The data gathering tools opted for to undertake this research are the questionnaire and the observation grid. Three separate questionnaires were designed. The first for pupils, the second for teachers and the third for the administrative staff. Three observation grids were designed so as to observe pupils' behaviour outside the school, inside the classrooms and during the morning and afternoon breaks. After having analysed and interpreted the data gathered through the aforementioned tools, we found that disciplinary problems and antisocial behaviours in secondary schools impact negatively the classroom atmosphere, waste lessons' time, distract both teachers and pupils from tasks at hand and impose serious limitations on their performance. We found also that disciplinary and behavioural issues create tension, confusion, suspicion and anxiety among learners and deprive them and their teachers as well from the right to work in a sane environment where they can excell and profit fully from the teaching/learning process.

List of Tables

Table V.1.1: Staff's experience	106
Table V.1.2: Staff's Views about working in secondary schools	107
Table V.1.3: Staff's Opinions about the causes of the difficulty of working in Secondary Schools	108
Table V.1.4: Staff's Opinions about disciplinary problems and antisocial behaviour in their schools.....	108
Table V.1.5: Frequency of disciplinary problems and antisocial Behaviour	109
Table V.1.6: Representing Factors which trigger more disciplinary problems antisocial behaviour	110
Table V.1.7: Effects of disciplinary problems and antisocial behaviour	111
Table V.1.8: Representing pupils who cause more disciplinary and antisocial	112
Table V.1.9: Representing the likelihood of misbehaviour and antisocial behaviour among secondary school pupils	113
Table V.1.10: Staff's Opinions about the nature of pupils' behavioural problems	114
Table V.1.11: Staff's views about the manners of treating pupils' behavioural problems	115
Table V.1.12: Representing Staff's Views about effects of sanctions on pupils behaviour	116
Table V.2.1: Representing pupils' opinions about the number of disciplinary problems and antisocial behaviours	122
Table V.2.2: Representing pupils 'opinions about the negative effects of disciplinary problems and antisocial behaviour on learning	123
Table V.2.3: Representing number of teachers being affected by a given behaviour	124

Table V.2.4: Representing pupils ‘opinions about effects of disobedience on learning	125
Table V.2.5: Representing cheating frequency among pupils.....	126
Table V.2.7: Representing pupils’ opinions about effects of cheating	127
Table V.2.8: Representing pupils’ opinions about the effects of their classmates’ absence	128
Table V.2.9: Representing pupils’ opinions about the negative effects of absenteeism	129
Table V.2.10: Representing pupils’ opinions about effects of disruptive talkers on classes	129
Table V.2.11: Representing pupils ‘opinions about the impact of restoring order on lesson time	130
Table V.2.12: Representing the number of pupils who disobeyed their teachers	130
Table V.2.13: Representing pupils’ opinions about the effect of disobedience	131
Table V.2.14: Representing the frequency of aggression among pupils	132
Table V.2.15: Representing aggression cases	133
Table V.2.16: Representing pupils’ opinions about the impact of aggression on the teaching learning process	133
Table V.2.17: Representing cases of bullying	134
Table V.2.18: Representing the frequency of bullying	134
Table V.2.19: Representing the number of pupils who witnessed acts of vandalism	136
Table V.2.20: Representing pupils’ reactions to vandalism acts	136
Table V.2.21: Representing pupils’ opinions about the likelihood of serious learning with partly or completely damaged material	137
Table V.2.22: Representing theft frequency	138
Table V.2.23: Representing the number of pupils who were victims of theft	139

Table V.2.24: Representing the frequency of harassment	140
Table V.2.25: Representing forms of harassment from the most to the least frequent harassment	140
Table V.2.26: Representing the effects of harassment on teachers and pupils	141
Table VI.1: Representing teachers' experience	148
Table VI.2: Representing teachers' opinions	149
Table VI.3: Representing teachers' opinions about causes of difficulty	149
Table VI.4: Representing teachers' opinions about the number of disciplinary problems and antisocial behaviours	150
Table VI.5: Representing effects of disciplinary problems and antisocial behaviour on teaching.....	151
Table VI.6: Representing number of teachers been affected by a given behaviour	152
Table VI.7: Representing teachers' opinions about the effects of disobedience on learning	153
Table VI.8: Representing the frequency of cheating	154
Table VI.8: Representing the frequency of absenteeism	155
Table VI.10: Representing effects of the habitual absentees on teaching	156
Table VI.11: Representing teachers' opinions about starting and resuming lessons with disruptive talkers in their classes.....	157
Table VI.12 : Representing effects of disruptive talking on teachers' authority	157
Table VI.13: Representing teachers who witnessed disobedience or defiance	158
Table VI.14: Representing teachers' opinions about their ability to teach effectively after disobedience or defiance	159
Table VI.15: Representing the frequency of aggression	160
Table VI.16: Representing the number of pupils who engage in blurting	161

Table VI.17: Representing the phenomenon of chattering in classes	162
Table VI.18: Representing frequency of complaining among pupils	163
Table VI.29: Representing the frequency of bullying	164
Table VI.20: Representing acts of vandalism witnessed by teachers	165
Table VI.21: Representing theft frequency	167
Table VI.22: Representing harassment frequency among pupils	168

Table of Content

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Tables.....	IV
Table of contents.....	V
General Introduction.....	1
1-Statement of the Problem	3
2-Research Questions	3
3-Hypothesis.....	4
4-Aim of the study.....	4
5-Research Methods and Design	4
6-Data Gathering Tools	6
7-Significance of the Research.....	6
8-Literature Overview	6
9-Limitation of the study	9
10-Structure of the Dissertation.....	10
Part one: Theoretical part	
Chapter One: Classroom Discipline: Contextual Study	13
Introduction	13
I.1-Definition	13
I.2- Secondary Education	14

I.3- The Aims of Secondary Education	15
I.4 Modalities of the Functioning of Secondary Education.....	15
I.5 Pupils and Teachers’ Timetables:	17
I.6 Tests and Exams.....	18
I.7 General Principles of General Secondary and Technological Education	18
I.8 Specific Principles of General Secondary and Technological Education.....	19
I.9 Purposes of General and Technological secondary Education	20
I.10 The Missions of General and Technological secondary Education:.....	21
I.11- General Objectives of General and Technological Secondary Education.....	21
I.11.1 General Education Objectives.....	21
I.11.2 Method objectives:	22
I.11.3 Objectives of mastering different languages.....	22
I.11.4 Objectives of scientific and technological training.....	22
I.12. Organization of General and Technological secondary Education.....	23
I.13. Administrative staff in the secondary school.....	23
I.13.1-The secondary School headmaster.....	23
I.13.2- Secondary School Secretariat:	24
I.13.3- The General Supervisor	24
I.13.4 The Bursar or the Steward.....	25
I.13.5 The Principal Counselor of Orientation	25
I.14. Pedagogical and Administrative Councils	26
I.15 Discipline	27
I.15.1 Definition of Discipline.....	27

I.15.2 Characteristics of Classroom Discipline	27
I.15.3 Types of Classroom Discipline	28
I.15.3.1 Preventive Discipline.....	28
I.15.3.2 Supportive Discipline.....	28
I.15.3.3 Corrective Discipline	28
I.15.4 Physical, Emotional and Psychological Aspects of Discipline.....	29
I.15.4.1 Creating a Learning Environment.....	29
I.15.4.2 Interacting Successfully with Students	32
I.15.4.2.1 Recognizing Students.....	32
I.15.4.2.2 Listening to Students.....	33
I.15.4.2.3 Respecting Students	34
I.15.4.2.4 Being Even-handed	34
I.15.5 Motivational Climate	35
I.15.6 Setting Expectations.....	36
Conclusion	36
Chapter Two: Causes of Disciplinary Problems and Antisocial Behaviour	38
Introduction :	38
II.1 Causes of Disciplinary Problems.....	38
II.1.1 The teacher.....	38
II.3 Textbooks.....	42
II.4 Learners' Attitudes.....	44
II.5 Self- esteem.....	48
II.6 Motivation.....	50

II.7 Peer influence-Family and society.....	53
II.8 Overcrowded Classes.....	56
II.9 The Learners	59
Conclusion	60
Chapter Three: Effects of Disciplinary problems and Antisocial Behaviour on the Teaching/ Learning Process.....	61
A- Disciplinary problems and their Effects on the Teaching/ Learning Process	61
Introduction	61
III.1 Absenteeism.....	62
III.2 Disruptive Talking.....	63
III.3 Defiance.....	65
III.4 Aggression	66
III.4.1 Over aroused aggression.....	67
III.4.2 Impulsive aggression	68
III.4.3 Affective aggression	68
III.4.4 Predatory aggression	68
III.4.5 Instrumental aggression.....	68
III.5 Blurting out in class, chattering and complaining	70
Conclusion	71
B- Antisocial Behaviour and their Effects on the teaching/ Learning Process	72
Introduction:	72
III.6 What is antisocial behaviour?.....	72
III.7 Students’ misbehaviors – The thorny classroom issue.....	73
II.8 Forms of Anti-social Behaviour	74

III.8.1 Bullying	74
III.8.1.1 Deliberate.....	74
III.8.1.2 Repeated	74
III.8.1.3 Imbalanced power.....	74
III.8.1.3.1 Racist Bullying	75
III.8.1.3.2 Cyber Bullying	75
III.9 Cheating.....	78
III.10 Vandalism.....	81
III.11 Theft.....	84
III.12 Hazing and Harassment.....	86
III.13 Disrespecting teachers	86
Conclusion	87
Part Two: Field work	
Chapter Four: Research Methodology Process and Design	88
IV. Research Design and Methodology.....	89
Introduction	89
IV.1. Research design Decisions	89
IV.2. Research Approach.....	90
IV.3. Research method	91
IV.4. Identification of research population and sample	92
IV.5. Sampling methods and procedure related to cluster and stratified sampling.....	93
IV.5.1. Population.....	93
IV.5.2.What is a sample?.....	93

IV.5.3.What is a Sampling Plan	94
IV.5.4.What is Simple Random Sampling?.....	94
IV.5.5.Cluster Sampling	95
IV.5.6.Stratified Random Sampling.	95
IV.6.Data collection processes and tools.....	96
IV.7. Literature analysis	96
IV.8. Field observations.....	97
IV.8.1. Definition of Observation.....	97
IV.8.2. Field observation.....	98
IV.8.2.1. Techniques to Record Observations.....	99
IV.8.2.1.1.NoteTaking.....	99
IV.8.2.1.2. Examples of observed documents.....	99
IV.8.2.2.Classroom Observation	100
IV.9. Protocol and ethical consideration	104
Conclusion	104
Chapter Five: Description and Analysis of the Administrative Board and Pupils’	
Questionnaires	105
Introduction	105
V. 1The Administrative Board Questionnaire.....	105
V.1.1 Description of the Questionnaire.....	105
V.1.2 Analysis of the Administrative Board Questionnaire.....	107
V.1.3 Discussion of Results.....	119
Introduction	121
V.2 Pupils’ questionnaire	121

V.2.1 Description of the pupils' questionnaire.....	121
V.2.2 Analysis of pupils' questionnaire	123
V.2.3 Discussion of Results.....	144
Chapter Six Description and Analysis of the teachers' Questionnaire	146
Introduction	146
VI.1 Description of the Teachers' Questionnaire.....	146
VI.2 Analysis of the teachers' questionnaire.....	148
VI.3 Discussion of Results	170
Chapter seven: Description and Analysis of the Observation Grids	171
Introduction	171
VII.1 Description of the grids.....	171
VII.2 Analysis of the grids	172
VII.3 Discussion of results	219
Chapter Eight: Suggestions and Recommendations.....	222
Introduction	222
III.1 Pupils' Defiance	222
III.2 Disruptive Talking and chattering	224
VIII.3 Complaining	227
III.4 Absenteeism.....	228
VII.5 Pupils' Bullying	234
VIII.6 School Vandalism.....	236
VIII.7 Harassment	238
VIII.8 Aggression	239

VIII.9 Theft.....	241
VIII.10 Cheating.....	242
Conclusion.....	245
General conclusion.....	247
Appendices.	
Appendix 1: Pupils' Questionnaire	
Appendix 2: Teachers' Questionnaire	
Appendix 3: The Administrative Staff Questionnaire	
Appendix 4: Learners' Observation Grid. Disciplinary problems and Antisocial Behaviour	
Appendix 5: Learners' Observation Grid. School Outdoor	
Appendix 6: Learners' Observation Grid. Court yard	

General Introduction

Teaching is a noble job for people who know its moral value because it enlightens the way for young learners, the freshman and anyone who is ready to learn and let them discover the hidden mysteries of the educational spheres. Teaching redirects the learners and helps them take directions and roads they did not think of taking. It also helps learners discover their real potentials and prepares them for other stages in their lives, because the ultimate objective of any educational system is to produce thoughtful, enterprising and responsible citizens who are ready to assume future posts in the communities they live in. However, being a good teacher, implies having the will and the power to do well, to be patient, to be well empowered with tenacity, knowledge, seriousness and perseverance.

Learners hold deeply rooted beliefs about the requirements that yield good teaching. The reasons for holding these beliefs can be traced back to their past learning experiences, the culture they belong to or the way they perceive teaching itself. No matter what beliefs people hold about the requirements for good teaching, as long as all of them will agree that it must be the result of teachers' character and personality in addition to their ability to establish good rapport with the learners they are teaching.

Teachers' personality can be revealed through the love of the job they are doing because teachers who are or seem fed up or unhappy with what they are doing have direct effects on their learners. Teachers' personality can also be seen in the enjoyable and interesting lessons they give to their learners by showing mastery of their subjects and more preferably through being knowledgeable about other subjects.

The second requirement for good teaching is the teachers' ability to establish good rapport with the learners. This relationship can be achieved through being available and approachable for learners whenever they have a problem or something to say. Establishing good relationship with learners can also be achieved by respecting learners especially when correcting their mistakes in ways that do not hurt or offend them. Having a kind of affinity with learners, knowing their names and controlling and managing the classrooms effectively are conditions that help create the right environment where only good teaching must take place.

Nowadays teaching is becoming a hard job, especially when it comes to tackle problems pertaining to discipline and classroom misbehaviour; a fact made clear by the elevated number of teachers who have veered for other jobs in their few years of work. In

General Introduction

fact, they were unable to bear students' disturbing disciplines and in the course of their resistance, they witnessed students' misbehaviours and antisocial conduct such as disruptive talking, chattering, harassing and bullying their classmates and in other cases complaining about their teachers.

The problem that frequently arises is students' discipline which is probably the most difficult and the nastiest thing an educator feels in his/her daily work because of the absence of the set up rules. The researcher believes that high expectations come with rules. When instructors communicate effectively their rules to students right at the beginning of the school year and maintain them for four or five weeks without break, discipline will be infrequent. Teachers need to keep up with the rules and see the consequences.

In case rules are violated and discipline is difficult to establish in the first days, teachers need to bear up with the situation and there is no shame re-establishing the rules that everybody has to respect. Teachers have to reconsider telling the students about school rules and remind them that they should abide by measures the institution has set up.

Teachers need not to start with negative punitive rules but with a positive approach based on reciprocal respect that involves understanding the other to yield good performance records. Hence, teachers can expect from students a complete compliance and a readiness to bear the consequences in case they do not meet those expectations.

But what is meant by Behaviour expectations? Behavior expectations are procedures and set of rules that are taught to students at the beginning of the school year to encourage positive behaviors and prevent discipline problems in the class. These expectations can address the question of how students should treat each other and the teacher in a way that both teachers and students should work in completion and perfect harmony in the class. They can also be used as rules of good conduct outside the class, as ethical issues to be considered at home, on the bus, in the club and in the café.

Each discipline problem is related to a given circumstance which differs from place to place, like every individual student, stemming from a set of circumstances directly related to the student causing the problem. Teachers then should not anticipate with reactions but respond to a discipline problem in their classroom through the understanding of the root of the issue so as to limit its effects.

The author's experience in teaching has somehow brought him to think that disruptive behaviours can be rooted in the houses where children live. If students are offended and neglected at home, or come from divorced parents' milieu, their anger can be kept during the whole day and its aftermath can eventually be noticed in the classroom.

1-Statement of the Problem

Through this study, the researcher will attempt to point out that discipline in the classrooms has become a turning point in the teachers' daily lives to the extent that some teachers have declined and resigned because of classroom discipline which has greatly escalated these days in most of the Algerian secondary schools. Hence, our schools have become undisciplined to the extent that teachers are not given a chance to deliver their lectures with an offhand ease, and do often complain about such a self-defeating, deploring situation where students disturb them with their weary attitudes when making noise, harass, bully each other and complaining all the time about things that have little or nothing to do with teaching and learning.

Even good students have turned to anxious elements that have lost the flair for study. This disturbing event has incited the researcher to investigate such a crucial problem or, in other words, the root causes of the students' classroom misbehaviour, and the effects they have on learners and teachers as well with the intention to, at least, contribute in decreasing or curbing the impact of these acute problems.

2-Research Questions

The following questions based on the problems stated above will direct the research situation more precisely:

What are the root causes of anti social behaviour?

How could antisocial behaviour and undisciplined students affect the teaching learning process?

What types of classroom misbehaviours students display?

What role could teachers play in decreasing discipline problems?

3-Hypothesis

Disciplinary problems impose serious limitations on what teachers and learners can accomplish together. Learners' disruptive and antisocial behaviours do not only distract them from learning, but distract their classmates and negatively influence teachers' performance as well. Inconsiderate behaviours require teachers' intervention to restore order and protect the learning teaching atmosphere thus influencing negatively the normal flow of the lessons. **We hypothesize that disciplinary problems and antisocial behaviours in the secondary schools will result in an ineffective teaching learning process.**

4-Aim of the study

The aim of our study is:

To explore the root causes of disciplinary problems and anti social behaviour and try to find out solutions to them. In doing so, we will try to bring some evidence about how disastrous are the effects of students' antisocial behaviour and disciplinary problems on the teaching / learning process. Consequently, we will end up by highlighting the role of teachers in decreasing classroom disruptive behaviours.

5-Research Methods and Design

The research approach behind this study is holistic in the sense that it treats the different means on how to form a global view about disciplinary problems and antisocial behaviours teachers face daily in their classrooms; and such type of research necessarily

needs the use of a questionnaire to be given to the target population, ie, the teachers, the administrative board and students. Hence, this global view will be analytically broken up and analyzed with the intention to deeply explore the root causes leading to its dissemination. Once the causes are demarcated, a series of measures will be suggested to solve the students' misbehaviour.

A descriptive, analytical and argumentative perspective will be accordingly used. The methods used are qualitative and quantitative (triangulation).The study will seek answers to the “what,” the “why” and the “how” related to disruptive and antisocial behaviours among secondary school students. It will also be quantified where some statistics, figures and numbers will be displayed.

Concerning the population under investigation, the researcher decides to choose six secondary schools as a sample from a total population of 76 schools in Batna .Two in Batna namely Mostafa Benboulaïd and Ali Nmeur representing an urban area. Two out of the municipality of Batna namely Abdelmadjid Abdessamed in El Madher, a village that is situated in the east of Batna and Mohamed Boudiaf in Seriana, a village that is situated in the west of Batna representing a semi urban area. The last two schools are Bala Ali Ben Mohamed in Oued Taga, a village situated in the extreme north east of Batna and Ichemoul secondary school, a village situated in the north east of Batna representing a rural area.

The number of teachers for whom the questionnaire will be given is 33 and this represents the number of the teachers of English in the six schools the researcher has decided to work on. The teachers are divided as follows: 7 teachers in Ali Nmeur, 8 in Benboulaïd. 4 Ichemoul secondary school,4 in Bala Ali Ben Mohamed in Oued Taga, 5 Abdelmadjid Abdessamed in El Madher and 5 in Mohamed Boudiaf secondary school in Seriana. As far as students are concerned, the researcher decided to choose 50 students from each school as a sample representing the whole population and hence the total sample under focus will be 300 students.

6-Data Gathering Tools

Data will be gathered through the case study, the questionnaires to teachers, school administrative board and students and through three observation grids where the “what”, the “why” and the “how” of the problem will be scrutinized. After being recorded, the data will be anonymously treated and analysed. The reason why the researcher does not opt for the interview as a data gathering tool, is that the presence of the teacher himself will affect the behaviours of teachers and their students as well. Similarly, conducting surveys with the informants will lead to biased results which will have negative effects on our findings.

7-Significance of the Research

The problem under focus is very crucial for educators who strive to maintain harmony and discipline in the class. The issue has become a common concern for every teacher because the ultimate goal of any classroom session is to teach in a normal way far from disciplinary problem. Hence, trying to solve the problem from an experienced teacher’s perspective will be very significant. The problem of classroom discipline is the bread and butter for the whole educational community, and we hope that its treatment and handling through this study will be of some significance.

8-Literature Overview

There are a lot of disruptive behaviours and disciplinary problems that teachers have to deal with in the right time, so as not to make students believe that they are as common occurrences, and eventually their treatment or any attempt to eradicate them will be in vain. Teachers need to explain to their students what is meant by disruptive behaviours especially during the first weeks. The definition of disruptive behaviour is bound to someone’s’ culture and social background.

So what may be considered as a disturbing and disruptive behaviour may be considered by someone else as something normal. Disruptive behaviours, according to Arbuckle and Little (2004) are referred to as “an activity that causes distress for teachers,

interrupts the learning process and that leads teachers to make continual comments to the student”, or “the myriad activities which disrupt and impede the teaching-learning process”. To illustrate this, it is better to consider what a teacher said, as appeared in Sun et al (Shek 2012)

“Chatting during lesson affects teaching and learning most... Whereas other behaviours such as daydreaming only affect self-learning, chatting will alter the whole class atmosphere as well as class progress. Moreover, students are very attentive to the surroundings. So such chatting can be disruptive even you chat in a very low voice”

Thompson (2009) noted that school misconduct is one of the manifests of the problem behaviour syndrome (Jessor R, et al (1977.) , the term “problem behaviour” was used to refer to all externalizing behaviours that violate explicit rules or implicit norms, disturb the classroom order, and irritate the process of teaching and learning .

According to Lickona (1996), there is a crisis in character, the indicators of which include increases in youth violence, dishonesty, disrespect for traditional authority figures, cruelty to peers, bigotry and hate crime, self destructive behaviour and a loss of work ethic.

A number of causes have been cited for what is perceived as an increasing lack of civility of many young people. These include the breakdown of the nuclear family and community norms, young people’s increasing access to technology leading them to find school boring and the increasing retention at schools of students which prevents them from finding jobs (Lewis, 1997).

Some students react to their teachers in the class when they feel they are not cared after, they are neglected or the lesson is not directed to them, they start making problems to attract the teachers. Hence, any feeling of abandonment or denial from the part of the teacher will consequently lead to classroom disruptions.

Teachers have usually reported that the disturbing behaviours in the classroom have become too much stressful, anger provoking and intolerable for they have taken up too much from teachers' time to manage their classroom. A deep scrutiny of this phenomenon would show that students' misbehaviours impede the progress of the teaching pace, retard the teaching process as well as the students' learning.

The manifestations of antisocial behaviour appear to range from increasing student violence (Kauffman & Burbach, (1997) to research which indicates that students themselves report that there are too many disruptions in classrooms that deprive them from their rights to learn (Benninga & Wynne, (1998)

Moreover, school misbehaviour gets its root lengthened with time and in the long run it affects academic achievement, and eventually increases the delinquent behaviour as the undisciplined trait is not effectively corrected or it has not been corrected in the opportune moment.

In contrast, progressive educators have argued that "students will care about schools that care about them" and that students will work harder to achieve academically in a context of safety, connection, and shared purpose (Noddings, (1996).

Houghton et al (1988) pointed out the fact that "existing research findings show that, among various types of student problem behaviours, "talking out of turn," "hindering others," and "idleness" were commonly reported by secondary school teachers as the most frequent and troublesome misbehaviours in the United Kingdom.

According to the Collaborative for Academic, Social, and Emotional Learning (2002), improving the social and emotional climate of schools, and the social and emotional soundness of students, advances the academic mission of the schools in important ways. Satisfying the social and emotional needs of students does more than prepare them to learn. It actually increases their capacity to learn.

Indeed, classroom management remains the most acute and crucial phenomenon educators resort to so as to solve disruptive problems, and ensure a positive learning environment where learning can better take place. Hence, the problem of discipline in classrooms has become an order of the day and a common concern that deserves a stand and a scrutiny.

In fact, this social phenomenon has incited the researcher to delve deeper into as this is his own concern as a teacher .This has motivated him to go deeper into the root of the matter and try to see and hear students in their casual misbehaving, and listen to teachers emitting their voices in what is happening in their respective classrooms.

The researcher is eager to draw some lines about this marking feature and try to contribute with what he can to solve the problem, or at least project some future commitments with what he thinks could lessen the problem; and give the appetite for novice teachers to turn up the page for a bright positive classroom where there is no problem of discipline.

Hence, the basic theory behind creating the positive discipline approach in the class is that when a student is treated as an adult who must solve a problem, rather than as a child who must be punished, the student is more likely to respond positively and correct the problem together with his teacher. This type of concern a teacher gives to his student, will save much of the wasted time and encourage positive learning.

However, the effects of disciplinary problems and antisocial behaviour in secondary schools on the teaching learning process are always important. A phenomenon, that the researcher elaborates on, in this study, so as to shed some light on and demarcate its effects.

9-Limitation of the study

The limitations the researcher might face will be related to the degree of classroom offences or inappropriate behaviours both teachers and students have

encountered and falsely reported. Also, students may not show their real attitudes and answer honestly the questionnaires. Another limitation that might influence the results and hence the findings is the period of time the researcher spent observing pupils' in and outside the schools which is relatively short. Yet, anonymous questionnaires have revealed many positive things about students' misbehaviour reactions.

10-Structure of the Dissertation

The whole work is divided into eight chapters.

Chapter one is devoted to literature review. It starts with a brief description of secondary schools and the different councils that organize the school life. It is also about the roles of the active members in every school. It focuses on classroom discipline where discipline basic features as definition and types of classroom discipline are defined and explained. In addition to *preventive, supportive and corrective discipline*, the emotional and psychological aspects of discipline are also treated together with the different characteristics of successful interaction with pupils and the final goals of classroom management.

Chapter Two is mainly about the causes of disciplinary problems and antisocial behaviour. Hence, classroom discipline root causes are sought through investigating the following causes being as major ones leading nearly to all problems teachers have nowadays in their classes: Teachers' Students' relationship, textbooks, Learners' Attitudes: self esteem, motivation, peer influence, family and society, and large heterogeneous classes

Chapter Three deals with the effects of disciplinary problems and antisocial behaviour on the teaching/ Learning Process. This chapter begins with defining, of course, what disciplinary problems are, through selecting a list of problems that do in no way represent an exhaustive list of all the possible ones that teachers are currently having in their classes. The list includes absenteeism, disruptive talking, defiance, aggression and blurting, chattering and complaining. The chapter, as its title suggests, provides definitions of antisocial behaviours as well as their various types. The list of antisocial behaviours, the researcher decided to work on includes cheating, bullying, vandalism, theft, hazing and harassment.

Chapter Four is devoted to research methodology process and design. A space fully devoted to the approach opted for, the different uses of the methods with the reasons of their choice. In addition, this part comprises an overview about the participants, the data collection instrument used and the data analysis.

Chapter Five, entitled description and the analysis of the administrative board and pupils' questionnaires, contains two parts. The first starts with description of the administrative board questionnaire, followed by analysis and ends up with discussion of results. The second part begins with description of the pupils' questionnaire followed with the interpretation and discussion of results.

Chapter Six, entitled description and analysis of the teachers' questionnaire, is a chapter where the data gathering tool is described, followed by the analysis and interpretation of results respectively. It also ends with a discussion of results where the researcher has summed up what he has found.

Chapter Seven, entitled description and analysis of the observation grids, starts with a short description of the three observation grids used to gain knowledge about the informants followed by analysis, interpretation and discussion of results.

Chapter Eight, which deals with suggestions and recommendations, is concerned with some practical tips and ways that may help teachers and students as well to get rid of some of the problems that prevent serious and effective learning from taking place in the hope of enabling both teachers and pupils to work together in a healthy atmosphere where all of them can profit fully from the teaching learning process.

Part one: Theoretical part

Chapter One: Classroom Discipline: Contextual Study

Part one: Theoretical part

Chapter One: Classroom Discipline: Contextual Study

Introduction

Everything is discipline in this life and the moment one thinks of discipline a host of agreed upon rules come to his mind. Discipline exists everywhere Discipline is the classroom is the code of conduct that both teachers and students need to agree upon and cooperate to its enforcement, application and implementation all along the school year. We can consider the set up rules between teachers and learners as social contract that every part has to obey and observe and any violation from one part or the other, will lead to punishment and to undisciplined circumstances that bear negatively upon the teaching learning process. In order to put this study in its context, the researcher believes that it is important to describe the secondary schools, their different organisms and the functions of its employers.

I.1-Definition and Origins of Secondary Schools

The word lycée comes from the Latin lyceum, the Greek lukeon, name of the gym where Aristotle taught and which meant “place of the wolves”, coming from lukos “ wolf”. A lycée is a type of establishment of secondary education. As a general rule, it is a secondary school, offering mainly so-called transition education (also called humanities or general), (Dictionary Le Robert, Ed, 6 September 2012).

A high school is most often known as a type of establishment teaching the school curriculum established by the Ministry of National Education.

In the Algerian educational system, the high school corresponds to the third cycle of the school curriculum. This third cycle can be general or technical. It mainly corresponds to the last three years of secondary education (first, second, and terminal), for adolescents, generally aged 15 or 17 and in cases 18 and in rare cases¹⁹ (from the beginning of the second to the end of the third year).

I.2- Secondary Education

Secondary education means the cycle of study that provides pupils either with registration in professional life, or to give them studies to possibly prepare them for a university education. In terms of education, the Algerian education system aims to guarantee to all learners a quality education that stimulates the full, harmonious and balanced development of their status of learners and offers them the opportunity to acquire knowledge and a sufficient know-how to enable them to enter the active life. Article 53. The Orientation Law on National Education No. 08-04 of 15 Moharrem 1429 corresponding to 23 January, 2008 defines it as “The academic path from compulsory basic education.” Schooling in secondary education is seen as a milestone that allows knowing the real inclinations of the learners and the modalities of action that must be taken by the orientation committees with the objectives of knowledge and skills for the mastery of the common core.

I.3- The Aims of Secondary Education

If we refer to Article 53 of the national education orientation Law of 2008, the aims of secondary education are essentially to:

- Chain with the overall objectives of basic education.
- Consolidate and the deepening of the acquired knowledge in the different subjects.
- Amplify the strategies and working methods of the team personnel.
- Encourage the capacities of analysis, synthesis, reflection and taking responsibility.
- Highlight various courses favoring the gradual specialization in the different branches that are in correlation with the choice and the capacities of the learner.
- Pursue a possible university education of the learners, or to prepare them for the active life.

I.4 Modalities of the Functioning of Secondary Education

Secondary education goes on for a period of three years, it is given in high schools seeking both general and technological secondary education. It is organized in common core in first year and in streams from the second year. The end of the secondary cycle is sanctioned by the examination of the baccalaureate of secondary education and the technical baccalaureate for the streams of technical education.

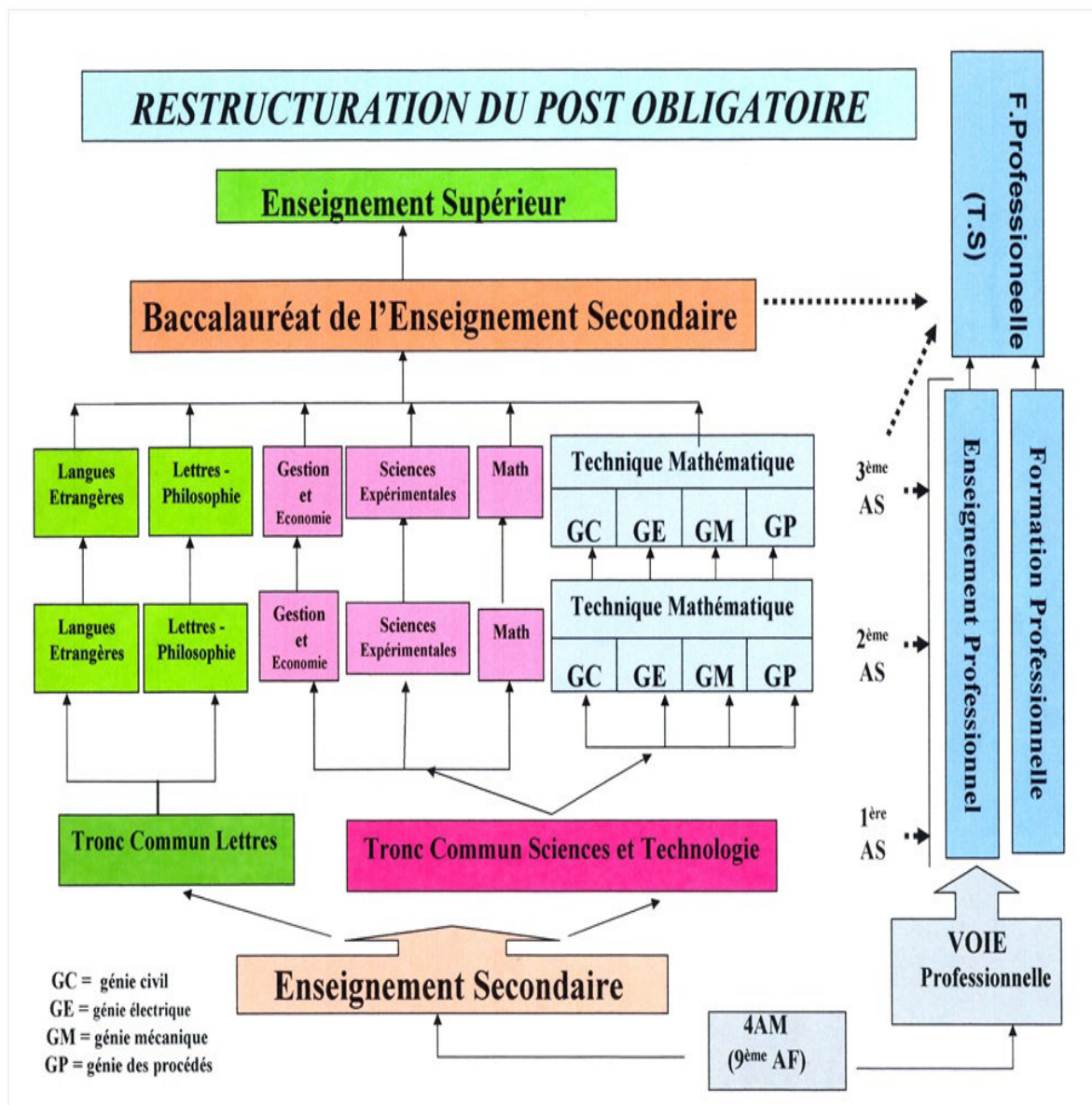
The first year of secondary education is based on the principle of teaching common core: letters common core (languages and social disciplines), sciences common core (natural sciences, physics and mathematics) and technology common core (mathematics, physics,

technical drawing and technology). At the level of the 2nd and 3rd year, the teachings are diversified in the following way:

- General secondary education comprises five specialties: the exact sciences, sciences of nature and life, letters and humanities, letters and living languages, religious studies and letters.
- Technical secondary education includes the following specialties: electronics, electrical engineering, mechanics, public works and construction, chemistry, accounting techniques.
- General secondary education and technical secondary education vary in the following specialties: mechanical engineering, electrical engineering, civil engineering, management and economics.

The orientation of the pupils of the common core of the first secondary year towards the technical specialties or general of the secondary education is done at the end of the year, according to their wishes and their obtained results.

The following flowchart illustrates all the streams and the levels of studies in the Algerian secondary cycle.



I.5 Pupils and Teachers' Timetables:

At the beginning of every school year, the administration informs the pupils of every class about their timetable. This latter is spread out in five days starting from Sunday morning to Thursday afternoon. Every day consists of two distinct periods of time which last four hours each. Via the timetable, pupils are informed about the timing and duration

of every subject together with the corresponding room where learning and teaching will take place. Teachers as well are given their own timetables in which it is clearly mentioned the different classes they are in charge of in addition to timing and the corresponding classrooms .

I.6 Tests and Exams

Pupils in secondary schools must sit for three term exams. The first exam is usually scheduled at the end of November or the beginning of December. Each term exam lasts for a week. Before taking the exams, pupils must sit for tests in the different subject they study. In case of principle subjects, pupils take two tests whereas they take only one test in secondary subjects. Pupils are informed beforehand about the rooms and the timing of each exam through special timetables. The second exam is programmed either at the end of April or the beginning of March. The last term exam takes place usually during the second week of May. Each term exam lasts for a week in which pupils sit for two subjects in the morning and either one or two in the afternoon depending on the major and the subject in question.

I.7 General Principles of General Secondary and Technological Education

General and technological education is based on the following principles:

- Secondary education is not compulsory, it only accepts students meeting the admission requirements set by the Ministry of National Education.
- prepares students for the Baccalaureate exam of secondary education.
- . It is a teaching mainly oriented towards preparation for trainings and higher studies.

- Takes into account the organization of higher education for its restructuring.
- Is in line with global trends governing the organization of this stage of education and which avoids early specializations and too many pathways and streams.
- . Is a stage where the pupil receives a solid training of basis in the fields of letters, languages, arts, sciences and technology, without neglecting disciplines that foster the development of civic spirit and sense of responsibility. This is not, in any case, a stage of specialization in the pupils' school career,
- Takes in charge the data that come from the evolution of science and technology when developing its curricula,
- Avoids the opening of streams considered as “duplicate” streams, using the same profiles and offering the same opportunities,
- Promotes all possible reorientations along the career by the coherence of its pathways and the flexibility of its procedures.

I.8 Specific Principles of General Secondary and Technological Education

Here are the specific principles that characterise general and technological secondary education.

- Secondary schools welcome only pupils who succeed in the final exam of 4th year of the middle school in a type of organization of secure teaching, avoiding a sudden break with previous schooling, ensuring educational and pedagogical continuity through an almost complete maintenance of the subjects taught in the middle school.

- They introduce the dimension of progressivity in the orientation towards the different streams by using, at the end of the 4th year of middle school, at the pre-orientation according to the profiles of the pupils who are distributed in a quasi-natural way in “literary” and “Scientific” thus favoring a more objective orientation at the end of common core that does not exclude readjustments of pre-orientation.
- They homogenize, consolidate, deepen the acquisition of the basic education stage and establish a broad base of general knowledge made up of knowledge and skills that can be mobilized for subsequent learning and the choice of academic and professional career, essential for citizen training .

I.9 Purposes of General and Technological secondary Education

Secondary education aims to:

- Contribute to developing and raising the level of knowledge and awareness of citizens.
- Contribute to the production of graduates with levels of knowledge, skills and culture comparable to universally recognized “standards” .
- To prepare pupils for life in a democratic society where they will have to take charge of themselves and to assume responsibility while respecting others.
- Develop and reinforce the values of national culture and universal civilization.
- To help pupils develop the quest for excellence.
- Foster the development of knowledge and skills in the fields of sciences, technology, letters, arts and economics.
- Find the most efficient and effective modes of organization and operation.

I.10 The Missions of General and Technological secondary Education:

Its missions are:

- Prepare young people for high-level university studies.
- Develop attitudes that promote knowledge acquisition and integration.
- Develop the ability to analyze, synthesize, evaluate and judge.
- Enable pupils to carry out the autonomy of judgment.
- To reinforce the feeling of belonging to a nation and a civilization several thousand years old, to develop and strengthen the love of the country.
- Develop and reinforce authentic spiritual values.
- Develop the skills and attitudes necessary to meet the requirements of high-level university studies.
- Instill and develop the love of a well done job, the search for meticulousness and a taste for perfection.
- Develop civic spirit, respect for the environment and the public interest.
- Develop attitudes of respect for others.

I.11- General Objectives of General and Technological Secondary Education.

The general objectives of secondary education can be classified into four broad categories:

I.11.1 General Education Objectives:

- The awakening of personality: curiosity, critical thinking, creativity, autonomy.

- The socialization aspect: cooperation, communication.
- The acquisition of knowledge: a general culture and fundamental knowledge that is solidly integrated and mobilizable to “learn to learn” while avoiding the encyclopedic aspect.

I.11.2 Method objectives:

- General methods of work: personal work, group work, survey, project, documentation.
- Methods to promote know-how and understanding.
- The specific methods of the disciplines, especially those of scientific thought.

I.11.3 Objectives of mastering different languages:

- Mastery of the national language.
- Knowledge and mastery of at least two foreign languages.
- Artistic and computer languages.
- Mathematical language.

I.11.4 Objectives of scientific and technological training:

- Develop curiosity, a taste for scientific inquiry, the spirit of creativity and initiative.
- Understand scientific methods.
- Use of experimental approaches to test hypotheses.
- Use simple, concise language to explain and evaluate the facts.

I.12. Organization of General and Technological secondary Education

This teaching is organized in two main common cores of one (01) year each.

1. Letters common core with two (02) streams in 2nd year secondary school and 3rd year secondary school:

- Letters / Philosophy
- Foreign Languages.

2. Common core sciences and technology with four (04) streams in the 2nd year secondary school and 3rd year secondary school:

- Mathematics,
- Experimental sciences,
- Management-economics
- Technical mathematics with four (04) options:
 - Electrical engineering,
 - Civil engineering,
 - Mechanical engineering,
 - Procedures engineering.

I.13. Administrative staff in the secondary school

I.13.1-The secondary School headmaster.

The headmaster of the secondary school is appointed by decision of the Minister of Education. His skills are governed by articles emanating from the code of education. He is

the representative of the state and assures the executive of the council of administration of the establishment he leads.

His functions:

- Representing the secondary school in all situations.
- Executing the decisions of the orientation council.
- Establishing the secondary school budget.
- Signing all conventions and agreements.
- Preparing reports and annual tables and sending them to the guardianship services

I.13.2- Secondary School Secretariat:

The headmaster – assistant or the censor

His functions :

He is the principal advisor of the principal. In concrete terms, he is responsible for setting up timetables and organizes classes' councils and examinations. He has a fundamental role in the educational life of the secondary school.

I.13.3- The General Supervisor

His functions :

- Ensuring compliance with the regulations inside the high school and ensuring the safety of students.
- Giving explanations concerning the school regulations.
- Checking and controlling pupils' absences.

- Delivering school reports or absence tickets.

He is also the first interlocutor between the teaching staff, the school personnel and the pupils.

- Must demonstrate discipline and authority.
- Must listen to pupils and have a sense of communication.

The supervisor general is also responsible under the tutorship of the headmaster for :

- Following -up students and their results.
- Student information and orientation.
- Supervising and strengthening cultural and sports activities.

I.13.4 The Bursar or the Steward

His functions:

- Managing the supply of the school.
- Managing stocks.
- Making regular inventories.
- Organizing warehousing and calculating expenses.
- Obtaining adequate material for various scientific and cultural activities.
- Ensuring cleanliness of classrooms.

I.13.5 The Principal Counselor of Orientation

The functions of the principal counselor of orientation are exercised under the responsibility of the head of the establishment. They are situated in the general context of

school life and help to place pupils in the best possible conditions for their schooling. Their responsibilities are mainly divided into the following three areas:

- The functioning of the school: organization of daily collective life out of class time, in connection with the educational life in the school.
- Working with teachers: working closely with teachers to monitor students and participate in class councils.
- Educational animation: creation of the conditions for dialogue in educational action, collectively and individually, organization of consultation and participation of the various actors in school life in the establishment.

I.14. Pedagogical and Administrative Councils

They are composed of:

- Education Council
- Class Council
- Administrative Coordination Council
- Disciplinary Board
- Orientation Council

The functions of these councils are set by the Minister of Education. In general the aforementioned councils are responsible for organizing and maintaining the well-being of all the active members in the school such as pupils, teachers and the school personnel through following and obeying the different laws that help people inside the school to live in harmony.

I.15 Discipline

I.15.1 Definition of Discipline

The Cambridge International Dictionary of English (1995, p. 390) defines the word discipline as “the training which produces obedience or self-control, often in the form of rules and punishments if these are broken, or the obedience or self control produced by this training”

Thomdile and Barnhart (1979) define the term discipline as a “trained condition of order and obedience, order kept among school learners, bring to a condition of order and obedience or bring under control”. In Treffry et al (1997) the term is defined as a "practice of imposing strict rules of behaviour on other people" and also as "the ability to behave and work in a controlled manner."

I.15.2 Characteristics of Classroom Discipline

Every institution has its own strategic discipline which differs somehow from the other disciplines. For example, classroom discipline is defined as the teacher’s own philosophy and strategies employed in the context of instructional times-The way he wants his learners to obey while he is teaching in the class. It is simply the set of routine put into practice regarding classroom regulation as to time respect, homework and assignments, participation, silence in the class, punitive acts, rewards and desired behaviour s/he wants to observe.

Discipline is associated with classroom management and every teacher has his own consistent strategies on how to apply discipline in the classroom. Some teachers are very well regulated and know for sure how to manage discipline in their respective classes whereas others are not. Hence, cases of indiscipline rise from the degree teachers manage or fail to manage their classes.

I.15.3 Types of Classroom Discipline

15.3.1 Preventive Discipline

Prevention is better than cure as the maxims says-Teachers have, right from the beginning of the school year, to get students' attention around series of accepted habits and norms in the class to be respected. Students will, for sure, be warned of what is expected from them and what is not accepted. In case, they deviate, they will be punished because they were prevented. Consequently, expectations will be mapped out in both teacher's and students' repertoire for the future use.

Such guidelines might include rules regarding talking, homework or language use in the classroom. It will also include the type of interaction, assignments, retardants, participation, and other non accepted disruptive acts.

1.15.3.2 Supportive Discipline

Supportive discipline is different from punishment whether physical or verbal in that it provides a student with suggestions and options for correcting a behaviour before a consequence occurs. As students often rove in the imaginative world, forget about the time to come back from a break or fail to sit, the teacher indirectly reminds the student through a non verbal act or with an eye contact. This gesture is a kind of supportive discipline the teacher takes before resorting to punishment. Supportive discipline can take the form of reminders, redirection and nonverbal communication.

I.15.3.3 Corrective Discipline

Once a student has failed to redirect his behaviour after many teachers' repeated attempts at supportive discipline, a teacher may opt for a corrective discipline strategy which could be the right corrective measure. Corrective

discipline refers to the series of measures the teacher takes against the student's infraction or violation of the supportive measures or an exaggeration in applying the rules. Corrective discipline is the last thing teachers resort to.

There are plenty of ways concerning the ways to correct students. However, teacher's strategies in correcting students vary from case to case, it also varies with levels and with ages. Some students like to be corrected verbally; others like to have it written as set records sent to the administration and to parents.

I.15.4 Physical, Emotional and Psychological Aspects of Discipline

I.15.4.1 Creating a Learning Environment

Before thinking about a good and effective teaching/learning process, one should think of creating the appropriate learning environment. A learning environment is made of teacher's know how about his class management rules of conduct and his students who show an avidity for learning. Students, who are motivated to learn and have come to the class to imbue from teacher's knowledge. When the two heads go in compliance with the norms, a learning environment is secured and the lessons will smoothly run to the benefits of the imparter and the recipients. Hence, the main communion between teachers and students is communication- a tool which makes it easy for the transmission and the reception of every learning string in the teaching learning process.

Creating the right social and physical atmosphere for teaching to take place is the first ingredient for the success of any teaching learning enterprise. Teachers are knowledgeable about the different classroom management techniques that help them establish and maintain order throughout the whole year. They also know how to prevent problems before occurring as they know how to respond whenever problems arise. However, not all of them are aware of the goals of classroom

management because order and discipline in themselves are empty goals if teachers use classroom management techniques just to keep learners quiet and docile .

It is true that discipline yields environments in which learners can work in positive and productive ways so as to attain the already fixed goals .Discipline alone does not suffice to guarantee the active and productive participation of every learner.

In this context ,woolfolk A. (2017) maintained that working so hard so as to manage successfully classrooms must lead to three fundamental goals .Access to learning is the first goal of classroom management .The rules for participation in classroom activities are governed by rules which can be either explicit or implicit .

Teachers and learners may not be fully aware that they are following rules which change according to the type of the activity at hand. The rules which govern who talks, to whom, when, why, and for how long, and about what, are called participation structures. Not all learners know about the participation structures or use those which do not much the participation structures of the task at hand this can be due to the way they used to interact with siblings, parents or other. To attain in the first goal of classroom management which is access to learning for all learners, teachers should make sure that their learners know exactly how to participate in all classroom activities through focusing on maintaining rules, setting expectations, making learners aware of the values and rules that maybe operating in addition to signaling clearly the appropriate ways of participation.

The second goal of classroom management is to have more time for active learning .Not all the time originally allotted to teaching is spent on content and student learning .If teachers time the activities they do through the whole day with their students, they will be surprised by the disruptions, disturbances, late starts that bear negatively on the time they think will be spend on real active teaching and

learning. Students learn only what they encounter in the classroom with their teachers. To put it otherwise, students' ways of processing knowledge is an important factor in what they acquire and retain. In this context, what students practice and think about is easily learned the time students spend actively on tasks or in doing activities is called engaged time or time on task however, and according to Anita Woolfolk (2017), "engaged time does not guarantee learning. Students maybe struggling with material that is too difficult, or they may be using the wrong learning strategy." So, the term Academic Learning Time is used to refer to the time students work with high rate of success. In order to realize this goal, which is more time for learning, teachers are admonished to keep their students actively engaged in worthwhile activities. Having students who are entirely engaged in serious learning at the beginning of their school careers can help in maintaining the second goal of classroom management.

The third goal of classroom management is to teach learners how to be better managers of themselves. Most learners conceive schools as places where rules must be followed blindly and where compliance is vital for the whole active members of the school. In doing so, learners are deprived from building their own understanding of academic knowledge and the necessary learning structures such as cooperative and problem-based learning. Today, the debate in classroom management stresses the importance of self-regulation and self-control instead of focusing on obedience and compliance. Tom Savage (1999) as appeared in Anita Woolfolk (2017), says simply, "The most fundamental purpose of discipline is the development of self-control. Academic knowledge and technological skills will be of little consequences if those who possess them lack self-control." Demonstrating responsibility and meeting one's needs without affecting the needs of others are the obvious results of self-control. Through making choices and hence assuming the eventual consequences, students can learn and understand the true meaning of self-control.

It can also be learnt if students have already set objectives and know how to prioritize and manage their time in an effective manner. Self-control can equally be attained when students collaborate, settle conflicts and disputes peacefully and are capable of establishing and maintaining friendly relationships with their teachers and classmates. It is true that developing in our students the sense of self-control and management is something demanding and tiring and in most cases time consuming, but it is an end which is well worth the efforts teachers will furnish. Coaching students to be self-regulated yields confident, less stressed and more engaged learners. Helping learners manage their own behaviour and academic life will minimize to a great extent teachers' intervention and will lead inevitably to fewer management problems and necessarily teachers will have more time to spend in serious teaching.

I.15.4.2 Interacting Successfully with Students

Creating a healthy learning environment is the result of many factors that teachers must take into account. The most important factor is to know how to interact with your learners. A successful interaction depends on four characteristics.

I.15.4.2.1 Recognizing Students

Students all over the world would like their teachers to know who they are as this impacts positively their motivation and self-esteem. They would like their teachers to know their names and would appreciate it even more when teachers show some understanding of their character. In order to remember and recognize students' names, teachers can use many ways. For example, teachers can ask their students to put name cards in front of them and rise them whenever they want to answer a question or make a comment. Here it is advisable to do this during the first weeks and explain to students the reasons why you are doing it. Explaining

the reason is of a crucial importance as students cannot see the utility of rising cards especially during the beginning of the school year when they show a lot of signs of resistance and reluctance in applying the rules teachers try to apply. The second way that helps teachers recognize their students is to draw up their own seating plan as ask students to sit in the same place for the whole school year. Sticking to the same place for students can be very difficult to attain since the beginning of a school year is synonymous to a lot of problems related to discipline. Making students understand the benefits of sitting in the same place and the positive effects it may have on interaction can eliminate a lot of troubles.

I.15.4.2.2 Listening to Students

It is true that listening to students is demanding and something that all students would like to see in their teachers. It is believed that students are more responsive to teachers who listen to them. Teachers need to make themselves available as they can to listen to students' opinions and concerns preferable both inside and outside the class. In doing so, they will vehicle to their students the right image about the teachers who cares for them not just as students, but also as individuals because there is nothing more demotivating and disturbing as teachers who are completely dismissive or tend to ignore or are uninterested in what students want to say. There are a lot of moments when students expect their teachers to be attentive to their needs and wants. For instance, students may wish the teacher to listen to them concerning the best ways of ensuring a healthy atmosphere that is conducive to teaching and learning. In case their expectations are not satisfied or totally ignored, here the successful interaction that teachers aim at will be lost forever.

I.15.4.2.3 Respecting Students

Providing students with feedback and correcting their mistakes is a very delicate issue because of the nature of students themselves. While some learners are happy to be corrected robustly, others need this to be done in a positive way. To put otherwise, as students have different learning styles and intelligencies, so they have different preferences concerning the ways to be corrected. Regardless of the methods teachers use, it is vital to treat people with respect and avoid the use of mockery and sarcasm or expressing despair at their efforts. So using sentences like “ If you do not understand this you will never pass my exam.” Or “ when I was your age, this was very easy for me.” These expressions and of course others will have long term effects on students’ achievement. In this context, teachers need to be very careful so as not to offend students especially adolescents who tend to overreact without being farsighted about the consequences.

I.15.4.2.4 Being Even-handed

Nearly all teachers react well to students who participate, who are cooperative and who take responsibility for their own learning, yet there are moments when students find autonomy a bit challenging and cannot be responsible for their learning. Here inexperienced teachers show signs of unenthusiasm and tend to be less forthcoming which can have negative effects on students. The reasons why some students do so are varied ranging from shyness to cultural and family background. Sometimes students are reluctant and in some instances are hesitant to actively take part in classroom activities because of the stronger classmates. These students will be influenced negatively especially when they see that more attention is being given to their classmates who are more robust compared to them. Treating students equally does not only help in establishing healthy

atmosphere and maintaining a good rapport between teachers and students, but it is a sign of professionalism that teachers should have.

I.15.5 Motivational Climate

Motivational climate is very important in maintaining classroom discipline. Teachers who want to have some discipline in their classes have to think of the students' motivational drives. Once students are veered towards their motivational goals, they focus more in the class, keep calm and silent, think of how to create a learning environment for themselves and get their teachers give more than usual. Motivational climate is that good cozy atmosphere where the classroom norms seem on their right way of application.

Literature in support of the educators' observations maintains that learners should be involved in all spheres of school life by entrusting them with some elements of the school programme. This ensures the development of their skills so that they may assume responsibility in the school context (Kruger 1996). Accordingly, Smith (1985) observed that learners should be regarded as fellow participants in the educational process. Their participation motivates them to cooperate willingly.

Badenhorst (1996) adds:

Pupil leaders have a special task and place in our schools. They make an important contribution to the maintenance of order and discipline and form an essential link between the pupil population and the management team of the school.(p.68).

I.15.6 Setting Expectations

With rules of good conduct, both teachers and students see to their own goals- teachers wish to reach their expectations-on one side they see to the learning process and its success, to the degree of students' assimilation, to the extent to which lessons have gone so far. Students also, on their part, wish to have succeeded in giving their teachers the appropriate setting time, atmosphere and contributed to the success of every lesson.

Setting expectations is the teacher's realm right from the beginning of every school year; this comes with good planning and time scheduling. It is not easy to reach expectations if the class is not in good compliance with the teacher's preparation. A sound organization and the teacher's mental mapping if well geared would yield good expectations.

Conclusion

Discipline is related to the moral and ethical way of doing things in their right norms. Discipline is a restricted term which tends to make its bearer live in self-restraint and control where most of the basic things are to be suppressed. No talking in the class, no smoking, no blurting out, no complaint and no bullying. Students have to live a military life like where things have to be obeyed and ordered. Students need to respect the school rules and regulations and meet their teachers' expectations.

Discipline basically guides the children's behavior, sets limits and ultimately helps them learn to care for themselves and for other others. They have to accommodate to a new type of learning at school, the second home after their respective homes. Hence, they should learn how to co-exist with other students. They have to respect the school rules which include defining the expected clothing standards, social conduct, timekeeping and work

ethic. Failing to obey the school regulations, students may be punished. However, teachers should not beat students to the extent that they get badly hurt or physically impaired

Many schools nowadays focus on pro-active learners who advocate 'Positive Discipline' - a discipline that sets the model of mature citizens. The new trend emphasizing the good behavior is the most sought. Teachers would never resort to corporal punishment but to counseling and understanding .Hence, every teacher can reinforce the good behaviours through counseling and examples without hurting the child. This is the best policy to breed good conduct through peaceful means.

Chapter Two

Causes of Disciplinary Problems and Antisocial Behaviour

Chapter Two: Causes of Disciplinary Problems and Antisocial Behaviour

Introduction :

Throughout this chapter the researcher will try to investigate the causes that are at the origin of most problems that teachers and their students as well suffer from in their classrooms. The causes which follow do not represent an exhaustive list of all the possible ones that may engender disciplinary and antisocial behaviour, but a list that comprises the most common reasons that lead to the unsettled moments that impact what teachers and students can do together.

II.1 Causes of Disciplinary Problems

There are a lot of causes that may lead to most of the frequent and common problems that teachers, counselors and the school personnel have to deal with at the expense of teaching learning process. The causes vary as they can range from teachers, textbooks, learners, peer influence, family, society, the school environment to heterogeneous overcrowded classes.

II.1.1 The teacher

The character and personality of teachers is a crucial issue in the classroom. What the teachers say and do is very significant in establishing the appropriate classroom atmosphere that will foster learning. It is the teachers' responsibility to create and maintain the positive classroom climate which is conducive to successful learning. However, teachers are sometimes at the origin of some of the disciplinary problems that have a direct impact on the classroom atmosphere.

When teachers fail to care for students' interests, their social background, what they bring to the class and what they need their failure may engender serious

problems because each class is different, and as a result classes should be treated differently.

Being too tough and having unrealistic educational expectations can create discipline problems and even antisocial behaviours. Inappropriate behaviour from the teacher, for example, may have disastrous effects, especially with adolescents who tend to be reactionary without being farsighted about the eventual negative effects of their deeds.

Teachers' preparation can eliminate students discipline problems. But, teachers who fail to prepare properly their lessons increase disciplinary problems. The quality of learning is impaired when the effectiveness of teaching is influenced by lack of preparation .Students need to have clear understanding of what is going on in the classroom. In this respect, teachers need to be more explicit in telling the students about the objectives of the lessons. And in many cases, difficult instructions or questions may give rise to inappropriate behaviour.

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

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

Brophy and Good (1991: 506), stated that:

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

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

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

Teachers' remarks result directly in disciplinary problems. Some teachers say overtly to their students that they will not pass their course or class. By so doing, they may not only lose students' interest and motivation, but they pave the way for disciplinary problems such as insolence, disobedience. Closely related to motivation and interest, hope is affected too. When hope is gone so is interest and the stage is set for disciplinary problems to gradually develop.

Writing on students' papers comments such as "not worth grading" or throwing students' papers in the waste basket will completely demoralize students. Belittling students' efforts and punishing them for what they cannot do rather than encouraging them for what they did can only produce rejection which is at the

origin of most disciplinary problems. Misjudgment, underestimation or a simple remark can create, perpetuate and even intensify problems between teachers and students.

The inability of anticipating problems may result in problematic situations. Some teachers do not have the ability to anticipate problems and take too much time to act or do not act in the right moment .They commit what Kounin called "timing errors". In such cases, students are given the chance to behave as they wish for long periods of time. To put it otherwise, they will get accustomed to these behaviours and consider them as a part of the classroom routines and would tend to reject the teachers' authority whenever they try to restore order.

Even worse, they can be insolent and rebellious. Vague rules, changing standards and inconsistency give rise to the problematic situations that teachers have to deal with at the expense of the lesson time.

Some inexperienced teachers tend to resort to shouting and threats without being consistent in applying them. For most learners, threatening is a sign of weakness. Harmer (1991: 250) maintained that:

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

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

cooperative pupils. Teachers can be responsible for deviant learners in their classes by taking things personally.

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

Williams and Burden's (1997) report views about teachers in which learners are seen as receptacle to be filled with knowledge. This sometimes is referred to as "the jugs and mugs" theory. The teacher is seen as having a large jug of knowledge which is poured into the learners' "mugs" or receptacles. Consequently, teachers will not be too much concerned with their students' progress, and the learning process will be greatly influenced."

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

Another belief which teachers hold and can create behavioural problems is when teachers underestimate learners' intellectual capacities, leading to loss of confidence and motivation, which are vital requirements in any teaching learning enterprise.

II.3 Textbooks

It is agreed that giving due consideration to students as individuals, as members of a learning group, as learners in an educational system and as members of a social group when designing textbooks is crucial to the success of any

teaching learning process. By contrast, neglecting these factors, and obviously others, will automatically lead to problems that will hinder the whole teaching-learning process. Textbook designers, in this context, are said to be responsible for some of the disciplinary problems that currently most teachers have in their classes.

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

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

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

Tasks and activities included in books are sometimes the causes of certain delicate moments that impact negatively learners' behaviour. When learners find them beyond their level or not intended to them, not substantial and not interesting to hold their attention. In this case there will a great likelihood that disciplinary problems will occur.

Boredom, which is the greatest enemy to successful learning, will be an inevitable result; therefore, pupils feel that something must be done to break the boredom, and this results in breaking the rules. It is unlikely that the pupils will become actively involved in activities which they cannot pursue, but they will look for reasons that increase classroom problems. Pupils feel the need to do something to seek teachers' attention, and this in turn gives rise to problems that teachers have to deal with at the expense of the teaching –learning situation.

II.4 Learners' Attitudes

Learners hold attitudes that can influence them, their classmates and teachers either in a positive or negative ways. The attitudes themselves are subject to factors related to the timing and the place where the lessons take place. Harmer (1991:250) maintained that:

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

The students' attitudes and how they view the class, the teacher, the subject being learnt, and the school itself have direct and obvious effects on their behaviour. Coming to classes with negative or neutral attitudes is likely to result in

disciplinary problems that have perverse influence not only on students who hold these attitudes, but also on teachers and the other students as well since these attitudes are a part of the class atmosphere where learning is taking place.

When students hold negative attitudes, learning will be a source of resentment and insecurity, and there may be strong barriers against learning. For many reasons, students are often hostile to English classes and even to their teachers. Regardless of the forms and the nature of these attitudes and the disciplinary problems they may engender, they will hinder the teaching –learning process.

Blin and Galais Deulofeu (2001:102) stated that:

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

Adolescents may express their anxiety in various ways: disliking the subject, each other, the teacher and even the school. Adolescents often have the desire to be noticed or recognised in a way or another .This is not just limited to adolescents, because most teachers had students who demand special attention, but what is special about adolescents is that they are likely to be disruptive in order to gain recognition they need without being aware of the consequences of such behaviour and its implications on both teachers and students.

Another reason that leads to behaviour problems is peer influence. Many teachers have witnessed the exclusion of one or a group of students by their classmates. Generally, the group tries to exert a pressure on the individual to break the rules or to neglect the norms so as to be accepted and integrate the group. Students' norms come from their families, peer group and the social class they happen to belong to. These classes are characterized by an overt animosity against one or several students.

The group rejects, ignores, hates, and in some cases ridicules the different students. This group has a negative reaction towards those who do not follow the norms. The consequence of this behaviour is that tension will be an ever-present characteristic, and hence the quality of learning will be seriously affected. (Blin and Galais Deulofeu, (op cit).

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

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

Coleman (cited in Stevens and Cob 1983) described school learners in terms of their acceptance into the leading crowd and their popularity with the students. He said that there are subcultures among school students that may reflect different interests. Cohen (1979 cited in Stevens and Cob 1983)) distinguished

between three separate subcultures. The fun subculture, the academic subculture and the delinquent subculture.

The fun subculture is characterized by students who value popularity, participation in sports and involvement in school activities. The academic subculture stresses an interest in academic achievement and its members usually have clear set goals, spend time at home and are relatively uninterested in peers. The delinquent subculture is characterized by the frequent dating and interest in peers and age inappropriate behaviours such as drinking, smoking and spending a lot of time away from home.

Students in this group reject studying, the school and they usually drive their status with other members of their subculture from things such as cars and clothes .These findings suggest that friends can affect one's success in school. In short, peer influence can place serious limitations on what could be accomplished by both teachers and students. Stevens and Cob (1983)

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

Brophy and Good (1990: 499) said:

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

There is nothing unusual about having disruptive students in our classes, but two students being disruptive together is far more effective than one. In other words, students who happen to sit together and cause trouble is more serious in the sense that their behaviour may encourage other students in their anti-social behaviour and will have perverse influence on the whole group, and hence effective teaching and learning will be partly hindered.

Such behaviours are sometimes considered trivial or harmless if compared to others, but they engender great troubles when no effective measures are taken to protect our right to teach and the students' right to learn. In such cases, students will accept these behaviours and see them as a part of the class atmosphere. Even worse, there are moments when students refuse completely to obey teachers' orders and become insolent towards their teachers whenever the latter try to restore order.

II.5 Self- esteem

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

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

subjective experience which the individual conveys by several reports and other overt expressive behaviour.

Why do students fail at school? What are the learning blocks that hinder achievement? There is no doubt that the answer to these questions is not an easy one, but most of the problems seem to have root in poor self-esteem, a deep fear of failure. Almost all teachers had and will still have students saying: “I cannot do it.”, “I am not good at...”, “I will never learn this.” in one of their classes. There are students’ present “warning signs” of self-esteem as Coppersmith maintained: “children with low self-esteem may be excessively fearful and timid, unable to make decision, expecting failure and reluctant to express opinion, others may be bullying and bragging » (Arnold 1999:88)

Students with low self-esteem may behave problematically, isolate themselves from class discussion and are very difficult to motivate. This behaviour can engender very serious problems to students themselves and even to their classmates in the sense that academic work and school itself may be of little value. Little learning will take place due to the feeling that students have little worth and experience the feeling of rejection.

It is claimed that no activity can be carried out without some degree of self esteem, self confidence and knowledge of one’s attitudes. Self-esteem is the product of students’ experiences, negative or positive, and how they see themselves , and how they are viewed by significant others (parents, teachers , classmates ...).No matter how students feel about themselves, there are moments when they behave inappropriately, giving rise to problems that will affect the general atmosphere inside the class.

Self-esteem then has clear and powerful implications not only on students themselves, but on teachers as they are the only mirrors through which students

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

II.6 Motivation

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

People involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study. All teachers can think of situations in which certain motivated students do significantly better than their peers; students frequently succeed in what appears to be unfavorable conditions; they succeed despite using methods which experts consider unsatisfactory. In the face of such a phenomena it seems reasonable to suggest that the motivation that students bring to class is the biggest simple factor affecting their success. (Harmer1991:3).

Various studies have found that motivation is strongly related to achievement. Here, we do not intend to define motivation since we believe it will be more useful to think in terms of motivated and demotivated learners. According to Burden (1997), a motivated learner is someone who takes decision to act and makes the necessary efforts to achieve a previously set goal.

In other words, motivated learners are willing to invest the required efforts to attain the objective they aim at. Learners' motivation makes the mission easier and more pleasant for both teachers and learners.

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

He argued that:

Being demotivated does not necessarily mean that all the positive influences that originally made up the motivational basis of a behaviour have been annulled; rather, it is only the resultant force that has been dampened by a strong negative component while some other positive motives may still remain operational.(Dornyei 2005: 89/90)

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

The demands and expectations are low and the students are unmotivated and see no reason to attend school. Low achievement is accepted as the norm. Teachers do not assign homework because they have little expectations it will be completed. Students see few examples of success; their sense of future is bleak and does not include academic achievement in any way. Students have no basis for an alternative view of academic achievement because they rarely come in contact with anyone other than similarly low-achieving students (Alderman (2004:7).

Alderman (2004:8) describes this unmotivated behaviour as follows: “ Many students do not have goals, sit passively in class , turn in no home work; do not keep up with their note books ; do not take final exams seriously ; and

resist new approaches." Disengagement or lack of investment in learning in secondary schools is a challenge to most teachers.

Behaviours indicating disengagement resulting from demotivation range from severe skipping, disruption, failure to do assignments to behaviours that, on the surface, do not appear to be motivational problems. The group of students who exhibits these behaviours shows little pride in their work or commitment to learning. They just do enough to get decent grades but do not try to get their best grades.

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

The implications of lack of motivation on the learning process are clearly seen when it is not constant. The learners will never be completely engaged in tasks, and hence they are likely to behave in ways that bear negative consequences on the quality and the quantity of learning. Another point we would like to emphasize here is that motivation does not only concern students, but teachers as well. Teachers' motivation is influenced by many exterior factors such as teachers' social status, salary, working conditions and timetable.

These factors have a direct negative influence on their job in the sense that teachers whose motivation is affected will invest less towards students' learning. They tend to forget presenting challenging and varied tasks which will keep their

students motivated. In most cases, they will be interested in keeping them busy, without caring a lot about their success or failure. It is worth noting also that the motivation which brings teachers and students to the task of learning is usually affected by the attitudes of people who are directly related to the learning process.

II.7 Peer influence-Family and society

According to Turner (1977), the attitudes of parents towards their children may either facilitate or inhibit learning. Some of the disciplinary problems that most teachers are currently facing in their schools may be traced back to family. It is clear that parents' educational level has a direct effect on their children academic achievement. Parents who are well-educated generally value education and expect their children to be well-educated too.

These parents show interest in their children's progress, in meeting and collaborating with teachers and; they typically volunteer, participate in school activities and help supervise their children when and where necessary.

However, the situation is different with parents who lack this advantage due to their socio-economic status. This kind of parents, though they may be aware of the value of education and want their children to go as far as possible, few of them are knowledgeable about schools and accustomed to dealing with them. According to Brophy and Good (1991), these parents are awed and even afraid when faced with the prospects of talking to teachers. Often, these parents had difficulties themselves as students.

So, they look upon teachers with a discomfort or even resentment based on fear, mistrust, or hostility. These parents usually have less time to get in touch with teachers and the school environment; consequently, very few interactions will be possible.

It is worth noting that these « disadvantaged parents » fail to nurture in their children the intellectual development and mental health which have serious impact on the education and ultimately on their school achievement. The absence of a rich cognitive environment and lack of interaction with the children when and where necessary have severe consequences on academic achievement.

Another kind of parents who may be blamed for creating more problems to teachers are those who tend to give their children every encouragement to express their individuality without restrictions, leading them to show an apparent reluctance to accept the disciplinary standards of their schools, and in some cases, refuse overtly to adhere to the established code of conduct.

Learning a foreign language is influenced by society in its wider sense. It is clear that social and cultural attitudes towards a language have a very deep influence on the individual learner, thus the teaching-learning process may be either promoted or hindered. The status of the target language is of a crucial importance. How well learners do in school is governed by their attitudes towards the language and the choices that are open to them in their future life. What is learnt in school must prepare the students for what they want to do in the future or after graduation. However, in our society this is not the case for English being a foreign language.

Nowadays little or no importance is given to education or schooling and thus students' achievement becomes meaningless. Learners will lose interest and motivation, which in their turn will have adverse implications on the classroom atmosphere. Both teachers and learners find themselves in a delicate situation as they find it more and more difficult to be motivated. Learners have difficulty investing the required efforts to learn since they have no fixed objectives.

Many teachers are worried that their jobs may become very soon impossible due to the portrait reserved to them by the modern society. The present is an age of insubordination resulting in the loss of school and teacher authority. Today, teachers are no more the authority figures they used to be due to their new social status. Nowadays, students' culture displays clear and apparent anti-social attitudes.

Students no more value academic success. According to Elkind (cited in Stevens and Cob 1983), the present generation of adolescents is referred to as a "hurried one". They have been pushed towards academic achievement more and doing it earlier than were preceding generations. Stevens and Cobb (1983)

The parental pressure on children to grow up faster starts early, particularly in the realm of intellectual achievement. Parents of today's teenagers have been influenced by professionals who have stressed the importance of early training for achievement. Partially as a result of this, there has been a trend towards enrolling children in preschools and kindergartens at very early ages.

One of the consequences of the present societal push toward achievement is that these "hurried" children live with a fear of failing, experience stress and are confused as regard to achievement and competition. Elkind suggests that the need to relieve some of the pressures is the high level of drugs used by teenagers.

Another reason that leads to behaviour problems is peer influence. During their search of a new identity and the need for acceptance and belonging, students may be easily influenced by their friends or classmates. Nearly all teachers had these moments when some of their students join in disruptive behaviours and hence create more problems in their classrooms for the simple reason that a member of they group they belong to has started misbehaving. Inexperienced teachers find this frustrating as they fail to observe the effects of students on one

another. This shows that friends can affect one's success in school. In short, peer influence can place serious limitations on what could be accomplished by both teachers and students. Stevens and Cob (1983)

II.8 Overcrowded Classes

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

A heterogeneous class is one that has different kinds of learners, as opposed to homogeneous classes where the learners are similar. Once again, this definition is not agreed upon since no class is homogeneous as there are no two learners with the same abilities. This entails that all classes of more than one learner are in fact heterogeneous.

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

Teachers frequently attribute their continued frustration to students' unwillingness to learn ,and often to mixed ability classes where so- called "bad" or "weak" learners are held responsible for holding the class back. In such circumstances, teachers fall back on convential teacher-centred approaches and disciplinary problems measures as means of keeping the centrifigural forces together. Pordromou (1989:2)

Harmer (1991:128) stated that, "In big classes, it is difficult for teachers to make contact with the students at the back and it is difficult and for students to ask and receive the required attention." It is also impossible to organize pair or group work and have all the students' attention which is a vital requirement to effective teaching.

In overcrowded classes, activities which require movement from students produce so much physical disturbances that concentration is hard to sustain, and that the pace of teaching is so slow that it becomes ineffective. It is also hard to arrange for every individual to have the required, intensive contact with the language. Most importantly, big classes are intimidating for all teachers, regardless of the number of the years spent in teaching.

Teachers face a lot of problems that necessarily lead to misbehaviour when teaching large heterogeneous classes. According to Murcia and McIntosh (1979), teachers feel at a loss when they first meet heterogeneous classes. This uneasiness can be as an obstacle to teachers' performance. All teachers will agree that the direct and obvious influence of these classes is indiscipline. Students in these classes are very difficult to control. Boredom, which is the greatest enemy to effective teaching, is a permanent characteristic of most students.

Students get bored quickly as teachers cannot find the topics and the activities that keep all the students interested. When the teachers think they have succeeded in finding the motivating and interesting activities that will keep their students completely engaged, students react in unexpected ways that may give rise to misbehaviour. In such classes, using textbooks may result in the loss of interest and motivation as textbooks are rigidly meant for one kind of learners, usually with no options or flexibility. Participation is another problem that teachers encounter in these classes.

Teachers fail to involve all the learners, only few students, the more proficient and confident ones, seem to respond to teachers' questions. In other words, students do not lighten the load of their teachers and thus the latter find it increasingly difficult to know, check and follow the progress of their students.

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

Lack of cooperation may take different forms: constant chattering in class, not listening to the teacher, neglecting homework blunt refusal to take part or to do certain activities, constant lateness and even rudeness .Sometimes things get so bad that students complain to someone in authority. Harmer (1998: 130).

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

II.9 The Learners

All teachers will agree that some classes are easy to manage and control, while others are very difficult to handle. There are a lot of reasons why students misbehave, but we will limit ourselves to some of them. A teacher who does everything to avoid trouble may still have problems because of the students. Mishra (2009) deals with different forms of students' behaviour. They are troublesome behaviour, emotional behaviour, aggressive behaviour and disruptive classroom behaviour. Shrestha (2010, p.8) says, "By nature students will have had bad behaviours in general". This is due to many factors.

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

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

Another point we would like to stress here is that serious problems of discipline are associated with schools in areas which are themselves socially and educationally backward. Similar problems exist with regard to textbooks and other instructional materials and equipment. In many schools, the problem of

creating an appropriate learning environment often takes a back seat to more fundamental issues of health and safety. Bamburg (1994).

Lack of resources, materials and other human facilities will place serious limitations on what teachers and students can attain together. As McFarland (1974) puts it, these schools with poor materials and human facilities have traditions which may not only be educationally weak, but positively anti-educational.

In these schools, teachers would face a lot of problems in sustaining students' motivation and interest as they are deprived of the necessary materials and equipments which are very important in any teaching-learning situation. As it is firmly established, when motivation and interest are gone, the way to more disciplinary problems is paved, and the whole teaching-learning process is influenced.

Conclusion

Indeed, classroom discipline is and has always been a problem related to teacher's management of their own classroom, a problem related to students themselves, their own social background with a whole set related to students' economic state and social strata. Parents have a great role to play and together with the wise administration they can remedy the situations where anti social behaviours start to emerge. Both teachers and students' understanding can appease the situation with the assistance of the external world. Hence, a healthy program at the beginning of the school year can solve the problem.

Chapter Three(A)

Effects of Disciplinary problems and Antisocial Behaviour on the Teaching/ Learning Process

Chapter Three: Effects of Disciplinary problems and Antisocial Behaviour on the Teaching/ Learning Process

A.Disciplinary problems and their Effects on the Teaching/ Learning Process

Introduction

There is no doubt that learning and discipline are closely related. In a disciplined classroom, the teaching and learning mission is easier for both learners and teachers. The classroom is relatively free from confusion, disorder, and anti-social behaviour. Each student and the group as a whole operate freely within a structured framework which they understand, accept, and incorporate into their behaviour without constant reminders and punishment. (Mills2001).

By contrast, no or little learning will take place in a thoroughly undisciplined classroom. As Rosenholtz (1985 cited in Porter 2000) argues, “Teachers who must focus their energies on controlling disruptive students do so at the expense of instructional time and of their own instructional improvement.”

The impact of some disciplinary problems and antisocial behaviours on the teaching learning process can be narrowed down to absenteeism disruptive talking , defiance, aggression, blurting, chattering and complaining, cheating, bullying, vandalism, theft, hazing and harassment and disrespecting teachers. There are

undoubtedly many other disciplinary problems and anti social behaviours affecting the success of the teaching-learning process which have not been covered or, even mentioned in this research paper.

III.1 Absenteeism

For most teachers absenteeism is a problem that has direct perverse effects on students and teachers as well. Despite the fact the students who miss the class for countless reasons are doing themselves a disservice, teachers feel obliged to find ways to reach and help these habitual absentees, especially when they are in the class. The habitual absentees miss classes for different causes. The first cause is self-confidence. Usually, these students escape from the school because of their feeling that they cannot do the academic work they are supposed to do.

Being absent for them may be an act of defying and challenging the teachers, and the institution by demonstrating their power through the school inability to keep them in. These students could be underachievers or poor students and thus may find attending classes too painful. They miss classes to gain an excuse for being behind and so as not to lose face or to be ridiculed in front of their classmates.

The habitual absentees share common characteristics and have specific attitudes and actions within their schools. They are unaware of the effect of their absence on their teachers and classmates. They believe that they do not cause troubles to their teachers and classmates once they decide to attend classes. They think that they need not catch up lessons or make up work and would feel uneasy if teachers think differently.

Another characteristic of these students is that due to their continual absence they do not achieve much and do not know what is going on in the class. They are likely to be bored and are usually defensive.

The habitual absentees have little influence on teachers and the classmates when they are away from the school. Indeed, it is their presence which constitutes a problem to serious learning. Teachers who happen to have these students in one of their classes become worried and anxious because such students need to be helped, especially when they achieve far below their potential. Most teachers are faced with an insurmountable mission of bringing these students up to date academically. When doing so, time which should be devoted to completing the programme will be devoted to make up for the loss caused by these students, and therefore classmates may become bored as they are exposed once more to teaching points they have already seen.

As a result of being continual or permanent absentees, classmates may recognize the students as partial members. If this behaviour is not checked when necessary by teachers and the school itself, it may engender serious problems as many students may act accordingly, and hence absenteeism becomes something common to most students. As a consequence, the repeated absence will jeopardize the students' chances to achieve success in school which, in turn, will result in an inadequate teaching-learning process.

III.2 Disruptive Talking

One of the greatest challenges to teachers and serious learning is disruptive talking as it hinders and distracts the flow of the activities and gradually influences the whole group. Identifying and understanding the causes that lead to such behaviour is the first step towards a successful solution. The ability to talk is not negative, but continual talking is disruptive. The primary cause of this

behaviour is attention. Talkative students who want to get attention because of social needs as personal interaction is of great importance to them.

Very often this behaviour is compulsive as talkative students need to develop a close association with a peer or an adult. Peer approval, for these students, is very important as it provides them the affiliation they are looking for. This kind of behaviour is anti-social since the students are attempting to become positively involved with the class or the teacher and they are unaware and do not realize that they are expressing a negative behaviour. Usually the students, who exhibit this behaviour, are underachievers and they need to experience some kind of success through talking, and hence gain the status they are looking for.

Disruptive talkers are characterized by a number of attitudes and actions. They are compulsive talkers who are unaware of the fact that they are disturbing their classmates. They love to talk and engage in the practice with one student or all students constantly. They usually seize any occasion to talk. They may even talk to themselves and make irrelevant remarks at inappropriate times. Disruptive talkers are always inattentive and poor listeners. They have a short attention span, lack interest and are very poorly motivated. They are never prepared for school and seldom do their work thoroughly or carefully.

Disruptive talkers influence their teacher, classmates and the classroom atmosphere in different ways. This behaviour annoys classmates and teachers alike. Classroom setting and lessons are disrupted. Starting and resuming work is very difficult as teachers cannot begin their lessons without getting students' attention. Even when students are engaged, there is a great likelihood that the disruptive students will misbehave and thus the students' interest and motivation are lost.

Many other students may be encouraged to talk, leading to more serious problems that teachers should deal with at the expense of serious learning. During these critical moments, the teachers' authority is undermined as most students expect their teachers to act as authority figures. If classmates are encouraged to talk, they will get into trouble since the teachers' role is to maintain and restore order which enables them to protect their right to teach and the right of his/her students to learn.

III.3 Defiance

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

The primary cause of this anti-social behaviour is to get attention in an acceptable way. Whatever the defier does is an attempt to demonstrate her/his worth to be accepted as a person since academic work is of little or no importance to her/him. Failure, in most cases, made her/him give up and use other means to gain recognition among classmates .In general, defiers are feeling and experiencing a lot of pain which is revealed through their behaviour. The defiers have specific attitudes and actions through which they make themselves noticeable.

The defiers talk back, they are insolent and dare punishment. They are usually unaffected by what teachers do and say and in some cases laugh at it.

Another characteristic of the defiers is that they are quick to claim injustice and are critical of teachers' treatment. Defiers have little self-control and are often highly emotional and ready to pick up fights with classmates over the smallest incidents. It is clear that the behaviour of the defier has perverse effects on teachers, students and the school environment as well. (Blin and Deulofeu (2001))

According to Brophy and Good (1999), teachers do not have special training in dealing with serious personality disorders, therefore they do not know how to respond and handle this category of students. Not acting in the opportune time or allowing the defier's behaviour unchecked for a long time leads other students to question the teacher's authority. Peers are often influenced by this negative attitude: when they see it working for a classmate, they will try it themselves.

Teachers will begin to worry about disciplining other students since they have not been successful with the defier. They become frustrated and lose self-control in confrontations with their students. In such cases, lessons are disrupted, rules are challenged, classroom is in turmoil and crises arise daily.

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

III.4 Aggression

There is no one globally accepted definition of aggressive behavior (e.g., Bandura, 1973; Kerr & Nelson, 1998; Lancelotta & Vaughn, 1989). Violent and bullying behavior are specific types of aggressive behavior that result in similar

outcomes or functions of aggressive behavior. These functions include power and control, affiliation, escape, gaining attention, and self-gratification.

Long and Brendtro (1993:3) define *aggression* as a spontaneous, impulsive act of anger. Aggression is an observable behavior which can depreciate, threaten, or hurt a person or destroy an object. It is unplanned and usually occurs during times of stress. Aggression is viewed as a loss of self-control or an impulse breakthrough. In this context, aggressive behaviors refer to verbal, nonverbal, or physical—that injure another indirectly or directly and/or result in extraneous gains for the aggressor.

These behaviors are typically described in terms such as those that appear frequently in the literature (Hunt, 1993; Kerr & Nelson, 1998; Lancelotta & Vaughn, 1989; Long & Brendtro, 1993; Sasso, Melloy, & Kavale, 1990). The student's body language for all of these aggressive behaviors is a stance that clearly communicates anger, rage, frustration, humiliation, and/or other feelings that motivate aggressive behavior.

Hunt (1993: 16-18) describes five patterns of aggressive behavior: over aroused aggression, impulsive aggression, affective aggression, predatory aggression, and instrumental aggression.

III.4.1 Over aroused aggression: Students engage in behavior that is characterized by high levels of activity that result in frequent accidents and aggressive incidents. Students who push and shove their peers often provoke or initiate an aggressive response from their peers. Unlike motivation for other types of aggressive behavior, students who demonstrate over aroused aggression rarely select their victims.

III.4.2 Impulsive aggression: Students are generally quiet and passive in their demeanor but seemingly have a low tolerance for frustration. When frustrated, the student may burst into a flurry of activity and violence that can be uncharacteristically destructive.

III.4.3 Affective aggression: Students demonstrate rageful aggression. Their behavior is described as appearing to be chronically angry, resentful, and hostile.

III.4.4 Predatory aggression: Students seem to be seeking revenge. Individuals who demonstrate predatory aggression are described as persons who wait for a chance to get back at another person in a hurtful, harmful manner.

III.4.5 Instrumental aggression: Students act as the intimidating bully. Students who engage in instrumental aggression demonstrate behaviors that allow them to get their own way through intimidation of others. (*T.J. Zirpoli, 2008*).

Bandura (1973:8) distinguishes instrumental and hostile aggression. He describes *instrumental aggression* as those actions "aimed at securing extraneous rewards other than the victim's suffering." A student who steals a pair of tennis shoes out of another student's locker is an example of someone who engages in instrumental aggression. *Hostile aggression* is defined as actions that are "used to produce injurious outcomes rather than to gain status, power, resources, or some other types of results".

Certainly, the classroom is the best place for an effective interaction and communion between students and their teachers. And any violation to this cozy setting will end up in disruptive behavior. Theories on social Learning have too much speculated on this. For instance, (Bandura, 1977), on social learning theory, said that the social climate of the classroom can significantly impact the development of student behavior as well as how teachers interact with students.

The classroom climate is a compilation of factors including social interactions between students and teachers, behavioral and academic expectations, as well as the physical environment of the classroom (Freiberg, 1999; Mainhard, Brekelmans, Brok, & Wubbels, 2011).

In the same trend, Barth, Dunlap, Dane, Lochman, & Wells,(2004), noted that students' academic focus can be stifled if placed in classrooms composed primarily of students displaying high levels of aggression and low academic proficiency. Youth's acceptance of problem behavior tends to vary depending on the class-wide behavior, such types of students behaving aggressively tend to be rated by their peers more favorably when enrolled in classrooms where aggressive behavior is the norm (Stormshak et al., 1999).

A recent study by Shim, Kiefer, & Wang (2013) revealed that teachers' encouragement of cooperative learning and skill mastery was directly related to students' help seeking behavior and positive interactions with peers. Students' behavior evolves within the context of their educational environment, thus it is important for research to take into account teachers' perceptions of student behavior class-wide in addition to individual students' functioning.

III.5 Blurting out in class, chattering and complaining

The spontaneous speech that students engage in very often while their teacher are busy explaining the lesson and which has negative repercussions is called blurting.

According to research from Hamnple, et al. (2013), blurting most often refers to unedited angry remarks. Inappropriate humour is also considered as blurting. Blurting out occurs when children loudly say whatever it is they are thinking (Charney, 1998). It also occurs when they raise their hands to get the attention of teachers. They wave their hands frantically in the air as they yell, “Teacher, teacher!”

Complaining is another problem that is gaining ground and which is imposing serious limitations to the partnership that exists between teachers and their students. Students’ complaints are always indications and symptoms of fear, insecurity and other hidden motives that make them believe that only bad happens to them. So they complain about everything. According to (Parish & Mahoney, 2006) these students keep repeating sentences like:

“I can’t,” and actually stop trying to do things. They say they can’t do a drawing. They can’t play in centers. They can’t do a partner activity. They give constant negative excuses. They complain that their classmates do not like them. It is clear that this behavior has direct negative effects on the teaching and learning which should be taking place since it disturbs the classroom environment leads to unsettled moments of misunderstanding especially when teachers try to solve all the problems related to this behavior. Students’ concentration is affected too and the time teacher waste in dealing with the problem is at the expense of the lesson time. Hence it is very important to break this negative pattern of behavior. Children need to develop confidence in themselves. They need to learn their strengths and maximize them.

Chattering occurs when you are trying to give the children directions, and they are not paying attention to. You go on shouting at them but they do not listen. Chatter in the classroom is disruptive and disturbing for the entire class especially for excellent students who are accustomed to concentrate on the different parts of the lessons.

When one student starts talking in the air, it becomes contagious for other students to do the same, and soon the confusion starts and the entire classroom is talking. Cautious teachers need to stop this chaotic situation before it gets amplification.

Conclusion

Though the effects of disciplinary problems on teachers and students differ, they have many points in common .They impair the teacher/student relationship and reduce both quality of teaching and the teachers' commitment to his/her students.As for students, the appropriate and the serious learning context is poisoned by few offenders, and thus learning becomes very difficult to the point that it deprives them from benefiting from the teaching-learning process and consequently leading to poor achievement.

Teachers are under constant heavy stress and are unable to function effectively due to students' behaviour which has become unacceptable. Many teachers refuse to take risks when teaching as they have lost faith in their roles as providers of information and behaviour modelling and tend to retreat to their private life.

Chapter Three(B)

B- Antisocial Behaviour and their Effects on the teaching/ Learning Process

B- Antisocial Behaviour and their Effects on the teaching/ Learning Process

Introduction:

Learning is a partnership between learners and teachers. Teachers and learners have similar goals: the learners' goal is to learn and the teachers' goal is to help them learn. However, teachers usually find students' behaviour unacceptable, unpleasant or troubling, and it is often difficult to stand back from these problems. So, this partnership is often subject to influence that leads to frustration for both learners and teachers, which in effect results in an unsuitable learning- teaching environment which in its turn greatly affect the teaching learning process due to the antisocial behaviour. Throughout this chapter, the researcher will describe the effects that antisocial behaviours have on the teaching/learning process, but before doing so, it is essential to provide a brief definition for the word "Antisocial behaviour"

III.6 What is antisocial behaviour?

What constitutes 'antisocial behaviour' varies across time, context and culture. Nonetheless, when we think about behaviour as antisocial, we usually think about people who have acted in ways that are aggressive, intimidating or destructive and which negatively impact on the quality of life of others (Squires, 2008). Clare (2006) defined antisocial behaviours as destructive acts characterized by covert and overt hostility and intentional aggression towards others.

Hence, according to Hallahan (2006), antisocial behaviour may be overt, involving aggressive actions against siblings, peers, parents, teachers or other adults, such as verbal abuse, bullying and hitting, or covert, involving aggressive actions against property, such as theft, vandalism and fire-setting. Covert

antisocial behaviours in early childhood may include noncompliance, sneaking, lying or secretly destroying another's property.

Kayne (2012) posited that antisocial behaviour can generally be characterized as an overall lack of adherence to the social norms and standards that allow members of a society to co-exist peaceably. According to him, many people who display this type of behaviour may seem charming, but often cause harm to others and show little remorse for their actions.

III.7 Students' misbehaviors – The thorny classroom issue

Student misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility (D. F. Reed and C. Kirkpatrick, 1998) ranging from infrequent to frequent, mild to severe, is a thorny issue in everyday classroom. Teachers usually reported that these disturbing behaviors in the classroom are intolerable (H. L. Johnson and H. L. Fullwood, (2006 : 20–39) and stress-provoking (R. Lewis, (1999 :155–171)

The category of misbehavior can be ranked as follows:

- Bullying, assault or threats to assault another person, attention deficit and attention seeking behaviour
- Lack of motivation, interest, disobedience, lack of discipline and being negative.
- Storming out of the classroom without permission, stealing , telling lies and gossiping about teachers . The following are some prominent antisocial behaviours exhibited by secondary school learners.

II.8 Forms of Anti-social Behaviour

III.8.1 Bullying

Bullying takes many forms. It can be emotional, psychological and physical. Bullying can be divided into three aspects.

III.8.1.1 Deliberate where a bully's intention is to hurt someone either verbally or physically and intimidate him or her publically.

III.8.1.2 Repeated, in this case, a bully often targets the same victim again and again and tries to oppress him or her to make from his victim a tame character often unable to raise his eyes.

III.8.1.3 Imbalanced power –here the bully takes profit from the weak persons and exerts his power upon.

Bullying occurs everywhere and takes different forms, with varying levels of severity. It can be physical where the bully belittles the bullied and hits him, pushes, kicks, shouts at and reprimand or often resorts to beating the victim. Verbally, a bully can insult, tease, call his victim bad names or nicknamed him before his friends. Concerning relational bullying, the bullied is secluded, ignored, excluded from the group, or often hurt through rumors or lies. Bullying can also take the following forms.

III.8.1.3.1 Racist Bullying

At schools students come from different geographical regions and are mixed up with other students who directly come from quite different places. Hence, in relation to their ethnic grouping, religion, skins, races, that they are bullied against. They are oppressed, physically harassed and abused through language, relationship, direct address, provocations etc. Racist bullying has very negative effects on students' achievements.

Students who experience it always seem on their alert, they have their education disrupted, they may be unable to concentrate on the various lessons because they are scared, intimidated and are overwhelmed by a feeling of constant fear. Hence, they do not invest in their potential and their results at school are eventually weak and below the expected level.

III.8.1.3.2 Cyber Bullying

Cyber bullying is a widespread phenomenon that secretly creeps nowadays and it is often hard to observe for it works anonymous but piercing. Cyber bullying as its names indicates starts from sending or posting negative, affective, embarrassing, or threatening messages, texts or images using the cyber café or the internet where the language of communication seems absurd, provoking and often injurious.

The bully, through using these communication devices, seeks revenge and intends to bring harm to the bullied. This can be the case of students writing about teachers. The use of technologies can help the bully reach a maximum of audience through social media and anonymity.

Disruptive behaviour can assume many forms. The most noticeable form is bullying, the most malicious and malevolent form of antisocial behaviour practiced in schools. (Porter 2000). Bullying arises from the desire to hurt someone, the need to dominate and the enjoyment of another's distress. The bully students are often those who doubt their own strength more than that of any one else but who, rather than face their problems with those of their own size and age, test themselves on less able learners.

According to Ayannini (2002), bullying comprises an unjustified and deliberate intention to inflict hurt by repeatedly taking advantage of one's own superior physical or psychological strength. Bullying is a brainwashing process and eventually the bullied students start to believe what they hear about themselves and feel hopeless and guilty.

Bullying may take many forms. It comprises direct physical attack, direct verbal attack such as taunting, extortion, and indirect methods such as spreading vicious rumours or excluding someone from the social group. Sexual harassment is a form of bullying that involves verbal comments and physical touch. As bullying is deliberate and repeated, its duration may range from a few days to many months.

The most common form of bullying is name calling and abuse. (Salmivalli et al 1998 cited in Porter 2000). Teasing and telling stories are other forms of bullying that are common, especially among adolescents. Bullies often single out victims who have some apparent disadvantage like being small and fat.

As bullying takes place either in school or outside, it is clear that it has perverse effects not only on the bullied, but on teachers as well. The victims suffer from lack of confidence and hence of low-self esteem which will impede their

learning. Most of them will not report to their parents, teachers and to school authority for fear of engendering further bullying.

They will exhibit certain signs such as a sudden reluctance to go to school and even absenteeism, unexplained secretiveness, missing school possessions, missing homework and poor marks in school. Learners will be affected as bullying becomes a part of the school life.

Some students will collaborate with the bullying because of the group pressure or to avoid becoming victims themselves and experience shame as a result. Passive observers often experience distress and anxiety and feel guilty for not offering help. These situations have disastrous consequences on learners' motivations and ultimately on their academic achievement. (Rigby1996, Peter et al 1993 cited in Porter 2000).

Teachers are directly concerned as their managerial function obliges them to act as authority figures. In this context, teachers must take the necessary measures in order to protect their right to teach and the learners' right to study in the appropriate atmosphere, conducive to effective learning. Responding to bullying has a clear influence on learning since the amount of time needed will be at the expense of learning.

Learners will be distracted, their motivation will fluctuate and moments of anxiety and frustration will prevail. In such cases, setting learners on task and getting their attention is a hard task. Teachers are not safe as bullying and aggression towards them is very likely.

III.9 Cheating

Cheating occurs when, contrary to established rules, one person gives information to another person. Most students and teachers perceive the person who gives information willingly, the willing recipient, and the person who takes information without the knowledge or the permission of another to be guilty of cheating. Cizek(1999)

Cheating in exams has become a widespread phenomenon in our schools to the point where most learners practise it and do not report it when they see their friends cheat. This phenomenon is threatening education and places serious limitations on teachers and honest students. Merrian Webster's Collegiate Dictionary (1993:115) defines cheating as follows "depriving of something valuable by the use of fraud", and "violating rules dishonestly as at cards or on an examination.

In educational context, this definition is readily adopted to testing. As knowledge is valuable, societal mores include holding those who possess knowledge in a greater position than those who do not. Cheating can be seen as an attempt, by deceptive or fraudulent means to represent oneself as possessing knowledge. According to Cizek (1999) in testing, specifically, cheating is violating the rules.

According to Stein B. (1996) methods used to cheat on tests are numerous and include a wide range of possibilities. A student looks at another student's test paper, answer sheet or work during a test. A student drops his / her paper on the floor, permitting another student to look at it. A variation of giving, taking and receiving information is used when students collude to seat in such a way to coordinate copying when the instructor or the invigilator permits students to choose their seats.

A giver and receiver communicate with sign language to signal specific answers. Two or more test takers devise a code for transmitting answers and a method for doing so, for example, clicking pens, taps of foot, position of hands on the desk.

A giver and receiver share an eraser or other permissible item that is passed back and forth with answers or information written on it. In the case of tests designed to assess students' knowledge of basic facts, ability to apply rules, or, in the case of easy items, oral examination and performance tests to determine whether the student can construct a response relying on information assumed to be mastered previously, students' methods of cheating differ and may include the use of forbidden materials. Small bits of paper and other material containing information are found on or in, for example, the pocket of a calculator, under the watch and simply underneath the student taking the exam.

Another common way of cheating is the use of long narrow strips of paper, tightly rolled and inserted into pens. Rough paper, which is frequently permitted for students' use in writing, can be easily transformed into a cheat sheet containing a lot of information using a pen that has ran out of ink. Information can be written on something other than a cheat sheet. For example, it can be written on an arm, leg, hand, or foot cast, on tables, walls, chairs and even on the desk top and floor.

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

According to Guardiola (1999), for most students, exams are not considered as steps in the process of learning, but an indicator of success or failure; this is why exams are a very difficult period. Similarly, Yorkey (1970) said that some students occasionally collapse under the threat of exams and fear of exams makes them nervous. Students cheat because of their strong convictions about their teachers' favoritism.

Cheating is considered as a response to insecurity and lack of certainty which push students to rely on other students' answers, putting their aside, which would be, in most cases, the right ones, thus the students' self-confidence could stand as an effective element against the desire to cheat (Cizek 1999).

Another reason of cheating is that there are less and less moral values in our society that students feel little sense of moral outrage about cheating. Consequently, they do not care who is there or who may eye them. The pressure to do well academically pushes students to cheat .In this context, we may say that school, parents and society may be the first responsible for students' cheating. Since grades and test scores are more important than integrity, most students will be ready to sacrifice their integrity to get the satisfaction of those around them.

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

Cheating undermines integrity and fairness at all levels. It leads to a weak performance. It also undermines the merit and the relevance of education in the whole society. This phenomenon is one of the most impairments to obtain

accurate information about learners' accomplishments as it devalues the accomplishments of those whose achievements were fairly attained.

There are many students who resent cheating as much as they resent it going around them for making it more difficult for them to succeed honestly. It must be admitted that some of the students who do not cheat are collaborating with cheaters by giving them assistance and letting them copy their homework or look at their papers during the exams.

So, they are contributing to cheating though they are not benefiting from it. This kind of students is usually put in tight situations by their mates as they ask for answers in exams. In case of refusal, they might be ridiculed or excluded from their cliques or thought to be selfish. This is degrading and de-motivating for both learners and teachers who will not have the same desire and invest the necessary efforts to teach and learn effectively. Academic institutions that do not control cheating may suffer as well. Agencies responsible for testing take great pains to ensure valid inferences as test takers usually find new ways and violate the rules.

As the use of fraudulent and deceptive means result in the success of those who do not merit, teachers and invigilators should shield themselves against such students. Finally, the grades of students who do not cheat and which were obtained honestly are depreciated because they are lower than those who have cheated.

III.10 Vandalism

Vandalism in schools is nowadays a much debated phenomenon which moves swiftly and gains ground. This problem seems to stem partly from the school itself which is unable to take the necessary measures to put an end to this epidemic and partly because of the students and people who have lost faith in

schooling as a central element of our modern society. Various disciplines such as psychology and sociology have examined vandalism from different perspectives.

It is very difficult to reach a consensus on a definition; nevertheless, some of the definitions have common elements, such as “An intentional act aimed at damaging or destroying an object that is another’s property.”, “A voluntary degradation of the environment with no profit motive.”, “The wilful or malicious destruction, injury, disfigurement, or defacement of property without the consent of the owner.” (Moser 1992, Casserly, Bass and Garret cited in Horowitz and Tobally 2003:1/2)

Some studies look at vandalism from the point of view of the individual who commits it; personal traits, difficulties in adjusting to society at large and to school in particular and emotional problems. Other studies look at vandalism in its broader social context. Vandalism was explained as a malaise of modern society that is characterised by alienation and meaninglessness. The malaise of modern society is related to the high level of mobility, rapid growth, and instability. Adolescents experience social mores and values inconsistently and therefore become involved in non normative behaviour. (Horowitz and Tobally2003)

Students engage in vandalism for a variety of reasons. For some, destroying school property such as desks, chairs, blackboards and windows is a way of expressing anger or frustration stemming from social difficulties or academic failure. For others, it is a way of impressing their peers. For others, it is an innocent act reflecting a lack of understanding about the appropriate behaviour. Students who engage in vandalism may have many things in common.

They always exhibit destructive behaviour and destroy things repeatedly including their friends’ property. They take furniture apart, write on desks (tables),

mutilate equipment, mar walls with obscene words and draw in some cases sexually explicit illustrations. (Woolfolk 2004)

As all these acts take place in classrooms or in school, it becomes clear that they have direct implications on the whole teaching-learning process. Acts of vandalism, when not checked, become a part of the classroom and the school environment that impose serious limitations on what teachers and students can accomplish together.

Although school administrators typically are responsible for dealing with student vandals, teachers and students alike become irritated, angered and even afraid when faced with students who deliberately engage in vandalism. In such cases, the school staff is at a loss and is completely confused because of its inability to find the right solutions to this behaviour.

Some students may be amused or delighted and as a result, this anti social behaviour is reinforced. School resources, which are not easy to replace, are wasted. Instead of helping, teachers may want to punish harshly. Lessons are interrupted as the necessary elements for a successful instruction are partly absent or completely damaged.

Beginning lessons in these situations is usually difficult as students will leave the classroom in order to look for chairs or tables. The amount of time the students take is at the expense of their learning as teachers begin lessons usually before students who went to get a chair or a table are back.

Consequently, students will miss a part of the lesson and will interrupt the classroom setting. In such circumstances, the students' motivation will fluctuate. In most cases, teachers feel lax and incompetent as disciplining other students becomes very difficult. The connection between vandalism and school effectiveness is clear. When school climate is not positive and does not enhance

students' social welfare, the rate of vandalism will increase, and when school does not effectively promote learning, vandalism tends to increase. Vandalism tends to increase in schools where students do not have a sense of belonging. Horowitz and Tobally Op.cit.

III.11 Theft

Theft among teenagers in schools has become nowadays a serious problem. Today teenagers possess a variety of technological devices such as MP3, cell phones and digital cameras. These valuable items are very often targets of theft. Items like school books and clothes can be targets of theft as well. Since theft happens in schools it becomes clear that it has negative effects on both learners and teachers. Students' feelings about their schools environment will be soured, as they feel unsafe. In addition to that they may experience fear and are constantly afraid of being physically and emotionally unsafe. In such cases students may find it very difficult to concentrate on learning. In certain extreme cases, some of them may avoid school itself (Stephen 1996). Students' interactions will be based on suspicion and resentment. All these effects lead necessarily to poor school performance and destructive peer relationships.

Teachers are also directly affected by theft especially when they are expected to act as authoritative figures in order to solve theft issues during class time. According to Sauter (1995) dealing effectively with students who exhibit this antisocial behavior requires usually extra time, energy, patience which are at the expense of teaching and learning which should be taking place. Jones (1996) revealed that controlling students who have serious or persistent behavior problems was the chief cause of stress among teachers in addition to classroom disruptions directly related to theft. Teachers are themselves subject to theft. As a result they may experience lower staff morale and less professional commitment.

The administrative staff is also influenced by theft since they need to intervene whenever cases are reported either by teachers or students themselves. The problem is that most schools consider theft as a disciplinary problem rather than an antisocial behaviour that police consider as a crime that is punished by law. Almost all schools try to resolve problems related to theft without having to resort to police. There are a lot cases when resolving the issue in question proves difficult and hence the police intervention becomes necessary. This latter will impact negatively the school environment to the point that neither teachers nor students can fully benefit from the teaching learning process.

Theft is a very frequent phenomenon among students who steal everything they find. They steal one another while sitting in class and often cause problems to the teaching who suffers between finding the guilty or preparing his lessons. In addition, students steal the school property or damage the facilities by dismantling some spare parts from their outings. The thieves take anything and are ready to steal the class they study in, the teacher they teach them or the shops they daily shop from.

III.12 Hazing and Harassment

Hazing is a behavioural attitude used by the negative student who joins a group of misfits and start humiliating people, disturbing and upsetting their lives with morally degrading insults. Harassment is a behaviour which degrades, patronises, humiliates, intimidates or threatens a recipient by means of threats or physical, sexual, or psychological force.

Harassment is often characterized by that unwanted conduct affecting the dignity and personality of the recipient- men and women and students at school .It may be related to age, sex, race, disability, religion, nationality or any personal characteristic. The victim may be assaulted and physically abused.

Many educational institutions often fail to notice the harassment act growing day by day. Hence, any failure to deal appropriately with harassment in the right time will reduce from the popularity of the institution and the whole staff. It also affects the effectiveness of the institution and increases the recipients' apathy for the school and the skateboard.

III.13 Disrespecting teachers

Disrespecting teachers is ethically an unacceptable act especially by adult students who normally are more mature .Disrespecting teachers can be characterized through many behaving attitudes as refusing to follow the instructions, not listening to the teachers, provoking the teacher through rude answers, confronting teachers through defiance and bold faces. Sometimes, the students express their anger by knocking at the table, shouting loud or by throwing their copybooks on the floor.

However, the cause should not always been put on the students, but sometimes teachers bring disrespect to themselves. There some teaching attitudes

that seem unacceptable from novice teachers. In this respect, there some teachers who are very strict and authoritative; they believe only in punitive measures some, criticize the students in front of the whole class and sometimes make personal comments on things done.

Some other teachers seem very impulsive and often do not listen to the students' explanation about a given situation and go on bullying for not completing their home-work or assignments.

Conclusion

To conclude this chapter, one may assert that the major strategy that educators can use for creating safe, constructive school environments would be to address the contextual factors within our schools that appear to promote antisocial behavior. The Constructive Discipline approach described by Mayer and his colleagues (1983, 1999, 2000) is designed to address these factors. This approach implies that our efforts should no longer emphasize "treating" students as the source of the problem.

In other words, as Ysseldyke et al. (1997) point out, problem behaviors, rather than being located within the student, are often due to a "mismatch between the characteristics of the learner and those of the instructional environment or the broader home/school context". So let us try to solve it by involving learners in the teaching/learning process.

Part Two: Field work

Chapter Four: Research Methodology Process and Design

Part Two: Field work

IV. Research Design and Methodology

Introduction

The purpose of this chapter is to outline and justify the research design used, which includes decisions regarding the research approach and method selected to investigate the effects of disciplinary problems, and antisocial behaviour in secondary schools and their effects on the teaching learning process.

IV.1. Research design Decisions

The research design provides the ‘glue’ that holds the research project together, making all the elements contribute as one entity. A design is used to structure the research, to show how all of the major parts of the research project work together and to try to answer the central research questions (Trochim 2006). The research design supplies information about the chosen research approach, the schedule upon which the research is conducted, how the necessary data is collected, and it also describes how the research population and sample are identified and selected.

The research sub-problems and their related objectives, inherent to the research topic of investigating the effects of disciplinary problems and antisocial behaviour in secondary schools on the teaching learning process are:

- Establish how the community perceives the issue of anti social behaviours at Batna secondary schools.
- Expose practices that contribute to disciplinary problems in Batna as an urban locality, and determine the impact of these practices on the teaching/ learning process.

- Identify classroom discipline management needs of the educational community in relation to combating violence, social behaviour and degradation.
- Determine what existing potential and human resources available for disseminating antisocial behaviour programmes among urban communities, educational staff and administrative board.
- Determine the role authorities, administrators and educationists should play in helping teachers protect their classes from discipline problems.

To find answers to these questions it is consequently necessary to make decisions regarding

- What research approach should be used?
- What data collecting processes and tools could be most profitably used to interrogate the research questions and obtain the data required to answer the research question.
- How the research process should be designed, scheduled and carried out
- How the data should be analyzed, recorded and reported.

IV.2. Research Approach

According to Webster (1985), to research is to search or investigate exhaustively. It is a careful or diligent search, studious inquiry or examination especially investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts or practical application of such new or revised theories or laws, it can also be the collection of information about a particular subject.

Given the descriptive and interpretative nature of the study, a qualitative research approach is selected (Leedy 1993). Qualitative research involves an in-depth understanding of human behaviour and the reasons that govern human behavior. Unlike quantitative research, qualitative research relies on reasons behind various aspects of behaviour. Simply

put, it investigates the “why” and “how” of decision-making and actions, and is substantially descriptive and interpretative.

Hence, in qualitative research, it is suggested that smaller samples can be used because the purpose is to gain an in-depth, rich account of particular participants’ lives. Arber’s advice for small scale and quantitative research (1993) is that researchers should recognize the constraints on interpretation of data that may arise from the method of sampling, and should honestly admit these to their readers.

According to Patton (1990), qualitative research uses the natural setting as the source of data. The researcher attempts to observe, describe and interpret settings as they are, maintaining what Patton calls “empathic neutrality”. Eisner (1991) ,claims that qualitative research reports incorporate expressive language and the presence of voice in the text.

The researcher believed that a qualitative approach would enable him to interact with the community and to describe the phenomena observed in their local context. The rich data that would emerge would provide a thorough understanding of the phenomenon from the perspective of the community. In a descriptive study, no attempt is made to change behaviour or condition. A researcher, according to Cresswell (1994), is supposed to describe and interpret things as they are experienced in the area of focus, and for this a particular research method needs to be selected.

IV.3. Research method

The case study research method is selected for this research since case studies provide the opportunity for the investigation and analysis of groups within a community. A case study occurs within a bounded system (Merriam 2001). Case study research enables the researcher to discover the uniqueness of people’s experiences within a particular context Huysamen (1994).

For the purpose of case study research, a considerable amount of data is collected using observation grids and questionnaires. The reason for using multiple data collection methods is to provide rich descriptions and to enhance the validity of the research findings. A prerequisite of the data collected in case study research is that it should portray the viewpoints and voices of the participants in the study (Rudman (2005). In this particular study, a group of urban secondary school students at Batna locality are the focus of the investigation.

IV.4. Identification of research population and sample

According to Judd, Smith and Kidder (1991) population refers to the group of people that is regarded as the group to which the researcher wishes to generalize the results obtained. It refers to the desired scope of application of the research results. The research sample is a smaller number of the total given population. The research population in this research comprises secondary school students from three different areas in Batna , Algeria.

The samples selected from the three target populations comprise:

- 300 secondary school students selected randomly from 06 secondary schools
- 33 teachers of English
- 18 administrative board members

For this research a holistic approach was used starting with a description of the problem and how it is scattered among Batna secondary schools. In addition, the shift went onto the targeted population with descriptions of the students themselves as they react in their respective schools, their behaviours in the classroom, their relations with peers and with their teachers.

IV.5. Sampling methods and procedure related to cluster and stratified sampling

The research focuses on studying individual members and is interested in the respondents' answers. Hence cluster sampling is used to determine the factors leading to discipline problems in every different school. Since secondary schools in Batna embrace different students from urban semi urban and rural and from different social classes, a stratified sampling is also used. As a final outcome, the population under focus is selected randomly using random sampling method. But before going any further, let us define and speculate about population and sampling.

IV.5.1. Population

In research, the word population is not the ordinary term used for population but it has another specified connotation. So, in sampling, population means the units that consist of people, cases and other elements researchers are interested to shed lights on through their study.

IV.5.2. What is a sample?

According to Webster Dictionary (1985), a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. In case of its use with people, a sample is a set of respondents mostly consisting of people that are selected from a large population to stand as representatives forming the core of a survey. The sample should be “representative in the sense that each sampled unit will represent the characteristics of a known number of units in the population” (Lohr 3).

In addition, ‘A sample is a proportion or subset of a larger group called a population...A good sample is a miniature version of the population of which it is a part – just like it, only smaller.’ (Fink, 2003: 1) . A sample is a “subgroup of a population” (Frey et al. 125). It has also been described as a representative “taste” of a group (Berinstein 17).

IV.5.3.What is a Sampling Plan.

A sampling plan is just a method or procedure in which the researcher is able to determine and specify how a given sample will be extracted from a population to which it represents. Hence, three methods will be used in our study- Simple Random Sampling, Cluster Sampling and Stratified Random Sampling.

IV.5.4.What is Simple Random Sampling?

A simple random sample is also known as Probability sampling and is selected by assigning a number to each member in the population list and then “use a random number table to draw out the members of the sample” (MacNealy 155). Lohr (1999) explains that by using simple random sampling, the researcher “is in effect mixing up the population before grabbing units” . Another way of viewing simple random sampling precludes that “all members of the study population are either physically present or listed, and the members are selected at random until a previously specified number of members or units has been selected” (Henry 27). Each member of the population is “selected one at a time, independent of one another and without replacement; once a unit is selected, it has no further chance to be selected” (Fowler 14).

Regardless of the process used for simple random sampling, the process can be laborious if the list of the population is long or it is completed manually without the aid of a computer (Babbie 84; Fowler, Jr. 14).

Probability sampling is defined as having the “distinguishing characteristic that each unit in the population has a known, nonzero probability of being included in the sample” (Henry 25). It is described more clearly as “every subject or unit has an equal chance of being selected” from the population (Fink 10). It is important to give everyone an equal chance of being selected because it “eliminates the danger of researchers biasing the selection process because of their own opinions or desires” (Frey, et al. 126).

When bias is eliminated, the results of the research may be generalized from the sample to the whole of the population because “the sample represents the population” (Frey, et al. 126).

IV.5.5.Cluster Sampling

According to Jackson (2011), Cluster sampling (also known as one-stage cluster sampling) is a technique in which clusters of participants that represent the population are identified and included in the sample. Cluster sampling involves identification of cluster of participants representing the population and their inclusion in the sample group.

Cluster sampling, on the surface, is very similar to stratified sampling in that “survey population members are divided into unique, non overlapping groups prior to sampling” (Henry 29). These groups are referred to as clusters instead of strata because they are “naturally occurring groupings such as schools, households, or geographic units” (Henry 29). Whereas a stratified sample “involves selecting a few members from each group or stratum,” cluster sampling involves “the selection of a few groups and data are collected from all group members” (Henry 29).

This sampling method is used when no master list of the population exists but “cluster” lists are obtainable (Babbie 88; Frey, et al. 130; Henry 29; Lohr 24; MacNealy 156).

IV.5.6.Stratified Random Sampling.

Stratified random sampling is a form of probability sampling. To stratify means to put into strata or classify or separate people into groups according to some characteristics, such as position, rank, attitudes, education, sex, or ethnic background. These separate groupings are referred to as subsets or subgroups from which a random sample is selected based upon the percentage that each subgroup represents in the population. Stratified random samples are generally more accurate in representing the population than are simple random samples.

Stratified Random Sampling also requires more effort, and there is a practical limit to the number of strata used. Stratified sampling is generally used for two different purposes. First, its primary interest is in the representativeness of the sample to be able to accurately represent the population and second it is the extent to which it enables the researcher to compare between and among the strata under focus.

IV.6.Data collection processes and tools

Data are collected through primary and secondary sources. It is also collected from what students' responded in their questionnaires and from what the researcher has gathered through his constant observation of the different schools.

(Myers 1997) believes that qualitative research involves the use of qualitative data, such as that gained from questionnaires, document analysis and participant observation through which an understanding and explanation of social phenomena can be reached.. Consequently, the data collection methods used focused mainly on conducting field investigations and getting closer to participants, with the intention of collecting information regarding their activities and perceptions. The researcher builds a complex, holistic picture, analyzes recipients' responses, detailed views of informants, and conducts the case study in a natural setting

IV.7. Literature analysis

A view to the different writings and documents issued on the field are scrutinized. Disciplinary problems and their effects on teaching and learning are all subjected to a detailed study. Hence literature review is mostly read and analyzed and authors' views on the issue are all recorded, commented and noted down. Types of school discipline and anti social behaviours are almost the same everywhere. However, analyses of certain regions in the world displayed less intensified results.

IV.8. Field observations

IV.8.1. Definition of Observation

Gray(2009) defines Observation as a type of qualitative research method which not only included participant's observation, but also covered ethnography and research work in the field. In the observational research design, multiple study sites are involved. Observational data can be integrated as auxiliary or confirmatory research.

Gorman and Clayton (2005) define observation studies as those that “involve the systematic recording of observable phenomena or behaviour in a natural setting” (40). Becker and Geer (1970) defined participant observation as either a covert or overt activity “in which the observer participates in the daily life of the people under study . . . observing things that happen, listening to what is said, and questioning people, over some length of time” (133).

Describing it as the “bedrock source of human knowledge” about the “social and natural world,” Adler and Adler (1994) stated that Aristotle used observational techniques in his botanical studies on the island of Lesbos and that Auguste Comte, the father of sociology, listed observation as one of the “four core research methods” (p. 377).

What is consistent in the definitions, however, is the need to study and understand people within their natural environment. Spradley (1980) wrote that participation observation “leads to an ethnographic description” .

As an ethnographic research method, observation seems to have no specific beginning. While some researchers found indications of its use in ancient times, others have pointed to the late nineteenth and early twentieth centuries, when anthropologists starting “collecting data first hand” (Atkinson & Hammersley, 1994, p. 249).

In this study, observation provides data on the physical setting, the participants, activities and their verbal and non-verbal interactions (Merriam 2001). During the

observations, the researcher records only what is directly observed. Observations are made as accurately as possible and the recording thereof is very specific. The researcher believes that field observation would supplement data arising from the literature and that obtained from questionnaires.

IV.8.2. Field observation

The researchers' intentions in writing a field report is to improve their understanding of the method used when preparing their field work observation, including observed people, the places and the settings to be visited as well as the clues used. Hence, they need to reflect upon all the existing notions about things as they naturally occur.

Field reports facilitate the development of data collection techniques and observation skills used by researchers in their daily encounters and these help them understand better the world of theories and their application.

Field reports are also an opportunity to obtain evidence through methods of observing learners in their various misbehaving situations.

Indeed, everybody is an observer of the people surrounding him. Their movements, their drives, the places they dwell in, the food they eat etc...; however, the researcher's responsibility and role when doing an inquiry and writing a field report is quite different. The researcher needs to create a plan based on the data he wants to collect, the recipients he wants to observe, the circumstances under which he is going to realize such a survey with a synthesis of key findings, and an interpretation of their meaning.

Hence, writing a field report requires the researcher to:

- Constantly observe and record with precision the various parameters of the situation under focus.
- Approach the field study with clear objectives, what to observe and how to
- Analyze the observations one by one as the operation is going on.

- Keep the report's objectives under scrutiny and moving on with steady steps, minutely recording what he sees, giving more attention and staying focused on what might unexpectedly happen .

IV.8.2.1. Techniques to Record Observations

As a field researcher, there is no limit on how to collect data. Researchers are free to select any data technique they see effective in gathering information. Yet, it is good to recommend certain techniques

IV.8.2.1.1.NoteTaking

Researchers, most of their times resort to note taking and recording things observed because it is easy and any one can do it –So, writing in shorthand and abbreviations can be used, writing in short sentences and paragraph also can save time and space.

IV.8.2.1.2. Examples of observed documents

- Physical setting. Researchers have to record the different setting-schools in and out , together, with the different places students mostly frequent.
- Students' attitudes and cultural artifacts. In terms of observing students' behavior and attitudes, researchers have to follow students' movement and mobility, the objects they handle daily, the way they bully their classmates, students' beliefs and values and even the way they perceive things- the way they speak and reflect upon the daily matters; students' way of clothing/ dressing, their hair styles, their age, their gender, their demeanor inside and outside the class, their body gestures and facial expressions and the way they tease one another.

All these things are very important for a realistic observation process. In a nutshell, researchers have to record everything that can be of value.

IV.8.2.2. Classroom Observation: (within and out of the school (see Appendices 3,4 &5)

The researcher starts by observing the students and tries to deduce from their reactions, behaviour and daily practices how and whether they practise and promote behavioural practices or not. Often, the researcher plays the role of the ignorant who wants to know everything that the observant does or says.

Field research is initiated on the 22nd of October 2017 and ended on the 7th of January 2018. It starts with observation of Ali Nemeur secondary school students and ends with Ichemoul secondary school students. During these visits, the researcher aims at collecting the relevant data for building up a rich database related to students' indiscipline and behavioural problems and attitudes.

School visits:

Ali Nemeur Batna

Date: 22nd October 2017.

Participants: Teachers of English, the administrative staff and the students.

Purpose of visit: To meet the participants, explain the nature and the topic of the research and to let them know the contribution the researcher is expecting from each category.

Mostafa Benboulaid Batna

Date: 23rd October 2017.

Participants: Teachers of English, the administrative staff and the students.

Purpose of the visit: To establish a rapport with the participants, provide information about the nature of the topic and to explain to the participants the contribution the researcher is expecting from them.

Mohamed Boudiaf. Seriana

Date:24th October2017.

Participants: Teachers of English, the administrative staff and the students.

Purpose of the visit: To meet the participants, explain the nature of the research and its topic and make participants knowledgeable about the contribution expected from them.

Abdelmadjid Abdessamed El Madher

Date:25th October2017.

Participants: Teachers of English, the administrative staff and the students.

Purpose of the visit: To meet the participants, familiarize them with the topic of research and at the same time to prepare them for the role and the contribution they will play in the research.

Bala Ali Ben Mohamed Oued Taga

Date:26th October2017.

Participants: Teachers of English, the administrative staff and the students.

Purpose of the visit: To meet the participants, Make them know the about the research topic and explain to each category the personal contribution the researcher is expecting from them.

Ichemoul secondary school

Date: 29th of October2017.

Participants: Teachers of English, the administrative staff and the students.

Purpose of the visit: To meet the participants, provide necessary information concerning the research nature and the topic under study and to explain what the researcher is expecting from them to do.

Questionnaires

Questionnaires require the completion of forms by respondents individually. They can be handed out or sent by mail and later collected or returned by stamped addressed envelope. Questionnaires may be used to collect regular or infrequent routine data. Questionnaires should be concise and can contain either structured questions with blanks to be filled in, multiple choice questions, or they can contain open-ended questions where the respondent is encouraged to reply in greater detail.

Since the selected sample is relatively small (300 students, 33 teachers and 18 administrative staff members) and the collected data is manageable, the compilation of the results is done manually: codes (for example key words) for the answers that belong together in one category are assigned and these codes are written in the left margin. The answers are listed again, grouping those with the same code together. Each category of answers is labeled and given a code (keyword, letter or number). The responses to each questionnaire are tallied and emerging categories are identified. Totals for each of the categories are registered on a master data collection sheet.

Questionnaire for pupils (See appendix 1)

Date: Same dates of the preliminary visits (from the 22nd to the 29th of October 2017)

Type of the questionnaire: Structured

Questions set by the researcher

Respondents : A group of 300 students (individual questionnaires)

Purpose of questionnaire: To see how the students of: Ali Nemeur, Benboulaid, Mohamed Boudiaf, Abdelmadjid Abdessamed, Bala Ali Ben Mohamed and Ichemoul secondary school community perceive violence and behavioural attitudes and the constraints they face with regard to casual learning and study.

Questionnaire for Teachers (See appendix2)

Date: Same dates of the preliminary visits (from the 22nd to the 29th of October 2017)

Type of the questionnaire: Structured

Questions set by the researcher

Respondents: A group of 33 Teachers of English

Purpose of questionnaire: To identify how the thirty three teachers belonging the previously mentioned secondary schools conceive disruptive behaviour and behavioural problems and how they react towards combating these phenomena in order to establish comfortable livelihoods.

Questionnaire for the administrative board members(see appendix3)

Date: Same dates of the preliminary visits(from 22nd to the 29th of October 2017)

Type of the questionnaire: Structured

Questions set by the researcher

Respondents: A group of 18 members of the administrative board

Purpose of the questionnaire: To see how the members of the administrative board of every school conceive the effects of disciplinary problems and antisocial behaviour on the teaching learning process and at the same time to discover the ways the members use so as to combat these disciplinary and behavioural issues.

IV.9. Protocol and ethical consideration

A researcher needs to be on good terms with the research respondents. Mills (2003:91) points out those participants should not be ‘wronged’ in the name of research. The researcher needs to be frank with the participants as part of the validity and reliability of the research. Respondents need to be informed about the objectives, the intention behind their selection and everything that concerns the research. They also need to be assured that their responses will be accurately reflected. How the data will be used also needs to be discussed with them. Burns and Groove (in Simelane, 1998) stress the fact that there are many points on facilitating responses and contributions from respondents.

The points that are raised include issues such as the selection of the respondents, explanation of the procedure, description of the nature and purpose of the questionnaires and observation and their duration, the necessity for a face to face interaction, assurance of confidentiality and anonymity and among many others the possibility for respondents’ withdrawal from the research in case of doubt.

Conclusion

The presented chapter explained the qualitative nature of the research with particular focus on the case study method selected for the research. The research design and methodology framework are discussed in depth. Relevant data collection tools and instruments are outlined to set the groundwork for data collection, analysis and interpretation. In addition, a detailed overview about population and sampling has been displayed. Field observation including previous planning on what to observe, how to observe and why to observe have been clearly defined. In short, this chapter encapsulates the required elements in research methodology in a well scheduled scheme.

Chapter Five

Chapter Five: Description and Analysis of the Administrative Board and Pupils' Questionnaires

Chapter Five: Description and Analysis of the Administrative Board and Pupils' Questionnaires

Introduction

This chapter is devoted to the analysis and interpretation of the questionnaire administered to the administrative board. The informants provided very useful data which will be commented on. But before doing so, it is preferable to describe this research tool.

V. 1The Administrative Board Questionnaire

V.1.1 Description of the Questionnaire

The administrative board questionnaire contains 19 questions. The first three questions (1-3) aim at finding out the number of years the informants have spent so far working in secondary schools and whether their job is easy, demanding or difficult in addition to identifying the causes that are at the origin of their job difficulty.

Question four and five are meant to discover if the informants encounter disciplinary problems and antisocial behaviours in their schools besides the frequency of each type of disciplinary issues or behavioural problems. Question six seeks to know if disciplinary problems and antisocial behaviours the informants face in their respective schools are triggered by psychological, social or pedagogical factors.

Question seven aims at knowing the different disciplinary problems and antisocial behaviours that the informants are currently having in their schools. Question eight aims at finding whether the disciplinary problems and antisocial behaviours the informants do actually have in their schools influence teachers, pupils, school staff or all of them.

Question nine is asked to see the influence of of disciplinary problems and antisocial behaviours on the different categories of each secondary school namely teachers, pupils and the school staff. Question ten seeks to know who among male or female pupils cause or

show more disciplinary problems and engages in antisocial behaviours. It also aims at discovering if both genders can be at the origin of the same disciplinary and behavioural issues.

Question eleven seeks to find who among first, second or third year pupils is more likely to misbehave and engage in antisocial behaviours. Question twelve has a direct relation with the previous question and is meant to know the reasons that can be at the origin of the disciplinary and behavioural problems the informants have in their schools.

Question thirteen aims at discovering if the disciplinary problems and antisocial behaviours exhibited by the pupils of the three different levels are identical or of a different nature. This question is followed by question fourteen and fifteen where the informants are asked to cite the reasons that may lead to identical or different disciplinary issues and antisocial behaviours pupils exhibit in their respective schools.

Question sixteen is asked to know whether teachers and the school staff should use the same ways to treat pupils' disciplinary problems and antisocial behaviours or they should use different ways to fix them. This question is followed by question seventeen, where the informants are asked to justify their answers in both cases, whether the answer was "yes" or "no", and provide the researcher with the reasons that can be at the origin of the difference in the ways problems of discipline and socially unacceptable behaviours should be treated.

Question eighteen seeks to find out if the sanctions and disciplinary measures the administration takes against offenders, regardless of their nature and severity, can help obtain the desired effects the administration wishes and hopes to see in the pupils for whom the sanctions have been inflicted.

Question nineteen .The main aim of this question is to give an opportunity to the informants to add comments, ideas, opinions related to the subject under scrutiny through devoting enough space for them to do so. The researcher believes that this space will be

exploited by the informants to write things they were not able to write due to the nature of the eighteen questions.

V.1.2 Analysis of the Administrative Board Questionnaire

Question One: How long have you been working in secondary schools?

Number of Years	Number
a-less than 10 years	02 teachers
b-less than 15 years	06 teachers
c-more than 15 years	10 teachers
Total	18 teachers

Table V.1.1: Staff's experience

The results in the table above show that only 2 of the informants have been working in secondary schools for less than 10 years. 6 out of 18 have an experience that does not exceed 15 years. The remaining 10 teachers have been working in secondary schools for more than 15 years. This shows clearly that the informants experience in secondary schools is enough to make them familiar and knowledgeable about the subject under investigation.

Question Two : Is working in secondary schools today :

a/ Easy

b/ Demanding

c/ Difficult

Staff's Views	Number
a-Easy	02
b-Demanding	07
c-Difficult	09
Total	18

Table V.1.2 : Staff's Views about working in secondary schools

The results above reveal that only 2 informants think that working in secondary schools is easy whereas 9 find it demanding. 9 out of 18 informants view it as difficult. These results show clearly that today working in secondary schools has become a difficult mission for many people, because the number of informants who think that working in secondary schools is difficult represents half of the informants.

Question Three: If "Difficult" is it because of :

a/ Workload

b/ Pupils' Indiscipline

c/ Overcrowded classes

Staff's Opinions	Number
a-The workload	04
b-Pupils' indiscipline	12
c-Overcrowded classes	02
Total	18

Table V.1.3: Staff's Opinions about the causes of the difficulty of working in Secondary Schools

The results show that only 4 of the informants render the difficulty of working in secondary schools to the workload. 12 of them think that the real cause of this difficulty is pupils' indiscipline. Only 2 of the informants relate the difficulty to overcrowded classes. This confirms that pupils' indiscipline is at the origin of the difficulty of working in secondary schools since the number of informants who opted for option "b" are more than the half of the respondents.

Question Four: Do you encounter disciplinary problems and antisocial behaviour in your school?

Options	Number
a-Yes	13
b-No	05
Total	18

Table V.1.4: Staff's Opinions about disciplinary problems and antisocial Behaviour in their schools

The results above reveal that only 5 of the informants have answered negatively whereas 13 of them have said that they encounter disciplinary and behavioural issues in their schools. This proves that disciplinary problems and antisocial behaviours have become a noticeable phenomenon in the informants' schools .

Question Five : If “Yes” how often do you encounter them?

Frequency	Number
a-Always	10
b-Often	02
c-Sometimes	04
d-Rarely	02
Total	18

Table V.1.5: Frequency of disciplinary problems and antisocial Behaviour

The results obtained show that 10 of the informants have reported that they always encounter disciplinary problems and antisocial behaviours. 02 of them have said that they often have them in their schools. 04 informants encounter sometimes the problems mentioned above. 02 have reported that they rarely see problems related to indiscipline or antisocial behaviour in their schools. The figures displayed earlier demonstrate that disciplinary problems and antisocial behaviour have become a common occurrence in secondary schools, but at varying degrees .

Question Six : Which among the following factors trigger more disciplinary problems and antisocial behaviour?

Options	Number
a-Psychological Factors	03
b-Social Factors	12
c- Pedagogical Factors	03
Total	18

Table V.1.6: Representing Factors which trigger more disciplinary problems antisocial behaviour

The results above show that 03 of the informants think that psychological factors trigger more indiscipline and antisocial behaviours. 12 consider that disciplinary problems and antisocial behaviours are triggered by social factors. Pedagogical factors were considered by 03 informants as factors that trigger more problems in schools. This gives a clear indication that social factors lead to most problems that schools have today. It is worth noting that 06 of the informants think that all the factors stated above can result in problems.

Question Seven : What types of disciplinary problems and antisocial behaviour you face in your school?

06 of the informants have cited absenteeism, disobedience, disrespecting teachers, bullying and vandalism. 07 of them have reported theft, cheating, disruptive talking and insolence as the major disciplinary and antisocial behaviours they face in their schools. 04 informants have mentioned hazing and intimidations as the most common behaviours in their school. Only one informant has said that the most dangerous disciplinary problem is

drug and alcohol in addition to rare cases of sexual harassment. These results show that the informants have nearly the same problems since they have cited many common disciplinary and behavioural issues.

Question Eight : Do you think that disciplinary problems and antisocial behaviour bear negatively only on:

Staff's Opinion	Number
a-Teachers	04
b-Pupils	08
c-School Personnel	03
d-All of them	03
Total	18

Table V.1.7: Effects of disciplinary problems and antisocial behaviour

The results above reveal that 04 of the informants to whom the questionnaire is administered think that indiscipline and antisocial behaviours impact negatively teachers. Eight from the total number consider that the problems under investigation have a negative influence on pupils only. 03 informants think that the school staff is also impacted negatively. 03 informants have a different view since they think that the problems in question bears negatively on teachers, pupils and the school staff as well. These are clear indications that indiscipline and behavioural issues impose serious limitations on the work that the different layers of the school can accomplish together.

Question Nine : How do they influence each category?

Teachers: 04 informants have reported that the influence can be seen in the fact that teachers spend time and energy that are at the expense of the lesson time trying to restore order and silencing pupils. Besides this, they have described teachers’ feeling and state of mind which are characterized by constant stress and anxiety.

Pupils : As for pupils , the 08 informants think that the influence is related to pupils’ concentration which is greatly affected, the learning environment which is poisoned and the pupils’ feelings of insecurity.

School staff : 03 of the informants see the influence of indiscipline and antisocial behaviours on the school staff in terms of time , energy, fear and anxiety.

It is equally important to refer to the 03 informants who see that the negative impact of the problems in schools can be summed up in more time devoted to solving and fixing behavioural issues, more energy, and constant control which are all at the expense of other pedagogical tasks that will enhance pupils’ achievements and teachers’ performance.

Question Ten : According to you who cause/ show more disciplinary and antisocial behaviour?

Options	Number
a-Males	06
b-Females	10
c-Both of them	02
Total	18

Table V.1.8: Representing pupils who cause more disciplinary and antisocial Behaviour

The results above show that 10 of our informants view females as pupils who are responsible for more problems. 06 of the informants rank male pupils in the second position after girls. Only 02 of the informants see no differences between males and females concerning disciplinary issues. The results indicate clearly that females are at the origin of more disciplinary problems and antisocial behaviours compared to males.

Question Eleven : Who is more likely to misbehave and engage in antisocial behaviour?

Options	Number
a-First year pupils	12
b-Second year pupils	04
c-Third year pupils	04
Total	18

Table V.1.9: Representing the likelihood of misbehaviour and antisocial behaviour among secondary school pupils

The results show that according to 12 informants first year pupils are more likely to misbehave and engage in antisocial behaviours. 04 informants have reported that second year pupils commit less disciplinary problems. 02 informants see that third year pupils are less trouble makers compared to the other pupils. The results show that first year pupils misbehave and engage more in antisocial behaviour.

Question Twelve: Please explain why.

The 12 informants who have said that first year pupils are more likely to misbehave and engage in antisocial behaviours explained this by the fact that first year pupils undergo a change due to the new school where they cannot adapt themselves and in many cases fail to observe the rules and the norms which ran the new learning environment. The explanation provided by the 04 informants established a direct link between pupils' misbehavior and their maturity. In other words, second year pupils are not mature enough, this is why there are some instances when they likely to be troublesome. Compared to first and second year pupils, terminal classes come in the third position as indicated above and do not misbehave a lot mainly because of their knowledge of the existing rules and the baccalaureat exam which all of them would like to pass.

Question Thirteen: Do you think that disciplinary problems and antisocial behaviours exhibited by first, second and third year pupils are identical?

Options	Number
a- Yes	04
b- No	14
Total	18

Table V.1.10: Staff's Opinions about the nature of pupils' behavioural problems

04 of our informants think that problems exhibited by secondary school pupils are identical. The remaining 14 think that the problems of first, second and third year pupils are different in nature. Here it becomes clear that the nature of disciplinary and antisocial behaviour is completely different. In other words, disciplinary problems and antisocial behaviours exhibited by pupils in their respective schools differ according to their level and age.

Question Fourteen : If “Yes” , why?

The informants who have replied that pupils’ indiscipline and behaviour issues are identical explained this by the fact that pupils themselves are the same and belong nearly to the same neighborhood. To put it otherwise, pupils do nearly have the same age and almost all of them live in the same neighbourhood which explains their way of behaving which in its turn the result of group dynamics.

Question Fifteen: If “No” , why?

The 14 informants who have said that pupils’ behavioural issues are not exactly the same think that this is due to the fact that second and third year pupils who consider themselves as more responsible and enough mature and therefore do their best so as not to involve themselves in troubles with their teachers or anybody else.

Question Sixteen : Should teachers and the school personnel treat pupils’ disciplinary problems and antisocial behaviour in the same manner?

Options	Number
a- Yes	04
b- No	14
Total	18

Table V.1.11: Staff’s views about the manners of treating pupils’ behavioural problems

The results above show that 04 informants out of 18 think that teachers and the school staff should treat pupils' indiscipline and behavioural problems always in the same manner. The remaining 14 informants believe that pupils' problems should be treated differently. Here it becomes clear that it is the nature of the problem itself that imposes on teachers and the school staff the manner of treatment.

Question Seventeen: In both cases say why.

The 04 informants who think that the treatment of the disciplinary issues must be the same believe so because the problems look in most cases identical. As for the 14 informants who have answered negatively, they think that gravity and severity of the problems need different measures. They also believe that while some issues can be solved by simple discussion and dialogues, others need punishment and the intervention of the school staff and even school counselors.

Question Eighteen : Do you think that sanctions taken against offenders can have positive effects on their behaviour?

Options	Number
a- Yes	05
b- No	13
Total	18

Table V.1.12: Representing Staff's Views about effects of sanctions on pupils' behaviour

05 of the informants think that the offenders' behaviour is likely to be affected positively through sanctions taken against them, but the effects do not last for a long time since some of them are considered as chronic offenders. The 13 informants who believe

that sanctions do not necessarily yield positive consequences on pupils' behaviour think that this category of pupils will find themselves in the same circumstances leading automatically to the same problems. So, all measures and sanctions regardless of their nature will be in vain.

Question Nineteen: Please feel free to add any comments related to the effects of disciplinary problems and antisocial behaviour on the teaching learning process.

The informants provided very useful comments and opinions concerning the topic under investigation. The comments and the different ideas that the researcher is able to gather can be grouped under three categories.

Category one: The informants whose total number is 7 agreed upon the fact that pupils in secondary schools are adolescents who need to be treated with prudence since they are in a transition period looking for a new identity and at the same time most of them look for acceptance and belonging.

Category two : Here the number is 6 informants. These latter think that pupils in secondary schools should be given more importance and should be treated as adults since this is the only means through which most problems related to indiscipline will disappear or at least will be decreased.

Category three: The last category contains 05 informants who are pessimistic and extreme in their views concerning indiscipline in secondary schools. For them some pupils are chronic offenders and always find opportunities to violate the rules and rebel against the school authority. The best way out of this delicate situation is to keep them out of schools because they jeopardize and even compromise the school atmosphere.

V.1.3 Discussion of Results

The members of the administrative staff of the six secondary schools to whom the questionnaire is administered reveal that more than half have been working in secondary schools for more than fifteen years. Six out of eighteen have been working for less than fifteen years. Here it becomes clear that the informants have an experience which is quite enough to make them familiar and knowledgeable about the subject under scrutiny. Half of the informants find working in secondary schools difficult, seven find it demanding and only two informants find it easy. Twelve out of the eighteen informants think that working in secondary schools is difficult because of pupils' indiscipline which is a proof that pupils' indiscipline and inconsiderate behaviours are making the teachers' mission more and more complicated.

The results also show that thirteen out of eighteen respondents encounter very frequently disciplinary problems and antisocial behaviours in their schools and this constitutes a clear evidence that the issues under investigation have become a noticeable phenomenon in the informants' schools. For twelve informants, the social factors are in most cases at the origin and trigger more disciplinary and behavioural problems that they are currently facing in the schools where they work.

As far as the disciplinary problems and antisocial behaviours the informants face in their schools are concerned, the respondents have nearly cited all the issues related to indiscipline and antisocial behaviours. Only one informant has mentioned drugs and alcohol in addition to rare cases of sexual harassment as the most dangerous problems. This demonstrates that schools witness identical problems because indiscipline and inconsiderate behaviours have become nowadays a common occurrence among pupils in secondary schools.

The members of the administrative board in the six schools under examination agree that disciplinary problems and antisocial behaviours affect pupils in the first place, followed by teachers and in the third position the administrative staff. This in itself is evidence that the three categories which constitute each school are negatively impacted by pupils' indiscipline

and behavioural problems. The impact can be seen in teachers' feeling, state of mind and stress and anxiety which have become chronic in most secondary school teachers.

The results indicate that female pupils are at the origin of most disciplinary problems and antisocial behaviours when compared to boys. The informants have also agreed that first year pupils misbehave and engage more in antisocial behaviours than second and third year pupils. The informants think that this fact is due to the pupils' ignorance of the existing rules in addition to their maturity level once compared to the other advanced levels. The informants have also shown that disciplinary problems and antisocial behaviours exhibited by pupils of the three levels are not identical and this can be explained by pupils of higher levels who see themselves as more responsible and try to stay away from troubles with their teachers or the members of the administrative staff.

Treating pupils' indiscipline and behavioural issues should not be done always in the same manner because the informants believe that it is the nature of the problems which imposes the type of sanctions and measures that the administration and teachers should take and this must match with the existing legislations. The informants through their answers have agreed that not all problems can be solved by sanctions because discussions, dialogues and the intervention of the school counselors can help yield good results. Taking sanctions against offenders according to our informants does not necessarily impact positively the pupils' behaviour. At the end, it is worth mentioning that our informants think that since all pupils are adolescents and are undergoing considerable psychological and physical changes, teachers and the school staff should treat them with care and prudence as most of them are looking for acceptance, belonging and identity at the same time. They also believe that pupils should be treated as adults and be involved in finding solutions to problems they are responsible for creating or those they are suffering from. Finally, some of the informants are for severe measures as they think that some pupils are chronic offenders and trouble makers and the only and unique way to fix some of the problems secondary schools are suffering from is to keep them out of the schools.

Introduction

This chapter is devoted to the description and analysis of the pupils' questionnaire which contains 30 questions divided into thirteen sections. But before starting the analysis and interpretation of results, it is important to describe the research tool itself.

V.2 Pupils' questionnaire

V.2.1 Description of the pupils' questionnaire

The pupils' questionnaire contains 30 questions divided into 11 sections.

Section one, entitled nature of disciplinary problems and antisocial behaviours, contains four questions (1-4) which aim at knowing the number of disciplinary problems and antisocial behaviours in the informants' classrooms in addition to their likely effects on learning. This section aims also at discovering the disciplinary and behavioural problems which affect more our respondents besides the negative impact of disobedience on effective teaching.

Section two, entitled cheating, contains three questions (5-7) aiming at knowing cheating frequency in the informants' classrooms, pupils' reactions to this behaviour when it takes place and the negative consequences it may have on them as learners.

Section three, entitled absenteeism, contains two questions (8-9). Question eight aims at finding if the absence of the informants' classmates affects, in any way, the learning process. Question nine seeks to know the negative effects that may result from the habitual absentees whenever they decide to attend classes.

Section four deals with disruptive talking and comprises two questions (10-11). The aim of question ten is to know the informants' opinions about the disturbances caused by disruptive talkers to the class. Question eleven is asked to find out the informants' opinions concerning the consequences of restoring order of the time devoted to lessons.

Section five, entitled defiance, contains two questions (12-13) Question twelve aims at knowing if the informants have ever disobeyed or defied their teachers and whether disobedience and defiance affect them negatively as learners.

Section six, entitled aggression, contains three questions (14-16) which aim at finding out the frequency of aggression in the informants' schools and whether the pupils have exhibited this antisocial behaviour or they have been its victims in addition to the impact this behaviour may have on the teaching learning process.

Section seven deals with bullying and contains four questions (17-20) which aim at knowing the frequency of bullying, the different forms it takes besides the likely effects this antisocial behaviour may have on the informants' learning.

Section eight deals with vandalism and contains three questions (21-23) aiming at knowing if our informants have witnessed vandalism in their schools and how they react to it besides the negative effects it has on serious and effective learning.

Section nine, entitled theft, contains three questions (24-26) aiming at finding out theft frequency among pupils, and if the informants have been victims of this antisocial behaviour besides the effects theft may have on the classroom atmosphere.

Section ten, entitled harassment, contains three questions (27-29). Question twenty seven aims at knowing the frequency of harassment in the informants' classrooms. Question twenty eight seeks to find out the least harmful to the most dangerous and extremely harmful forms of harassment. Question twenty nine aims at discovering the negative impact of harassment. In other words, this question aims at finding who among pupils namely the harasser, the victim and the rest of the pupils is/are affected more by this antisocial behaviour.

Section eleven, entitled further suggestions, contains one question and aims at getting more information and comments concerning the effects of disciplinary problems and antisocial behaviours on the teaching learning process because the researcher believes that through providing this space, he will enable the informants to provide useful data that they were not able to give before and this is due to the nature of the questions asked earlier.

V.2.2 Analysis of pupils' questionnaire

Section One: Nature of Disciplinary Problems and antisocial behaviour

Question 1: How many disciplinary problems and antisocial behaviours are there in your classroom?

Options	Number	Total
A-A lot	200	300 Pupils
B-Few	76	
C-None	24	

Table V.2.1: Representing pupils' opinions about the number of disciplinary problems and antisocial behaviours

The results in the table above show that 200 informants declare witnessing a lot of disciplinary problems and antisocial behaviours in their classrooms. 76 informants report that they have few disciplinary and behavioural issues in their classrooms. The remaining 24 informants said that they do not have them in their classrooms. The results above indicate clearly that nowadays disciplinary problems and antisocial behaviours have become so common in secondary schools.

Question 2: Disciplinary problems and antisocial behaviours have negative effects on your learning.

Options	Number	Total
Yes	253	300 Pupils
No	47	

Table V.2.2: Representing pupils 'opinions about the negative effects of disciplinary problems and antisocial behaviour on learning

The table above representing pupils' opinions about the effects of disciplinary problems and antisocial behaviours on learning shows that 253 out of 300 informants believe that the problems mentioned earlier have negative effects on their learning. 47 informants, however, think that disciplinary and behavioural issues have no effects on their learning. The results are a clear evidence that the problems under scrutiny influence to a great extent the informants' learning and deprive them from the right to learn in a serene atmosphere.

If 'Yes' how?

The informants provided us with useful information that can be summed up as follows:

1-Little learning takes place in their classrooms because of the problems of discipline and antisocial behaviours.

2-The time allotted to lessons is drastically reduced because teachers have to reprimand the behaviour and restore order before being able to resume work.

3-Motivation which is the core of learning is negatively impacted.

4-Concentration becomes impossible because of the chronic noise.

-The healthy learning environment which is the first requirement for any teaching learning enterprise is greatly affected.

-Conflicts and suspicion among pupils rise.

From what has been mentioned above, it becomes clear that disciplinary problems and antisocial behaviours poison the learning process and impact it in many dangerous ways.

Question 3: Which of the following behaviours affects you more?

Bullying	20
Cheating	50
Defiance	35
Vandalism	55
Disruptive talking	100
Absenteeism	15
Aggression	07
Theft	08
Harassment.	10

Table V.2.3 : Representing number of teachers being affected by a given behaviour

The results displayed in the table above show that 100 informants have ranked disruptive talking as the behaviour which affects them more, followed by vandalism and cheating with 55 and 50 informants respectively. The fourth behaviour which affects the informants is defiance followed by bullying with 35 informants for the former and 20 informants for the latter. The sixth behaviour that affects the informants more is absenteeism with 15 informants followed by harassment with 10 and finally in the two last positions come theft and aggression with 08 and 07 informants respectively. The results

above are clear indications that disciplinary problems and antisocial behaviours affect with varying degrees the process of learning. Regardless of the behaviour which affects the informants more, it is clear that the impact of indiscipline and antisocial behaviours on learning in secondary schools cannot be underestimated.

Question4: Disobeying teachers’ orders, directions and instructions makes learning ineffective.

Options	Number	Total
A-Agree	217	300 Pupils
B-Disagree	83	

Table V.2.4 : Representing pupils ‘opinions about effects of disobedience on learning

In the table above the results show that 217 informants think that disobeying teachers’ orders, directions and instructions lead necessarily to an ineffective learning. The remaining 83 teachers hold a different view and think that indiscipline and behavioural issues have no direct effects on them as learners. These results are the proof that disregarding teachers’ directions and orders causes serious problems on learning. As far as the 83 informants who disagreed on the effects of disobedience on learning are concerned, disagreeing in itself does not mean that disobedience does not have an effect on learning, but it indicates that the informants are not aware about the dramatic influence it may have on serious learning.

Section Two : Cheating

Question 5: How common is cheating in your classroom?

Options	Number	Total
A-Never happens	00	300 Pupils
B-Rare	20	
C-Fairly common	106	
D-Almost everybody cheats	174	

Table V.2.5 : Representing cheating frequency among pupils.

The first thing that the table above shows is that no informant among the 300 ones denied cheating in his classroom. 20 informants think that cheating is rare whereas 106 informants consider it as a fairly common behaviour. 174 informants reported that this antisocial behaviour in their classrooms is a practice that almost everybody does. The fact that no informant has denied the existence of cheating in his or her class is the proof that cheating is very frequent in secondary schools. The results also show that cheating has become a widespread phenomenon among pupils to the extent that only 20 out of 300 informants think that is a rare behaviour.

Question 6: When you see someone cheating; do you

Options	Number	Total
A-Report it to your teacher?	25	300 Pupils
B-Ignore it?	275	

Table V.2.6 : Representing pupils' reactions to cheating

The table above representing pupils' reactions to cheating reveals that only 25 informants out of 300 report cheating to their teachers when they see it. 275 informants

ignore it when it happens or when some of their classmates cheat. The first thing that needs close examination is the huge number of informants who ignore cheating when it happens in their classrooms. This fact can be explained either by the informants indifference towards this antisocial behaviour or by their ignorance of the effects that this behaviour can have on the results of honest pupils.

Question 7: Does cheating have any negative consequences on you as a pupil?

Options	Number	Total
Yes	122	300 Pupils
No	178	

Table V.2.7 : Representing pupils’ opinions about effects of cheating

The results displayed in the table above show that only 122 informants out 300 think that cheating has negative effects on them as pupils, whereas 178 believe that cheating does not impact them negatively. The fact that the informants who believe that cheating impacts them negatively is less than those who do not believe so, is an evidence that the informants are totally unaware about all the implications that this behaviour can have on integrity and academic honesty, and eventually on pupils’ success.

If “Yes”, how?

The 265 who answered this question gave the following information:

- 1- 104 informants said that cheating lowers their chances of success.
- 2- 96 informants believe that they give their teachers a wrong image about themselves. 23 among the 96 informants went further when they said that the efforts teachers usually make will be diminished and eventually this leads to more problems related to learning.
- 3- 65 informants believe that working hard is pointless especially when the grades of those who cheat are better than theirs.

The information above constitute an important indicator that cheating impacts not only learners, but teachers as well, because these latter will invest less effort especially in classes where the number of pupils who managed to get good grades is more than those who do not cheat. Finally, it is worth mentioning that the 35 informants who did not answer the question does not mean that cheating has no effects on them as pupils, but it may be due to their unawareness of the dangerous impact of this widespread phenomenon in the secondary schools.

Section three: Absenteeism

Question 8: Does the absence of some of your classmates affect you?

Options	Number	Total
Yes	85	300 pupils
No	215	

Table V.2.8 : Representing pupils' opinions about the effects of their classmates' absence

The results displayed in the table above show that 215 informants think that their classmates' absence does not affect them whereas 85 believe that their absence has an impact on them. A closer look at the table tells us that the number of informants who believe that the absence of some of their classmates does not influence them is higher than those who think that their absence impacts them. This fact can be explained by the informants' ignorance of the effects that absenteeism can have on them as pupils.

Question 9: The teaching/learning process is negatively affected by the habitual absentees when they decide to attend the class.

Options	Number	Total
A-Agree	113	300 Pupils
B-Disagree	187	

Table V.2.9 : Representing pupils’ opinions about the negative effects of absenteeism

The table above shows that 187 informants disagree about the negative effects of the presence of the habitual absentees on the teaching learning process. The remaining 113 informants agree that the teaching learning process is negatively impacted by the habitual absentees, when these latter decide to attend classes after long absence. The results are a clear indication that pupils in secondary schools are either ignorant or completely unaware of the negative impact of absenteeism and its effects on the teaching /learning process.

Section four: Disruptive Talking

Question 10: Disruptive talkers disturb the class.

Options	Number	total
A-Agree	257	300 Pupils
B-Disagree	43	

Table V.2.10 : Representing pupils’ opinions about effects of disruptive talkers on classes

The table above representing pupils’ opinions concerning the disturbance caused to classes by disruptive talkers show that 257 informants agree that disruptive talkers disturb the class whereas 43 think that the disruptive talkers do not influence the class. The fact that

the number of pupils who agree is five times higher than those who disagree is, in itself, an evidence that pupils in secondary schools are aware of the effects of the disruptive talkers on the classroom atmosphere.

Question 11: Restoring order reduces time devoted to lessons.

Options	Number	Total
A-Agree	263	300 pupils
B-Disagree	37	

Table V.2.11 : Representing pupils ‘opinions about the impact of restoring order on lesson time

The results displayed in this table reveal that 263 informants out of 300 hundred agree that time devoted by teachers in order to restore order reduces lesson’s time. Only 37 informants disagree as they think that restoring order does not reduce the time devoted to the lessons. From the results, one can say that the time teachers allot to the different tasks and activities in their classrooms is not always spent on serious learning, but on issues related to discipline which will greatly diminish the time initially devoted to lessons.

Section Five: Defiance

Question 12: Have you ever disobeyed your teacher?

Options	Number	Total
Yes	132	300 Pupils
No	168	

Table V.2.12: Representing the number of pupils who disobeyed their teachers

The results in the table show that 132 informants have disobeyed their teachers, but 168 did not do so. This is a clear indication that this antisocial behaviour occurs in secondary schools, and represents nearly 35% and which means that almost 1 out of 2 pupils

has disobeyed his or her teacher. The reason that may be behind this difference in number can be explained by the direct and immediate consequences that pupils will be exposed to in case of disobedience.

Question 13: Does disobedience affect you?

Options	Number	Total
Yes	163	300 Pupils
No	137	

Table V.2.13: Representing pupils’ opinions about the effect of disobedience

The table above representing the pupils’ opinions about disobedience shows that 163 informants think that disobedience affects them as pupils whereas 137 believe that disobedience has no direct impact. Here again, it is clear that the informants are not fully aware of the negative effects that this behaviour can have on them, not only as pupils but as individuals as well.

If ‘Yes’, how?

The 163 informants who answered this question provided more or less the same responses that are grouped as follows:

1-Disobedience affects the classroom atmosphere and as a result the teaching learning process will be negatively impacted.

2-Disobedience affects the teachers in direct ways. It affects them as figures representing authority. It affects their self-esteem, motivation, concentration and eventually their efforts.

3-Disobedience affects pupils’ concentration. Disobedience leads to suspicion, doubt, and fear as pupils think that the teachers will seize any occasion so as to assert themselves and gain back their images as authoritative figures in their classrooms .

The answers of the informants show clearly the negative consequences of disobedience on pupils. They show in particular that this behaviour impacts the learning environment and hence the teachers' mission will be compromised. They also show that cases of disobedience affect directly pupils' and teachers' concentration as both will be much more concerned with issues that have nothing to do with the teaching learning process.

Section Six: Aggression

Question 14- How common is aggression in your class?

Options	Number	Total
A-Never happens	00	300 Pupils
B-Rare	70	
C-Fairly common	183	
D-Nearly everybody does it	47	

Table V.2.14: Representing the frequency of aggression among pupils

The results in the table above show that 70 informants think that aggression is a rare behaviour in their classes. 183 informants consider it as a fairly common and only 47 think that everybody engages in this antisocial behaviour. The fact that no single informant denied the existence of this behaviour is a clear indication that aggression in secondary schools is a noticeable behaviour among pupils.

Question 15- Have you ever aggressed or been aggressed by one of your classmates?

Options	Number	Total
Yes	156	300 Pupils
No	144	

Table V.2.15: Representing aggression cases

The results displayed in the table reveal that among the 300 informants, 156 have aggressed or been aggressed by their classmates. The remaining 144 informants have not been victims of this behaviour. Since the number of informants who have aggressed or been aggressed is more than the half, this leaves no doubt that the situation is so dangerous as this behaviour is gaining more ground in the secondary schools.

Question 16- Does aggression impact the teaching learning process negatively?

Options	Number	Total
Agree	187	300 Pupils
Disagree	113	

Table V.2.16: Representing pupils' opinions about the impact of aggression on the teaching learning process

The table above shows that 187 informants think that aggression impacts negatively the teaching learning process. 113 informants hold a different view and believe that the teaching learning process is not influenced by aggression. The results above reveal that this antisocial behaviour affects pupils and teachers as well, and as a result their accomplishment will be greatly diminished.

Section eight: Bullying

Question17: Does bullying happen in your school?

Options	Number	Total
Yes	212	300 Pupils
No	88	

Table V.2.17: Representing cases of bullying

The results in the table above show that 212 informants admit that bullying takes place in their schools whereas the remaining 88 informants reported that this antisocial behaviour does not happen in their schools. From the results displayed above, it becomes clear that this behaviour is so frequent among pupils in secondary schools.

Question 18: Is bullying:

Options	Number	Total
A-Rare ?	126	300 Pupils
B-Common?	174	

Table V.2.18: Representing the frequency of bullying

The table above, representing the frequency of bullying in schools, reveals that 126 informants believe that it is a rare behaviour. However, the vast majority of the informants, with a total of 174, think that bullying is common in their schools. The results constitute a proof that this behaviour has become a noticeable phenomenon in the informants' schools.

Question19: What forms of bullying do you see in your class?

The informants provided many forms of bullying that are grouped under three types.

Physical form of bullying: hitting, kicking, tripping (to cause someone who is walking or running to fall or almost fall), pushing and damaging property.

Verbal forms of bullying: name calling (Using offensive names and nicknames to insult someone), teasing and intimidation.

Social forms of bullying: lying, spreading rumours, playing nasty jokes and excluding or encouraging others to exclude someone.

The forms provided by the informants show that pupils in the secondary schools are knowledgeable about the different forms of this antisocial behaviour as it is very frequent among them.

Question 20: In what ways does bullying affect your learning?

The list below represents the different consequences of bullying which were provided by the informants.

1-Bullying makes them feel anxious, unsafe, sad and lonely.

2-It causes loss of interest in classroom tasks and activities.

3-It decreases greatly achievement.

4-It lowers test scores.

5-Bullying makes them miss, skip and in rare cases, it causes drop outs from school.

From what has been mentioned above, it is clear that the immediate and most obvious consequences of bullying on learning is the reduction of learners' participation, loss of enthusiasm and interest in school activities and eventually poor academic achievement.

Section nine: Vandalism

Question 21: Have you ever witnessed acts of vandalism?

Options	Number	Total
Yes	245	300 Pupils
No	55	

Table V.2.19: Representing the number of pupils who witnessed acts of vandalism

The results in the table above show that 245 informants out of 300 have witnessed acts of vandalism whereas 55 have not. The fact that the number of informants who have witnessed acts of vandalism is nearly five times higher than the number of those who have not, is the proof that this antisocial behaviour is a common occurrence in secondary schools.

Question 22: When your friends engage in vandalism you feel:

Options	Number	Total
Amused	36	300 Pupils
Annoyed	168	
Indifferent	96	

Table V.2.20: Representing pupils' reactions to vandalism acts

The table above, representing pupils' reactions to vandalism, shows that 36 informants feel amused when their friends engage in acts of vandalism. For 168 informants, acts of vandalism make them feel annoyed. The remaining informants and whose number is 96 feel completely indifferent when their classmates engage in acts of vandalism. These results indicate clearly that the vast majority of pupils are annoyed by this antisocial behaviour because they know its implications on their learning. As far as the informants who feel amused or totally indifferent to acts of vandalism is concerned, the likely reason behind this

feeling is their ignorance of the dramatic effects that this behaviour can have on their learning.

Question 23: Can serious learning take place with partly or completely damaged material?

Options	Number	Total
Yes	103	300 Pupils
No	197	

Table V.2.21: Representing pupils’ opinions about the likelihood of serious learning with partly or completely damaged material

The table shows that only 103 informants think that serious learning can take place in spite of the completely or partly damaged material while the overwhelming majority believe that serious learning cannot happen when the necessary materials are partly or completely damaged. The results above indicate clearly that vandalism imposes, under all its forms, serious limitations on the learning process. It is worth mentioning, however, that the 103 informants who believe that vandalism does not affect learning think so because of their inability to foresee the negative consequences that acts of vandalism may have on them as pupils.

If “No”, please explain.

Among the 197 informants who believe that serious learning cannot take place because of vandalism, only 153 explained how learning can be impacted negatively. Below is the explanation they have provided.

- 1-They cannot concentrate because of the different graffiti.
- 2-They cannot take notes because of the broken and mutilated black/white boards.
- 3-They waste considerable time looking for chairs.

4-Noise prevents them from listening to their teachers because of broken windows and chairs.

5-In winter, attending classes becomes very hard due to the unbearable cold.

From what has been mentioned above, it is evident that acts of vandalism in secondary schools impact seriously the learning process. To put otherwise, vandalism deprives learners from the healthy atmosphere that is conducive to learning as learners' concentration is diminished, lesson time is reduced and noise resulting from broken windows and doors influences their achievements.

Section ten: Theft

Question24- How often does theft occur in your class?

Options	Number	Total
Always	23	300 pupils
Often	97	
Sometimes	76	
Rarely	104	
Never	00	

Table V.2.22: Representing theft frequency

The results displayed in the table above show the frequency of theft in the informants' classes. 23 informants believe that theft always occurs in their classes. For 97 informants theft often takes place. 76 reported that theft sometimes happens. 104 informants think that this antisocial behaviour rarely happens in their classes. From the results above, one can easily notice that none of the informants denied the existence of this behaviour and this is a proof that this behaviour is common among pupils in secondary schools.

Question25- Have you ever been a victim of theft in your class?

Options	Number	Total
Yes	108	300 Pupils
No	192	

Table V.2.23: Representing the number of pupils who were victims of theft

The table above represents the cases of theft in the informants' classes. The results show that only 108 informants have been victims of this behaviour while the remaining 192 have not. Although the number of victims is small compared to the total number of informants, it is of great significance as it indicates that this behaviour is common among secondary school pupils.

Question26- How does theft impact the classroom atmosphere?

The 167 informants who answered this question gave many examples concerning the impact of theft on the classroom atmosphere.

- 1- Theft creates suspicion among pupils.
- 2- Theft breaks ties and relationships between classmates.
- 3- Theft makes pupils feel unsafe.
- 4- Theft distracts pupils especially when teachers try to find the guilty person.

The examples provided by the informants show clearly the extent to which theft can influence the classroom atmosphere. It is clear that theft leads to confusion and suspicion and cuts the bonds that exist between the different members of the same classroom. It also poisons the learning environment and wastes lesson time.

Section eleven: Harassment

Question 27- How common is harassment in your classroom?

Options	Number	Total
Nearly everybody does it	00	300 Pupils
Fairly common	154	
Rare	67	
Never happens	79	

Table V.2.24: Representing the frequency of harassment

Results displayed in the table above reveal that 154 informants think that harassment is a fairly common behaviour among pupils. 67 informants consider it as a rare phenomenon in their classes. 79 informants deny the existence of this antisocial behaviour. Taking into account the number of informants who chose options “B” and “C” with a total of 221 out of 300 is in itself an evidence that harassment is an issue of concern that needs to be tackled not only by teachers, but parents , counsellors and the school staff as well.

Question28- Which among the following forms of harassment you witness more in your class?

Options	Number	Total
A-Insults	95	300 Pupils
B-Humiliation	52	
C-Intimidation	72	
D-Physical abuse	81	
E-Sexual abuse	00	

Table V.2.25: Representing forms of harassment from the most to the least frequent harassment

The table above representing the forms of harassment from the most to the least frequent show that insults are ranked first with 95 informants, followed by physical abuse with 81 informants, and intimidation and humiliation come in the third and fourth places respectively with 72 informants for the former and 52 for the latter. Here it comes out, from the overall percentage having witnessed such kind of behaviour, that it is very common among pupils in secondary schools. It is worth noting, however, that no informant has reported sexual abuse as a form of harassment and this can be explained by the nature of the form itself as it is an issue that is not acceptable to talk about or do due to cultural and religious considerations.

Question29- Does harassment bear negatively on:

Options	Number	Total
The victim	147	300 Pupils
The harasser	46	
The teacher	58	
All of them	49	

Table V.2.26: Representing the effects of harassment on teachers and pupils

The results in the table above show that 147 informants think that harassment affects directly the harassed. 46 informants believe that the harasser(s) is/are also affected by their own repeated and constant acts of annoyance and bothering. 58 informants think that teachers, too, are affected negatively by harassment. 49 informants hold a different viewpoint and believe that harassment impacts negatively both teachers and pupils. As long as harassment takes place in the classroom, it becomes clear that all the participants are affected but at varying degrees. The significance of these results lies in the fact that nobody can be indifferent to this antisocial behaviour which has dramatic

consequences on both learners and teachers, in terms of resulting behaviour attitude and social prejudice.

Section thirteen: Further Suggestions

Question 30: Please add any comments concerning the effects of disciplinary problems and antisocial behaviour on the teaching learning process.

The 187 informants who completed this section did not bring something new concerning the effects of disciplinary problems and antisocial behaviour on the teaching learning process, but rather recited nearly the same points which are summarised as follows:

- 1- Disciplinary problems and antisocial behaviours disturb the normal flow of classroom activities.
- 2- Disciplinary problems and antisocial behaviours deprive teachers and pupils from their right to work together so as to achieve common objectives.
- 3- Disciplinary problems and antisocial behaviours delay school activities and waste time devoted to serious learning and teaching.
- 4- Disciplinary problems and antisocial behaviours make both pupils and teachers off tasks.
- 5- Disciplinary problems and antisocial behaviours impacts pupils' and teachers' concentration.
- 6- Disciplinary problems and antisocial behaviours result in an increasing rate of absenteeism among pupils.
- 7- Finally 07 out of 187 informants who have completed this section have reported cases of drop outs from school resulting from disciplinary problems and antisocial behaviours.

The different effects of disciplinary problems and antisocial behaviour listed above reveal that all the conditions, that should be present in order to yield a successful and

fruitful partnership, are affected and as a consequence very little things can take place in schools where indiscipline and unaccepted behaviours have become chronic.

V.2.3 Discussion of Results

After having analysed and interpreted the results of the questionnaire administered to the pupils of the six secondary schools, it becomes clear that disciplinary problems and antisocial behaviours impact in different ways and at varying degrees the teaching/learning process. Pupils' indiscipline that is manifested through disruptive talking, absenteeism, aggression, defiance, chattering and complaining affects enormously the learning atmosphere and distracts both teachers and pupils from tasks at hand. The aforementioned disciplinary problems impact the pupils' concentration and eventually compromise their performance. To put it otherwise, they deprive learners from their right to learn in a healthy atmosphere and place serious limitations on what teachers and pupils can accomplish together. They also create confusion and suspicion and lead to the breaking of the ties that hold the different pupils together.

Antisocial behaviours that pupils exhibit in the six schools influence the teaching learning process in various ways. First, they poison the learning atmosphere where serious learning should take place. Second, they deprive learners from opportunities to gain knowledge that is necessary for their success. They also influence the relationships that exist between pupils of the same class and in most cases lead to broken bonds which in their turn bear negatively on their achievement. They also deprive pupils from chances of excelling and showing their real potential as most of them will be much more concerned with their own security than their abilities to achieve good grades. Teachers are also influenced by these behavioural issues because they represent authority in their classes, and pupils expect them to intervene when ever cases of antisocial behaviours take place in their presence. In such cases, teachers find themselves in delicate situations. On one hand, they need to take actions to protect learners and the leaning atmosphere, and on the other they want to concentrate on teaching. When teachers take

actions so as to stop these behavioural issues, this is usually done at the expense of serious learning and the lesson time. When teachers chose not to intervene, more antisocial behaviours may take place as pupils have tendency to imitate unpunished conducts. This is, indeed, a terrible dilemma for teachers, since they are torn between concentrating on teaching and taking immediate actions to stop disciplinary problems and further antisocial behaviours, to establish authority. Teachers' authority is often questioned by pupils when these latter ignore the antisocial behaviours taking place in their classes and this leads necessarily to more problems that pupils and teachers will suffer from. Finally, it is important to point out the fact that the findings of the questionnaire match with what has been mentioned in the theoretical part about the negative effects of indiscipline and antisocial behaviours on the teaching learning process. It is equally important to mention that pupils' indifference about the destructive acts that take place in their classroom is wrong morally speaking in their immediate social environment.

Chapter Six

Description and Analysis of the teachers' Questionnaire

Chapter Six: Description and Analysis of the teachers' Questionnaire

Introduction

This chapter is set apart for the analysis and interpretation of the questionnaire administered to secondary school teachers. Through their answers, the informants' gave interesting and useful data which will be subjected to analysis and interpretation. But before doing so, it is compulsory to describe the data gathering tool.

VI.1 Description of the Teachers' Questionnaire

The teachers' questionnaire contains 37 questions divided in 14 sections.

Section one, entitled general information, includes 3 questions (1 to 3) in addition to two spaces concerning the informants' gender. The first question aims at knowing the informants' experience in teaching English in secondary schools. The second seeks to know if their job is easy, demanding or difficult. The third question is asked to find out if the difficulty of teaching English in secondary schools is due to the timetable, the overcrowded classes or pupils' indiscipline.

Section two deals with the nature of disciplinary problems and antisocial behaviour and it comprises five questions (3-8) which aim at discovering the number of disciplinary problems and antisocial behaviours in the informants' classrooms and how they impact negatively their teaching. They aim as well at finding out the most influential behaviours and the perverse effects they may have on the informants' teaching.

Section three, entitled cheating, contains two questions (9-10). Question nine aims at finding the frequency of cheating in the informants' schools, whereas question ten seeks to find insights about the possible consequences of cheating on teaching, learning and assessment.

Section four deals with absenteeism and contains three questions (11-13). Question eleven aims at finding the frequency of absenteeism among the informants' pupils. Question twelve seeks to find whether the habitual absentees affect the informants' teaching or not. Question thirteen is asked to get insights about the ways through which the habitual absentees affect teaching.

Section five, disruptive talking, contains two questions (14-15) Question fourteen seeks to know if starting and resuming lessons with disruptive talkers in the informants' classrooms is easy, demanding or difficult. Question fifteen aims at finding the effects of disruptive talkers on the informants' images as authoritative figures within their classrooms.

Section six, entitled defiance, contains three questions (16-18). The aim of this section is to find if the informants have been defied or disobeyed by their pupils or not and whether it is easy for them to teach effectively once this behaviour takes place in their classrooms. This section aims as well at discovering the likely causes that may be at the origin of their inability to teach in an effective way.

Section seven, entitled aggression, contains three questions (19-21). It aims at discovering the frequency of aggression in the informants' classrooms, the different forms it takes besides the influence it may have on the teaching learning process.

Section eight deals with blurting, chattering and complaining and contains five questions (22-26) that aim at knowing if the informants' pupils show the aforementioned behaviours or not. They also aim at finding out how each behaviour affects the teaching process.

Section nine, entitled bullying, contains three questions (27-29) which aim at knowing the frequency of bullying in the informants' classrooms, the different forms this antisocial behaviours takes besides finding out the negative effects it can have on the teaching process.

Section ten deals with vandalism and contains three questions (30-32) which aim at knowing whether the informants have witnessed acts of vandalism in their respective schools or not, Question thirty one aims at finding the different forms of vandalism, whereas question thirty two seeks to know the influence of vandalism on teaching.

Section eleven deals with theft and contains two questions (33-34) that aim at finding out the frequency of this behaviour in the informants' schools and the negative impact that this behaviour may have on them as teachers and as authoritative figures in their classrooms.

Section twelve, entitled harassment, contains two questions (35-36). Question thirty five aims at finding the frequency of harassment among the informants' pupils, whereas question thirty six is asked to know the effects of harassment on teaching and the classroom atmosphere in general.

Section thirteen, entitled further suggestions, contains one question (37) and is meant to provide the researcher with more details, information and opinions related to the subject under scrutiny. The researcher believes that the space provided to the informants will help him get more knowledge as the informants will not feel restricted to comment and add issues related to the subject that the researcher, in a way or another, has failed to consider or ask direct questions about.

VI.2 Analysis of the teachers' questionnaire

Section One: General Information

Gender: Male teachers: 10: Female teachers: 23

The data gathered from the 33 informants to whom the questionnaire is administered reveal that 23 teachers are females and only 10 are males. This is a clear indication that female teachers outnumber male teachers. The results also show that teaching in secondary schools has become a profession that attracts more females than males.

Question 1- How long have you been teaching English at secondary school?

Number of teachers	Years of experience	Total
09 teachers	10 years	33 teachers
13 teachers	15 years	
7 teachers	20 years	
04 teachers	More than 20 years	

Table VI.1: Representing teachers' experience

The results in the table above show that 13 of the informants have been teaching English in the secondary school for 15 years. 09 teachers have an experience of 10 years. 07 teachers have been teaching English for 20 years. The last 04 informants have an experience that exceeds 20 years. 01 teacher has an experience of 22 years. 02 have been teaching English for 23 years and only 01 teacher has been teaching English for 26 years.

The results indicate that the informants have an experience which makes them familiar with most disciplinary problems and antisocial behaviours in secondary schools.

Question 2- Is teaching at secondary schools:

Options	Number	Total
A-Easy	04	33 Teachers
B-Demanding	08	
C-Difficult	21	

Table VI.2: Representing teachers' opinions

The results displayed in the table above show that 04 informants think that teaching in secondary schools is easy. 08 believe that teaching in secondary schools is demanding. 21 informants think that teaching in secondary schools is difficult. Since the majority of the informants chose option three, it becomes clear that today teaching English in secondary schools is difficult.

Question 3- If “Difficult”, is it due to:

Options	Number	Total
A-Timetable	06	33 Teachers
B-Overcrowded classes	11	
C-Lack of discipline	16	

Table VI.3: Representing teachers’ opinions about causes of difficulty

The results shown in the table above reveal that 06 of the informants think that the difficulty of teaching in secondary schools is due to the timetable. 11 informants relate the difficulty to overcrowded classes. The remaining 16 informants believe that the cause that renders teaching in secondary schools difficult is pupils’ lack of discipline. Here, it is clear that disciplinary problems are making teachers’ mission more and more difficult, especially because of the fact that 16 of them think that the difficulty lies in teaching overcrowded classes. In other words, managing behavioural problems and indiscipline in overcrowded classes is tough for most teachers.

Section Two: Nature of Disciplinary Problems and antisocial behaviours

Question 4- How many disciplinary problems and antisocial behaviours are there in your class?

Options	Number	Total
A-A lot	23	33 Teachers
B-Few	07	
C-None	03	

Table VI.4: Representing teachers' opinions about the number of disciplinary problems and antisocial behaviours

The results in the table above show that 23 of the informants admit having a lot of disciplinary problems and antisocial behaviours in their schools. 07 informants said that they have few disciplinary and behavioural issues. Only 03 informants report that they have no problems related to the same issues as their colleagues.

Question 5- Disciplinary problems and antisocial behaviours have:

Options	Number	Total
A-Many negative effects on your teaching	18	23 Teachers
B-Few negative effects on your teaching	10	
C-No negative effects on your teaching	05	

Table VI.5: Representing effects of disciplinary problems and antisocial behaviour on teaching

The table above shows that 18 teachers believe that disciplinary problems and antisocial behaviours have many negative effects on their teaching. 10 of them think that they have only few effects on their mission as teachers. Only 05 teachers see that the behavioural issues and pupils' indiscipline do not impact their teaching. From the results above, it is

clear that disciplinary problems and antisocial behaviours influence negatively the teachers' mission.

Question 6- If you have chosen options “a” and “b”, please explain how?

The 18 teachers, who believe that disciplinary problems and antisocial behaviours have negative effects on their teaching, provided interesting information. They said that the problems mentioned earlier reduce enormously the time devoted to lessons, disturb the classroom atmosphere and affect negatively pupils' motivation and concentration. The 10 teachers, who think that behavioural and disciplinary issues have only few negative influences on their teaching, explained this fact by ignoring certain behaviours and resorting to establishing order and discipline only when necessary.

Question 7- Which of the following behaviours affects you more?

Bullying	3
Cheating	5
Defiance	6
Vandalism	5
Disruptive talking	7
Absenteeism	2
Aggression	1
Blurting, chattering and complaining	1
Theft	2
Harassment	1
Total	33

Table VI.6: Representing number of teachers been affected by a given behaviour

The results show that disruptive talking is ranked by 07 of the informants as the problem that affects them more. In the second position comes defiance with 06 teachers. The third behaviour that influences the informants more is cheating with 05 informants. Vandalism is

in the same position as cheating. 03 teachers ranked bullying in the fifth position. Absenteeism comes in the sixth position as it is chosen only by two informants. Theft is considered as the behaviour that affects only two of the informants and hence is ranked in the same position. Finally, and in the last position come blurting, chattering and complaining, aggression and harassment with 01 teacher for each. These results leave no doubt that the behaviours shown in the table above influence the informants but at varying degrees. However, the most influential ones, in their respective order, are disruptive talking, defiance, cheating, vandalism, bullying, absenteeism, theft then the remaining behaviours.

Question 8- Disobeying teachers’ orders, directions and instructions make learning ineffective.

Options	Number	Total
A-Agree	25	33
B-Disagree	08	

Table VI.7: Representing teachers’ opinions about the effects of disobedience on learning

The results displayed in the table reveal that 25 of the informants agree that disobeying teachers’ opinions, directions and instructions lead to an ineffective learning. 08 informants hold an opposite view. Since the majority of the informants agree, it becomes clear that disobeying teachers’ has negative impact on the teaching learning process.

Section Three: Cheating.

Question 9- How common is cheating in your school?

Options	Number	Total
A-Never happens	00	33 Teachers
B-Rare	03	
C-Fairly common	10	
D-Almost everybody cheats	20	

Table VI.8: Representing the frequency of cheating

The results show that 20 of the informants think that almost all their pupils cheat. 10 of the teachers think that cheating is fairly common. Only 03 think that cheating is a rare phenomenon. This is a clear evidence that cheating in secondary schools has become a normal occurrence among pupils. It is also an indication that this antisocial behaviour is gaining more ground as it is a practice that pupils resort to very often.

Question 10- What consequences does cheating have on learning and assessment?

List the most common ones.

The informants listed nearly the same negative consequences that cheating can have on learning and assessment.

- 1- Cheating makes their efforts meaningless.
- 2- Cheating gives them wrong images about their pupils.
- 3- Cheating impacts negatively honest pupils.
- 4- The likelihood of cheating among pupils will increase as pupils imitate the behaviour of those who cheat.

5- When cases of cheating are not discovered, teachers will furnish less efforts since they think that the pupils in given classes are better than others.

Despite the fact that teachers did not list identical consequences of cheating, it is obvious that this antisocial behaviour affects, in various ways, the academic honesty among pupils and impacts to a great extent teachers' assessment.

Section Four: Absenteeism.

Question 11 - Your pupils miss classes:

Options	Number	Total
A-Always	17	33 Teachers
B-Occasionally	12	
C-Rarely	04	

Table VI.9: Representing the frequency of absenteeism

The results in the table above show that 17 informants miss always classes. 12 informants said that their pupils miss classes occasionally. Only 04 teachers consider absenteeism as a rare phenomenon among their pupils. This demonstrates that absenteeism in secondary schools has become a concern for most teachers.

Question 12- The habitual absentees affect your teaching.

Options	Number	Total
A-Yes	15	33 Teachers
B-No	18	

Table VI.10: Representing effects of the habitual absentees on teaching

The results displayed above show that 18 teachers think that the habitual absentees have effects on their teaching. The remaining 15 teachers believe that this category of pupils which has the habit of missing classes impacts negatively their mission as teachers. In spite of the fact that teachers, who think that absenteeism does not have an impact on teaching outnumber those who believe that it does, this cannot deny the influence that absenteeism may have on teaching and learning in general.

Question 13-- If "Yes" , how?

The 15 informants who replied positively to question 12 gave very illustrative examples.

1- When the habitual absentees decide to attend a class they find it difficult to understand what is going on and hence they will ask questions and in some cases they start to misbehave.

2- When the habitual absentee(s) ask questions teachers' have to respond. By doing so, some pupils will lose interest as the teachers will expose them to the same language points or tasks they have already seen. In cases teachers refuse to answer so as to help these learners catch up what they have missed the pupil or pupils in question for a reason or another, these latter will seize the occasion and start

misbehaving and as a result the atmosphere where teaching and learning take place will be impacted negatively.

Section Five: Disruptive Talking

Question 14- Starting and resuming lessons with disruptive talkers in your classroom is:

Options	Number	Total
A-Easy	00	33 Teachers
B-Demanding	13	
C-Difficult	20	

Table VI.11: Representing teachers’ opinions about starting and resuming lessons with disruptive talkers in their classes

The table above shows that 13 informants find starting and resuming lessons with disruptive talkers in their classrooms demanding, whereas 20 teachers find it difficult. These results show clearly that it is hard for them to teach since they need to quieten them and restore discipline and this in itself requires time and more efforts which will necessarily bear negatively on their teaching.

Question 15- Do you think that disruptive talking undermines your authority as a teacher?

Options	Number	Total
A-Yes	25	33 Teachers
B-No	08	

TableVI.13: Representing effects of disruptive talking on teachers’ authority

The results displayed in the table reveal that 25 of the teachers think that disruptive talkers undermine their image as authoritative figures in their classes. Only 08 believe that disruptive talkers have no impact on them as teachers representing authority within their classes. These results are the proof that disruption on the part of pupils has serious impact on teachers. To put it otherwise, the teacher’s image and self-esteem will be affected enormously.

Section Six: Defiance

Question 16- Have you ever been disobeyed or defied by your pupils?

Options	Number	Total
A-Yes	22	33 Teachers
B-No	11	

Table VI.13: Representing teachers who witnessed disobedience or defiance

The results displayed in the table show that 22 teachers have been subject of disobedience or defiance by their pupils. 11 only have reported that they have not been disobeyed or defied by one or some of their pupils. The number of teachers who replied

positively to this question is the evidence that teachers are constantly facing these antisocial behaviours in their schools. In addition to this, the behaviours mentioned before have become very frequent to the extent that teachers fear them about to be present in nearly all learners.

Question 17- Is it easy for you to teach effectively after being disobeyed or defied?

Options	Number	Total
A-Yes	08	33 Teachers
B-No	25	

Table VI.14: Representing teachers’ opinions about their ability to teach effectively after disobedience or defiance

The table above shows that 25 of the informants find it difficult to teach effectively once disobeyed or defied by one or some of their pupils. 08 replied that it is easy for them to teach effectively even after defiance/ disobedience have taken place in their classrooms. The results indicate clearly that these two antisocial behaviours have a direct negative influence on the teachers’ ability to teach in an effective way.

Question 18- If “No”, why?

The 25 teachers whose ability to teach effectively is affected by disobedience and defiance explained this fact by saying that once they are faced with these behaviours they feel sad and humiliated, and further on they experience anxiety and stress and in some cases they respond in violent ways and in very rare cases they do not miss opportunities to avenge themselves. What has been mentioned above is a clear example of the chronic anxiety and stress that place serious limitations on the teachers’ job.

Section Seven: Aggression

Question 19: Aggression in your classes is a(n):

A-Options	Number	Total
B-A frequent behaviour	18	33 Teachers
C-An occasional behaviour	10	
D-Rare behaviour	05	

Table VI.15: Representing the frequency of aggression

The results related to the frequency of aggression inside the informants' classes show that 18 teachers view it as a frequent behaviour. 10 informants witness this antisocial behaviour occasionally. Only 05 informants have reported that it is a rare behaviour. These results indicate, without any doubt, that aggression in secondary schools is very frequent and hence both teachers and pupils are in danger.

Question 20: What forms does aggression take?

The informants have reported that aggression takes two different forms. For 17 informants aggression is physical whereas 16 of them have reported verbal types of aggression. Though the difference is just one teacher, it is worth noting that physical aggression in schools is a noticeable behaviour which may engender victims.

Question 21: How do/does the aggressive behaviour(s) influence the teaching learning process?

The informants showed different ways through which the aggressive behaviour(s) can influence the teaching learning process.

20 teachers said that they feel the need to intervene so as to stop the behaviour by knowing its causes and to find who is guilty or innocent. They said also that the occurrence of this behaviour in their classes interrupt learning teaching and poisons the learning environment.

- 1- 10 teachers see the influence of the aggressive behaviour(s) in terms of time and efforts. In other words, the teachers feel concerned and as a result they require more time and extra efforts which are taken from the lesson time and the energy that should be spent on teaching and not on resolving conflicts.
- 2- 03 teachers think that once an aggressive behaviour takes place in their classroom, they do not feel concerned because for them the problem must be dealt with by the administration. However, among the three teachers, one informant said that even if the problem must be fixed by the school, it can have a long lasting effect on pupils involved in the conflict and inevitably this can influence their achievement.

Section Eight: Blurting, chattering and complaining

Question 22: Do your pupils engage in spontaneous speech that bears negatively on your teaching?

Options	Number	Total
A-Yes	21	33 Teachers
B-No	12	

Table VI.16: Representing the number of pupils who engage in blurting

The results displayed in the table above show that 21 informants have reported that their pupils engage in spontaneous speech that influences their teaching negatively. The remaining teachers , whose number is 12 have said that their pupils do not do so and hence

their teaching is not impacted. These results are clear indications that blurting is a problem that is widespread in secondary schools and which damages seriously the teaching learning enterprise.

Question 23: Is chattering a phenomenon that occurs in your class?

Options	Number	Total
A-Yes	19	33Teaches
B-No	14	

Table VI.17: Representing the phenomenon of chattering in classes

The results displayed above reveal that 19 teachers have reported that their pupils talk in a quick and continuous way about subjects that have no importance for the classroom. 14 informants said that chattering does not take place in their classes. Here it is clear that chattering in classes is a phenomenon that has become noticeable in secondary schools. Since the word itself suggests rapid and continuous talk about unimportant subjects, one can easily see the serious troubles that this issue may engender as far as pupils’ concentration, teachers’ performance and the classroom environment in general.

Question 24: How does it influence your teaching?

The 19 teachers, who said that chattering is a phenomenon that takes place in their classes, have pointed to the different negative influences that chattering has on their teaching.

- 1- Chattering affects the learning environment.
- 2- Chattering takes pupils’ away from the lesson.
- 3- Chattering results in poor achievement.
- 4- Chattering impacts teachers’ performance.

5- Chattering makes pupils anxious and stressed.

Question 25: Complaining among your pupils is:

Options	Number	Total
A-Rare	08	33 Teachers
B-Less common	12	
C-Common	13	

Table VI.18: Representing frequency of complaining among pupils

The results displayed in the table above show that 08 teachers said that complaining among their pupils is rare. 12 of the informants have reported that it is less common. The remaining 13 informants see that complaining among pupils is common. Although the difference between the informants who chose option “b” and “c” is just one teacher, the fact that this phenomenon exists in the informants’ classes is a problem in itself in the sense that pupils’ complaints about the different issues, whether related to the teaching learning process or to the context in which learning occurs, distract them from tasks at hand, affects their motivation and impacts the teachers’ lesson as they find it very difficult to resume work once this behaviour takes place

Question 26: How does complaining impact your mission as a teacher?

According to the informants, complaining affects them in different ways.

- 1- Complaining distracts pupils.
- 2- Complaining affects lesson time.
- 3- Complaining undermines teachers’ authority especially when criticising their ways of doing things (explaining, correcting exam papers, managing their classes...etc.)
- 4- Complaining affects negatively pupils’ relationships.

Section Nine: Bullying

Question 27- Bullying in your classes is:

Options	Number	Total
A-Rare	07	33 Teachers
B-Less common	14	
C-Common	12	

Table VI.19: Representing the frequency of bullying

The table above represents the informants' opinions about the frequency of bullying in their classes. 07 teachers see that bullying is a rare behaviour, whereas 14 of them see that it is less common. 12 informants hold a different view and consider it as a common antisocial behaviour. These results show clearly that bullying in secondary schools is a noticeable fact that teachers have witnessed and reported.

Question 28- Which form(s) does take?

The informants reported the following forms of bullying:

- 1- The use of strength or power against weaker pupils.
- 2- Frightening or hurting weak or vulnerable pupils.
- 3- The use of power or strength to make weaker pupils do things against their will.
- 4- Making fun of some pupils because of their physical appearance.
- 5- Nicknaming pupils (nicknames related to pupils' height, fatness, handicap...etc.)
- 6- Theft and missing objects usually belonging to weak pupils.

The list of the different forms of bullying, the informants have provided, is a clear evidence that this antisocial behaviour exists in their schools and the teachers are knowledgeable about the forms it can take.

Question 29- In what ways does bullying affect your teaching?

According to the informants bullying affects their teaching in various ways:

- 1- They feel concerned especially when the behaviour takes place in their classes.
- 2- They need to react to it and this requires them to stop teaching.
- 3- Bullying affects negatively the victims' achievement.
- 4- Bullying influences the teaching/learning atmosphere.
- 5- Bullying leads, in some cases to absenteeism.

The list above shows the dramatic impact that this antisocial behaviour can have not only on teachers, but on learners and the classroom atmosphere. It is worth noting that the effects of bullying are not just limited to schools where it happens, but they can be noticed even in the victims' daily life outside school.

Section Ten: Vandalism

Question 30- Have you ever witnessed acts of vandalism?

Options	Number	Total
A-Yes	25	33 Teachers
B-No	08	

Table VI.20: Representing acts of vandalism witnessed by teachers

The results in the table show that 25 teachers out of 33 have witnessed acts of vandalism in their schools. Only 08 teachers have not witnessed them. This constitutes a proof that this unaccepted behaviour is very frequent among pupils in the secondary schools.

Question 31-If "Yes", which form (s) did it/they take? List the most common ones.

The informants listed the following forms of vandalism:

- 1- Breaking chairs, blackboard, doors and tables.
- 2- Drawing on tables, chairs and walls.
- 3- Explicit sexual drawings.
- 4- Obscene words.
- 5- Damaging school equipments such as water taps, lamps, electric devices, heaters, windows...etc.

The forms of vandalism listed above indicate clearly that they impact the school as a whole. To put it otherwise, they influence learning, they impose limitations on teachers, they create unhealthy atmosphere and influence negatively the school budget.

Question 32- How do acts of vandalism influence your teaching?

The impact of vandalism on teaching can be seen when:

- 1- Lesson time is reduced as teachers must wait for pupils to bring chairs.
- 2- Teachers cannot make use of the whole blackboard because of drawings, wax or just because of the state of the chalkboard itself.
- 3- Pupils' concentration is influenced because of the drawings which are present everywhere and this in its turn leads to poor achievement.
- 4- In winter, serious teaching and learning cannot take place as pupils start complaining about cold.

The influence of vandalism on teaching is seen in teachers' inability to start lessons in time, the inability to reach the already fixed objectives and the yearly programme which will never be completed.

Section Eleven: Theft

Question 33: Theft in your classes is a:

Options	Number	Total
A-Rare phenomenon	08	33 Teachers
B- Less common phenomenon	10	
C-Common phenomenon	15	

Table VI.21: Representing theft frequency

The table above represents the frequency of theft in secondary schools. As shown in the table 08 out of 33 teachers think that theft is a rare phenomenon. 10 teachers believe that it is less common in their classes. 15 informants think that this antisocial behaviour is common. These results reveal that theft is an issue that secondary schools are concerned with especially when one considers the age of the learners.

Question 34: In what ways does theft impact your mission as a teacher?

According to the informants, theft impacts them in the following ways:

- 1- They feel concerned as they are the figures of authority in their classes.
- 2- They need to intervene to find the guilty and restore property.
- 3- Theft creates suspicion and damages relationships.
- 4- Theft damages the learning environment.

The list above leaves no doubt that theft influences to a great extent the mission of teachers. When teachers feel concerned and must intervene and act as policemen, this is at the expense of the time devoted to lessons. Intervening requires energy and efforts that should be exploited in teaching. The learning environment is poisoned as pupils become

worried and doubtful. Besides this, some pupils will be pleased, others distracted and as a result motivation fluctuates and eventually very little learning and teaching will take place.

Section Twelve: Harassment

Question 35: Harassment cases among your pupils are:

Options	Number	Total
A-Very frequent	16	33 Teachers
B-Frequent	10	
C-Less frequent	07	

Table VI.22: Representing harassment frequency among pupils

The results displayed in the table show that 16 of the informants think that harassment among their pupils is very frequent. 10 think that this issue is frequent. 07 informants believe that this antisocial behaviour is less frequent among secondary school pupils. The results mentioned earlier indicate that harassment cases have become part of daily life of school boys and girls.

Question 36: How do harassment cases affect your teaching and the classroom atmosphere?

According to the informants, harassment cases impact negatively their teaching and the classroom atmosphere in the following ways:

- 1- They cannot teach effectively because they feel concerned.
- 2- Pupils are distracted and therefore teaching and learning become ineffective.
- 3- Pupils are annoyed and worried.
- 4- The classroom atmosphere becomes unhealthy.

5- Relationships break down and suspicion becomes chronic.

Here it is worth noting that harassment ruins the bonds that tie the group together. It leads to the loss of the sense of belonging since the class can in no ways continue to act as one. Harassment imposes dramatic limitations on teachers' job due to the time and energy they devote so as to settle problems related to this behaviour.

Section thirteen Further Suggestions.

Question 37- Please add any other comments concerning the effects of disciplinary problems and antisocial behaviour on teaching and learning.

The comments of the 25 informants who completed this section do not differ a lot from the data obtained throughout the thirteen sections, nevertheless some of them reveal the following facts.

- 1- Disciplinary problems and antisocial behaviours influence negatively the teaching environment.
- 2- Disciplinary problems and antisocial behaviours deviate teachers from pedagogical tasks.
- 3- Disciplinary problems and antisocial behaviours waste teachers' time on things which have little or nothing to do with teaching such as getting organized, restoring order and giving advice regarding the desired behaviours.
- 4- Disciplinary problems and antisocial behaviours impact teachers' motivation which is the essence of teaching.
- 5- Disciplinary problems and antisocial behaviours have made some of informants consider seriously quitting teaching as a career due to pupils' intolerable behaviour.

3 out of the 25 informants who completed this section have suggested the introduction of new disciplinary measures against offenders. They have also suggested to schedule for

each class a weekly session with the school counselor in which s/he explains the hidden causes and motives that are at the origin of the most disciplinary and behavioural problems. Another important suggestion made by the informants concerns giving more opportunities to parents to be active participants in the well-being of their children through the creation of sports and cultural clubs. The last suggestion made by the informants is related to the rules and norms of discipline in the school. They have suggested to raise pupils awareness about the consequences of indiscipline, and involve them in establishing their own classroom discipline code.

VI.3 Discussion of Results

The teachers of the six secondary schools to whom the questionnaire is administered show through their answers that indiscipline and antisocial behaviours in their classes impact negatively the teaching learning process. First, they impact the learning environment where learning should take place. Second, they distract both teachers and pupils from tasks and activities at hand. Third, they diminish greatly the time devoted to lessons. Fourth, they affect pupils' concentration and motivation which are vital requirement for successful learning. Fifth, they deprive pupils and teachers as well of the opportunities to learn and work and eventually exploit their hidden potential for the sake of accomplishing common goals and mission offered for them by the educational system. All in all, disciplinary problems poison the learning environment and make teachers and pupils unable to work in an effective way since reprimanding these problems needs efforts and time on the part of teachers who represent authority in their classes. Similarly, resuming work after disruptions becomes very difficult and inevitably the whole process of teaching and learning becomes pointless.

Antisocial behaviours in the informants' secondary schools impact negatively the teachers, the pupils and the learning environment. First, teachers feel concerned and have to intervene to protect serious learning and teaching. When doing so, they have to stop teaching and fix the problems in question and this will undoubtedly influence the normal

Chapter Seven

Description and Analysis of the Observation Grids

flow of lessons. Sometimes, teachers have to play other roles especially in cases of theft and vandalism and this is done at the expense of the lesson time. When teachers fail to fix problems, the way will be paved to more behavioural issues that will even worsen the atmosphere inside their classrooms. Antisocial behaviours affect pupils in several ways. They cannot concentrate on learning when the likelihood of being bullied or stolen are impeding. They also make the environment inside the classrooms tense and suspicious and this in its turn makes learning more problematic. Antisocial behaviours make pupils concentrate on ways to protect themselves and keep eyes on their belongings rather than focusing on learning. In one word, antisocial behaviours make both teachers and learners think about the best ways of fixing the problem instead of making more efforts to learn and teach effectively. Finally, it is important to say that the results of the questionnaire are in the direction of our hypothesis, or in other words, of all what has been said about the negative influence that pupils' indiscipline and antisocial behaviours can cause to the partnership and the bond that tie pupils and teachers together.

Chapter seven: Description and Analysis of the Observation Grids

Introduction

Throughout this chapter, which is devoted to the description and analysis of the observation grids, the researcher will start by describing the three grids which have been used to gather data from the informants through observing them in three periods of time followed by the analysis of the three grids and discussion of results.

VII.1 Description of the grids

Three observation grids are used. The first grid, entitled learners' observation grid is used to observe the learners outside the school at three different times before starting school at 07:45, when they finish school at 12:00 and finally at 05:00, when they leave school.

Unlike the first grid which contains all the disciplinary problems and antisocial behaviours which were dealt with earlier, the second one contains only two disciplinary issues namely aggression and complaining and four antisocial behaviours, namely bullying, harassment theft and vandalism. The second grid aims at observing learners during the morning break which lasts for 10 minutes: starting from 9:55, and the afternoon break that lasts for 10 minutes starting from 15:25. This grid is divided into two main columns. The first one is for aggression and complaining, whereas the second is for the following antisocial behaviours: bullying, theft, hazing and harassment and vandalism. The two main columns are followed by a column devised to record the frequency of every disciplinary problem or antisocial behaviour. The third grid entitled Learners' observation grid, is used to observe learners inside their classrooms. The grid contains four columns. The first one is for disciplinary problems, followed by another column for recording their frequency. The third column is for antisocial behaviours followed by another column where the frequency of each behaviour is recorded.

VII.2 Analysis of the grids

Ali Nemeur secondary school. Grid:1

Day: 1

On Sunday the 05th of November 2017, at 07:45, the researcher visited the school for the first time. During this visit, he noticed 2 aggression cases involving 3 pupils. Complaining is not easy to notice, but the researcher managed to hear pupils talking about the noisy classroom they study in. Bullying among pupils is noticeable and it takes many forms. Harassment is common as cases of bothering and annoyance are easily noticed. No case of theft is recorded during the first visit. As far as vandalism is concerned, only two cases are visible. The first involving a group of pupils writing on the school wall, while the second is etching the name of their favourite team on the school gate.

At 12:10 of the same day, when pupils are out of the school, 6 cases of verbal aggression are noticed, but no cases of complaining are recorded. Concerning antisocial behaviours, 3 cases of bullying are seen, but no cases of theft, harassment and vandalism have taken place. At 05:10, only one case of aggression is observed, but 2 cases of complaining attracted the researcher's attention. The first is related to pupils' grades on a test and the second is about a teacher who has not given the chance to some pupils to participate in the classroom activities. Three types of antisocial behaviour are seen. The first is an act of vandalism, the second is theft, as the researcher has seen a pupil accusing his classmate of stealing his book. The third antisocial behaviour is harassment among female pupils.

Day:2

The second visit is on the 6th of November 2017 at 7:45. The researcher has witnessed 1 case of aggression and a group of pupils complaining about the dull lesson of yesterday with their teacher. Vandalism and bullying are seen, but no cases of theft and harassment. At 12:10, 6 cases of aggression are recorded. The only antisocial behaviours , the researcher has seen are bullying and vandalism. The former concerned the use of nicknames whereas the latter is drawing on the wall of the school. No cases of theft and harassment are recorded. At 05:10, the researcher has noted a quarrel between pupils. Complaining is observed when a group of female pupils has seen that their teacher is not even-handed in treating her pupils. Bullying cases are noticed twice. Harassment is also observed among some pupils and it is revealed through annoyance and bothering. A case of theft is at the origin of a row between two pupils. Three pupils are deliberately damaging the window of the guard office.

Day:3

The third visit is on the 7th of November 2017. Around 7:50, 2 cases of aggression have taken place. Complaining is seen when a group of pupils overtly complained about

their teacher's method of explaining his lesson. The antisocial behaviours that the researcher has noted are 3 cases of bullying, 2 cases of hazing and harassment. Theft is not noticed, but the researcher has witnessed a group of pupils arguing and accusing one another of hiding someone's calculator. 2 acts of vandalism are observed when some pupils dirtied the wall of the school with their shoes trying to clean them.

At 12:10, no cases of aggression or complaining are noticed. As far as antisocial behaviours are concerned, the researcher has noted 1 case of bullying, 3 cases of hazing and harassment, one case of vandalism when a pupil damaged the lock of the gate of the school with a screwdriver. No cases of theft are noticed.

Day: 4

The fourth visit paid to the school is on the 8th of November.2017 At 7:45, the researcher has witnessed 3 cases of aggression 1 of them is physical. No case of complaining is noticed when pupils have entered in the school. Concerning antisocial behaviours, 1 bullying act is observed, 3 cases of harassment have taken place and 1 act of vandalism. At 12:10, no cases of aggression are noticed. The number of homeworks and projects is the subject of some pupils' complaining. The antisocial behaviours that the researcher has seen are bullying and theft. The former with 2 cases and the latter with 1 case concerning the theft of a pupil's pencil case. No cases of vandalism are observed when pupils left the school neighbourhood.

At 5:10, the researcher witnessed 1 verbal aggression and a case of complaining when pupils talked about a test which is beyond their reach. Concerning antisocial behaviours , the researcher has taken note of 2 cases of bullying, 3 cases of hazing and harassment, 1 case of theft related to a pupil's watch. 2 acts of vandalism are noticeable. The first is the drawing of a human skull while the second concerns the writing of the name of a famous rap singer (Topac)

Day:5

The fifth visit the researcher paid to the school is on the 9th of November 2017. Around 7:45, the researcher has witnessed only 1 verbal aggression, but no complaining is observed. The two antisocial behaviours , the researcher has witnessed, are bullying and hazing and harassment. No cases of theft or vandalism are noticed when the school guard rang the bell and watched the pupils getting into the school.

At 12:10, the researcher witnessed 2 quarrels. The first involving 2 male pupils whereas the second involved a group of three female pupils. He also heard pupils expressing their annoyance and unhappiness about the time the teacher of French allotted to his test. The researcher has seen 2 cases of bullying and 1 instance of hazing and harassment. Theft and vandalism cases are not seen during that time of the day.

At 5:10, no disciplinary problems are noticed. As far as antisocial behaviours are concerned, the researcher has witnessed 1 case of harassment, 2 cases of bullying and 2 acts of vandalism. The first concerns drawing and writing on the wall of a house not far from the school's entrance whereas the second is the breaking of a street lamp.

The five days, the researcher spent observing the pupils' disciplinary issues and their antisocial behaviours, revealed that aggression among pupils is a noticeable phenomenon in this secondary school. The five days of observation revealed that aggression is not always of the same nature since the aggressive cases are either verbal or physical. Complaining is also noticeable, but the subjects of the complaint differs. Sometimes, it is related to tests, in other instances it is about the teachers 'ways of teaching or treating pupils in their classrooms. When observing pupils' antisocial behaviours, the researcher has noticed that bullying and vandalism are so frequent. The forms of vandalism are varied and include writing and graffiti on the walls of the school and even the neighbouring houses. Hazing and harassment are less frequent when compared to bullying and vandalism. The last antisocial behaviour is theft among pupils. The observer has witnessed only few cases of

theft and this can be explained by the nature of the problem itself. To put it differently, cases of theft are not always discovered when they happen. Sometimes, it takes days to find out that some pupils' belongings are missing. It is worth mentioning that the presence of strange or unexpected people near the school can influence their behaviour to a great extent.

Ali Nemeur secondary school Grid:2

Day: 1

On the fifth of November 2017 and during the morning break which lasts for 10 minutes starting from 9:55 to 10:05, the researcher has taken note of 4 cases of aggression. Three of them are verbal. The case of complaining, the researcher has observed, is about the degree of the difficulty of a test a group of pupils has taken. As far as antisocial behaviours are concerned, the researcher has seen 2 cases of bullying, 1 case of hazing and harassment and a suspected case of theft. No cases of vandalism are seen during the morning break.

During the afternoon break that lasts for 10 minutes starting from 15:25 to 15:35, the researcher heard the pupils complaining about the pupils' cheating in a test. The antisocial behaviours that are seen at this time are: 1 case of bullying, 3 cases of hazing and harassment and 1 act of vandalism when a group of pupils has broken the door of the water closet.

Day:2

On the 6th of November 2017 during the morning break, 1 case of aggression is noticed by the researcher. The case of complaining which has drawn the attention of the researcher concerned the questions of a test which pupils have judged as very difficult and confusing. Only 1 case of bullying is noticed. The other antisocial behaviour, the researcher has observed was hazing and harassment. No acts of vandalism are visible. During the afternoon break, no aggression and complaining cases are noticed. The only antisocial

behaviour which is seen concerns an act of vandalism where a pupil has broken the glass of the window. 2 cases of hazing and harassment among pupils are noticed.

Day: 3

On the 7th of November 2017 and while observing pupils during the morning break, the researcher has noticed just 1 case of aggression. No cases of complaining are noticeable. The antisocial behaviours that are seen include 3 cases of harassment, 1 case of bullying and 1 case of vandalism.

Day:4

On the 8th of November 2017, from 9:55 to 10:05, the researcher has noticed 1 case of aggression and 2 cases of complaint. The bullying acts which have been noticed on that day are 3. Hazing and harassment cases totaled 2. No cases of theft and vandalism are noticed during that break. During the afternoon break 3 cases of aggression are seen, but no complaining is noticed. As far as antisocial behaviours are concerned, the researcher has noticed 1 bullying case, 3 cases of hazing and harassment. No cases of vandalism or theft are noticeable.

Day:5

On the 9th of November 2017 while observing pupils during the morning break, the researcher has noticed 2 verbal cases of aggression and 1 case of complaining about the way a teacher explained her lesson. The antisocial behaviours which have been noticed during that period are 1 case of bullying, 2 cases of hazing and harassment. Vandalism and theft cases are not seen. In the afternoon break, the researcher has not seen anything related to aggression or complaining, but 3 antisocial behaviours have taken place. The first case is bullying, the second is hazing and harassment case and the third is a pupil caught in the act of damaging the fence of a small garden in the court yard.

Though the period of time spent on observing the pupils during the two breaks is short, it enabled the researcher to find out that aggression comes first followed by complaining. The antisocial behaviours which are seen reveal that bullying ranks first followed by cases of hazing and harassment. In the third position comes vandalism followed by theft. The reason why few disciplinary problems and antisocial behaviours have taken place can be partly explained by the presence of the researcher and the school surveillants.

Ali Nemeur secondary school Grid:3

Day:1

During the first visit to Ali Nemeur secondary school which has taken place on the 5th of November 2017 at 9 o' clock with 2L1 (second year literary stream) in room 18, the researcher has witnessed many disciplinary problems. The first one is the number of pupils who were absent and who were asked to get the permission of the administration to attend the class. The second disciplinary problem is chattering among the pupils . 7 cases of disruptive talking are noticed. The antisocial behaviours the researcher has seen during that hour are 1 case of bullying and 2 acts of vandalism when two pupils were seen drawing and writing on their tables.

Day: 2

On the 6th of November 2017, the second visit is paid to the same school at 9 o' clock but this time with a different class 1S1(first year scientific stream) in room 24. The researcher has witnessed one case of defiance when a pupil refused to answer the question asked to him. Blurting cases are seen twice. Complaining about the number of activities given as a home work is noticed twice. The antisocial behaviours which have been spotted with first year pupils are 2 cases of hazing and harassment, 2 cases of bullying and 1 act of vandalism involving a pupils writing on the glass of the window with a permanent marker.

Day:3

During the third visit which has taken place on the 7th of November 2017 with 2L1, the researcher has witnessed 3 cases of cheating in a test which the pupils were taking. At the end of test, some pupils complained about the difficulty of the test. As far as antisocial behaviours are concerned, the researcher has witnessed 1 instance of bullying and 2 cases of hazing and harassment related to some pupils' refusal to help their classmates cheat in the test.

Day:4

On Wednesday the 8th of November 2017 at 10:05 the fourth visit has taken place with 1S1 in room 24. The researcher has witnessed the absence of five pupils. Disruptive talking is the second observed disciplinary issue. The third disciplinary problem is chattering among pupils which is noticed twice. The antisocial behaviours seen on that day are 2 cases of bullying, 1 case of hazing and harassment and 3 acts of vandalism. No cases of theft are noticed during that hour.

Day:5

The last visit is on Thursday the 9th of November 2017 with 2L1 in room 18. During this hour, the researcher has seen the following disciplinary cases: First, the absence of 6 pupils, 3 pupils who defied the teacher and refused the group the teacher chose for them. Second, the researcher has also noticed 2 cases of blurting and 2 instances of disruptive talking. The antisocial behaviours which have been noticed by the researcher are; 1 case of theft (book), 1 act of vandalism and 2 bullying cases.

Observing pupils in their classrooms during five hours enabled the researcher to find out that despite the fact that first year pupils were observed just for two hours, they have shown more disciplinary issues and antisocial behaviour when compared to second year pupils. First year pupils showed more cases of cheating and defiance. They have also exhibited

more disruptions and cases of blurting and chattering. As far as antisocial behaviours are concerned, both classes have shown cases of bullying, hazing and harassment and vandalism. This is a clear evidence that the disciplinary issues and antisocial behaviours under scrutiny are widespread in Ali Neneur secondary school. These findings prove that nearly all pupils, regardless of their level, are familiar with indiscipline and behaviours that are socially unaccepted.

Mostafa Benboulaid Day:1 Grid:1

On Sunday the 12th of November 2017 at 7:45 and before the school begins, the researcher has started observing the pupils' behaviours. He has noticed 1 case of aggression and pupils complaining about their dirty classroom. The antisocial behaviours noticed at that time are: 1 bullying behaviour and 2 hazing and harassment cases. Theft has not taken place, but 1 vandalism act has attracted the attention of the researcher. A group of four pupils has been busy drawing and writing on the wall of the school.

At 12:10, the researcher has witnessed 2 acts of verbal aggression and a group of pupils who fought one another. No cases of complaining are noticed as it is very difficult to hear what the pupils were saying because of the fight. The antisocial behaviours the researcher has seen are: 3 cases of hazing and harassment and 1 act of vandalism when a pupil inscribes his name on the school gate. Cases of theft and bullying are not noticed during the time the researcher has spent observing the pupils.

At 5:10, when pupils are getting out of the school, the researcher has witnessed pupils complaining about the repeated absences of their teacher of maths. The only aggressive behaviour which has been noticed after 5:10 is the conduct of a pupil who was trying to master his friend's anger. The antisocial behaviours the researcher has noticed at that time are 3 cases of bullying and 1 case of hazing and harassment. As far as vandalism is concerned, the researcher has seen a pupil defacing the wall of the school with drawings and paintings.

Day:2

On Monday the 13th of November 2017, the second visit has taken place. When observing the pupils at 7:45, the researcher has noticed 2 aggressive behaviours. The antisocial behaviours which pupils engaged in are: 3 bullying behaviours, 1 case of hazing and harassment and 2 acts of vandalism. The pupils who engaged in these acts etched their names on the wall of the school and drew pictures using paint spray.

At 12:10, the disciplinary problems which the researcher has seen are 2 verbal aggressions and one physical. The case of complaining, the researcher has noticed at that time is about the disrespecting way in which the principle of the school has treated them. The antisocial behaviours the pupils have exhibited are: 1 case of hazing and harassment, 1 act of vandalism in which a pupil has deliberately broken a branch of a tree. The theft case the researcher has seen is about two pupils who have accusing one another of stealing a classmate's money.

At 5:10, when the pupils were leaving the school, the researcher has witnessed 2 aggressive behaviours and 2 cases of complaining. The first is about the cold and the broken windows in a class whereas the second is about the groups pupils are obliged to join in order to realize a project. The antisocial behaviours which have been noticed are 1 hazing and harassment case and 3 instances of bullying. Theft and vandalism acts were have not been noticed.

Day:3

On the 14th of November 2017, at 7:45, the researcher has not seen any disciplinary problem. The antisocial behaviours pupils have engaged in are 2 cases of bullying, 3 cases of hazing and harassment and 1 act of vandalism when two female pupils have taken their lipstick and drew two hearts on the school door. No cases of theft have been noticed when the guard of the school asked pupils to enter.

At 12:10, when pupils come out of the school, the researcher has seen two pupils starting a fight. The complaining case, the researcher has heard the pupils talking about, concerns insecurity in and outside the school. The cases of antisocial behaviours pupils have engaged in are 4 bullying behaviours, 3 hazing and harassment cases and 1 act of vandalism.

Day:4

On Wednesday the 15th of November 2017, at 7:45, the disciplinary problems the researcher has seen were 2 cases of aggression and 1 complaining case. This latter is about the lateness of some teachers. The antisocial behaviours the researcher has spotted are 3 bullying cases, 1 case of hazing and harassment and 1 act of vandalism. This act is vandalizing the fence protecting the stadium in front of the school.

At 12:10, the researcher has seen 2 cases of aggression, but no cases of complaining are remarked. As far as antisocial behaviours are concerned, the researcher has noticed 3 bullying behaviours, 1 case of harassment and 1 act of vandalism which concerns the marring of the school entrance with spray paint.

At 5:10, when pupils leave the school, the researcher has witnessed 3 verbal aggressions and 1 case of complaining. This latter is about 4 tests which were scheduled on the same day. Three antisocial behaviours are noticed. The first is bullying, the second concerns the theft of a pupil's dictionary and the third a vandalism act when a group of pupils have pushed and broken a flower pot.

Day:5

The last visit is paid on Thursday 16 November 2017. At 7:45, the researcher has recorded 1 aggressive behaviour, but no cases of complaining are noticed. The antisocial behaviours, the researcher has noticed are 2 cases of bullying and 1 case of hazing and harassment.

At 12:10, 1 physical aggression has taken place when a pupil hits his schoolmate and left him with a bleeding nose. Four antisocial behaviours have taken place. The first is a bullying act, the second an act of harassment, the third is vandalism and the last is theft. The theft case concerns the disappearance of a pupil's hat.

At 5:10, when the school finishes the researcher has seen 1 verbal aggression and 1 case of complaining. The latter is about the nature of questions pupils were asked in a test. The antisocial behaviours, the researcher has spotted are 1 bullying case and an act of vandalism. This act is related to destruction of the chain of the door.

The five days spent observing pupils' indiscipline and antisocial behaviours revealed very interesting facts. It is true that the time devoted to observing pupils was relatively short (30 minutes per day), but this constitute an opportunity for the researcher to notice that aggression and especially the verbal one was so frequent. The cases of complaining show that pupils in Mostafa Benboulaid secondary school complain from many problems. Some of them are related to the teaching learning process, while others are directly linked to the inappropriate environment where they pupils study. The observation, that lasted for five days, indicates clearly the number of antisocial behaviours that deprive and distract pupils of benefiting from the healthy atmosphere where they can show their real potential. The data collected enabled the researcher to gain insights about the social phenomenon of bullying which is widespread in the school in question. The second important thing that has attracted the attention of the researcher is the important number of cases of hazing and harassment that a lot of pupils are subjected to. Finally, it is worth noting that cases of theft and vandalism are not noticed a lot because of the presence of the researcher who kept an eye on them with the intention of getting a maximum of information.

Mostafa Beboulaid Day:1 Grid:2

On Sunday 12th of November 2017, at 9:55 and while observing pupils during the morning break, the researcher has noticed 3 cases of verbal aggression. He has also heard a

group of pupils complaining about the insufficient time a teacher allotted to his pupils when taking a test. The antisocial behaviours which have been seen include 4 bullying cases, 2 harassment and hazing cases. Acts of vandalism and theft are not seen during the rest of the break.

In the afternoon break ,the researcher has noticed the following antisocial behaviours that pupils have exhibited. The first is related to hazing and harassment, the second is an act of vandalism when a pupil has destroyed a tap in the water closet. The researcher has not seen any theft case when the bell was rung informing pupils to go back to their classrooms.

Day:2

The second observation of pupils' indiscipline and antisocial behaviour has taken place on the 13 of November 2017. The researcher has witnessed 1aggressive behaviour. Concerning antisocial behaviours which are observed, the researcher has made note of 2 bullying acts,3 cases of hazing and harassment and 1 act of vandalism.

In the afternoon break, pupils' indiscipline is revealed through 2 aggressive behaviours and a complaining case where a group of female pupils criticized their teacher for her inability to manage her classroom successfully. Just two cases of antisocial behaviour are noticed. The first is an act of vandalism and the second is related to both bullying and harassment.

Day:3

On Tuesday 14 of November 2017, during the morning break the disciplinary issues the researcher has made note of are 1 verbal aggression and 2 physical ones. Observing pupils in the afternoon break has enabled the researcher to see 1 bullying act, 1 case of hazing and harassment and 1 act of vandalism when a pupil is seen drawing a pierced heart using a marker.

Day:4

On the 15th of November 2017, the researcher has seen during the morning break 2 aggressions. The first is verbal, but the second is physical and required the intervention of surveillants. The only antisocial behaviours, the researcher has seen are 2 cases of bullying, 1 case of hazing and harassment. No acts of vandalism or theft are noticed during the time the researcher has spent observing pupils during the break.

Day:5

The last day the researcher has spent in observing pupils is on the 16th of November 2017. The morning break revealed 1 case of aggression and a complaint in which the subject is the teacher's inability to teach in normal way because of the number of pupils who disrupt the class. In the afternoon break, the researcher has seen 1 bullying act, 3 cases of hazing and harassment and a case of theft of a pupils' mobile.

The five days, the researcher has spent in observing the pupils during the morning and afternoon breaks, indicate clearly that almost all the disciplinary problems and antisocial behaviours, under investigation, are common in Mostafa Benboulaid secondary schools. What is evident here is that the frequency of their occurrence differs from time to time. For instance, the number of verbal aggressions is more than the physical one. The observation has permitted the researcher to notice that the cases of complaint have a tight relation with the teaching learning process, the ties that relate the pupils together, and the learning atmosphere where serious learning and teaching should normally take place. The time which has been spent observing the pupils' antisocial behaviours shows that bullying is more frequent than hazing and harassment. It also shows that cases of vandalism outnumber those of theft. The reason why few cases of theft and acts of vandalism are seen is due to the presence of school "surveillants" and the researcher which undoubtedly affect their comportment. Another reason that may explain the occurrence of the last two antisocial behaviours is the break itself which is a period when pupils can relax and feel less tense and eventually their conduct does not show signs of antisocial behaviour.

Mostafa Benboulaid Day:1 Grid:3

The first visit to the school is paid on the 12th of November 2017 at 9 o'clock with 3S1 (third year pupils scientific stream) in room 24. The first thing that the researcher has observed is the number of pupils who were absent. When the teacher has started her lesson, many pupils were still chattering. Some pupils have refused to do the activities the teacher has set for them. The antisocial behaviours that the researcher has seen are : a case bullying, 2 cases of hazing and harassment and an act of vandalism.

Day:2

The second visit to the school is paid on the 13th of November 2017 at 10:05 with 2S2 (second year pupils scientific stream) in room 12. While observing the pupils, the researcher has witnessed 2 cases of blurting, 4 cases of disruptions and 1 case of chattering and 1 case of defiance when the pupils causing the disruptions disobeyed the teacher when she tried to silence them. As far as antisocial behaviours are concerned, the researcher has noticed 2 acts of bullying, and 1 act of vandalism when a pupil was asked to stop writing on his table.

Day:3

The third visit to the school has taken place on the 14th of November 2017 at 11 o'clock with 3S1. The disciplinary problems the researcher has spotted are disruptive talking, chattering and few cases of blurting. He has noticed as well the absence of 7 pupils. The antisocial behaviours which have been noticed by the researcher are 3 bullying cases, 1 case of hazing and harassment and 2 acts of vandalism. The first is when a pupil has broken a chair and the second is wall graffiti.

Day:4

The fourth visit is on Wednesday the 15th of November 2017 at 9 o' clock with the pupils of 2S2. The first disciplinary issue, the researcher has noticed is the pupils who have started complaining about the lack of chairs inside the classroom. The second problem is chattering and the constant disruptions caused by some talkative pupils. The antisocial behaviours are not frequent, only 2 cases. The first is related to bullying and the second concerns theft when a pupil shouted "Where is my book?", "Who stole it?"

Day: 5

The last visit paid to the school has taken place on Thursday the 16th of November 2017 with pupils of 3S1 at 1:30. While observing pupils, the researcher has seen the following cases of indiscipline: 6 absences, 1 defiant behaviour, 1 case of blurting followed by complaining and 3 disruptive moments. The antisocial behaviours which have been noticed are cheating in the test that started at 2 o'clock, in addition to 3 defiant attitudes from 2 pupils who were taking the test.

Observing the pupils for 5 hours during 5 separate days revealed very interesting data. The first thing is the fact that pupils showed or exhibited all the disciplinary and behavioural issues which are the core of this work. The second noticeable thing are the slight differences in the frequency of the problems and behaviours' occurrences. The third thing that is worth mentioning is that disruption, chattering, absenteeism and aggression are more common than defiance and blurting. The most frequent antisocial behaviours are bullying, hazing and harassment and vandalism compared to cheating and theft. Here it is very important to point to the fact that the researcher's presence may alter, in a way or another, the pupils' conduct. Another constraint is the time devoted to observing pupils which is not enough to help obtain the desired information that are essential to this work. To put it otherwise, the two constraints aforementioned may bias the data the researcher has tried hardly to obtain.

Mohamed Boudiaf secondary school (Seriana) Day:1 Grid:1

On the 19th of November 2017, the researcher has started observing pupils in Mohamed Boudiaf secondary school. At 7:45, before the school starts, the researcher has noticed 3 aggressive behaviour and 1 case of complaining about the regular absence of some teachers. The antisocial behaviours, the researcher has witnessed is 1 case of bullying, 2 cases of hazing and harassment. Theft has not been noticed, but a group of pupils has been seen in the act of vandalizing the walls of the school by graffiti and pictures.

At 12:10, the disciplinary issues which have been noticed are 2 cases of aggression and 1 case of complaint about the broken windows in the pupils' classroom. The antisocial behaviours, the researcher has spotted, are 1 case of bullying, 2 cases of hazing and harassment. No cases of theft and vandalism have been noted by the researcher.

At 05:10, the only case the researcher has seen is a case of aggression. The antisocial behaviours, the researcher has witnessed include 1 bullying case, 2 cases of hazing and harassment and an act of vandalism when a pupil has broken the window of the guard's office.

Day:2

The second visit has taken place on Monday the 20th of November 2017. At 7:45, the researcher has noticed 2 verbal aggressions and has managed to hear pupils complaining about the damaged whiteboard. 3 antisocial behaviours are observed. The first is bullying, the second is a hazing and harassment and the third concerns theft when a pupil accused her friend of stealing her scarf.

At 12:10, the disciplinary problems which have been noticed by the researcher include 3 aggressive behaviours in which 1 is physical. The antisocial behaviours the researcher has

spotted are 2 cases of bullying and harassment. No theft cases and vandalism are noticed when pupils left their school.

At 5:10, the researcher has not noticed any behaviours related to aggression or complaining. Unlike the disciplinary problems, which are not seen, the pupils have engaged in 2 antisocial behaviours. The first is a case of bullying and the second is an act of vandalism.

Day:3

On Tuesday the 21st November 2017, at 7:45, the researcher has witnessed 3 verbal aggressions and has heard pupils complaining about the absence of the necessary equipments that enable them to carry out experiments in science. The antisocial behaviours the researcher has observed reveal 2 hazing and harassment cases. He has noted as well an act of defacement of the wall of the school.

At 12:10, the researcher has made note of 1 aggression and 2 cases of complaining. The first concerns the deteriorating conditions inside the classroom and the second is related to the noise which was coming from a neighbouring class. Only 1 case of antisocial behaviour is noticed when a group of pupils bothered one of their classmates.

Day:4

On the 22nd of November 2017, at 7:45 and while observing pupils, the researcher has noticed 2 aggressive behaviours and a case of complaining when a group of pupils complains about the unhealthy atmosphere in their classroom. The antisocial behaviours the researcher has seen are 1 bullying act, 2 hazing and harassment cases and an act of vandalism.

At 12:10, when pupils come out of the school, the researcher has witnessed 3 verbal aggressions. As far as the antisocial behaviours, the researcher has noticed 2 bullying behaviours, 1 hazing and harassment case, and 2 acts of vandalism.

In the afternoon and when pupils leave the school, the researcher has witnessed 1 physical aggression and has heard pupils complaining about a teacher who left the classroom for more than half an hour. The antisocial behaviours noticed when observing are 1 bullying behaviour, a case of theft and an act of vandalism. The former is about a pupil's gloves which were stolen and the latter is defacing of the gate and a part of the wall with spray paint.

Day:5

On the 26th of November 2017 at 7:45, the researcher has witnessed 3 cases of verbal aggression and pupils complaining about the rude treatment of a teacher. The researcher has succeeded in noticing 3 antisocial behaviour. The first is a bullying behaviour, the second is a hazing and harassment case and the third is an act of vandalism.

At 12:10, the researcher has spotted 1 physical aggression and has managed to hear pupils complaining about insecurity in their classroom. Concerning the antisocial behaviours, the researcher set eyes on 3 cases of bullying, and an act of vandalism.

At 5:10, the researcher has seen 2 cases of aggression and has overheard pupils complaining about the inability of the administration to control some pupils who are known for being trouble makers. The researcher has witnessed 2 cases of antisocial behaviour. The first is a hazing and harassment case whereas the second is related to vandalism.

Observing pupils, during five days, at three different times, helped the researcher gather a significant amount of information about the nature and the frequency of disciplinary problems and antisocial behaviours. The first noticeable thing is that aggression among pupils is very common especially the verbal one. The second thing is pupils' complaints

which show that they suffer from a lot of problems. Some of them are related to the school environment, some other are directly linked to the teaching learning process and the rest have a tight relation with pupils' unacceptable behaviours. The days spent observing pupils have allowed the researcher to notice that the most frequent antisocial behaviour among pupils is bullying followed by hazing and harassment. Theft and vandalism come in the last position. Here it is important to mention that having few cases of vandalism and theft may be explained by the presence of the researcher and the school surveillants who may influence the pupils' behaviour.

Mohamed Boudiaf secondary school Grid:2

Day: 1

On the 19th on November 2017 during the morning break, the researcher has seen the 3 verbal aggressive behaviours and has also heard pupils complaining about the repeated interruption of the lesson caused by undisciplined pupils. The antisocial behaviours the researcher has made note of are 2 cases of bullying, 1 case of hazing and harassment and an act of vandalism when a group of pupils has broken the window in the water closet.

During the afternoon break, the researcher has witnessed 2 aggressive behaviour and has heard pupils talking about the frequent absence of their teacher of science. The researcher has been able to notice three antisocial behaviours. The first is a bullying behaviour, the second is a hazing and harassment act and the third concerns an act of vandalism when a pupil wrote the initials of his favourite team on the door of the water closet.

Day:2

On Monday the 20th of November 2017, during the morning break, the researcher has witnessed 1 aggressive behaviour and has seen a group of pupils complaining about the number of pupils who were asked by the teacher of English to join a group so as to realize a

project. 2 antisocial behaviours are noticed. The first is bullying and the second is a case of hazing and harassment.

In the afternoon break, the researcher has made note of 1 aggressive behaviour. The antisocial behaviours which are noticed by the researcher include 2 cases of hazing and harassment, 3 bullying behaviours and an act of vandalism when a pupil defaced a flower pot with a marker.

Day:3

While observing pupils on the 21st of November 2017 from 9:55 to 10:05, the researcher has noticed a verbal aggression and case of complaint in which pupils expressed their dissatisfaction about the performance of a teacher. As far as the antisocial behaviours are concerned, the researcher has noticed 3 cases of bullying and 2 cases of hazing and harassment. No cases of theft or acts of vandalism are noticed when the break was over.

Day:4

On the 22nd of November 2017, during the morning break, the researcher has witnessed 3 aggressive behaviours. Two are verbal whereas the third is physical. Only two antisocial behaviours are noticed. The first is a case of hazing and harassment and the second is theft of a pupil's sun glasses.

When observing pupils during the afternoon break, the researcher has noticed 1 verbal aggression and has seen pupils overtly complaining about the number of activities the teacher has assigned for them during an hour. The antisocial behaviours, the researcher has seen are a bullying case, 2 cases of hazing and harassment. No cases of theft or acts of vandalism are noticed when the bell was rung to announce the end of the break.

Day:5

On the 26th of November 2017, the researcher has noticed 2 aggressive behaviours and 1 complaining case where pupils expressed the refusal of a teacher's arrogant attitudes. The antisocial behaviours, the researcher has seen include 2 bullying behaviours, 1 case of hazing and harassment and an act of vandalism.

During the afternoon break, 2 aggressive behaviours have taken place. The first is verbal, but the second is physical. Three antisocial behaviours are observed. Two of them are related to hazing and harassment while the third is an act of vandalism.

After having observed the pupils in their school for five days, the researcher obtained useful data that reveal the following facts. First, aggressive behaviours are very frequent among pupils, but verbal aggressions outnumber the physical ones. The different cases of complaint reveal that they are of three different types. The first type is related to issues like treating pupils, managing classrooms and the quality of lessons. The second and the third types concern issues like the school environment and pupils' indiscipline. As far as antisocial behaviours are concerned, the gathered data enabled the researcher to see that bullying is the most frequent behaviour in the school followed, as in the schools above, by hazing and harassment. Theft and vandalism come in the last position. Once again this can, to a great extent, be due to the eyes kept on pupils as it can also be the result of the period of observation which is relatively short. Finally, the days spent observing pupils show that all the disciplinary and behavioural issues are common in the school but their occurrence varies from time to time.

Mohamed Boudiaf Secondary school Grid:3

Day:1

The first visit to the school has taken place on the 19th of November 2017 at 10:05 with 3L1 (Third year pupils literary stream room 8) . While observing the pupils, the researcher has noticed the absence of 6 pupils. When the teacher has started her lesson, it was very difficult to get the attention of all the class because of the number of pupils who were chattering. The researcher has witnessed that the teacher was defied twice by some pupils who were disturbing the normal flow of the lesson. 2 cases of antisocial behaviour are noticed. The first is writing on the table, the second is hazing and harassment case.

Day :2

The second visit paid to the school has taken place on the 20th November 2017 at 11 o'clock with 2L2 (second year pupils foreign languages room 12). When the teacher started her lesson, the pupils have started complaining about the test grades. The second thing the researcher has noticed are the moments of disruptions which impacted the lesson time. The researcher has witnessed 3 aggressive behaviours. The antisocial behaviours are also spotted. The first is a bullying case, the second is a hazing and harassment case and the third is an act of vandalism. No theft cases are noticed.

Day:3

The third visit has been planned on the 21st of November 2017 at 9 o'clock with 3L1 pupils. The disciplinary problems, the researcher has seen are absenteeism, chattering and one case of overt disobedience when a pupil refused to write his lesson. The antisocial behaviours, the researcher has witnessed, are related to bullying, harassment and 2 cases of vandalism. These latter are the breaking of a chair and marring of the table with a correction pen.

Day :4

The fourth visit to the school has taken place on the 22nd of November 2017 at 9 o'clock with 2L2 pupils. Right at the beginning of the lesson, the researcher has noticed the absence of 4 pupils. When the teacher started the lesson, the pupils were still chattering. Some pupils at the end of the classroom have started complaining about the freezing cold and the water coming from the heater. The antisocial behaviours pupils have exhibited are 3 cases of bullying , 2 cases of hazing and harassment and an act of vandalism.

Day:5

The last visit has taken place on the 26th of November 2017 with 3L1 pupils. While observing pupils' conduct, the researcher has noticed 2 aggressive behaviours, 1 defiant attitude of a pupil who ignored the teacher's attempt to silence him. The observer has also seen that the pupils have engaged in three antisocial behaviours. The first is a bullying act, the second is a case of hazing and the third is an act of vandalism which has happened when they teacher was leaving the class.

After having observed 3L1 pupils for three times and 2L2 for two times during one hour each, the researcher has noticed that the first frequent behaviour is absenteeism, followed by chattering. The third disciplinary problem is disruptive talking followed with aggression. The last and the least frequent behaviour is defiance. As far as antisocial behaviours are concerned, the researcher has seen that the most frequent behaviour is bullying , followed by hazing and harassment. The only two behaviours which are not noticed are cheating and theft. For the former, the fact that no cases of cheating are recorded can be explained by the mere coincidence that no test is scheduled on the days the researcher has visited the school. The occurrence of almost all the disciplinary and behavioural problems in this school is a clear evidence that indiscipline is an issue of concern. Finally, it is essential to mention that the data the researcher has obtained do not represent the real behaviour of the pupils

outdoors, because the researcher believes that his presence has somehow altered the pupils and the teacher's behaviour.

Elmadher secondary school Grid:1

Day:1

On the 27th of November 2017 at 7:45, before the school begins and while observing pupils, the researcher has noticed 2 verbal aggressions and heard pupils complaining about the absence of their teacher of French. 3 antisocial behaviours are noticed. The first is a case of bullying, the second is a hazing and harassment case and the third is an act of vandalism.

At 12:10, the researcher has witnessed a physical aggression when two pupils started a fight just after getting out of the school. No cases of complaint are noticed as pupils were asked by the school guard to go home. Three antisocial behaviour are noticed. The first is a bullying case, the second is a case of hazing and harassment and the third concerns a pupil who was seen drawing on the wall of the school.

At 5:10, the researcher has heard pupils complaining about the school principal's rudeness. No cases of aggression are noticed. The antisocial behaviours the pupils have engaged in are 2 bullying behaviours, 1 hazing and harassment case and an act of vandalism in which a group of pupils defaced the gate of the school with paint.

Day:2

On the 28th of November 2017 at 7:45, two aggressive behaviours are noticed and the researcher has heard pupils complaining about the difficult questions of an assignment they were asked to complete at home. Only two antisocial behaviours are seen. The first is a case of bullying and the second is a case of hazing and harassment.

At 12:10, the researcher has witnessed two verbal aggressive behaviours and a case of complaint in which pupils complained about a teacher who underestimates them. Concerning the antisocial behaviours, the researcher has noticed 2 bullying behaviours, 1 hazing and harassment case and heard a group of pupils talking about theft which has happened inside the classroom.

Day:3

On the 29th of November at 7:45, the researcher has seen 2 aggressive behaviours and a case of complaining in which pupils complained about favoritism practiced by some teachers. The antisocial behaviours the researcher has noticed are 3 bullying behaviours, 2 cases of hazing and harassment and an act of vandalism.

At 12:10, the researcher has seen 1 aggressive behaviour and heard pupils complaining about the number of tests they have taken in the morning. The antisocial behaviours, the researcher has recorded are 3 bullying acts and 1 act of vandalism. This latter is about the marring of the wall of the school.

When pupils were leaving the school at 5:10, the pupils have showed 2 aggressive behaviours. The researcher has seen that pupils engaged in 2 bullying behaviours and has also seen that 2 pupils were annoyed and bothered by some of their schoolmates. No cases of theft or vandalism acts are noticed when the pupils left the school.

Day:4

On Thursday the 30th of November 2017 at 7:45, the researcher has noticed 1 physical aggression and a case of complaint in which pupils talked about the cold in their class because of the broken windows. Three antisocial behaviours are noticed. The first is a bullying case, the second is a case of hazing and harassment whereas the last concerns an act of vandalism in which two pupils have pierced the wall of the school with a sharp metal.

At 12:10, 3 aggressive behaviours are noticed including one which was physical. No cases of complaint are recorded. The antisocial behaviours, pupils have engaged in are 2 cases of bullying, 1 hazing and harassment case and an act of vandalism. This latter concerns the breaking of a street lamp near the school.

At 5:10, the researcher has noticed 1 aggressive behaviour, but has not seen any cases of complaining. The only antisocial behaviours that are made note of are 2 bullying cases, 1 case of hazing and harassment and a vandalizing act in which a group of pupils etched their names on the school door.

Day 5

On the third of December 2017 at 7:45, the researcher has witnessed 2 aggressive behaviours and heard pupils complaining about noise in their classroom which deprives them from concentrating. The observer has also made note of 2 antisocial behaviours. The first is a bullying behaviour whereas the second is case of theft when a pupil accused his classmate of stealing his MP3 device.

At 12:10, when pupils were leaving the school, two cases of aggression are noticed. The case of complaining the researcher heard the pupils talking about is the insufficient light in their classroom. The only antisocial behaviours the researcher has seen are 2 hazing and harassment cases, 1 bullying behaviour and an act of vandalism. This latter concerns the destruction of a door's lock.

At 5:10, two pupils have started a fight. The researcher has also heard the pupils complaining about the excessive noise coming from pupils who were practicing sport. Two antisocial behaviours are noticed. The first is a bullying act whereas the second is an act of vandalism when three pupils have dirted the entrance of the school with a black liquid.

The five days the researcher has spent observing the pupils during three different times, helped him gather substantial information that reveal the following facts. First, aggression

among pupils is very common. The cases of complaints reveal clearly that pupils are unsatisfied with some aspects related to the teaching learning process. They also reveal that the conditions inside the classrooms do not help pupils study in a healthy atmosphere. The data obtained when observing pupils indicate that pupils engaged in a lot of antisocial behaviours. Bullying is the most frequent behaviour, followed by several cases of hazing and harassment. The least frequent behaviours are vandalism and theft respectively. From what has been mentioned above, it becomes clear that all the disciplinary issues and antisocial behaviours, the researcher is trying to notice do exist in this school. Finally, it is important to point to the fact that the presence of the researcher itself may have influenced the pupils' behaviour and eventually what has been observed does not really depict their true behaviour.

Elmadher secondary school Grid :2

Day; 1

On the 27th of November 2017 during the morning break that starts at 9:55 of and lasts for ten minutes, the researcher has noticed 2 aggressive behaviours. One of them is physical and required the intervention of some pupils to stop it. The researcher has also noticed a case of complaining when a group of pupils expressed their unhappiness regarding some teachers' attitudes towards them. The researcher has also witnessed 3 antisocial behaviours. The first is an act of bullying, the second is a case of hazing and harassment and the third is an act of vandalism.

During the afternoon break, the researcher has made note of an aggressive behaviour and has noticed three antisocial behaviours. The first is a bullying case, the second is a hazing and harassment case and the third is an act of vandalism when a group of pupils has broken a door inside the water closet.

Day;2

On the 28th of November and while observing the pupils during the break, two aggressive behaviours are noticed. The first is a verbal aggression whereas the second is a case of complaint when two pupils complained about a teacher who fired them without knowing why. The antisocial behaviours the researcher has noticed during the break are 2 bullying cases, 1 case of hazing and harassment and a case of theft.

Day:3

On the 29th of November 2017 during the morning break, the researcher has noticed an aggressive behaviour and heard some pupils complaining about the moments of disruptions that affect them. As far as antisocial behaviours are concerned, three cases are noticed. The first is a bullying act, the second is a suspected case of theft. The third is an act of vandalism when a pupil was etching his name on a chair.

While observing the pupils during the afternoon break, two aggressive behaviours are noticed. No cases of complaining are noticed. The researcher has seen 3 antisocial behaviours. 1 case of bullying, 3 cases of hazing and an act of vandalism.

Day:4

On the 30th of November 2017 at 9:55 when the morning break has started, the researcher has witnessed a physical aggression when a pupil hit violently his schoolmate. No cases of complaining are recorded. The antisocial behaviours which have been noticed include a case of bullying, 2 hazing and harassment cases and an act of vandalism when two female pupils have broken the glass of a window while playing with gravel.

During the afternoon break, the researcher has heard pupils complaining about the number of home works they were asked to prepare over the weekend. As far as antisocial behaviours are concerned, the researcher has witnessed 3 bullying acts, an act of vandalism

and theft when a pupil decided to see the headmaster of the school because his cell phone was missing.

Day:5

The last day devoted to observing pupils during the morning and afternoon breaks was on Sunday the 3rd of December 2017. During the morning break, 2 aggression have taken place. The first is verbal, but the second is a violent fight between two female pupils. Only two antisocial behaviours are noticed. The first is a bullying case whereas the second is an act of vandalism when a pupil destroyed the blackboard which the school uses to inform pupils about eventual things that pupils need to know.

During the afternoon break, the researcher has witnessed 1 aggressive behaviour and heard pupils complaining about the suspicion among pupils due to repeated cases of theft that happened when pupils practice sport. Two antisocial behaviours are noticed. The first is a case of hazing and harassment while the second is related to the damage of the school's windows that overlook the courtyard.

After having observed the pupils for five days, the researcher has gathered a lot of insights about the disciplinary issues and antisocial behaviours in the school. First, aggressive behaviours come in the first position. Here it is worth mentioning that verbal aggression is more frequent than the physical one. Second, the different cases of complaint show that the pupils complain a lot about their teachers' ways of delivering their lessons, their ways of treating them and even about activities given as assignments. The researcher has also come to know that bullying and cases of hazing and harassment are more frequent compared to the other two behaviours. Theft and vandalism come in the last position with few cases. From what has been mentioned above, it is clear that the environment where serious teaching and learning should be taking place is greatly influenced by pupils' indiscipline and the various antisocial behaviours they exhibit inside the school.

Elmadher Secondary School Grid :3

Day :1

On the 27th of November 2017, at 9 o'clock, the researcher has started observing 1S4 pupils (first year pupils scientific stream) in room 15. Before the beginning of the lesson, 7 pupils were asked to get the permission of the administration so as to attend the session because they were absent. The teacher was unable to start her lesson because of the number of pupils who were chattering. The researcher has also witnessed two antisocial behaviours. The first is a hazing and harassment case whereas the second is an act of vandalism when a pupil was busy defacing his table.

Day :2

The second visit to the school has taken place on the 28th of November 2017, at 10:05 with 2M1 (second year pupils maths) in room 07. While observing pupils, the researcher has witnessed the following disciplinary problems: First, 4 cases of disruptive talking, 1 verbal aggression and 2 defiant attitudes when two pupils refused to stop talking. The researcher has also noticed some antisocial behaviours. The first 2 cases are bullying behaviours, the second is an act of vandalism and the third is a harassment case.

Day :3

The third visit paid to the school has taken place on the 29th of November 2017 at 11 o'clock with 1S4. The first disciplinary problem the researcher has witnessed is the aggressive behaviour of some pupils towards their classmates. When the teacher started the lesson, the researcher witnessed 3 cases of disruptive talking, a large number of pupils who were still chattering and a case of defiance. Three antisocial behaviours are also noticed. The first one is a bullying case, the second is vandalism when a pupil, sitting at the back of the classroom, was drawing on the window and the third was a harassment case.

Day:4

The fourth visit to the school has taken place on the 30th of November 2017 at 8 o'clock, with 2M1. When the teacher told her pupils that they will sit for a test, there was a lot of complaining. The researcher has witnessed that the teacher encountered a lot of difficulties before being able to control the class and have her test started. Attempts of cheating are very frequent as a lot of pupils tried to get answers from their classmates. When the teacher asked her pupils to down their pens, she was ignored and many of them were still writing and talking to one another.

Day :5

The last visit to the school has taken place on the 3rd of December 2017 at 11 o'clock with 1S4 pupils. Before the beginning of the lesson, the researcher has noticed 2 cases of disruptive talking, 1 case of blurting, and defiance when a pupil refused to change his place. The antisocial behaviours, the researcher has also witnessed while observing pupils are 2 bullying behaviours, 2 acts of vandalism and theft case when a pupil blurted, "Madame, they have stolen my book."

Observing pupils for one hour for five days helped the researcher obtain very useful information. The first thing that draws the attention of the researcher is the occurrence of almost all the disciplinary problems and antisocial behaviours which he was observing during the five visits. It is worth mentioning that the frequency of their occurrence is not constant because of the slight differences between the classes themselves and the days on which the observations took place. Although the researcher has observed pupils of 1S4 for three hours and pupils of 2M1 for two hours, he noticed that the most frequent behaviour in this school among pupils of both classes is disruptive talking followed by absenteeism. The third disciplinary problem that is common among pupils is chattering. Defiance and aggression are very rare as the researcher has recorded only two cases. As far as antisocial behaviours are concerned, the researcher has noticed that bullying is the most frequent

disciplinary behaviour among pupils. Vandalism is the second antisocial behaviour followed by few cases of hazing and harassment. Cheating and theft cases about the aforementioned problems does not mean that pupils do not commit theft or cheat. As for theft, it is not frequent because the presence of the teacher and the researcher may have influenced the pupils' behaviours. Concerning cheating, having just one case can be explained by the mere coincidence that no test is scheduled on the days the researcher has spent watching pupils' behaviour.

Bala Ali ben Mohamed Oued Taga Grid : 1

Day : 1

On the 11th of December 2017, at 7:45 while observing pupils, the researcher has noticed 2 aggressions. The first is verbal, but the second is physical when a pupil kicked his schoolmate. Three antisocial behaviours are noticed. The first is a bullying act, the second is a case of hazing and harassment, the last is an act of vandalism when a pupil defaced the wall of the school.

At 12:10, when pupils were going out of the school, the researcher has witnessed 1 aggressive behaviour, and heard pupils complaining about a test they have taken in which the questions were beyond their reach. Two antisocial behaviours are noticed. The first an act of bullying and the second is theft when a pupil told her friend that her calculator was stolen.

At 5:10, the researcher has witnessed 2 aggressive behaviours. One is verbal, but the second is physical and necessitated the intervention of some school boys to stop it. The antisocial behaviours the pupils have engaged in are 1 bullying behaviour, 2 hazing and harassment cases and an act of vandalism when a group of pupils etched their names on the door of the school.

Day : 2

On the 12th of December 2017, at 7:45, while observing pupils, the researcher has witnessed 1 verbal aggressive behaviour and a complaining case in which the pupils complained about the repeated lateness of teachers. The antisocial behaviours which are noticed include 2 bullying behaviours, 1 case of hazing and an act of vandalism.

After midday when the pupils were leaving the school, the researcher has set his eyes on 2 verbal aggressions and a case of complaint in which the subject was teachers' attitudes towards pupils. The researcher has noticed as well two antisocial behaviours. The first is a bullying behaviour and the second is a case of hazing.

Day : 3

On the third day of observation which has taken place on the 13th of December 2017, two aggressive behaviours are noticed. As far as antisocial behaviours are concerned, the researcher has witnessed 3 bullying acts, 1 case of hazing and harassment and an act of vandalism. No cases of theft are noticed when nearly all pupils left.

At 12:10, the researcher has seen a verbal aggression that turned into a physical one. The complaining case the pupils talked about was the number of tests pupils took during the morning. No antisocial behaviours are noticed during that period of time.

At 5:10, the aggressive behaviours the researcher has noticed are verbal. The complaining case was about the cold in the classroom. The antisocial behaviours, the researcher has also seen are 1 case of bullying and an act of vandalism. No cases of theft have taken place when the school neighbourhood was deserted.

Day: 4

On the 14th of December 2017, at 7:45, 3 aggressive behaviours are noticed. The first is verbal whereas the others are physical. No complaining cases are noticed. The pupils have

exhibited the following antisocial behaviours. 1 bullying behaviour, 2 hazing behaviours and 1 act of vandalism.

At 12:10, the researcher has seen only 1 aggressive act and heard pupils talking about the difficulties of their teacher of physics in controlling some troublesome pupils. The antisocial behaviours, the researcher has seen as well are vandalism and 2 cases of bullying.

At 5:10, the only disciplinary problem the researcher has noticed is an aggressive behaviour, but pupils have showed the following antisocial behaviours. The first is hazing and harassment, the second is bullying and the third is vandalism.

Day:5

On the fifth day of the observation, at 7:45, the researcher has noticed a verbal aggression and heard pupils complaining about their noisy classroom. The pupils have engaged in the following antisocial behaviours: 2 acts of bullying, 1 hazing and harassment case and an act of vandalism.

At 12:10, the researcher has noticed 2 aggressive behaviours. He has also witnessed 3 antisocial behaviours. The first is theft when a pupil discovered that his cell phone was missing. The second is a case of vandalism when a group of pupils dirtied the wall of the school with spray paint.

At 5:10, when pupils were leaving the school, the researcher has noticed pupils complaining about the insufficient time, the teacher of French has allotted to her test. The antisocial behaviours the pupils have exhibited include 2 acts of bullying and an act of vandalism when a pupil marred the steps leading to the school.

After having observed the pupils during five days at three different times, the researcher has noticed that aggression, regardless of its types is very frequent among pupils. He has also seen the pupils' complaints are about tests, noisy and cold classrooms, teachers' lateness and difficulties in managing and controlling their classrooms. As far as antisocial

behaviours are concerned, the researcher has seen that the most frequent behaviour is bullying followed by hazing and harassment. Theft and vandalism acts are relatively less frequent compared to the other behaviours. These results are a clear indication that the disciplinary and behavioural issues, the researcher has tried to depict do actually take place, but at varying degrees. Finally, it is necessary to note that pupils' behaviour may have been influenced by the presence of the researcher and hence the observed behaviours may not give a true picture of pupils' behaviour.

Bala Ali ben Mohamed Oued Taga grid: 2

Day:1

When observing pupils during the morning break that starts from 9:55 to 10:05, the researcher has noticed 2 verbal aggressive behaviours and heard pupils complaining about the cold and the broken windows in their classroom. He has also witnessed three antisocial behaviours. The first is a bullying, the second is a case of harassment and the third is an act of vandalism that has taken place in the boys water closet.

During the afternoon break, the disciplinary problems, the researcher has set his eyes on are 2 verbal aggressions. No cases of complaining have been recorded. When the break was coming to an end, the researcher has seen 1 bullying behaviour and an act of vandalism when some pupils who were going up stairs tore pictures hanged on the wall.

Day: 2

On the 12th of December 2017, at 9:55, the researcher has spotted 2 verbal aggressions. He has also heard pupils complaining about the damaged board in their classroom. As far as antisocial behaviours are concerned, the cases which were recorded are 2 bullying behaviours, 1 act of vandalism and 2 hazing and harassment cases.

Day : 3

On the 13th of December 2017, at 9:55, the disciplinary problems the researcher has observed are 3 verbal aggressions and a complaining case when a group of pupils expressed their discontent about their teacher's way of evaluating the test they have taken. Only 1 antisocial behaviour is noticed when a pupil broke a chair.

During the afternoon break, the researcher has noticed a physical aggression when a pupil refused to be bullied by his classmate. Concerning antisocial behaviours, the pupils have shown 2 cases of hazing and harassment and 1 act of vandalism when a pupil incised the initials of his favourite team on the cover of the box of electricity.

Day : 4

On the 14th of December 2017, at 9:55, the researcher has witnessed 2 verbal aggressions and heard, while walking in the courtyard, the pupils talking about a teacher's refusal to answer some questions they have asked. Only 2 antisocial behaviours are noticed. The first is a bullying behaviour and the second is a case of harassment when two pupils annoyed their classmate with obscene words.

During the afternoon break, 2 aggressive behaviours are noticed. The first is verbal whereas the second is physical. The antisocial behaviours, the researcher has witnessed are 1 bullying behaviour and 2 cases of harassment. Neither theft nor vandalism cases are noticed when the bell was rung to announce the end of the break.

Day:5

On the last day, during the morning break, the researcher has spotted 3 aggressive behaviours and heard pupils complaining about some of their teachers' inability to convey information when explaining lessons. Two antisocial behaviours are noticed. The first is a case of hazing and harassment and the second is an act of vandalism when a pupil was seen damaging the fence protecting the grass.

During the afternoon break no cases of aggression or complaints are noticed. The antisocial behaviours that are noticed include 2 bullying behaviours, 1 harassment case and an act of vandalism in which the fence protecting the windows overlooking the courtyard was damaged by some pupils who were smoking.

The data gathered while observing pupils' behaviours during the morning and the afternoon breaks reveal that cases of aggression are more frequent than cases of complaints. Despite the few cases of complaint, they tell a lot of things about the pupils' feelings about the school, the teachers and even the atmosphere inside the classrooms. The contents of the different complaints show that pupils are not satisfied with some of their teachers' ways of explaining lessons and evaluating tests. They also reveal that the conditions inside some classes do not foster good teaching and learning either because of cold, or the noise that deprives pupils from their rights to study. The data gathered during one hundred minutes enabled the researcher to know that bullying is the most frequent behaviour. Cases of hazing and harassment come in the second position and eventually they are less common. Vandalism and theft come in the fourth and fifth positions respectively and this can be attributed to the presence both of school surveillants and the researcher or to the period of observation which is relatively short. Finally, it is important to mention that the occurrence of all these disciplinary and behavioural issues is a clear evidence that indiscipline and antisocial behaviours have become an urgent concern that needs to be solved as soon as possible since they poison the learning atmosphere and deprive pupils and learners as well from the partnership that ties them together.

Bala Ali Ben Mohamed Oued Taga Grid:3

Day:1

The first visit to Bala Ali Ben Mohamed has taken place on the 11th of December 2017 with 3LE1 (third year foreign languages pupils) at 9 o'clock room 4. The first thing that has attracted the attention of the researcher is the number of pupils who were absent and had to

get the permission of the administration to attend the class. When the teacher started his lesson, some pupils were still chattering. The researcher has also witnessed the refusal of some pupils to answer the teacher's questions. Three antisocial behaviours are recorded. The first is an act of bullying, the second is harassment and the last is vandalism.

Day:2

On the 12th of December 2017 at 10:05, the researcher has visited the school for the second time, but with 2L2 (second year pupils literary stream) room 13. Before the beginning of the lesson, the pupils started complaining about the cold inside the classroom. The second disciplinary problem, the researcher has witnessed is the frequent chattering and the disruptive moments caused by some talkative pupils. The antisocial behaviours pupils have exhibited by the pupils are 2 acts of bullying, 1 case of harassment and an act of vandalism when a pupil was asked to stop defacing his classmate's chair.

Day:3

The third visit to the school has taken place on the 13th of December 2017 at 10:05 with 3LE1 pupils. The teacher faced a lot of difficulties in starting the lesson because of the chattering and disruptive talking. The second disciplinary problem, the researcher has witnessed, is the disobedience of some pupils to behave themselves when the teacher waved to them. As far as antisocial behaviours are concerned, the pupils have showed 2 acts of bullying, 1 case of harassment and an act of vandalism when a pupil tore a part of the cover of the teacher's desk when this latter was leaving the classroom.

Day:4

The fourth visit to the school has taken place on the 14th of December 2017 at 9 o'clock. When observing 2L2 pupils' behaviour, the researcher has witnessed pupils complaining about the low grades they have obtained in the test. A lot of pupils were talking and chattering when the teacher started splitting the pupils into groups of four to

complete a writing task. The researcher has noticed 2 harassment cases related to the writing activity and a cheating case when a group of pupils copied down the work of a group and claimed that it was theirs.

Day:5

The last visit to the school has taken place on the 17th of December 2017 at 11 o'clock. When observing 3LE1 pupils, the researcher noticed the absence of 5 pupils. He has also witnessed the pupils' refusal to sit for a test because they were not prepared. Chattering and disruptive talking are very frequent with 2 cases for the former and 3 cases for the latter. The antisocial behaviours that have been exhibited by pupils are 2 cases of hazing and harassment, 1 bullying case and an act of vandalism.

Observing pupils for five days enabled the researcher to gain substantial information about their behaviour. As far as disciplinary problems are concerned, the researcher noticed that the most frequent behaviours are chattering and disruptive talking. Pupils' complaints indicate clearly their concern about issues related to teaching, the classroom environment and even teachers' evaluation of tests. Absenteeism is also a phenomenon that is common among pupils. Defiance occurred twice and this is a proof that this behaviour is the least frequent one. The antisocial behaviours exhibited by pupils reveal that hazing and harassment come in the first position followed by bullying. The third behaviour which is common among pupils is vandalism. Cheating occurred only once and this can be explained by the fact that no test is scheduled on the days devoted to observing pupils. No cases of theft are recorded during the five days spent observing pupils. These results show, without any doubt, that indiscipline and behavioural problems inside the school are common and impose limitations on what pupils and teachers can do together.

Ichemoul secondary school Grid:1

Day:1

On the 18th of December 2017 at 7:45 and while observing the pupils' behaviour, the researcher has noticed 2 verbal aggressive behaviours and heard pupils complaining about the suspicion and fear resulting from frequent thefts. Three antisocial behaviours are recorded. The first is a bullying case, the second is hazing and harassment and the third is an act of vandalism.

At 12:10, the researcher has witnessed a physical aggression when a pupil hit his schoolmate and left him with bleeding nose. The antisocial behaviours pupils have exhibited are 1 act of bullying, 1 hazing and harassment case and 2 acts of vandalism. The first is the breaking of the school door handle and the second is defacing the wall of the school with the use of paint spray.

When the pupils were leaving the school at 5:10, the disciplinary problems the researcher has seen are 2 aggressive behaviours and case of complaining in which the pupils expressed their discontent of their teacher's ways of explaining his lessons. Two antisocial behaviours are recorded. The first is a bullying act and the second is a hazing case. No theft or vandalism acts are noticed when the pupils left the school neighbourhood.

Day: 2

On the 19th of December 2017 at 7:45, the researcher has made note of 3 verbal aggressions and has seen the pupils complaining about the difficulties they have encountered when answering the questions of a home work. The researcher has witnessed the pupils engaging in 2 bullying behaviours, 1 case of hazing and an act of vandalism.

When the pupils were leaving the school the researcher has witnessed 2 verbal aggressions. As far as antisocial behaviours are concerned, the only two behaviours the

researcher has recorded are bullying and vandalism in which a pupil engraved his favourite team's name on the wall of the school.

Day :3

On the 20th of December2017 and while observing pupils' behaviour before the beginning of school, the researcher has overheard pupils complaining about a teacher who asked her pupils to learn by heart a poem. Concerning the antisocial behaviours, the researcher has noticed 3 acts of bullying and a case of harassment. No theft or vandalism cases are noticed when the school guard knocked the door heavily to announce the beginning of the morning lessons.

At 12:10, the researcher has made not of aggressive behaviour or complaining cases when observing pupils. The only cases of behavioural issues the researcher has seen are 2 bullying behaviours, 2 harassment cases and an act of vandalism.

At 5:10, the researcher has seen 1 aggressive behaviour and has heard pupils complaining about a teacher who has imposed on her pupils the members of the group to realize a project. Two antisocial behaviours are noticed. The first is theft of a pupil's MP3 and the second is an act of vandalism in which a group of pupils wrote their classmates' names on the school wall.

Day : 4

On the 21st of December2017, the pupils were absent because the administration has organized an open day on which all the teachers of the school must be present to enable the pupils' parents to talk to them about their kids' achievements and other issues related to their behaviour inside the school and classrooms.

Day : 5

On the 7th of January 2018 at 7:45, the researcher has resumed his observation of the same pupils after winter holidays which lasted for 15 days. While observing them, he has noticed 3 aggressive behaviours and has heard them complaining about the different home works they had to do during their holidays. Three antisocial behaviours are recorded. The first is an act of bullying, the second is a case of harassment and the last is an act of vandalism in which a pupil was drawing on the wall of the school.

At 12:10, the researcher did not notice any cases related to indiscipline. Only 2 antisocial behaviours were noticed. The first concerned the bullying of some pupils by their classmates and the second was vandalism when two pupils damaged an iron fence used to protect newly grown trees.

At 5:10, when pupils were leaving the school, the researcher has witnessed the pupils complaining about their teacher's refusal to explain certain points they did not understand. As far as antisocial behaviors are concerned, the researcher has noticed an act of bullying, 3 cases of harassment and an act of vandalism.

After having observed the pupils' behaviour for four days, the researcher has gathered substantial information which reveal the following facts: First, aggression among pupils is very frequent but verbal aggressions outnumber the physical ones. Second, complaints are less frequent than aggression, but here it is worth mentioning that pupils' complaints are directly linked to issues like home works, grouping pupils, grades and teachers' reactions towards pupils' questions. The same information, the researcher is able to gather, enabled him to see that bullying is the most common antisocial behaviour in this school. Hazing and harassment come in the second position. Vandalism and theft come in the third and fourth positions respectively. The acts of vandalism show that pupils do not only damage the school gate or walls, but even the surrounding areas are subjected to this antisocial behaviour. Finally it is important to mention that on the 21st of December 2017, no

disciplinary or behavioral issues are recorded because pupils are absent since the school has organized an open day for parents to meet their kids' teachers.

Ichemoul Secondary School Grid:2

Day :1

On the 18th of December2017, the researcher has witnessed the following disciplinary problems when observing pupils during the morning break. First,2 aggressive behaviours and has heard pupils complaining about unhealthy atmosphere in their classroom. Three antisocial behaviours are recorded. The first is an act of bullying, the second is a harassment case and the third is an act of vandalism when two pupils destroyed the handle of the water closet door.

During the afternoon break, the researcher has noticed only 2 antisocial behaviours. The first is an act of bullying and the second is an act of vandalism when two pupils set fire in the water closet. No cases of theft and harassment are noticed when the bell was rung to announce the end of the afternoon break.

Day:2

On the 19th of December2017 during the morning break, the researcher has seen three aggressions. Two of them are verbal while the third is physical. The researcher has also heard pupils complaining about the exams' timetable which was at the origin of their low scores. As far as antisocial behaviours are concerned, three cases are noticed. The first is bullying, the second is harassment and the last is an act of vandalism when two pupils marred the door of the water closet with obscene words.

Day : 3

The third day of observation has taken place on the 20th of December2017. During the morning break, the researcher has made note of 1 verbal aggression and has seen pupils

complaining about some teachers' ways of evaluating their projects. The researcher has also noticed 2 bullying cases, 2 harassment behaviours and an act of vandalism.

In the afternoon break, the researcher has seen the following antisocial behaviours: 3 bullying cases, 1 case of hazing and harassment, and an act of vandalism when a group of pupils has broken the glass of small windows in the water closet.

Day : 4

On the 21st of December 2017, the researcher has not observed pupils' behaviour because the administration has organized an open day in order to enable parents to see the teachers and talk to them about their kids' results and behaviour.

Day: 5

On the 7th of January 2017, the researcher has witnessed 2 aggressive behaviours and has noticed pupils complaining about the teachers' absence. Two antisocial behaviours are recorded. The first is a case of vandalism whereas the second is theft when a pupil menaced his classmate to see the school principal in case he does not give him back his gloves.

During the afternoon break, the researcher has noticed 2 verbal aggressions and has made note of a complaining case in which pupils talked about the effects of disruptions and noise on their learning.

Observing pupils for four days during two different periods of ten minutes each, helped the researcher gain useful information about pupils' disciplinary and behavioural problems. The gathered data show that aggression among pupils is very frequent, but verbal cases outnumber the physical ones. Complaints are also common and reveal pupils' concern and discontent concerning issues like grades, tests, exams, evaluation and teachers' absence. They also reveal the inappropriate conditions in their classrooms. The data reveal also that the most frequent behaviour among pupils is bullying followed by hazing and harassment. The third antisocial behaviour is vandalism which takes many forms that range from

defacing, damaging to breaking the school property. The least frequent antisocial behaviour among pupils is theft. Two things need to be said concerning the occurrence of the last two behaviours. First, the cases recorded do not depict the real behaviour of the pupils because of the eyes of the school surveillants which are kept on them besides the presence of the researcher which will inevitably alter their behaviour. Second, the time spent on observing pupils during the breaks (20 mn a day) does not allow the researcher to know exactly the real behaviour of the pupils. Finally, it is worth mentioning that the information, the researcher is able to gather, represents the pupils' behaviour of four days since one day is devoted to parents who wish to see their kids' teachers.

Ichemoul Secondary School Grid: 3

Day: 1

On the 18th of December 2017 at 9 o'clock, the researcher has started observing 1S2 pupils (first year pupils scientific stream) in room 12. The first disciplinary problem that has attracted the attention of the researcher is the absence of 6 pupils. Second, it was very difficult for the teacher to get the attention of her pupils because of the chattering and disruptive talkers. Disobedience is noticed when the teacher asked a pupil to stop talking. This latter replied by saying, " I am not the only who is talking." The only cases of antisocial behaviours the researcher has seen are 1 case of harassment and an act of vandalism when a pupil tore the curtain of the window. No cases of theft or cheating have taken place.

Day : 2

On the 19th of December 2017 at 11 o'clock, the researcher has visited 3M1 pupils (third year pupils math) in room 8. He has noticed the absence of 4 pupils. When the teacher started his lesson, some pupils were still chattering. After a while some pupils began complaining about the cold in the classroom. The teacher was defied when a group of pupils sitting at the back of the classroom refused to do the activities the teacher has asked

them do. Two antisocial behaviours are noticed. The first is bullying and the second is vandalism when a pupil engraved his name on his table using a sharp metal.

Day : 3

On the 20th of December 2017 at 10:05, the researcher has visited 1S2 for the second time. While observing them, he has noticed their continuous chattering that impacted the teacher's lesson. He has also witnessed pupils complaining about their teacher's refusal to answer questions asked by two pupils who were absent. As far as antisocial behaviours are concerned, the researcher has witnessed 2 bullying behaviours, 1 case of harassment and an act of vandalism when a pupil destroyed the plastic dustbin just after the bell announcing the end of the session. No cases of theft or cheating are noticed during that day.

Day : 4

On the 21st of December 2017, the pupils are absent because of the open day the administration has organized for parents to enable them to see their kids' teachers and talk to them about their children's performance and behaviour.

Day: 5

On the 7th of January 2018 at 10:05, the researcher has visited 3M1 pupils for the second time. After observing their behaviour, he has witnessed 3 cases of disruptive talking that influenced negatively the classroom atmosphere. The researcher has also noticed a verbal aggression during a group work that the teacher has asked the pupils to do. Three antisocial behaviours have been exhibited by pupils. The first is a bullying act, the second is a case of harassment and the last is vandalism in which the cover of the heater was broken by a pupil who was sitting at the back of the classroom.

Observing pupils' behaviour for four days during one hour enabled the researcher to gain useful information which reveals the following facts. First, chattering and disruptive talking are the most frequent disciplinary problems among pupils of both classes. Second,

complaints are less common when compared to the aforementioned problems. The pupils' complaints reveal their discontent of some aspects which have a direct link with the teaching learning process. Third, absenteeism is issue among the pupils since it affects teachers and pupils as well. Fourth, defiance and disobedience of teachers' orders and instructions are noticeable in some pupils' behaviour. Fifth, aggression is rare as it occurred only once. As far as antisocial behaviours are concerned, the information gathered when observing pupils show that bullying is the most frequent behaviour followed by some cases of hazing and harassment. The third antisocial behaviour is vandalism which took many forms such as the breaking of chairs, drawings and etching of pupils' names on tables and walls of the classroom. Theft is the least frequent behaviour. No cases of cheating are recorded because of the fact that the period of tests is over. Finally, it is important to mention that it is not possible to observe pupils for five days because of the open day which is organized on the 21st of December.

VII.3 Discussion of results

After having observed the pupils of the six schools for five days during three distinct periods of time in the schoolday, the researcher has gathered substantial information about their behaviour before the school begins, when it starts, during the morning and afternoon breaks and when the school finishes at 12 and 5 o'clock.

Just before the start of the school, the researcher has noticed that aggression in the six schools is the most frequent behaviour. He has also seen that cases of verbal aggression outnumber the physical ones. The different cases of complaints are clear indications of pupils' dissatisfaction regarding aspects related to teaching, evaluation, activities, home works, projects and even the inappropriate conditions inside the classrooms. Concerning pupils' antisocial behaviour, the researcher has noticed that bullying ranks in the first position followed by hazing and harassment. Vandalism and theft come in the third and fourth positions respectively.

Inside the classrooms, the pupils of the six schools showed nearly the same disciplinary problems. For example, verbal aggression is very frequent when compared to the physical one. The complaints show that the pupils are unsatisfied with issues like teachers' methods of teaching, evaluation, teachers' inability to manage successfully their classrooms and the unhealthy atmosphere where learning takes place. Chattering and disruptive talking seem to be chronic inside the classroom and place serious limitations on what both pupils and teachers can accomplish together. Although cases of absenteeism and defiance in the six schools are less frequent, they still impact negatively the teaching learning process.

The antisocial behaviours exhibited by pupils show that bullying is the most serious problem that prevents pupils of benefiting from the teaching learning process. Cases of hazing and harassment among pupils are less common when compared to bullying. The data, the researcher has gathered, indicate that pupils often engage in different forms of vandalism that target the school property either by writing, drawings, breaking or damaging the school furniture like chairs, tables, heaters, windows, doors and curtains. Finally, theft is a rare problem in all the schools where pupils' behaviour is put under observation.

During the morning and afternoon breaks, the pupils of the six schools showed identical disciplinary problems. For example, verbal aggressive cases have been recorded in all schools, but their occurrence differs from one school to another. The second noticeable thing about aggression is the fact that cases of physical aggression inside the school are few because of the presence of the school staff. Through the various cases of complaints, the researcher has noticed, that the pupils of the different schools complain about the same problems and show their unhappiness and dissatisfaction as to certain practices and behaviours inside their classrooms. The data related to pupils' antisocial behaviours reveal that bullying is a phenomenon that is very common among pupils followed by harassment and hazing cases which distract the harasser and the harassed from tasks at hand. Theft among pupils of the six schools is very rare since it is not easy to commit it during the

breaks when the members of the school staff keep an eye on pupils' behaviours so as to discourage them from misbehaving.

Pupils' behaviour after school either at 12 or 5 o'clock shows that the first disciplinary problem is verbal aggression. The second problem is related to complaints which demonstrate the pupils' worries and concern about matters that have a direct link with the teachers' ways of conveying messages, dealing with pupils, managing and controlling their pupils and the appropriate learning and teaching environment that helps pupils to excel and discover their real potential. In one word the pedagogical resources for conducting the effective lesson in the classroom are greatly impacted. As far as pupils' antisocial behaviour is concerned, the researcher has noticed that bullying comes in the first position in the six schools. He has also noticed that hazing and harassment among pupils are very common. Vandalism under all its forms has been recorded in the six schools and this in its turn is the proof that it is becoming a chronic behaviour among some offenders who spoil the learning environment not just for themselves, but for their classmates, teachers and the school personnel as well.

Chapter Eight

Suggestions and Recommendations

Chapter Eight: Suggestions and Recommendations

Introduction

Today pupils' behavioural problems and indiscipline have become an issue for teachers, educators and counselors. These problems are at least troublesome and at the most disruptive. In many schools, antisocial behaviours and indiscipline have become very common and appear as an epidemic which moves and extends swiftly changing completely and drastically the public schools and even the teachers' self perception of teaching itself.

It is a common knowledge that there is no a miracle cure that will help curb or lead to the total eradication of all the problems that teachers are currently encountering in their classes, because what works well in one setting may be less or totally ineffective elsewhere. The suggestions and recommendations, which the researcher will suggest, are derived from the analysis of the teachers' and pupils' and administrative board questionnaires and from his own experience in teaching. The first part will be concerned with pupils' disciplinary problems namely defiance, disruptive talking, blurting, chattering and complaining and absenteeism, whereas the second will be concerned with the following pupils' antisocial behaviours: bullying, vandalism, hazing and harassment, aggression, theft and cheating.

III.1 Pupils' Defiance

Responding to defiance is a very hard experience that teachers go through frequently. As authoritative figures, teachers are required to take the appropriate measures before losing the control of their classes. When teachers are defied, it is suggested that they should from

shouting or threatening because these reactions can perpetuate or intensify the problem that should be avoided. but at the meantime, there are a lot of ways that teachers can resort to in order to handle defiance.

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

There are a lot of strategies that can help teachers handle problems related to defiance. The first way is to remain silent rather than responding directly. As teachers are not the cause of this antisocial behaviour, they are advised to help rather than confront. When doing so, teachers are conveying to all the students that the defiant is the problem and not someone else. The teachers' reaction may give the defier a chance to change his/her behaviour. In cases where the situation may become serious, teachers would better delay any reaction and limit themselves to requests such as "Let's not talk about it here" and put the students' name on the list of behaviour modeling.

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

III.2 Disruptive Talking and chattering

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

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

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

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

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

Today chattering in classrooms has become somehow a chronic phenomenon nearly in all schools and teachers' mission is negatively affected as this behaviour impacts their

work, the pupils' concentration and distracts them from tasks at hand . It is true that teachers can solve this problem when it takes place, but this depends heavily on their levels of resistance to the disturbances which in their turn vary according to personality and state of fatigue. It is equally true that every teacher has his/her own ways of dealing with the unsettling moments resulting from chattering that differ from those adopted by other teachers when they find themselves in front of this disciplinary problem. Here, it is crucial for teachers to work as a team concerning acceptable behaviours inside their classrooms so as to be consistent and give the learners the feeling of educational coherence.

There is no magic formula that can help teachers put an end to chattering, but establishing eye contact with offenders together with reminding them of the rules, describing the behaviour and how it makes them feel or simply applying the appropriate sanctions can stop the behaviour. If this does not work and the disturbance engendered from this behaviour persists, or a great number of learners join in chattering, teachers are advised to open the windows and change the activity by asking the learners to work individually, in groups or by assigning a relaxing activity then back to the activity the teachers have already assigned or prepared. At the end of the lesson or the moments teachers judge suitable, these latter should meet the learners responsible for the continuous disturbances so as to talk to them in private and discuss their behaviour and take the necessary measures that will discourage them from behaving in the same way in the future. In case this does not succeed in refraining them from doing what they usually do, it is advisable and preferable as well to seek the help of the school counselor.

VIII.3 Complaining

Having learners in one's classroom who complain about issues related to teaching, evaluation or the importance of certain lessons is often an experience that teachers take personally. For a lot of teachers, these moments are difficult to handle because they lack training about the best ways of getting along with them. However, teachers can cope with learners' critics or complaints by paying attention to learners say, because in most cases they reveal misunderstanding or they are simply messages aiming at help that learners have failed to formulate in the appropriate ways with the right words. Complaints about the number of homeworks, workload, or exams' timetable are problems that teachers can solve easily by negotiating with the class as a whole.

Daily critics and complaints are considered as a moral harassment that leads to anxiety and stress. There is no explicit way that teachers have to follow so as to respond to complaints, however, it is advisable to avoid reacting in personal ways and check whether what learners say is intentional criticism or simply a wrong formulation of the real intention of learners. In this context, it is preferable to offer opportunities to learners to say again what they have said using sentences like, "Do you mean.....?","I do not understand, would you please.....", or "Do you imply.....?". By doing so, teachers can get rid of the confusion resulting from misunderstanding or learners' inability to express themselves in effective and appropriate ways. Another way of dealing with complaints and criticism is to reformulate what learners have said using the suitable words which will have direct and positive effects on learners' communicative competence.

When complaints persist, it is usually useful to discuss thoroughly the issue by involving learners in an attempt to find out the best ways of coping with such matters and ensure that they do not occur again. In rare cases, teachers experience anxiety and feel bad as a consequence of their learners' continuous complaints and criticism. Inspectors and colleagues can help solve the problem through taking initiatives and talk to learners. If this fails, teachers should not hesitate to inform the school council and the administration to remind learners of school rules and if this does not yield the desired results, disciplinary measures must be taken against the offenders.

III.4 Absenteeism

Absenteeism is nowadays a problem that schools are currently suffering from as learners miss classes for countless reasons. Learners' absenteeism can take many forms: Generalized absenteeism from all subjects, with the risk of drop out, absenteeism resulting from failure in a given topic or strategic absenteeism during exams or specific activities. Though schools have their own rules to deal with pupils' absences, teachers who are concerned with their pupils' academic achievements can do much to help their schools and pupils to overcome absenteeism under its different forms.

Teachers who want to change their pupils' behaviour are asked to make some concessions and adjustments and avoid questions related to the their pupils' absence. The first adjustment is to work on the present lessons and forget about the previous ones, since working on both is a heavy burden for both teachers and their pupils. This does not mean

that they should forget completely about previous lessons; teachers may direct their pupils to what has been seen to support the present lesson through suggesting handouts, peer help and even individual help if time allows. Helping pupils to demonstrate a competency level in the activities they undertake by selecting special activities can enhance pupils' self-confidence and motivation.

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

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

The last resort is to talk to parents as soon as the teachers notice the absence of these pupils. Informing parents of the frequency of their children's absence together with the steps teachers had undertaken can help solve the problem. Some parents are not fully aware of the importance of regular attendance and think that missing classes does not influence their children's achievement. It has to be made clear that teachers, parents and the school personnel, including administrators and the counseling team, have an obligation to cooperate in order to work in an atmosphere free from interruptions and distractions so as to make the pupils benefit from the school experience. If a pupil is a habitual absentee, the teachers of the same class need to get in touch with each other and with other colleagues when necessary so as to work together to find the best solutions that can help get over the problem. Sometimes pupils' absence is not related to given subjects or failure in certain topics, so here teachers are asked to think about meeting parents and make the pupil in question sign whenever he/she is present and refer him/her to the school counselor. In case of disciplinary absence, teachers are asked to talk to the pupils so as to know the reasons behind the absence and at the same time to offer opportunities for making up such as individual or collective projects or adapted programs.

Most disciplinary problems and antisocial behaviours teachers are currently having in their classrooms may fade away if learners are involved in establishing their own classroom discipline. Traditionally, teachers are used to directing learners and very often try to solve their problems without involving them or being attentive to their opinions concerning the best ways of fixing their problems. Learners, too, refuse adults' attempts to have power on

them and shape and manipulate them into acceptable and good behaviours without knowing their priorities.

Nearly in all schools, teachers talk and print their own classroom rules at the beginning of the school year, post them so as to make learners knowledgeable about them and at the meantime to deter them from misbehaving. School counselors and the administration do the same thing and post rules in halls, libraries and even the school yard, but learners always find ways to violate the rules and act in disaccordance with the school or classroom rules. Here, the causes that make learners deviate from the rules and hence misbehave deserve a closer examination.

When disciplinary and behavioural issues are taken and considered as a common task by teachers, learners, school board and parents, there will be a great likelihood that they will not take place. We believe that regular and ongoing classroom meetings at the beginning of the school year are effective means that allow time for all the active members of the school to learn social and life skills that are as important as academics. In this context, teachers are advised to schedule and hold regular meetings where they explain to their learners the benefits of being together and the importance of agreeing about the norms, rules and attitudes they need to respect in order to become happy, effective and active contributing members in their classrooms and eventually in their own society.

The key to the success of classroom meetings is to be attentive to learners' needs, wants and desires and stop what learners consider as preaching because they need to be given the

opportunities to decide about things they would like to see in their classrooms. Involving the total class is a crucial element that enables learners and teachers as well to the issues that may engender problems that must be dealt with at the expense of serious teaching and learning because acquiring social skills and all what it takes to live together cannot be attained if only few learners are involved in establishing classroom discipline.

Learners' involvement in true dialogues that aim at finding solutions to real and practical concerns of all learners is the second key of the success of all classroom meetings. This does in ways mean that teachers' contributions will not be welcome at this stage. On the contrary, these latter should seize the occasion so as to suggest their own concerns to those of their learners in an attempt to be solved. Once teachers and learners engage seriously and collaborate effectively to figure out the best ways to find solutions to the most common and frequent problems, learners will understand the true meaning and the value of being together and the importance of accepting differences.

In order to enable learners to know each other, teachers can prepare activities where the learners introduce themselves by the use of cards which contain all the necessary information that the members who constitute the same class need to know about each other. Teachers can also ask learners to split into small groups and try to think about the norms, values and behaviours they wish to see in their classrooms and which guarantee the proper functioning of the classroom. Once this is done, teachers should ask learners to compare their findings with those of their classmates to make them discover that though they belong to the same class and have nearly the same age, they still may have several representations

of respect, justice tolerance, cooperation.....etc. At this stage, teachers should help learners spot the common norms, values, rules and behaviours so as to add them to their own lists. Equally important, teachers should remind learners about what they have forgotten or neglected concerning the possible rules, values and norms which may yield mutual respect and establish the right atmosphere which are responsible for the well-being of the whole group.

Inviting learners to construct collectively their own classroom rules by comparing the different lists they have come up with is of a vital importance for the learners themselves. In other words, all learners will notice that they have a word to say and a voice that must be heeded. For learners, this constitutes an opportunity where they have to think about all the possible rules, norms and attitudes and behaviours that ensure the respect of everyone and protect the rights of all. In the same context, teachers should even go further and encourage learners to think about real examples of non-compliance and make them consider the eventual consequences meted out to offenders and make them know that the teachers are unique guarantors of security and the teaching learning process inside the classroom.

After having prepared their own rules and enriched them from those of their classmates, teachers should ask learners to put the rules under different headings and categories related to respect, communication, cooperation and collaboration. At the end of this operation, a final copy on which appears all the learners' classroom discipline code must be printed and distributed to learners who need to sign it. Teachers and parents as well have to sign the same copy. By doing so, parents will know about the classroom code that their own kids

have come up with and in this case it is believed that there will be a little chances of disciplinary problems because the rules have stemmed from the learners and have not been imposed by some authoritative figures who are completely ignorant of their needs and priorities. Finally, it is worth mentioning that the list of rules is never final one, but rather a provisional one that needs regular and constant changes and improvements, because learners cannot foresee all the issues that may prevent them from getting full benefits of teaching learning process. So, in case of novel disciplinary and behavioural issues or new unsettling moments, teachers can organize short classroom meetings to discuss the new problems so as to fix them. In so doing, learners will develop a sense of responsibility and hence they will take initiatives when and where necessary to participate in the elaboration of the new rules that are the fruit of exchange, communication and differences acceptance among the different members of the class. All in all, regular and ongoing classroom meetings are opportunities among others that teachers should grasp in order to establish and maintain order and discipline in most schools. The timing and the discussed issues in classroom meeting depend heavily on the type of the class and the learners the teachers may have in their own classrooms.

VII.5 Pupils' Bullying

The first step towards trying to eradicate such a behavior is to formulate a school policy on bullying. As any other policy, it must define bullying together with its different forms and seek the full commitment of teachers and the school personnel. This policy must include clear statements about the rights and responsibilities of teachers and pupils with

respect to bullying and procedures for intervening. This policy should set the scene for classroom discussions about bullying where pupils can learn through projects and activities that no one is allowed to scorn or humiliate anyone else due to her/his sex, physical appearance or height. This will be a fruitful occasion for the perpetrators of this behaviour to know some information that may counter their stereotype provided that these occasions are brief and do not waste pupils' time.

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

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

insights about their children's attitudes and reactions to bullying. Bystanders, though not directly concerned with bullying themselves, need not remain silent; rather they are asked to intervene making sure not to be bullied themselves.

VIII.6 School Vandalism

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

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

Helping students understand the consequences of vandalism on them, their teachers and on the school is another way which discourages other students from engaging in vandalism. Teachers can do this, not by giving long lectures on why some students have been distractive because it is known that this will accomplish very little. Instead, teachers

are advised to make their students realise the impact of vandalism indirectly, for example by showing how much it costs to repair vandalism and how it can affect the school and drain the needed financial resources.

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

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

VIII.7 Harassment

Harassment in schools results in a hostile environment which inevitably has a negative impact on pupils' education and well-being. It also causes pupils to feel unsafe and experience constant fear. Since most cases of harassment take place in schools, it becomes clear that teachers, school counselors and the administrative staff can play a crucial role in fighting this behaviour. In the first place, pupils themselves should know that problems related to harassment will not fade away on their own, if no actions are taken. In this context, pupils must address instances of harassment as soon as possible and tell someone to prevent the situation from getting worse. In doing so, the harassed can have a chance to get the help from their classmates, teachers, counselors or the person in charge inside the school.

Teachers can play an important role in handling this behaviour through referring pupils to the different forms of harassment such as: threats, intimidation and abuse. They can as well teach pupils to accept the differences that may exist between the pupils of the same class. Differences in race, colour, religion and ethnicity that usually give rise to instances of harassment must be seized by teachers as means that strengthen the group and make its identity.

The school counselors, who are well-versed in matters related to pupils' behaviours, should organize ongoing meetings with pupils of the different levels so as to make them familiar with the various forms this behaviour may take and make them aware of the likely negative consequences on pupils, teachers and the school atmosphere .

Finally, the school staff should establish its own policy regarding harassment through which pupils will be informed about the course of actions to be taken whenever cases of harassment take place. In addition to this, sanctions and disciplinary measures should be clearly stated and displayed where necessary for all pupils to see them. In sum, harassment poisons the learning teaching environment and hence the efforts of all the active members of the school must be united so as to minimize its perverse effects.

VIII.8 Aggression

Dealing with pupils who act aggressively toward their classmates is problematic for most teachers because they have not been trained in solving such unsettling moments. Usually an aggressive behaviour is the result of a pupil who fails to settle disputes or conflicts with his/her peers. Since teachers' role is not just limited to transmitting knowledge, but to ensure that the atmosphere where learning and teaching take place is serene and safe so whenever fights or disputes happen, teachers should be firm and assertive so as to stop them. Here, it is advisable to use a strong voice so as to get the attention of the pupils involved in the conflict and avoid disciplining in a harsh way the aggressive pupil because this may engender more problems.

Responding in calm ways to the aggressive pupil is the second step towards resolving this problem. It is true that staying calm is difficult, but teachers are asked to give importance to the words they use and the stances they take when dealing with aggressive behaviours. If this does not work, and the aggressive pupil is still yelling, teachers need to keep calm and

give a chance to the pupil to express what upsets them without interrupting them because this helps a lot in getting rid of anger and enables them to reflect on their behaviour. If a pupil's aggressive behaviour intervenes negatively with learning and teaching, teachers should consider separating him/her from the group by asking him/her to go out for few minutes or by sending him/her to the office to calm down.

Very often after being aggressive, pupils expect teachers to react punitively, here teachers need to talk privately to pupils and be smart and express their confidence that they can settle peacefully their problems without hurting other pupils' feelings. Usually this gives the pupils the opportunity to reveal the hidden motives which are at the origin of their aggressive behaviour. Teachers should listen attentively and without interrupting the pupils while talking about things that angered or bothered them. They should equally help pupils find other ways to express themselves and use words instead of hands, insults or threats.

So as to avoid future conflicts, teachers can have pupils who have been aggressive towards their classmates to apologize and make the necessary amends because this will have a positive effect on the class as a whole as it strengthens the bonds which hold the group together. This does in no way mean that teachers should oblige the pupil in question to apologize, or impose on them to do so, since this may engender more problems. So it is better to encourage him/her to do so in an attempt to teach him/her to control him/herself and avoid future aggressive behaviours from occurring. Finally, teachers can design their own forms of aggressive behaviours that pupils must fill in and describe what caused the conflict, how the pupils behaved and how they could have settled the conflict in different

manners. In this context, teachers can meet with pupils involved in the dispute in order to discuss their reactions and answers. In doing so, a record will be kept and can be used as a guide to deal with future conflicts and eventually will offer teachers, administrators and even parents opportunities to reflect upon it and help kids alter their behaviour.

VIII.9 Theft

As theft has become very common in schools and takes place in classrooms, it becomes clear that teachers feel involved and need to take actions to protect the learning environment and learners' belongings because this antisocial behaviour may sour learners' feelings about their school environment or make them feel unsafe. While many schools have security personnel, some do not and rely mostly on teachers, the administrative staff to police the classrooms, halls and the court yard. Regardless of the level of security, it is important to teach teens to prevent theft because it is often difficult for teachers to intervene and fix its problems especially when ignoring the person who committed it or suspecting someone without having tangible proof. Nevertheless, teachers can play a big role in eradicating this behaviour especially when it is rare in their classes by allowing the author of theft to restore the stolen object in an anonymous manner. In case the stolen object is not restored and theft is frequent, it is preferable not to deal with the problem alone, but to involve the administration and the school counselors. It is also important to avoid searching for the stolen object by asking learners to empty their school bags or pockets for this paves the way to other disciplinary problems that will have perverse effects on the both teachers and learners and the classroom atmosphere in general.

It is usually very useful to prevent theft rather than dealing with it when it happens in someone's classroom. Preventing this unaccepted behaviour can be done through different ways. First, teachers need to remind pupils to keep their money or any valuables out of the sights of their classmates and never leave belongings like glasses, gloves, hats, purses unattended during school hours or breaks. In case pupils have their own lockers inside the school, teachers should remind them to keep them locked. Second, teachers should remind and ask their pupils to consider leaving electronic devices at home, and tell them to write down their serial numbers beforehand so as they can be easily tracked in case of theft. As far as books are concerned, teachers can ask their pupils to write their names on different pages or include personal signs to facilitate their recognition when theft happens. Finally, it is important to make pupils aware of the disastrous effects that this antisocial behaviour can have on the bonds that hold them together as a group by seizing the opportune moments to talk about it and eventually help solve this thorny issue that is gaining more and more ground in most secondary schools.

VIII.10 Cheating

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

ends, teachers, invigilators, and tests administrators have to go through a process that includes test preparation, classroom choice, invigilation, correction and grading.

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

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

whom they suspect of cheating. In case of identical exam sheets, knowing where the students sat is often a crucial fact that can be used by teachers later to charge students with cheating.

Invigilation is the most frequently recommended strategy for preventing cheating. It is important that invigilators know what is expected from them. Before the beginning of the exam, invigilators are advised to give directions where clear and specific information about the penalties of cheating. Equally important, all personal belongings should be left at the front of the room, including mobiles and any other electronic devices. Teachers should ask students with baseball hats to turn the brim to the back or remove the hat as it is a common place where cheat sheets are kept. Effective invigilation requires the test giver or the invigilator to remain attentive during the test by actually observing students and keeping an eye out for behaviours that would arouse suspicion. Moving around the room throughout the entire test is a useful way of deterring cheating, though it may create an environment of suspicion, mistrust and anxiety to test takers.

Cheating can take place even if tests are well designed and test givers and invigilators were attentive and keep moving around during the test period. After correcting and evaluating the exam sheets, students can cheat when they are given their sheets for verification. At this level, teachers are required to be more attentive since students have developed new ways of cheating that are not easily identified such as adding information, altering answers and in some cases changing the grades. Before giving students their exam sheets, teachers are advised to keep track of how many copies are handed out and how

many are handed back to know if some are missing, especially in case of the absence of some students. Teachers should ask their students to write tests in pens rather than pencils so answers cannot be changed later and resubmitted for more grades. When teachers suspect a student or a group of students of altering their exam sheets, photocopying them before handing them out is a very reliable means of charging them with cheating.

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

Conclusion

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

General conclusion

Effective teaching and learning take place in pleasant and non-threatening environment. When teachers and learners feel menaced, anxious, worried or insecure because of indiscipline and antisocial behaviours of some learners, serious teaching and learning will be inhibited. Disciplinary problems that have become a part of the daily life of pupils in their schools impact them negatively and in various ways. Most disciplinary issues distract pupils' attention from tasks at hand and waste time on restoring order and discipline and this is always done at the expense of the lesson time. They also influence pupils' concentration and motivation that are very important for any teaching/learning process and eventually compromise their achievement. Disciplinary problems deprive learners from the sane atmosphere that leads necessarily to good performance. In addition to that, they influence the partnership that ties learners together and limit drastically what they can accomplish together. They are also responsible for suspicion and confusion which in their turn lead to the loss of the group spirit that hold the pupils of the same class together.

Antisocial behaviours affect learners in numerous ways and at varying degrees. They poison the learning atmosphere where serious learning should take place. Initiative taking and seizing opportunities to gain knowledge which are vital for success are greatly impacted by the antisocial behaviours exhibited by some chronic offenders. The bonds and relationships that pupils toil too hard to build are broken as a result of permanent behaviours that are socially unaccepted. They chances of excelling and showing his/her hidden and real

potential is also negatively affected as pupils will be much more concerned with their safety and security rather than their capacities to perform better and achieve good grades.

Teachers who stand for authority in their classes and who are called to maintain healthy environment in their classes are also influenced by pupils' indiscipline and antisocial behaviours. In most cases of indiscipline and socially unaccepted behaviours, pupils expect teachers to assume the roles as authoritative figures. This in fact constitutes a dilemma to teachers, since they are torn between concentrating on teaching and taking the necessary and the immediate actions to stop disciplinary issues and hopefully further antisocial behaviours. When teachers decide to take actions to handle the cases of discipline or inconsiderate behaviours, this is done at the expense of the time devoted to lessons. In case they ignore or delay their intervention hoping that pupils responsible for troubles will stop misbehaving, their authority is questioned by pupils and hence more problems will take place. Similarly, resuming work once disruptions occur becomes very hard and in most cases the whole teaching/ learning process becomes pointless.

Antisocial behaviours that teachers are currently having in their classrooms bear negatively on teachers' state of mind as they believe that it is their duty to protect serious teaching and learning. The normal flow of lessons is greatly impacted as result of teachers' continuous interventions in order to fix and find suitable solutions to problems that arise. Sometimes teachers are asked to play new roles for which they have not received any training especially in cases of theft and vandalism. These latter create tense and suspicious atmosphere inside the classrooms and make teaching more problematic as teachers will be

more concerned with finding who the guilty pupils for theft and vandalism are rather than focusing on their teaching and the efforts they have to make so as to give effective teaching. Feeling insecure pushes some teachers to think about their own safety and hence pay little attention or ignore disciplinary and behavioural issues since they believe that their mission is to teach and not to play the role of policemen. With such an attitude, the whole teaching and learning process becomes ineffective.

Though the administrative staff is not directly related to the teaching and learning which take place in classrooms, still they are aware of the disastrous impact that indiscipline and inconsiderate behaviours, which have become common occurrences in the schools, can have on pupils, teachers and the members of the administration. The administrative staff of the six schools agree that the influence of pupils' indiscipline and antisocial behaviours can be seen in the tense feelings, stress and anxiety which have become part of their daily life. For them, more energy and efforts are made to maintain order and discipline. More time is devoted to settling disputes and fixing problems that have little or nothing to do with teaching and learning. Extra money is paid especially in cases of vandalism so as to repair or by new furniture. For the members of the administrative staff, pupils' disciplinary problems and antisocial behaviours cause enormous troubles which necessitate efforts and energy that should be normally directed to the well being of all pupils inside the school and not for offenders and undisciplined learners who render life in schools difficult for themselves and for their classmates.

People in the profession believe that disciplinary problems will not go away and teaching will become more and more difficult. They also believe that discipline evolves from team concept. The team consists of pupils, teachers, school personnel and parents. As these groups have necessarily apparent differences in the background knowledge related to discipline, they think that some of the disciplinary problems will fade away provided that they exchange ideas and previous experiences concerning the suitable ways which permit to reduce the rate of these problems in schools. If public schools are to survive, efforts must be initiated, appropriate measures must be taken, more skilled, dedicated and better equipped teachers, counselors, educators and even ministers are needed. Finally, this dissertation is an attempt to raise awareness among the active members of the educational system in Algeria and hopefully other researchers will work on the same subject, but include other disciplinary problems and antisocial behaviours that this dissertation did not cover, so as to provide more information about the problem under scrutiny because this work does in no way present an exhaustive list of all discipline and behavioural issues that the Algerian secondary schools are currently facing. It is also worth noting that what works today with pupils' indiscipline and inconsiderate behaviours may not work tomorrow, so teachers must update their knowledge and equip themselves with an armada of ways and methods of dealing with pupils unexpected problems.

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Appendix 1: Pupils' Questionnaire

Dear pupils,

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

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

Mr. GOLEA Tahar

Department of English

Faculty of Letters and Foreign Languages

University of Batna.2

Section One: Nature of Disciplinary Problems and antisocial behaviour

Question 1: How many disciplinary problems and antisocial behaviours are there in your classroom?

a- A lot b- Few c- None

Question 2: Disciplinary problems and antisocial behaviours have negative effects on your learning.

Yes No

If 'Yes' how?

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

Question 3: Which of the following behaviours affects you more? Use numbers from 1 to 09.

Bullying	
Cheating	
Defiance	
Vandalism	
Disruptive talking	
Absenteeism	
Aggression	
Theft	
Harassment.	

Question4: Disobeying teachers' orders, directions and instructions makes learning ineffective.

a- Agree b-Disagree

Section Two : Cheating

Question 5: How common is cheating in your classroom?

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

Question 6: When you see someone cheating ; do you

- a- Report it to your teacher ?
- b- Ignore it ?'

Question 7: Does cheating have any negative consequences on you as a pupil?

Yes No

If "Yes", how?

.....

.....

Section three: Absenteeism

Question 8: Do other students' absences affect you?

Yes No

Question 9: The teaching/learning process will be negatively affected by the habitual absentees when they decide to attend the class.

a- Agree b-Disagree

Section four: Disruptive Talking

Question 10: Disruptive talkers disturb the class.

a-Agree b- Disagree

Question 11: Restoring order reduces time devoted to lessons.

a-Agree b-Disagree

Section Five: Defiance

Question 12: Have you ever disobeyed your teacher?

Yes No

Question 13: Does disobedience affect you?

Yes No

If 'Yes', how?

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

Section six : Aggression

Question 14- How common is aggression in your class?

- A- Never happens
- B- Rare
- C- Fairly common
- D- Nearly everybody does it

Question 15- Have you ever aggressed or been aggressed by one of your classmates?

Yes No

Question 16- Aggression impacts the teaching learning process negatively?

Agree Disagree

Section eight: Bullying

Question17: Does bullying happen in your school?

Yes No

Question 18: Is bullying:

a- Rare b- Common

Question19: What forms of bullying do you see in your class?

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

Question 20: In what ways does bullying affect your learning?

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

Section nine: Vandalism

Question 21: Have you ever witnessed acts of vandalism?

Yes No

Question 22: When your friends engage in vandalism you feel:

a- Amused

b- Annoyed

c- Indifferent.

Question 23: Can serious learning take place with partly or completely damaged material?

Yes No

If "No", please explain.

.....

.....

.....

Section ten: Theft

Question24- How often does theft occur in your class?

A- Always

B- Often

C- Sometimes

D- Rarely

E- Never

Question25- Have you ever been a victim of theft in your class?

Yes No

Question26- How does theft impact negatively the classroom atmosphere?

.....

.....

.....

Section eleven: Harassment

Question 27- How common is harassment in your classroom?

- A- Nearly everybody does it
- B- Fairly common
- C- Rare
- D- Never happens

Question28- Which among the following forms of harassment you witness more in your class?

- A- Insults
- B- Humiliation
- C- Intimidation
- D- Physical abuse
- E- Sexual abuse

Question29- Does harassment bear negatively on :

- A –The victim
- B- Harasser
- C- The teacher
- D – All of them

Section thirteen: Further Suggestions

Question 30: Please add any comments concerning the effects of disciplinary problems and antisocial behaviour on the teaching learning process.

.....

.....

.....

Appendix 2: Teachers' Questionnaire

Dear colleagues,

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

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

Mr. GOLEA Tahar

Department of English

Faculty of Letters and Foreign Languages

University of Batna 2

Section One: General Information

School:

Gender: M.....F.....

Question 1- How long have you been teaching English at secondary school?

Number of years:

Question 2- Is teaching at secondary schools:

a- Easy b-Demanding c- Difficult

Question 3- If "Difficult", is it due to:

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

Section Two: Nature of Disciplinary Problems and antisocial behaviours

Question 4- How much disciplinary problems and antisocial behaviours are there in your class?

a-A lot b- Few c- None

Question 5- Disciplinary problems and antisocial behaviours have:

- a- Many negative effects on your teaching.
- b- Few negative effects on your teaching.
- c - No negative effects on your teaching.

Question 6- If you choose options "a" and "b", please explain how?

.....

.....

.....

Question 7- Which of the following behaviours affects you more. Use numbers from 1 to 10

Bullying	
Cheating	
Defiance	
Vandalism	
Disruptive talking	
Absenteeism	
Aggression	
Blurting, chattering and complaining	
Theft	
Harassment	

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

a-Agree

b-Disagree

Section Three: Cheating.

Question 9- How common is cheating in your school?

a- Never happens

b- Rare

c- Fairly common

d-Almost everybody cheats

Question 10- What consequences does cheating have on learning and assessment? List the most common ones.

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

Section Four: Absenteeism.

Question 11 - Your pupils miss classes:

A. Always B. Occasionally C. Rarely

Question 12- The habitual absentees affect your teaching.

Yes No

Question 13-- If "Yes", how?

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

Section Five: Disruptive Talking

Question 14- Starting and resuming lessons with disruptive talkers in your classroom is:

a- Easy b- Demanding c- Difficult

Question 15- Do you think that disruptive talking undermines your authority as a teacher?

Yes No

Section Six: Defiance

Question 16- Have you ever been disobeyed or defied by your pupils?

Yes No

Question 17- Is it easy for you to teach effectively after being disobeyed or defied?

Yes No

Question 18- If “No”, why?

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

Section Seven: Aggression

Question 19: Aggression in your classes is a(n):

a- A frequent behaviour

b- An occasional behaviour

c- A rare behaviour

Question 20: What forms does aggression take?

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

Question 21: How do/does the aggressive behaviour(s) influence the teaching learning process?

.....
.....

Section Eight: Blurting, chattering and complaining

Question 22: Do your students engage in spontaneous speech that bears negatively on your teaching?

Yes No

Question 23: Is chattering a phenomenon that occurs in your class?

Yes No

Question 24: How does it influence your teaching?

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

Question 25: Complaining among your pupils is:

- A. Rare
- B. Less common
- C. Common

Question 26: How does complaining impact your mission as a teacher?

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

Section Nine: Bullying

Question 27- Bullying in your classes is

a- Rare b- Less common c- Common

Question 28- Which form(s) does take?

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

Question 29- In what ways does bullying affect your teaching?

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

Section Ten: Vandalism

Question 30- Have you ever witnessed acts of vandalism?

Yes No

Question 31-If "Yes", which form (s) did it/they take? List the most common ones.

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

Question 32- How do acts of vandalism influence your teaching?

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

Section Eleven: Theft

Question 33: Theft in your classes is a :

a-A rare phenomenon

b-A less common phenomenon

c-A common phenomenon

Question 34: In what ways does theft impact your mission as a teacher?

.....

.....

.....

Section Twelve: Harassment

Question 35: Harassment cases among your pupils are:

A. Frequent

B. Less frequent

C. Very frequent

Question 36: How do harassment cases affect your teaching and the classroom atmosphere?

.....

.....

.....

Section Fourteen: Further Suggestions.

Question 37- Please add any other comments concerning the effects of disciplinary problems and anti- social behaviour on teaching and learning.

.....

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.....

Thanks for your Cooperation

Appendix 3: Questionnaire for the Administrative Board

Dear colleagues,

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

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

Mr. GOLEA Tahar

Department of English

Faculty of Letters and Foreign Languages

University of Batna.2

1/ How long have you been working in Secondary Schools?

- a) Less than 10 years b) less than 15 years c) more than 15 years

2 / Is working in Secondary Schools today

- a- Easy b- Challenging/Demanding c--Difficult

3/ If “ Difficult” is it because of:

- a-The work load
b-Pupils’ indiscipline
c- Overcrowded classes

4/ Do you encounter disciplinary problems and anti social behavior in your School?

- a-Yes b-No

5 /-If ‘Yes’ how often do you encounter them?

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

6/ --Which factors among the following trigger more disciplinary problems and anti social behaviour?

- a- Psychological factors
b- social factors
c- Pedagogical factors

7-/ What types of disciplinary problems and anti social behaviour do you face in your School?

1.....2.....3.....
4.....5.....6.....
7.....8.....9.....

8-Do you think that disciplinary problems and anti social behavior bear negatively only on

- a- Teachers
- b- Pupils
- c- School personnel
- d- All of them

9/ How do they influence each category?

1/Teachers.....
.....
2/Pupils.....
.....
3/School personnel.....
.....

10/ According to you who cause/s shows more disciplinary problems and anti social behaviour in you school?

- a- Males
- b- Females
- c- Both of them

11/ Who is more likely to misbehave and engage in an anti social behaviour?

a- First year pupils

b- Second year pupils

c- Third year pupils

12/ Please explain why.

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

13/ Do you think that disciplinary problems and antisocial behaviour exhibited by first , second and third year pupils are identical?

a- Yes

b-No

4/ If 'Yes' , why?

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

15/ If 'No', why?

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.....
.....

16/ Should teachers and the school personnel treat pupils disciplinary problems and anti social behaviour in the same manner?

a- Yes

b-No

17/ In both cases say why.

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.....
.....

18-Do you think that sanctions taken against offenders can have positive effects on their behaviour?

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.....

19/ Please feel free to add any comments relate to the effects of disciplinary problems and antisocial behaviours on the teaching learning process.

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Thank you for your understanding, commitment and Cooperation.

Mr.GOLEATahar- OBSERVATION GRID University Batna 2	School :..... Date :.....Time :..... Class :.....Room :.....		
Disciplinary problems	Frequency	Antisocial behaviours	Frequency
Absenteeism		Bullying	
Disruptive talking		Vandalism	
Defiance		Hazing and harassment	
Aggression		Theft	
Blurting, chattering and complaining		Cheating	

Appendix 4: Learners' Observation Grid : Disciplinary Problems and Antisocial Behaviour

Mr.GOLEATahar- OBSERVATION GRID University Batna 2	Disciplinaryproblems		Antisocial behaviours			
Time :..... Place :..... Date :.....	Aggression	Complaint	Bullying	harassment	Theft	Vandalism
In the street before school Open at 7.45						
Outsideschoolafter 12 :00						
Afterschool Finish at 5.00						

Appendix 5: Learners' Observation Grid: School Outdoor

Date :	Disciplinary problems		Antisocial behaviour			
Place :						
Frequency	Aggression	Complaint	Bullying	Theft	Hazing and harassment	Vandalism

Appendix 6 : Learners' Observation Grid: Court yard

Résumé

Un apprentissage efficace ne peut avoir lieu que si les conditions et l'atmosphère sont favorables. Une fois les enseignants et les apprenants se sentent menacés ou risquent d'être agressés à cause de l'indiscipline et les comportements antisociaux émanant de quelques élèves, ni les enseignants, ni les élèves eux-mêmes ne peuvent profiter des opportunités offertes par l'école car ils seront préoccupés par leur propre sécurité que par les efforts qu'il faut fournir afin de garantir un environnement sain dans lequel l'apprentissage peut se produire. Cette étude a comme but de connaître les effets négatifs qui résultent de l'indiscipline et le comportement antisocial des élèves. Après avoir analysé et interprété les résultats obtenus par le biais des questionnaires et les grilles d'observation, on a constaté que les problèmes disciplinaires et le comportement antisocial ont des conséquences néfastes sur les enseignants et les apprenants. Les enseignants sont sévèrement touchés et ne peuvent pas être au top de leur performance due à l'indiscipline et les comportements inacceptables qui sont devenues très répandus dans nos lycées. Quant aux élèves, ils ne parviennent plus à étudier sérieusement dans une atmosphère où le bruit et le dérangement quotidiens, sont à leur tour, de caractéristiques permanentes dans la vie scolaire des élèves. La concentration, qui est un élément essentiel dans n'importe quel processus d'apprentissage, est profondément touchée ce qui prive les enseignants et leur élèves de montrer leur potentiel réel et de contribuer d'une manière efficace dans la réussite du partenariat qui existe entre les deux.