



Students' misbehaviors in Physical Education lessons: a sample from Turkey

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Abstract

Introduction. When preparing a lesson plan, one can design the subject to be taught, the teaching method and all related activities, and configure all this around the most appropriate available setting. Student misbehaviors during lessons seem to be the most significant factor that hinders instruction in spite of the teacher's efforts in effective class management. The purpose of this study is to present information about student misbehaviors encountered by physical education teachers and their frequency.

Method. This study has been conducted in the context of physical education and with 102 physical education teachers working for primary and secondary schools in the Turkish cities of Kırıkkale, Zonguldak, Artvin, and İstanbul during Spring Term of 2007-2008. The data have been collected through a "scale" developed for Physical Education. The data obtained were first evaluated generally and then analyzed and interpreted according to the gender of teachers and the type of school (primary/secondary) for which they work.

Results. Severe student misbehaviors were reported to be encountered rarely if at all: these negative situations can be overcome in cooperation with school administrators rather than being addressed within the structure of the lesson or by the teacher. Another significant result is that female teachers generally encounter more severe misbehaviors in comparison to male teachers.

Discussion or Conclusion. According to physical education teachers, students in secondary schools are more passive, reluctant, indifferent and withdrawn than students in primary schools during their physical education lessons. Generally, as the age level of students increases, students' misbehaviors experience an increase, too. Misbehaviors vary according to the grade level of students.

Key words: Physical Education, Students' Misbehaviors, Teachers.

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Introduction

When preparing a lesson plan, one can design the subject to be taught, the teaching method and all related activities, and configure all this around the most appropriate available setting. Student misbehaviors during lessons seem to be the most significant factor that hinders instruction in spite of the effort exerted by the teacher for effective behavioral management. The reason for this is that misbehaviors cannot be predicted in advance, even if the teachers has some expectation of them while planning the lesson. Nonetheless, it can still be argued that misbehaviors displayed by students during lessons include certain stereotyped behavioral patterns. There are even models put forward by many researchers as to what these behaviors are and how to cope with them. Charles (1992) categorized students' classroom misbehaviors under five headings and explained them as the following: 1- Attack: Students' physical or verbal attacks on the teacher or other students. 2- Corruption: Cheating, lying, theft. 3- Disobeying authority: Resisting what teachers ask them to do. 4- Disrespect in classroom: Talking loudly, weird behaviors, wandering around the classroom. 5- Wasting time: Not performing the duty assigned, being indifferent to the lesson, paying attention to things irrelevant to the lesson.

In their studies, Goyette, Dore and Dion (2000) classified pupils' misbehaviors in the subject "physical education" under three levels. Behaviors included in the first level are as follows: being distracted, talking, late arrival, no-uniform, leaving the room. Behaviors at the second level were listed as clowning around, quarreling, harassing, making noise, altering the activity, intentionally breaking the rules, withdrawing from participation in an activity. The ones included at the third level are criticizing one's fellows, destroying materials, aggressivity, dangerous conduct, rudeness, ridiculing, resisting instruction. Supaporn, Dodds and Griffin (2003) conducted a study in which they examined participants' perceptions of misbehavior in a middle school physical education setting. They observed a male physical education teacher and his 14 seventh- and eighth-grade students in a 10-day basketball unit. All the classes during the unit were observed and both the teacher and students were interviewed by the researchers in order to determine their perceptions of misbehavior. According to the teacher and the students, misbehavior is not acting in the way students were expected to. Various degrees of misbehavior were also classified by the teacher and the students. According to them, degrees of misbehavior ranged from mild to severe. "Fooling

around" was an example of mild misbehavior, and shooting baskets while the teacher is giving instructions was a moderate misbehavior. However, fighting was considered severe misbehavior. Furthermore, students' perceptions of misbehavior varied in terms of whether they or their own group of friends participated in a specific action. They were reluctant to identify an action as misbehavior when it occurred within their own clique (Supaporn, Dodds & Griffin 2003).

In a study conducted in Çukurova University, student misbehaviors experienced by students in the "Classroom Teaching" department were in line with the results of existing research—especially "Talking out of turn", "Being noisy", "Disturbing others," "Inattentiveness", "Chatting" and "Inappropriate movement". Almost all participants in the study focused on three main characteristics while defining students' misbehaviors: disturbing lessons, hindering others from participating in a lesson, and using threatening speech (arguing, quarreling, tattling) in the classroom. One student defined student misbehavior thus: "To me, misbehaviour is a behaviour that prevents others from concentrating on reading or writing activities. It also threatens the ongoing instruction or lesson" (Atıcı, 2007). Supaporn (2000) defined students' misbehaviors from the perspective of high school students. The students participating in the study defined student misbehaviors as not performing what they were asked to do by the teacher or performing what they were asked not to do. According to data obtained from the study, student misbehaviors have been categorized as harassment (criticizing peers, hurting peers, discrimination), not paying attention (fooling around, talking, using inappropriate language), not complying with the rules (not participating, not following class rules, not following activity rules, objecting to activities) and others (cheating, fighting, smoking). Infantino and Little (2005) found that the behaviors students report to be most frequent in occurrence are considered also the most wearisome behaviors. As a result of data analyses on student questionnaires, behaviors defined as talking out of turn, talking back, being out of one's seat, eating, hindering other children, making unnecessary noise, disobedience, physical aggression, unpunctuality, idleness/slowness, untidiness and others are regarded as the most wearisome and common behaviors. In his/her comparison between the most wearisome and common behaviors encountered by secondary school teachers, Little (2005) stated that the results were almost the same. The most common behaviors were also found to be the most wearisome behaviors.

Stephens, Kyriacou and Tønnessen (2005) studied how student teachers in Norway and England explained pupils' misbehaviors. As a result of analyses on data obtained from this study, behaviors were categorized under six main headings and expressed as follows: "1- Aggression towards other pupils" (bullying; physical aggression towards other pupils; using a mobile telephone during the lesson), 2- "Delinquent behavior" (bringing a striking or stabbing weapon into the classroom; being under the influence of substances), 3- "Oppositional deviance" (persistent breaking of class or school rules; hostile arguments with the teacher; cheeky or rude remarks or replies to the teacher; skipping lessons or truanting from school), 4- "Passive deviance" (getting out of seat or workplace without permission [if this is required]; being late for school or lesson; talking out of turn) 5- "Anti-social behavior" (racist remarks; vandalism) and 6- "Off-task behavior" (intentional work avoidance; interrupting other pupils). Bru, Murberg and Stephens (2001) studied pupils' misbehaviors by considering their association with family structure and negative life experiences. They explored pupils' misbehaviors through the use of a scale where students evaluated themselves. The researchers emphasized that there was no existing scale in common use which identified and evaluated pupils' misbehaviors. In their studies, they stated that a 10-item scale including behaviors such as bullying others, quarrels and fighting, disruptive behavior and truancy had been used as a data collection tool. Through a factor analysis, pupils' misbehaviors were grouped in two main dimensions as antisocial behavior towards other pupils (quarreling and conflicting behaviors including bullying others) and oppositional behavior towards teachers (weak concentration, inappropriate behaviors or bad temper toward the teacher, and truancy). It was discovered that student misbehaviors most commonly reported among adolescent students participating in the study were weak concentration and disruptive behaviors. Bru, Stephens, and Torsheim (2002) in their studies with 3884 students from grades 6 and 9 of Norwegian elementary schools, emphasized that there were considerable correlations between the students' sense of class management and the misbehaviors that they reported having displayed. It was expressed that differences in the type of class management were generally related to students' misbehaviors.

In another study revealing students' perceptions of classroom discipline strategies used in Australia, China and Israel, three different national scenarios were addressed in the

examination of how 748 teachers and 5521 students defined the types of discipline strategies used by teachers, and of student misbehaviors. It was observed that Chinese teachers were less punishing and aggressive in comparison to Israeli and Australian teachers, tending to cover up faults and be more supportive towards students. In all three countries, increased use of aggressive strategies in class management was interpreted as having the greatest association with student misbehavior (Lewis, Romi, Qui, & Katz, 2005). In another study on evaluations of Australian and Chinese teachers regarding problematic student behaviors, it was emphasized that Chinese teachers generally linked problematic student behaviors with family factors while Australian teachers associated them with talent (Ho, 2004). Also, Liljequist and Renk (2007) found teachers to have more difficulty with introverted students than extroverted ones.

Turnuklu and Galton (2001) determined the most commonly encountered behaviors in Turkish and British primary schools as noisy or illicit talking and inappropriate movements. This is similar in classrooms of both countries. Teachers deal with moderate behaviors more than extreme ones. It was emphasized that behaviors such as insulting other pupils, insulting the teacher, making objections to the teacher, physical aggression towards other pupils, taking something without permission, and illicit eating and drinking were extremely rare in classrooms of both countries. Ding, Li, Li and Kulm (2008) focused on the perceptions of 244 Chinese teachers, including physical education teachers, regarding students' misbehaviors, developing a questionnaire in an attempt to probe teachers' opinions about class management and the most common and wearisome student misbehaviors. Another purpose of the questionnaire was to understand teachers' needs for more advanced competency in classroom management. The misbehavior most commonly encountered by teachers was found to be daydreaming, at 46.3 percent. This behavior was also discovered to be the most wearisome and troublesome behavior (22.1%). The second most common behavior was talking out of turn (18.4%), while the second most wearisome one was slowness (14.3%). According to Chinese teachers participating in the study, daydreaming was much more common than talking out of turn and more wearisome than slowness. This conflicts with previous research in Western countries. In Western studies, talking out of turn was reported to be the most common and wearisome behavior. Leung and Ho (2001) emphasized a possible cultural factor. Classroom order is more highly structured in Hong Kong than in the UK owing to the

influence of Chinese culture in Hong Kong, especially the Confucian ethic. Therefore, it can be seen that hindering other students was not as severe as in the British study. Instead, students' non-attentiveness aroused teachers' concerns. A convenience sample ($n = 144$) from 10 primary schools responded to this survey.

Merrett and Wheldall (1984; cited in: Ding et al., 2008) in their study on 119 British teachers from 29 primary schools, concluded that 62 percent of the teachers participating in the study spent most of their time addressing the most commonly encountered classroom misbehaviours defined as talking out of turn, disturbing others, nonattendance and disobedience. These authors obtained similar results in 1988 from another study on 198 British teachers from 32 primary schools and again with 166 Australian primary school teachers (Wheldall & Beaman, 1994; as cited in: Ding et al., 2008). Both studies reported that talking out of turn was the most common and wearisome student misbehavior (Ding et al., 2008). A study conducted in England and Norway with 128 primary school teachers (doctorate students who were taking a teacher training course) collected teachers' opinion of pupils' misbehaviors, their frequency and strategies for handling them. As a result of this study, most common behaviors in terms of their mean values were found to be "Talking out of turn (e.g. calling out, interrupting, inappropriate remarks or distracting chatter during the lesson)", "Intentional work avoidance (e.g. delaying starting work, not having important books or equipment)", "Interrupting other pupils (e.g. by distracting them from work)", "Making unnecessary noise (e.g. by scraping the chair, banging objects, or other noisy behavior)", "General rowdiness, horseplay or mucking about", and "Arriving late for the lesson", while the least encountered behaviors were reported as: "Bringing a striking or stabbing weapon into the classroom (e.g. a club or a knife)", "Being under the influence of substances (e.g. alcohol or drugs) upon entering the classroom", "Physical aggression towards the teacher", "Hostile argument with the teacher", "Vandalism (e.g. breaking or damaging furniture or things belonging to other pupils, the teacher or the school)", "Racist remarks", "Physical aggression towards other pupils (e.g. by pushing or striking)", "Bullying other pupils", "Using a mobile phone during the lesson" (Kyriacou, Avramidis, Høie, Stephens, & Hultgren, 2007).

Method

Participants

This study was conducted with 102 physical education teachers randomly selected from primary and secondary schools of the Turkish Republic, Ministry of National Education (T.C. MEB), located in the cities of Kırıkkale, Zonguldak, Artvin, and İstanbul. Thirty-eight of these teachers were female and the remaining 64 were male. In terms of placement, 22 female teachers were working for primary schools and 16 for secondary schools; 37 male teachers were working for primary schools and 27 for secondary school. 59 of the participating teachers reported that they were working for primary schools and 43 said they were working for secondary schools. The data were collected through face-to-face interviews with teachers. These teachers worked for 73 different schools in total. Under current conditions in Turkey, it is a positive sign when a school has a dedicated physical education teacher. Years of professional experience as physical education teachers varied from 2 to 25 years.

Instrument

For this study, we felt that a data collection scale in Turkish should be developed. After a meticulous review of domestic and foreign literature on the topic, the most comprehensive scale (questionnaire) for fulfilling the purposes of the study and determining student misbehaviors encountered during physical education classes was the scale developed by Kulinna, Cothran and Regualos (2003) for physical education. Some items were excluded from the Turkish version of the scale and remaining items were listed randomly and included in the study. The reason for this is that some items were thought to overlap with and be similar to other items in terms of meaning. For instance, “Fighting” was considered to be within the scope of “Being Quarrelsome”; “Sexual harassment” within the scope of “Obscene gestures”; “Leaving group during activity” within the scope of “Not participating”; “Poor sportsmanship” within the scope of “Playing too rough”; “Using menstrual period as an excuse” within the scope of “Pretending to be sick”.

After the scale had been translated into Turkish, we had two instructors, both of whom were lecturers at Düzce University, retranslate it into English. When compared to the original text, the translated text did not display any significant semantic shifts. The items in the original version of the scale generally consisted of one or a few words, making it possible to go through this stage without difficulty. Afterwards, the Turkish version of the scale was presented to three educationalist professors at the Faculty of Education, Kırıkkale University, and a consensus was reached about its compatibility with Turkish culture. Since factor structures of the original scale were not taken into account in this study and the scale was applied with participants of a certain age and occupation, there was no need to conduct an adaptation process into Turkish in a statistically meaningful manner. In this study, each answer the participants gave to the each item in the questionnaire was evaluated separately and the mean scores of the participants' answers for each item were rated from the lowest mean to the highest mean. If one wanted to obtain results through factors of the scale, then the adaptation process in question should be considered (i.e., when applied on Turkish teachers or students, one should conduct a study on the validity of factor structures). Short of reaching a total consensus, a general rule of thumb is that an analysis should be conducted with at least three times as many subjects as the number of items included in scale for the purposes of identifying reliability. In this study, analysis of responses from 102 participants to the 43-item scale yielded a Cronbach Alpha reliability coefficient of .87. Responses to the questionnaire were prepared as choices "Never, Barely, Seldom, Quite, A lot" as a five-point Likert scale. The students completed the questionnaire in seven to eight minutes on average. Teachers participating in the study were told that they could add additional comments for information not covered in questionnaire items on the back of the questionnaire pages.

Data Analysis

The data were transferred to the SPSS 12.0 pocket program and evaluated. For an interpretation of the data obtained, independent t-test was used for unrelated groups (gender: male/female; school: primary/secondary).

Results

The findings obtained as a result of data analyses on several variables are presented below.

As seen in Table 1, student misbehaviors encountered in physical education classes were ranked from the lowest to the highest mean in accordance with mean values for responses provided by the 102 physical education teachers participating in the study. According to Table 1, the least commonly encountered student misbehaviors in the 73 different schools are: “Displaying gang symbols”, “Bringing weapons to class”, “Smart mouth toward teacher”, “Writing on walls”, “Stealing”, “Interrupting” and “Smoking”. This lack of significant behavior problems can be regarded as a positive finding with regard to the educational process. All the items mentioned are among notable disciplinary actions in schools. These behaviors can be said to be related to psycho-social characteristics of students rather than the lesson structure or teacher. They are rather negative situations which can be overcome in cooperation with school administrators. Another positive finding is that they are encountered rarely if at all.

Table 1. Ranking Of Student Misbehaviors Encountered By Teachers, according to their Mean Values

Students' Misbehavior	Mean
1 Displaying gang symbols	1.48
2 Bringing weapons to class	1.52
3 Smart mouth toward teacher	1.66
4 Writing on walls	1.72
5 Stealing	1.76
6 Interrupts	1.80
7 Smoking	1.82
8 Whining	2.00
9 Showing off	2.13
10 Clings to the teacher	2.13
11 Poor self-image	2.21
12 Misses or is late for class	2.22
13 Not following directions	2.24
14 Obscene gestures	2.30
15 Cheating	2.34
16 Pretends to be sick	2.38
17 Doesn't participate	2.40
18 Doesn't line up right	2.40
19 Forming cliques	2.42
20 Lying	2.43
21 Moves slowly on purpose	2.45
22 Continually sayingl “I can't do it”	2.45
23 Gum chewing	2.47

24	Unsafe actions	2.48
25	Always asks to have instructions repeated	2.56
26	Acts shy and withdrawn	2.58
27	Lazy	2.58
28	Gets upset when loses/fails	2.64
29	Arguing	2.65
30	Makes fun of other students	2.66
31	Forgets gym clothes	2.70
32	Bullying	2.74
33	Talking	2.77
34	Playing too rough	2.78
35	Doesn't take care of equipment	2.80
36	Dirty gym clothes	2.84
37	Quarrelsome	2.87
38	Smart mouth toward students	2.92
39	Giggling	3.00
40	Pushing or punching others	3.04
41	Tattling	3.05
42	Always must be first or best	3.22
43	Attention seeking	3.23

According to the data in Table 1, the following are the thirteen student misbehaviors most commonly encountered by physical education teachers as ranked on the basis of their mean values: “Forgets gym clothes”, “Bullying”, “Talking”, “Playing too rough”, “Doesn't take care of equipment”, “Dirty gym clothes”, “Quarrelsome”, “Smart mouth toward students”, “Giggling”, “Pushing or punching others”, “Tattling”, “Always must be first or best”, “Attention seeking”. When one studies the items listed in this ranking, he/she can argue that they can be classed into four categories. The first pertains to the monetary aspect represented in not taking care of or properly using the equipment, as well as misusing gym clothes (ranking 31-35-36). In the second, students use antagonistic behavior or speech toward each other during lessons (ranking 34-37-38-40). The third category represents students losing moderation in behaviors such as talking and laughing (ranking 33-39-41). The final category, including the two most commonly encountered behaviors among the 42 items, are students' unnecessary demands for winning the teacher's favor (ranking 42-43).

All other items received very similar mean values (Table 1) and are regarded as behaviors encountered relatively near the mean.

Table 2 includes t-test analysis results on data regarding student misbehaviors encountered by physical education teachers according to type of school. According to these

results, we found statistical differences in 11 of 46 items: “Pushing or punching others” (p=.042), “Whining” (p= .013), “Doesn’t participate” (p=.036), “Showing off” (p= .001), “Pretends to be sick” (p= .011), “Lying” (p= .013), “Always asks to have instructions repeated” (p= .041), “Smoking” (p= .000), “Bringing weapons to class” (p= .041), “Gum chewing” (p= .001), “Clings to the teacher” (p= .002). According to the results of t-test analysis, the items “Gum chewing”, “Showing off”, “Pretends to be sick”, “Doesn’t participate”, “Smoking”, and “Bringing weapons to class” were encountered considerably (p < .05) more often by teachers working for secondary schools as compared to primary schools. In contrast, the items “Pushing or punching others”, “Whining”, “Lying”, “Always asks to have instructions repeated” and “Clings to the teacher” were reported considerably more often by teachers working for primary schools. This situation encountered by teachers working for primary schools can be seen as developmentally appropriate, considering the ages of primary school children. Pushing or punching others and displaying behaviors individually or collectively without thinking of their morally negative significance are situations that can be attributed especially to children in the earliest stages of primary school.

Table 2. Mean Values of Student Misbehaviors according to Type of School (Primary/Secondary Education) where Teachers are Working

Behaviors	Typ of Sch*	Mean	t	p	Behaviors	Typ of Sch	Mean	t	p
Pushing or punching others	Pri*	3.22	1.885	.042	Showing off	Pri	1.89	3.454	.001
	Sec*	2.76				Sec	2.55		
Smart mouth toward students	Pri	2.96	.656	.513	Pretends to be sick	Pri	2.20	2.589	.011
	Sec	2.82				Sec	2.74		
Obscene gestures	Pri	2.38	.898	.372	Not following directions	Pri	2.13	1.286	.202
	Sec	2.17				Sec	2.42		
Playing too rough	Pri	2.86	.952	.344	Doesn't take care of equipment	Pri	2.75	.648	.519
	Sec	2.65				Sec	2.89		
Quarrelsome	Pri	2.93	.485	.629	Doesn't line up right	Pri	2.36	.276	.783
	Sec	2.82				Sec	2.43		
Smart mouth toward teacher	Pri	1.50	1.877	.064	Unsafe actions	Pri	2.40	.839	.404
	Sec	1.92				Sec	2.57		
Makes fun of other students	Pri	2.80	1.423	.158	Interrupts	Pri	1.71	.755	.452
	Sec	2.51				Sec	1.86		
Arguing	Pri	2.72	.729	.468	Lying	Pri	2.69	2.518	.013
	Sec	2.57				Sec	2.10		
Cheating	Pri	2.37	.312	.755	Always asks to have instructions repeated	Pri	2.71	2.067	.041
	Sec	2.30				Sec	2.26		
Always must be first or best	Pri	3.25	.290	.772	Smoking	Pri	1.44	4.161	.000
	Sec	3.18				Sec	2.42		
Bullying	Pri	2.67	.824	.412	Bringing weapons to class	Pri	1.36	2.077	.041
	Sec	2.86				Sec	1.80		
Dirty gym clothes	Pri	2.86	.080	.936	Displaying gang symbols	Pri	1.38	1.417	.160
	Sec	2.84				Sec	1.68		
Whining	Pri	2.20	2.540	.013	Writing on walls	Pri	1.60	1.459	.148
	Sec	1.68				Sec	1.94		

Continually saying, "I can't do it"	Pri	2.49	.612	.542	Stealing	Pri	1.72	.677	.500
	Sec	2.35				Sec	1.86		
Lazy	Pri	2.46	1.250	.214	Talking	Pri	2.75	.297	.767
	Sec	2.73				Sec	2.82		
Poor self-image	Pri	2.21	.253	.801	Giggling	Pri	2.98	.310	.757
	Sec	2.26				Sec	3.05		
Moves slowly on purpose	Pri	2.46	.176	.861	Gum chewing	Pri	2.10	3.536	.001
	Sec	2.50				Sec	2.97		
Forgets gym clothes	Pri	2.70	.697	.487	Forming cliques	Pri	2.38	.732	.466
	Sec	2.86				Sec	2.55		
Attention seeking	Pri	3.15	1.239	.218	Misses or is late for class	Pri	2.16	1.109	.270
	Sec	3.41				Sec	2.42		
Acts shy and withdrawn	Pri	2.54	.546	.586	Gets upset when loses/fails	Pri	2.61	.480	.632
	Sec	2.64				Sec	2.71		
Tattling	Pri	3.15	.626	.533	Clings to the teacher	Pri	2.45	3.138	.002
	Sec	3.00				Sec	1.71		
Doesn't participate	Pri	2.25	2.123	.036					
	Sec	2.69							

* Typ of Sch: Type of school

* Pri: Primary

* Sec: Secondary

The behaviors most commonly encountered by physical education teachers working for primary schools according to mean values are listed as "Always must be first or best", "Pushing or punching others", "Attention seeking", "Tattling", "Giggling", "Smart mouth toward students", "Quarrelsome", "Dirty gym clothes", "Playing too rough", "Makes fun of other students". According to the responses submitted by primary school teachers, the least commonly encountered student misbehaviors were described as "Bringing weapons to class" (1.36), "Displaying gang symbols" (1.38), "Smoking"(1.44), and "Smart mouth toward teacher" (1.50).

The student misbehaviors most commonly encountered by secondary school teachers are listed as "Attention seeking", "Always must be first or best", "Giggling" and "Tattling". According to the responses submitted by secondary school teachers, the least commonly encountered student misbehaviors were described as "Whining" (1.68), "Displaying gang symbols" (1.68) and "Clings to the teacher" (1.71).

As we continue to examine Table 2, we can see that for most of the scale items (30 items), mean scores assigned by secondary school teachers are higher than for their counterparts in primary schools. Although it cannot be said precisely that there are significant differences between them (primary/secondary), the scores lead to an assertion that as the age

of a student increases, so do student misbehaviors displayed in the classroom. For the remaining 16 items, however, primary school teachers are more likely to encounter these behaviors. These items are shown in bold in Table 2. The sixteen items in question have similar meanings and some of them can be evaluated in terms of each another. Presenting these items in sequence will help to express the issue better:

Pushing or punching others, Smart mouth toward students, Obscene gestures, Makes fun of other students, Arguing, Quarrelsome, Tattling, Playing too rough, Cheating, Always must be first or best, Whining, Continually saying, “I can’t do it”, Lying, Always asks to have instructions repeated, Clings to the teacher, Dirty gym clothes.

If we analyze the mean values of responses provided for items in Table 2 such as “Lazy”, “Poor self-image”, “Acts shy and withdrawn”, “Doesn’t participate”, “Pretends to be sick”, “Gets upset when loses/fails”, “Not following directions”, “Giggling”, we can argue that secondary school students are more passive, reluctant, indifferent and withdrawn than primary school students during physical education lessons.

Table 3. Evaluation Mean Scores of Student Misbehaviors Encountered by Teachers, according to Teacher Gender

Behaviors	Gender	Mean	t	p	Behaviors	Gender	Mean	t	p
Pushing or punching others	F*	3.15	.521	.603	Showing off	F	2.26	.779	.438
	M*	3.01				M	2.09		
Smart mouth toward students	F	3.15	1.288	.201	Pretends to be sick	F	2.46	.345	.731
	M	2.83				M	2.37		
Obscene gestures	F	2.65	1.810	.073	Not following directions	F	2.36	.675	.501
	M	2.19				M	2.19		
Playing too rough	F	2.76	.105	.917	Doesn't take care of equipment	F	2.76	.271	.787
	M	2.79				M	2.83		
Quarrelsome	F	3.15	1.482	.142	Doesn't line up right	F	2.23	.880	.381
	M	2.78				M	2.45		
Smart mouth toward teacher	F	2.12	2.571	.012	Unsafe actions	F	2.57	.591	.556
	M	1.50				M	2.43		
Makes fun of other students	F	2.84	1.049	.297	Interrupts	F	1.96	1.049	.297
	M	2.60				M	1.72		
Arguing	F	2.88	1.325	.188	Lying	F	2.48	.133	.894
	M	2.57				M	2.44		
Cheating	F	2.42	.526	.600	Always asks to have instructions repeated	F	2.34	1.182	.240
	M	2.30				M	2.63		
Always must be first or best	F	3.16	.275	.784	Smoking	F	2.25	1.979	.051
	M	3.22				M	1.69		
Bullying	F	2.70	.238	.813	Bringing weapons to class	F	1.66	.762	.448
	M	2.77				M	1.48		
Dirty gym clothes	F	2.69	.784	.435	Displaying gang	F	1.79	1.649	.103

	M	2.89			symbols	M	1.40		
Whining	F	1.80	1.073	.286	Writing on walls	F	1.76	.105	.917
	M	2.05				M	1.73		
Continually saying, "I can't do it"	F	2.53	.534	.595	Stealing	F	2.00	1.301	.196
	M	2.41				M	1.69		
Lazy	F	2.53	.267	.790	Talking	F	2.88	.592	.555
	M	2.60				M	2.72		
Poor self-image	F	2.26	.313	.755	Giggling	F	2.92	.429	.669
	M	2.20				M	3.02		
Moves slowly on purpose	F	2.34	.765	.446	Gum chewing	F	2.64	.725	.470
	M	2.50				M	2.42		
Forgets gym clothes	F	2.79	.252	.802	Forming cliques	F	2.50	.296	.768
	M	2.72				M	2.42		
Attention seeking	F	3.15	.496	.621	Misses or is late for class	F	2.38	.705	.483
	M	3.27				M	2.20		
Acts shy and withdrawn	F	2.53	.253	.801	Gets upset when loses/fails	F	2.73	.520	.604
	M	2.58				M	2.60		
Tattling	F	2.92	.740	.461	Clings to the teacher	F	2.03	.557	.579
	M	3.12				M	2.18		
Doesn't participate	F	2.30	.584	.561					
	M	2.44							

*F: Female

*M: Male

What is interesting in Table 3 is that mean scores from female teachers are higher than those of male teachers for 29 of the 46 items regarding student misbehaviors. It was determined that female teachers generally encounter more severe student misbehaviors included in this scale than do male teachers. According to results obtained, there was a statistically meaningful difference for one of the 46 items. According to t-test analysis for this item, female physical education teachers encounter the behavior "Smart mouth toward teacher" considerably more than do male physical education teachers.

According to female teachers, the most commonly encountered student misbehaviors are "Always must be first or best" (3.16), "Pushing or punching others" (3.15), "Smart mouth toward students" (3.15), "Quarrelsome" (3.15) and "Attention seeking". As for male teachers, the most commonly encountered behaviors are "Attention seeking" (3.27) and "Always must be first or best" (3.22).

According to female teachers, the least commonly encountered behaviors during physical education lessons were "Bringing weapons to class", "Writing on walls" and "Displaying gang symbols". As for the male teachers, these behaviors were listed as "Displaying gang symbols", "Smart mouth toward teacher" and "Bringing weapons to class".

Discussion

As a result of this study, we can argue that student misbehaviors encountered by physical education teachers can be classed into four groups. The first pertains to the monetary aspect represented in not taking care of or properly using the equipment, as well as misusing gym clothes. In the second case, students display antagonistic behavior or speech toward each other during lessons. The third group is students' lack of moderation in talking and laughing. The fourth and final group, including the two most commonly encountered behaviors among the 42 items, are students' unnecessary demands for winning the teacher's favor. This fourth group shows similarity to "Seeking attention from teacher and classroom" as the most commonly observed student misbehavior in first grade of primary schools, mentioned in a study with 130 primary school teachers in İzmir (Yıldız & Türnüklü, 2002). If the task or the individual's environment is organized by the teacher in such a way that directs the learning of a greater number of students, and that there are fewer teacher-reported problems, this may also produce an increase in students' on-task behaviors (Solmon, 1996). Also in this study, "Always must be first or best" and "Attention seeking" were defined as the most commonly encountered student misbehaviors in an analysis conducted on the basis of the type of school the teachers work for and their gender.

According to the data obtained from this study, student misbehaviors least encountered by teachers are more related to disciplinary offenses rather than the lesson structure and the teacher. They are rather negative situations which can be overcome in cooperation with school administrators. Another positive finding that they are encountered seldom, if at all. This finding parallels results from a study conducted by Cothran and Kulinna (2007) and likewise Kulinna, Cothran and Regualos (2006), with 303 physical education teachers (173 female, 130 male) in the United States Midwest. According to data obtained from this study, the least commonly encountered student misbehaviors are listed as the following, based on mean scores of teacher responses: "Clings to the teacher" (2.13), "Menstrual period as an excuse not to participate" (1.96), "Sexual harassment" (1.90), "Sneaking out of class", "Writing on walls and lockers" (1.79), "Gang symbols displayed" (1.29), "Drug use" (1.39), "Pregnancy" (1.32), "Smoking" (1.21) and "Bringing weapons to class" (1.21).

Another notable result of this study conducted in Turkey is that male teachers generally encounter less serious student misbehaviors than do female teachers. Kulinna, Cothran, and Regualos (2006) stated that there were meaningful differences in teacher perceptions of student misbehaviors according to the gender of the former. While female physical education teachers say they often encounter mild student misbehaviors, male teachers state that they often face moderate and severe student misbehaviors. Furthermore, it was emphasized that there was considerable two-way interaction between the educational level being taught and gender. Wearisome behaviors encountered by both male and female teachers were often observed in secondary school. However, it was reported that female teachers encounter wearisome student behaviors more frequently than do male teachers in primary school and male physical education teachers encounter wearisome student behaviors more than female teachers in secondary school. In contrast, results from our study contrast with the study conducted by Yıldız and Türnüklü (2002) on 130 primary school teachers in Izmir. In this study, the researchers emphasized that “The frequency of encountering student misbehaviors in the classroom does not depend on teacher gender, female and male teachers encounter student misbehaviors at the same frequency, but the level of discomfort felt as a result of student misbehaviors varies, and this can be explained by differences peculiar to gender” (p.162). This result carries importance because it indicates that the subject physical education and being a physical education teacher are different in nature. Borg (1998) suggested that female teachers are more concerned with moral behaviors when compared to men. Ogden (1998; as cited in; Stephens, Kyriacou, & Tønnessen, 2005) stated that older teachers in Norwegian schools encounter pupils' misbehaviors of less seriousness than their younger colleagues. Another finding of that study is that male teachers encounter student misbehaviors of greater seriousness than do female teachers. In their studies, Stephens, Kyriacou and Tønnessen (2005) determined a considerable (meaningful) difference between genders with regard to items “Interrupting other pupils” and “Using a mobile phone during the lesson”. Female student teachers regarded these items as more unacceptable than did males. The t-test conducted suggested considerable (meaningful) differences according to age level of participating teachers with regard to three items. The items “Talking out of turn”, “Skipping lessons or truanting from school” and “Hostile argument with the teacher” were reported to be more unacceptable by the participants at and below 25 years of age. In the light of these findings, it was said that “Older teachers and male teachers seemed more tolerant to

students". The gender-related part of this interpretation is compatible with findings in this study. The data obtained from the current study can be interpreted as male physical education teachers in Turkey being more tolerant toward students than their female colleagues. Infantino and Little (2005) dealt with the issue in terms of students and found that female students considered the behaviors displayed by peers (friends) more wearisome than did male students. Female teachers consider the behaviors "Talking out of turn", "Being out of their seat" and "Eating" more wearisome than did male teachers. Direct observation studies in general education (Turnuklu & Galton, 2001) and physical education (Hardy, Hardy, & Thrope, 1994) supported the theory that boys are actually more likely to be involved in incidents of misbehavior. Hardy, Hardy and Thrope (1994), in their study of misbehavior, offered additional intriguing findings, as they found a relationship between the students' and teachers' sex. In three fourths of misbehaviors involving only one student, the teacher was the same sex as the misbehaving student. Research suggests that male teachers may find a male student's misbehavior more threatening to their authority than a female student's misbehavior. On the other hand, female teachers may be more concerned about a female student's misbehavior and they may focus more on traditional notions of what a "good" female student should do.

Another feature of the study was to determine differences in student misbehaviors encountered by physical education teachers according to their placement in primary or secondary schools. It was found that behaviors that can be considered within the scope of disciplinary action are found more often in secondary schools than in primary schools. It is a known fact that adolescents of secondary school age like being the center of attention and being noticed. However, the concern lies in that they do not attempt to attain this desire through achievement. According to the responses provided by physical education teachers participating in the study for items "Being lazy", "Poor self-image", "Acts shy and withdrawn", "Doesn't participate", "Pretends to be sick", "Gets upset when loses/fails", "Not following directions" and "Giggling", we can conclude that students in secondary schools are more passive, reluctant, indifferent and withdrawn than students in primary schools. One finding from Gibbs and Gardiner (2008), in their study with British and Irish primary and secondary school teachers, showed that there were considerable structural differences between the opinions of primary school and secondary school teachers regarding pupils' misbehaviors.

According to primary school teachers, misbehaviors were determined by household and family factors at least as much as by teachers and other adults.

Another conclusion from this study is that an increase in students' age is accompanied by an increase in the number and diversity of misbehaviors they display. However, this claim varies according to the types of misbehaviors. Turnuklu and Galton (2001) suggests that the rates differ in terms of two misbehaviors: "inappropriate movement" and "noisy or illicit talking". According to the study conducted by Turnuklu and Galton (2001), "inappropriate movement" in the classroom is more common among younger pupils than it is among older students. On the other hand, "noisy or illicit talking" is a more common misbehavior among older students than it is among younger pupils. Furthermore, in a study of Australian secondary school teachers' perceptions of students' misbehaviors, Little (2005) argues that older students presented quite distinct misbehaviors from those of younger students. Regarding the specific misbehaviors "Bullying", "Off-task orientation", and "Opposition toward teacher", Bru, Stephens, and Torsheim (2002) claim that there is a difference between grade levels and adds that these three types of misbehaviors are observed more frequently among ninth grade students than sixth grade students. According to Little (2005), this distinction between younger learners and older learners is due to academic demands and teachers' focus on the students' behaviors. Little (2005) emphasizes that more academic demands are placed on learners as they grow older, and high school teachers focus on attention and task-related behaviors more than social misbehaviors. Another proposed explanation of why high school students display more misbehaviors than primary and middle school students is that they experience a stressful phase in their life, with more academic, social and environmental demands placed on them (Miller, Ferguson, & Byrne, 2000). Pierangelo and Giuliani (2000) suggest that all of these academic, social and environmental demands arouse stress in students' lives and that students have great difficulty coping with this stress and expressing their feelings. This psychological condition causes learners in high schools to behave disruptively in the classroom. This is supported by findings from Houghton, Wheldall, and Merrett (1988), who state that changes in misbehaviors as the students grow older may be due to student development over these years. Results from all these studies mentioned above may be reflected in findings from the current study with physical education classes in Turkey. Further research is needed on this issue in Turkey.

According to t-test results between independent groups conducted on data regarding students' misbehaviors encountered by physical education teachers according to type of school, there were statistically significant differences in 11 of 43 items. According to the results of t-test analysis, the items "Gum chewing", "Showing off", "Pretends to be sick", "Doesn't participate", "Smoking", and "Bringing weapons to class" were found to be behaviors encountered considerably ($p < .05$) more often by teachers working for secondary schools, while the items "Pushing or punching others", "Whining", "Lying", "Always asks to have instructions repeated" and "Clings to the teacher" were regarded as behaviors considerably encountered more often by teachers working for primary schools. This situation encountered by teachers working in primary schools can be seen as natural considering the ages of primary school children. Pushing or punching others, hurting them, displaying (obscene) behaviors towards them without thinking of certain morally negative implications, and horseplay are all situations that were especially emphasized by primary school teachers. Turnuklu and Galton (2001) determined that some commonly encountered student misbehaviors vary according to students' age. It was emphasized that cognitive development of students might be leading to this. The authors stated that as students develop, their misbehaviors shifted from non-verbal to verbal. This was attributed to students' age and was explained by the clear contrast that exists between noise or talking loudly and displaying inappropriate movement. Another interesting finding is that illumination (lighting) in the classroom affected learning of students at different times of the day. The students' task-related behaviors increased and strengthened in the afternoon as compared to the morning. Teachers from both countries stated that the same issues are dominant in student misbehaviors. The subjects "Music", "Physical education" and "Arts" were regarded as the crucial cause of misbehaviors appearing. These subjects generally start after more formal lessons such as "Science", "Math", "Turkish language", "English" and human sciences. Possibly after leaving these more formal lessons, students may feel more free and relaxed. In addition, teachers of these three subjects displayed greater tolerance than the others. This may also facilitate appearance of misbehaviors. Ding et al. (2008) state that teachers from primary school to secondary school regard "Daydreaming, being inattentive, just sitting and never answering questions" as the most common and wearisome behaviors. In that study, "Talking out of turn" was identified as the second most common and wearisome behavior by primary

school teachers of lower grades. "Talking out of turn" was also the second most common student misbehavior encountered by primary school teachers in upper grades and by secondary school teachers, but it was not accepted as the second most wearisome student misbehavior. While primary school teachers of upper grades regarded "Complaining about homework" as the second most wearisome student misbehavior, secondary school teachers concluded that "Playing with personal stuff" and "Slowness" were considered to be as wearisome as "Talking out of turn". "Talking out of turn" is by no means taken to be a significant factor by secondary school teachers. According to secondary school teachers, the behaviors "Daydreaming", "Chatting or joking", "Sleeping or looking out of the window" and "Playing with personal stuff" are more wearisome than "Talking out of turn". It seems that the frequency of the behavior "Talking out of turn" decreases as the grade level increases. Ho and Leung (2002) examined Hong Kong secondary teachers' perceptions by utilizing the same instrument they used in their study conducted with the primary school teachers (Leung & Ho, 2001). The results showed that secondary teachers spent less time on classroom management than primary teachers. Regarding the most troublesome and frequent misbehaviours, the findings of this study are consistent with the prior study with primary teachers (Leung & Ho, 2001): talking out of turn (most disruptive: 29.8%; most frequent: 38.5%) and nonattentiveness (most disruptive: 19.3%; most frequent: 19%) were still the first two choices.

In her study, Little (2005) reported that the behaviors teachers consider to be most wearisome depend on the age level of students. According to teachers, "talking out of turn" was regarded as the most wearisome behavior among 7-8 year-olds. This was followed by "Hindering others" and "Disobedience". Among 9-10 year-olds, "Talking out of turn" again was at the top of ranking followed by "Idleness" and "Hindering others" as third. The most wearisome behavior among 11-12 year-olds was "Idleness". This was followed by "Talking out of turn" and "Unpunctuality".

In conclusion, this study emphasizes that student misbehaviors which teachers report as least commonly encountered in the classrooms can be eliminated through the cooperation with school administrators rather than being addressed within the lesson structure or directly by the teacher. Furthermore, female teachers generally encounter more serious student misbehaviors than do male teachers. The participating physical education teachers state that

students in secondary schools are more passive, reluctant, indifferent and withdrawn during physical education lessons than are students in primary schools. In general, as student age increases, student misbehaviors increase, too. Misbehaviors vary according to educational grade level.

Finally, student misbehaviors included in the scale received similar values and they are generally regarded as behaviors encountered neither far below nor far above the mean. The following are suggestions for further research on this issue:

A comprehensive study could be conducted in order to determine which gender reports these student misbehaviors more frequently and how often they are displayed. Results of this study could be compared with other studies covering a wider geography and a larger number of subjects, yielding more reliable conclusions and an idea about differences or similarities among regions. Experimental and qualitative research could be conducted in order to put forward suggestions to reduce or prevent student misbehaviors in physical education lessons.

Lastly, to minimize students' misbehaviors in physical education classes, the following suggestions can be beneficial for physical education teachers. As for sequencing of physical education classes, classroom management includes phases like coming together in the gym, school yard or class where the lesson will take place, minor warm-up/transition activities during the lesson, equipment transfers and the closure of the lesson. Generally, in the closure part, the last part of the lesson, students are given feedback and they are allowed to prepare for their other classes after the physical education lesson. During the last phase of the lesson, in addition to other activities, tidying up the gym and putting all the equipment in order should be taught to the students from the very beginning of the semester, so that students will know what they should do and be accustomed to doing these activities at the end of each lesson. This order will make the teachers and students feel comfortable throughout the semester. The right to withdraw from activities during the physical education sessions can only be given to the students who suffer from health problem at those times.

Some students do not want to bring or carry their sport clothes, shoes and other equipment to physical education classes. Moreover, even if they bring all the necessary clothes, shoes and equipment, some students can feel shy about taking off their school

uniforms and putting on their sport clothes near other students. They feel disturbed and this situation can affect them in a negative way. Students in this situation put their sports clothes on over their school uniforms and then attend the physical education classes. However, this can cause unwanted health problems such as excessive sweating, quick exhaustion, and restriction of movement. All of these problems may cause difficulties for the student in participating in activities and may lead them to act in an undesirable way. Therefore, physical education teachers should be attentive to such issues.

To manage the whole class effectively, physical education teachers should have enough competencies in their field, enough creativity and the capacity to correctly apply teaching and learning activities that are compatible with the students' level, as well as taking all the necessary precautions for the student safety beforehand. Comprehensive planning of each session is significant in terms of classroom management.

Among the students, there are those who like a helpful teacher that does not expect much from them. Physical education teachers should keep this fact in mind. Physical education teachers should call the students by their name if they want to portray an affectionate, sincere and helpful teacher image in their students' eyes. However, hugging and touching the students can cause unwanted misunderstanding. Therefore, teachers should not overuse these kinds of behaviors.

First of all, physical education teachers must make the students respect them. Afterward, an atmosphere of love for the teacher, the lesson and the students should be provided. This atmosphere of respect and love should help teachers cope with students' misbehaviors and manage the class effectively throughout the semester. The best way to create such a teaching-learning environment in physical education classes is to establish all the rules, responsibilities, duties and limitations and set the classroom objectives and rules from the very first lesson at the beginning of the semester. These are "protection and prevention" rules, limitations on student behaviors during the sessions, respect rules, establishing instructions like Stop!, Look!, Listen!, respectively. These rules and behavior models and instructions help make effective use of class time.

During the sessions, physical education teachers sometimes need to interrupt activities and call students to attention with a warning. To manage this, some specific instructions should be taught to the students so that whenever they hear these instructions, they act in the way they are expected automatically. Some of these instructions are the Attention/Silence Instruction, Come Together Instruction, and Return to your Place Instruction. Especially for younger student groups, an Attention/Silence Instruction should be established and taught to the students. These specific instructions should be taught to students in the first class at the very beginning of the semester and physical education teachers should be consistent and strict in applying these instructions in the classroom. Thus, teachers can get students' attention again when they are starting to lose motivation.

Such roles as leader, captain, team player, and judge can be distributed among the students to have them participate in all the activities in an active way. Especially students who have lesser ability or who suffer from obesity can be given the roles of judge, referee or coach to make them join in the activities socially and cognitively.

In order to apply all of these suggestions for effective classroom management, effective communication between teachers and students is very important. If teachers have a strong listening skill, they can easily communicate and empathize with their students. Effective listening is based on repeating back to the students their verbal and nonverbal messages using the teachers' own words, thus enabling physical education teachers to understand their students.

For physical education teachers, it can be beneficial to attend in-service training programs about student behaviors, student psychology, classroom management and effective communication.

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