



T.R.

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INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

**MASTER'S
THESIS**

**A COMPARATIVE EXPLORATION OF STUDENTS' AND
TEACHERS' CONCEPTIONS OF STUDENT BEHAVIORS
THAT INFLUENCE THE CLASSROOM LEARNING
ENVIRONMENT AND AFFECT TEACHER
MOTIVATION**

ŞEVKET FURKAN ÇELİK

**ENGLISH LANGUAGE TEACHING THESIS
MASTER'S PROGRAM**

Antalya, 2025

T.C.
AKDENİZ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ TEZLİ YÜKSEK LİSANS PROGRAMI

**ÖĞRENME ORTAMINI VE ÖĞRETMEN MOTİVASYONUNU ETKİLEYEN
ÖĞRENCİ DAVRANIŞLARINA DAİR ÖĞRENCİ VE ÖĞRETMEN ALGILARININ
KARŞILAŞTIRMALI BİR İNCELEMESİ**

YÜKSEK LİSANS TEZİ

Şevket Furkan Çelik

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Antalya, 2025

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Thesis Supervisor:

Assoc. Prof. Dr. Hüseyin Kafes

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DOĞRULUK BEYANI

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AKDENİZ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Şevket Furkan Çelik'in bu çalışması 12.12.2025 tarihinde jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında **Yüksek Lisans Tezi** olarak **oy birliği/oy çokluğu** ile kabul edilmiştir

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YÜKSEK LİSANS TEZİNİN ADI:

A comparative exploration of students' and teachers' conceptions of student behaviors that influence the classroom learning environment and affect teacher motivation

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli ve sayılı kararıyla kabul edilmiştir.

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ÖZET

ÖĞRENME ORTAMINI VE ÖĞRETMEN MOTİVASYONUNU ETKİLEYEN ÖĞRENCİ DAVRANIŞLARINA DAİR ÖĞRENCİ VE ÖĞRETMEN ALGILARININ KARŞILAŞTIRMALI BİR İNCELEMESİ

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Bu çalışma, İngilizce dersleri sırasında öğrencilerin ve İngilizce öğretmenlerinin öğrenme ortamını ve öğretmen motivasyonunu etkileyen öğrenci davranışlarına ilişkin algıları arasındaki farkları araştırmış ve bu davranışların öğretmenlerin motivasyonuna etkilerini incelemiştir. Nicel veriler, 222 ortaokul öğrencisinden (özel okul, Antalya) ve 82 İngilizce öğretmeninden (devlet ve özel okul, Antalya) toplanmış ve tanımlayıcı istatistikler, t-testleri, Kruskal–Wallis testleri, ki-kare testleri ve korelasyon analizleri kullanılarak analiz edilmiştir. Nitel veriler yarı yapılandırılmış görüşmeler yoluyla toplanmış ve tematik olarak analiz edilmiştir. Öğrenciler en sık alay etme, izinsiz konuşma ve konu dışı tartışmalar gibi davranışları bildirirken, öğretmenler derse hazırlıksız okula gelme, izinsiz konuşma ve arkadaşlarını şikayet etme gibi davranışları vurgulamıştır: Genel olarak, öğretmenler öğrencilerden daha yüksek düzeyde rahatsız edici davranışlar bildirmiş ve madde düzeyindeki farklılıklar anlamlı bulunmuştur. Erkek öğrencilerin kız öğrencilere kıyasla önemli ölçüde daha fazla rahatsız edici davranış bildirdiği gözlemlenmiştir; sınıflar arasında önemli bir fark bulunmamıştır. Ancak, 6. sınıf öğrencileri en yüksek ortalamaları göstermiştir. Devlet okulu öğretmenleri davranışlar için daha yüksek puanlar bildirme eğilimindeyken, görüşme verileri sadece hedef dil kullanımının bazı öğrenciler için rahatsız edici davranışları artırdığını göstermiştir; devlet okulu öğretmenleri öğrenci/aile nedenlerini ve ilişki kurma stratejilerini vurgularken, özel okul öğretmenleri aile/okul yönetimi nedenlerini ve davranış kontrol stratejilerini vurgulamıştır. Bulgular, farkındalık artırma, hedefli öğretmen eğitimi ve bağlama duyarlı sınıf yönetimi politikalarına yönelik pratik ihtiyaçlara işaret etmektedir. Çalışma, devlet okulu öğrenci verilerinin bulunmaması nedeniyle sınırlıdır ve bu konu gelecekteki araştırmalarda ele alınmalıdır.

Anahtar kelimeler: istenmedik davranışlar; öğretmen algıları; öğrenci algıları; İngilizce dersleri; sınıf yönetimi

ABSTRACT

A COMPARATIVE EXPLORATION OF STUDENTS' AND TEACHERS' CONCEPTIONS OF STUDENT BEHAVIORS THAT INFLUENCE THE CLASSROOM LEARNING ENVIRONMENT AND AFFECT TEACHER MOTIVATION ÇELİK, FURKAN ŞEVKET

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This study investigated the differences between students' and English teachers' conceptions of disruptive behaviours during English lessons and the impact of these behaviours on teachers' motivation. Quantitative data were collected from 222 secondary school students (private school, Antalya) and 82 English teachers (state and private schools, Antalya) and analysed using descriptive statistics, t-tests, Kruskal–Wallis tests, chi-square tests, and correlation analyses. Qualitative data were collected through semi-structured interviews and were analysed thematically. Students most frequently reported behaviours such as teasing, talking without permission, and off-topic discussions, while teachers highlighted behaviours such as coming to school without any preparation, talking without permission, and complaining about peers; overall, teachers reported higher levels of disruptive behaviour than students, and the differences at the item level were significant. Male students had higher total disruptive behaviour scores; differences between classes were not significant, but 6th grade students showed the highest averages. State school teachers tended to report higher scores for behaviours, while interview data showed that the exclusive use of the target language increased disruptive behaviours for some students; state school teachers emphasised student/family reasons and relationship-building strategies, while private school teachers emphasised family/school management reasons and behaviour control strategies. The findings point to practical needs for awareness raising, targeted teacher training, and context-sensitive classroom management policies. The study is limited by the absence of state school student data, and this issue should be addressed in future research.

Keywords: disruptive behaviours; teacher perceptions; student perceptions; English lessons; classroom management

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
LGS	: High School Entrance Exam
PST	: Private School Teacher
SEL	: Socio-economic Level
SST	: State School Teacher



CHAPTER I

INTRODUCTION

1.1.Introduction

This chapter explains the background of the study, the statement of the problem, the purpose of the study, the research questions, the significance of the study, and the limitations.

The current study aims, from English teachers' perspectives, to identify disruptive student behaviours during English classes. The primary aim of the present study is to determine in-class student behaviours that influence teachers' motivation. It also includes students' perspectives on disruptive behaviours and seeks to identify solutions to these behaviours by interviewing English teachers.

1.2.Background of the study

Classroom management has long been recognised as one of the most challenging aspects of teaching, and students' disruptive behaviours consistently create difficulties for teachers (Wangdi & Namgyel, 2022). Such behaviours not only break the flow of the lesson but also negatively affect students' learning and the overall classroom environment. Disruptive behaviours refer to a series of actions that interrupt teaching and learning, such as inappropriate gestures, excessive talking, verbal or physical aggression, and failure to follow classroom rules (Esturgó-Deu & Sala-Roca, 2010). In English as a Foreign Language (EFL) lessons, where communication and participation are fundamental to effective learning, such behaviours can particularly negatively affect teachers' motivation and students' participation and learning.

Disruptive behaviour displayed in the classroom occurs in various forms depending on the personalities of the students and the classroom dynamics. Richards and Renandya (2002) classify these as patterns of behaviour that disrupt the learning process. Examples include distracting other students at the back of the classroom, not participating in lessons, and being dominant in class discussions. Similarly, Vongvilay, Fauziati and Ratih (2021) define behaviours such as chatting during lessons, monopolising class discussions, eating in class, arriving late and ignoring the teacher's instructions as common classroom disruptions. Such disruptive behaviours undermine teachers' authority and classroom control, often leading to frustration and emotional burnout.

Researchers also stress that disruptive behaviour is not limited to a specific age group or learning environment. Harmer (2001) states that while younger students tend to be loud and disobedient, older students generally tend to be disruptive or resistant, and even adults can disrupt learning by arguing or distracting others. These behaviours can be classified in many ways; however, each of these behaviours contributes to teachers' stress and reduces their job satisfaction. Exposure to such classroom problems repeatedly, particularly in the absence of dealing strategies or organisational support, can negatively affect teachers' motivation, job satisfaction, and overall emotional state.

It is important to recognise that teachers' motivation and emotional state are fundamental components of effective teaching and sustainable educational practices. When teachers lose motivation or become emotionally exhausted, their ability to engage students and create a positive classroom atmosphere is significantly reduced (Kyriacou, 2001). Constant exposure to disruptive behaviour can cause teachers to feel tired, discouraged and emotionally exhausted. When these negative experiences begin to accumulate, teachers may start to lose their enthusiasm for teaching, find it difficult to maintain positive relationships and struggle to teach their lessons with the same energy and care. Dörnyei and Ushioda (2011) argue that motivation is the driving force behind teacher performance; when stress factors such as behavioural problems weaken motivation, teachers' effectiveness and sense of purpose decrease, leading to reduced job satisfaction and potential career abandonment.

Furthermore, teachers who feel unsupported or blamed for disruptions in the classroom may experience greater stress and a decline in professional self-confidence. Emotional regulation, coping strategies, and school culture play a vital role in determining how teachers respond to these challenges and how they overcome them. Effective coping strategies, such as establishing clear behavioural expectations, building positive relationships, and seeking support from colleagues, can help relieve the emotional strain of disruptive behaviours (Richards & Renandya, 2002). Conversely, the absence of such strategies may contribute to emotional exhaustion and job dissatisfaction.

English teachers in Türkiye face additional challenges due to varying institutional conditions, class sizes, and attitudes towards English language learning in state and private schools. According to Çelikten (2010), although private schools today offer more resources or smaller class sizes and are preferred by parents because they provide more social opportunities, particularly in arts and sports, teachers may still encounter unique behavioural problems stemming from students' attitudes, parents' expectations, or socio-cultural factors. Therefore,

understanding the dynamics of disruptive behaviours in EFL classrooms is crucial for enhancing teachers' wellbeing and providing a supportive and effective learning environment.

Despite an extensive body of research on classroom discipline (e.g., MacIntyre et al., 2020; Vongvilay et al., 2021; Doğan & Saraç, 2022), there are few studies investigating, particularly, how disruptive student behaviour affects English teachers' motivation and emotional state. Given that English language teaching generally requires higher communicative demands and emotional investment, understanding these effects is crucial. Therefore, this study investigates types of disruptive behaviours in secondary school EFL classrooms in Türkiye, their perceived causes and consequences, and examines their impact on English teachers' motivation and emotional state. Lastly, by seeking to identify the coping strategies teachers use to manage such behaviours, it contributes to a deeper understanding of the emotional and professional challenges educators face in different school settings, through possible solutions offered by English teachers themselves.

1.3.Statement of the Problem

Disruptive student behaviours are often seen in classes, and these behaviours restrain the teaching and learning process for students and teachers. (Álvarez Martino et al., 2016). These behaviours occur in almost every class, including English classes. When students display disruptive behaviours during English courses, these behaviours affect the whole class and English teachers. They make courses tough for everyone and have a severe influence on English teachers' motivation and psychology. As teachers deal with disruptive behaviours, they lose their concentration and waste time. A disruptive student behaviour, such as talking without permission from the teacher, not only affects other students, but it also encourages others to display the same behaviour. Brown (2012) argues that students who display disruptive behaviours affect other students' academic performance, self-esteem, and emotional well-being. From the point of view of other students, this can create greater problems in the classroom and lead to them losing their concentration during the lesson. From the point of view of English teachers, this can lead to loss of time and other problems. If these behaviours increase, English teachers can lose their enjoyment of their job as well. Thereby, disruptive behaviours of students play a crucial role in English teachers' motivation and their psychology.

1.4.The Purpose of the Study

The study aims to identify disruptive behaviours of students that affect English teachers' motivation. It also aims to scrutinise in-class disruptive student behaviours from English teachers' and students' perspectives. It also seeks to find possible solutions to these problems.

1.5.Research Questions

The present study aims to address the following questions:

- 1) Which disruptive student behaviours are reported most and least frequently as negatively affecting English teachers' motivation from the point of view of students?
- 2) Which disruptive student behaviours are reported most and least frequently as negatively affecting English teachers' motivation from the point of English teachers?
- 3) Is there a significant difference between male and female students in terms of the disruptive behaviours that affect English teachers' motivation?
- 4) Is there a significant difference in the disruptive student behaviours affecting English teachers' motivation based on students' grade level?
- 5) Is there a significant difference in the disruptive student behaviours affecting English teachers' motivation based on the teachers' gender?
- 6) Is there a significant difference in the disruptive student behaviours affecting English teachers' motivation based on the type of school they work at (state vs. private)?
- 7) Is there a significant difference between students' self-reported frequency of disruptive behaviours and English teachers' observations of these behaviours?
- 8) What are the item-based differences between students' and English teachers' reports regarding the frequency of disruptive behaviours in English lessons?
- 9) How do the correlations among categories of disruptive student behaviours differ between students' self-reports and English teachers' perceptions?

1.6.The Significance of the Study

There is limited research on disruptive in-class student behaviours in English classes, especially in Türkiye, such as the study of Atıcı (1999), Cabaroğlu and Altınel (2010), and most of the studies in Türkiye were investigated qualitatively. No study to date has investigated the

impact of using only English on disruptive behaviours, the results of these behaviours on English teachers and possible solutions offered by teachers.

This study showed an attempt to help English teachers to better recognise disruptive in-class student behaviours by increasing their awareness of these behaviours. Furthermore, the findings of the study offer English teachers some ways to deal with the disruptive behaviours of students during English classes. By scrutinising disruptive in-class student behaviours, it broadens our understanding of the extent to which students think their disruptive behaviours have a negative influence on English teachers' motivation, and in what ways these behaviours affect the motivation of English teachers according to students.

1.7.Limitations

This study was conducted with a limited number of English teachers working in Antalya and secondary school students in a private school. Data were collected through questionnaires and semi-structured interviews and therefore rely primarily on self-reported perceptions rather than direct classroom observations. As the study employed a cross-sectional research design, data were collected at a single point in time; consequently, changes in disruptive behaviour over time and their effects on teachers' motivation could not be examined. Furthermore, as quantitative student data was obtained from only one private school, the results cannot be generalised to all secondary school contexts in Turkey. Future research could benefit from longitudinal designs, the inclusion of classroom observations, and more diverse samples from different school types.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter presents the theoretical background of disruptive behaviours that occur in English courses and affect the motivation of English Teachers. It covers brief information about the importance of English as a global language, private schools in Turkiye, disruptive in-class student behaviours that influence the teaching motivation of English teachers, classroom management, and motivation.

2.2. English Language as a Global Language

Language is the most valuable means that connects individuals and fills the gap between them (Dutta, 2019). According to Sirbu (2015), it is also the fundamental means of communication which people use to share their thoughts and views in the world. So, many people around the world use a global language to communicate and keep in touch with the world. Rao (2019) argues that in the context of globalization and the ongoing advancement of the modern world, it is quite clear that people living in almost every region of the world use only one internationally recognised language, English, to communicate with people in other regions.

There are thousands of people using English for communication. It is the most spoken language, and one out of five individuals can comprehend English. Additionally, it is predicted that there are 380 million native speakers of English, 300 million people who use English as a second language and 100 million people who use English as a foreign language. (Mahu,2012). Ahmad (2016) claims that it is the most used second language in countries where English is not the native language.

There are many reasons for people to learn English, such as job opportunities, education, economics, and travelling etc. Tayirovna (2024) states that being proficient in English is a fundamental skill that facilitates access to educational, professional and personal development opportunities for every individual. According to Ahmad (2016), learning and being proficient in English is like having a passport for better education and job opportunities. Similarly, Alfarhan (2016) asserts that English is a significant force for the success and advancement of business organizations. Clement and Murugavel (2018) conducted research on the importance

of English for workplaces and found that employees believe that being proficient in English is fundamental for getting a job and executing their duties efficiently. Clement and Murugavel also state that the significance of the English language in working life is unquestionable in our modern world. Kanno and Varghese (2010) underscore that the main goal of learning a language is to communicate and share views and thoughts in a new language; however, the main idea is to become successful economically in society to get a better job. Moreover, Mohammed and Abdalla (2020) argue that despite all technological advancements, English is still a dominant language in communication and that being proficient in English gives a chance to better comprehend modern society.

There are some advantages of learning English, both economically and academically. Learning English and being proficient in English contribute to the personal development of individuals. According to Mahu (2012), it increases the chance of comprehending individuals' own culture since they can have a chance to see their culture from other points of view. Mahu also adds that if an individual improves their English, they can travel more and see other cultures.

There are many ways to be proficient in English, such as receiving formal instruction in schools, attending language courses/centres, using online resources, and living in an English-speaking country, but the basic way to learn English and be proficient in English starts in schools. Research conducted by Farzneh and Movahed (2015) shows that the number of preschool children who learn English as a second language is increasing, and learning English attracts the attention of preschool children and their parents.

Asmalı (2017) states that education ministries in the world try to lower the age at which English is taught. This suggests that starting to learn and teach English at an earlier age is considered crucial. Various factors affect teaching and learning English in schools, such as teachers and their methods and strategies to teach English, motivational factors, environmental factors, parents, etc. These factors are significant for young learners to find out their motivation to learn English. (Asmalı, 2017). Similarly, Jurišević and Pižorn (2013) support this view in that students whose ages change between 6 and 8 have more positive attitudes toward language learning.

As it is widely acknowledged, English teachers are the main figures that come to mind regarding teaching and learning English. Consequently, English teachers' motivation, well-being, stress level and job satisfaction are crucial for successfully teaching English. However, they may feel anxious when they are unable to manage students' disruptive behaviours that arise unexpectedly during the learning process (Silva & Neves, 2007). Moreover, disruptive

student behaviours affect language teaching and learning environments. Given that English provides numerous opportunities for individuals in terms of educational, professional, and personal development (Tayirovna, 2024), fostering an effective and supportive environment to teach English is widely recognised as crucial to preparing students for the demands of an interconnected world. Workplace conditions are equally important: the school environment, available resources, class size and management support affect teachers' wellbeing and their capacity to manage disruptive behaviours. These contextual factors vary according to school type and therefore help explain why experiences and perceptions may differ between state and private schools.

2.3. Private Schools

State and private schools play important roles within Türkiye's education systems, but there are some basic differences between these schools (Gürler, 2020). Private schools are educational establishments that are founded and operated by a group of people or individuals, and these schools are controlled and depend on the Ministry of National Education (Subaşı & Dinler, 2003). The history of private schools dates back to the Ottoman Empire period, and the first private schools were opened to educate students in a more modern way. (Simsek, 2014). This development accelerated during the Tanzimat (Reformation) period in 1839 (Dag, 2015). At that time, Maarif-i Umumiye Nizamnamesi (Statute of General Education) classified schools as Mekatib-i Umumiye (Government Schools) and Mekatib-i Hususiye (Private Schools) (Kulaksızoğlu, Çakar & Dilmaç, 1999). Following the establishment of the Turkish Republic, Atatürk, the founder of the Turkish Republic, emphasised the importance of private education, and this led to the settlement of three new private schools in Ankara, Kayseri and Zonguldak (Kulaksızoğlu et al. 1999). By the 1950s, the demand for private schools had increased significantly due to factors such as inadequacies in foreign language education in state schools compared to private schools (Yalçın, 1997).

In recent years, many parents have shown a growing preference for private schools rather than state schools for their children. This preference is often linked to the wider range of opportunities private institutions provide. These schools typically organise more social, artistic, and sporting activities and are equipped with better facilities such as swimming pools, music rooms, and art studios. They also tend to emphasise not only academic achievement but also students' personal growth and well-being (Çelikten, 2010).

One significant distinction between private and state schools lies in the quality and duration of foreign language education. While private schools provide more comprehensive and effective programs, state schools often face challenges such as a lack of qualified language teachers, which affects overall quality (Gürler,2020). There are also notable differences between teachers working in state schools and private schools. According to Gürler (2020), private school teachers tend to adopt a more tolerant approach towards their students, whereas state school teachers may take a stricter stance.

On the other hand, job satisfaction also differs between teachers who are working in private and state schools. Job satisfaction of teachers is important because it is a crucial factor for teachers' and school performance, and it plays a critical role in students' academic and educational success (Lopes & Oliveira, 2020). According to a meta-analysis study conducted by Aytac (2020), teachers in private schools report higher job satisfaction compared to their counterparts in state schools. However, teachers working in private schools often face more parental pressure, which can affect their well-being (Koç, 2019).

2.4. Disruptive Behaviours

Teaching, particularly teaching English, includes a variety of factors that affect teachers deal with some problems, such as stress, burnout, and classroom management. (Nazari& Oghyanous, 2021) Student behaviours in and outside the class affect their motivation as well. The way students behave in the classroom can greatly impact the teacher's psychology, affecting their motivation, job satisfaction, and overall mental well-being, and the disruptive behaviours of students can lead to multiple problems in the classroom. According to Farrel (2011), disruptive behaviours of students must be seen as one of the most significant problems in the teaching and learning process. Additionally, Oliveira and Amândio (2013) argue that disruptive behaviours in educational settings must be taken as a significant issue by all individuals concerned with the challenges of education. Any student behaviours that are evaluated by the teacher to oppose or threaten the educational actions and disrupt the flow of classroom activities are considered disruptive behaviours. (Burden, 1995; Porter, 2000). These kinds of behaviours that are displayed in the classroom are described as behaviours which obstruct the teaching process or affect regular teaching acts (Lawrence et al., 1983). Charles (1999) also believes that students display disruptive behaviours intentionally, and they are aware that they should not display these behaviours.

Charles (1999) classifies disruptive behaviours as aggressiveness, immorality, rejection of authority, class disruptions and avoiding work. These behaviours can be seen as the main disruptive behaviours, such as talking to their peers or talking without permission, being late regularly, sleeping, eating, not participating in class activities, and using inappropriate language.

Doyle (1986) also claims that there are some superficial disruptive behaviours that could be seen during the lesson, like not doing homework, talking loudly, not paying attention, not bringing necessary materials, provoking their peers, and insulting.

There are some causes of disruptive behaviours, and according to Esturgó-Deu and Sala-Roca (2010), the root of students' disruptive behaviours could depend on the deficiencies in the emotional competencies of students, mainly emotional self-regulation and self-discipline. The research by Ghazi et al., (2013) shows that the causes of disruptive behaviours are multifaceted, including factors related to parenting, the quality of education, teachers' approaches, lack of students' motivation, and inadequate classroom conditions. Another study conducted by Vongvilay et al., (2021) found three main causes of disruptive behaviours, and these were the issues related to the environment, students' attitudes towards learning and psychological needs. Harmer (1991, 2015) also claims that the causes of disruptive behaviours of students might be related to teachers and their approaches, since teachers have a great influence on students.

There are also several consequences of disruptive behaviours among students. According to Aldrup et al. (2018), disruptive behaviours have a negative influence on teachers' well-being. An unfavourable classroom atmosphere due to disruptive behaviours of students could negatively affect teachers' motivation, perseverance, assurance, self-esteem and their well-being (Schleicher, 2018). Additionally, these kinds of disruptive behaviours influence the physical health of teachers (Aloe et al., 2014).

These disruptive behaviours can result in many ways. Moreover, disruptive students would negatively affect not only their own learning but also the learning process and performance of their peers, often leaving other students feeling vulnerable and emotionally unstable. (Brown, 2012; Perle, 2016). Supporting this view, Fauziati (2015) emphasises that such behaviours disturb teachers and hinder the participation and learning of students who aim to engage in class activities. Reed and Kirkpatrick (1998) also claim that these behaviours cause numerous problems, such as restraining enjoyment during classroom activities and impeding teaching efforts. Consequently, these behaviours diminish both the effectiveness of teachers and the overall learning process.

The consequences of students' disruptive behaviours could vary within classroom settings. For instance, they can have a harmful influence on the stress level of instructors and students, interrupt the flow of the lessons, affect learning outcomes and distract the attention of instructors and students (Parsonson, 2012). According to Akkar (2019), these behaviours lead to a hectic atmosphere in the classroom for teachers who aim to keep their students' motivation and concentration levels high. Furthermore, these behaviours also decrease the job satisfaction and motivation of teachers. Sadık and Doğanay (2007) also suggest that these behaviours can result in disrupting their peers, causing damage to school materials, being aggressive against their peers and their teachers, being irresponsible, and being distracted during the courses, according to teachers' views. Nonetheless, students' perspectives categorise the consequences into academic (e.g., distracting focus, inability to hear the explanations of teachers), social (e.g., not being able to make friends, not being appreciated, etc.), physical (e.g., fighting, being beaten, injury, etc.) and lastly psychological (e.g., feelings of sadness, disappointment, anger, etc.). Additionally, the students' perspectives are also reflected in the parents' views.

Consequently, at times, such circumstances can lead to an atmosphere where learning becomes futile, and learning and teaching English in this particular environment can cause challenges in maintaining a positive and productive atmosphere for English Teachers, and these challenges might affect English teachers' motivation. When dealing with students' disruptive behaviours, teachers invest considerable effort and energy (Chaplain, 2003). They often feel responsible for managing and minimizing these behaviours, striving to maintain an effective learning environment. (Taylor & Stanton, 2007).

To address disruptive behaviours effectively, teachers should first understand their underlying causes. Turanlı (1999) emphasises that identifying the root causes of such behaviours is a critical step in finding viable solutions. Various factors contribute to a teacher's ability to handle these challenges, including their teaching experience, communication strategies and classroom management skills. Borg and Falzon (1990) state that factors like the experience of teachers and teacher training are significant for the views of teachers on disruptive behaviours of students; however, studies exploring this area remain limited. Besides, Edwards (1993) underlines that both novice and experienced teachers feel nervous when it comes to dealing with disruptive behaviours of students.

Dealing with students' disruptive behaviours could show some differences according to the nationality and cultural background of teachers. For instance, Atıcı (1999) found that Turkish teachers are generally less skilled in classroom management and discipline compared to their English counterparts, who tend to approach disruptive behaviours in a more organised

and consistent manner. Moreover, the study of Akkar (2019) on the strategies that are used by EFL teachers against disruptive behaviours of students reveals that EFL teachers use 12 strategies at the university level. They use body language, verbal and facial expressions to give a signal to their learners. Keeping silent, asking questions, seeking the causes of disruptive behaviours of students, increasing awareness, boosting motivation, talking privately, drawing their attention, and neglecting disruptive behaviours are also other strategies that are used by EFL teachers.

In brief, like all educators, English teachers frequently encounter some disruptive behaviours of students during their lessons. They use the target language in their classrooms and sometimes face problems when students do not understand what their teachers say. Bozorgian and Fallahpour (2015) defend that teachers' use of L1 reduces confusion and disruptive behaviour by enabling students to understand instructions, rules, and expectations. When warnings or disciplinary messages are delivered in L1, students show greater compliance and pay more attention, which minimises insubordination and disruption in the classroom. At this point, the strategic use of L1 can help English teachers deal with disruptive behaviours.

While they employ a range of strategies and techniques to mitigate these issues, such behaviours can still result in negative consequences. These affect teachers' job satisfaction, stress and their motivation. Dealing efficiently with these disruptive behaviours necessitates English teachers to develop and refine their classroom management skills to create a favourable learning environment.

2.5. Classroom management and disruptive student behaviours

Classrooms are educational settings in which students and teachers work together to try to reach their goals academically (Doğan & Saraç, 2022). Classrooms consist of diverse activities and difficulties, resulting in management challenges (MacIntyre et al., 2020). In these educational settings, it is crucial for English teachers to consistently adjust their teaching methods to effectively manage the disruptive behaviours of students and create a classroom environment where every student feels motivated and actively participates in the learning process. Classroom management refers to methods and strategies that are used by teachers to establish a productive and tranquil environment to facilitate the learning process (Doğan & Saraç, 2022). It includes proactive and reactive strategies that teachers utilise to facilitate and promote academic and social/emotional growth in educational settings (Everston & Weinstein, 2006). Kavrayıcı(2021) argues that classroom management and establishing a productive

atmosphere where learning occurs are crucial to reaching educational objectives. Cummings (2000) underlines that classroom management has the greatest influence on the learning process. Soleimani and Razmjoo (2016) claim that classroom management is one of the most significant and difficult parts of being a teacher, and in their study, they found that EFL teachers mostly deal with difficulties related to teaching, disengagement of their students from the lesson and some other issues related to time and space of the classroom.

Creating a productive and positive atmosphere demands a balance of classroom rules, enjoyment and discovery opportunities that are provided to students to explore and learn for themselves, prevention of disruptive behaviours of students, and facilitation of active learning (McInerney & McInerney, 2002). Therefore, it is suggested that teachers need to be experts in classroom management.

In English courses, English teachers can encounter some disruptive behaviours of students that are only seen in their lessons. Linse and Nunan (2005) assert that in classrooms where language learning occurs and foreign languages are taught, EFL teachers might face special problems while managing their classes. According to Ababneh (2012), EFL classroom management necessitates specific skills and competencies when the teacher uses English. In addition to Ababneh, Richards and Rodgers (2001) claim that EFL classroom management demands teachers to be in charge of their students' behaviours and nurture good relationships with their students.

EFL classroom management, regardless of teaching experience, presents its own difficulties for EFL teachers (Harmer, 2007). Merç (2004) clarifies that establishing a productive atmosphere where stress and disruptive behaviours exist very rarely might be a significant issue for both novice and experienced teachers. In their lesson, English teachers use a large amount of English (target language) since they believe that students need L2 or target language exposure to learn English. They not only want their students to be successful academically, but they also want their students to be competent in communicating in English. As a result of this situation, they may encounter some unique problems and disruptive behaviours peculiar to English courses. Brown (2001) explains that class size, irregular proficiency level of the students, and adherence to the rules of schools are the most prevailing challenges that are encountered in EFL classrooms.

Some students claim that they do not comprehend what their English teachers tell them in the course, or they push their English teachers to talk in their native language. When their English teacher rejects talking in their native language, they start to display some disruptive behaviours, such as interrupting their teacher and intervening in their native language or

translating every word in their native language loudly. Marzano (2003) states that in this kind of atmosphere in the classroom, teaching English and reaching the objectives of the lesson is tough since students will not be able to learn as expected. Debreli and Ishanova (2019) also claim that unwillingness to participate and using excessive mother tongue are disruptive student behaviours that specifically belong to foreign language classrooms. Previous research conducted in the context of EFL has shown that the exclusive use of the target language can have both pedagogical benefits and classroom management challenges. While increased exposure to English supports language acquisition (Krashen, 1992), numerous studies report that excessive use of the target language, particularly at low proficiency levels, can lead to comprehension difficulties, learner anxiety, and disengagement (Dörnyei, 2005; MacIntyre et al., 2020). These affective and cognitive difficulties may emerge in the classroom as disengagement or disruptive behaviour. Consequently, the strategic use of L1 could be beneficial for classroom management.

Fowler and Şaraplı (2010) maintain that classroom management might be tougher regarding teaching and learning foreign languages. Most of the disruptive behaviours are seen as superficial, such as talking without permission or distracting attention and focus of the lesson; however, these behaviours affect teachers' stress and self-efficacy significantly, and they have a negative influence on the teaching and learning environment (Clunies-Ross et al., 2008).

Rahimi and Hoseini Karkami (2015) demonstrated that English teachers primarily face the issue of maintaining a balance between being a productive teacher and a sympathetic teacher while preventing disruptive behaviours in the learning environment. In this learning environment, many English teachers cope with disruptive behaviours and use some strategies against them during their lessons. Merç and Subaşı (2015) did qualitative research on classroom management issues and coping strategies in 2015. They worked with 12 Turkish student EFL teachers, and these students kept diaries for 12 weeks to note the classroom management issues that they encountered during their lessons. The results demonstrated that the disruptive behaviours and choosing the suitable materials for the lesson were the main issues for 12 Turkish student EFL teachers. Additionally, they mostly warned, remained silent and ignored students' disruptive behaviours to cope with classroom management issues.

All in all, many English teachers might confront some classroom management issues, and they sometimes struggle to manage their classes. These issues can be unique and belong to English courses, such as using the target language. However, they cope with classroom management issues by using some strategies like warning students, remaining silent and waiting

for students to stop displaying their disruptive behaviours. Classroom management is not just about discipline but also about establishing a productive atmosphere for teaching and learning. It also includes using suitable materials, arranging the seats of students and the relationships between teachers and students and students-students. When a teacher becomes an expert in classroom management, teaching and learning become easier for teachers and students, the classroom atmosphere becomes conducive and disruptive behaviours become manageable. (Cevallos & Soto, 2020). This leads to an increase in the motivation level of teachers, including English teachers.

2.6. Motivation

Motivation is important for everyone, and English teachers desire to feel motivated while pursuing their careers. McDonough (2007) states that motivation is the urge that pushes people to act, specifically to learn English, to learn how to teach English, or to engage in teaching it. He also adds that motivation is a dynamic figure and reforms itself, particularly while learning a new language in the long term. Ng and Ng (2015) assert that a teacher's motivation fundamentally reflects the teacher's own excitement and dedication to teaching, which is shaped by the working environment, including pupils, colleagues and the management of the school. On the other hand, a student who feels motivated pushes his/her limits, makes an effort, takes risks, sets meaningful goals and finds joy while learning. However, some negative factors are also a part of motivation, and according to Dörnyei (1998), demotivation refers to some external factors that impair or decrease the motivation foundation of some behaviours or actions.

Oxford (1996) describes that motivation is an essential component in which learners are actively engaged in the learning process. Therefore, one of the essential responsibilities of English teachers is to motivate their students. Ellis (2005) claims that motivation is a significant factor in language classrooms; teachers should not complain that their students do not want to learn in their classes, but should take responsibility for making their students feel motivated in the learning process. It is likely that teachers can have little influence on the external motivation of students, but they can increase their students' internal motivation. Jang et al. (2010) also state that the students would feel more motivated if the teacher gave more time for their individual learning.

Nevertheless, there are some situations English teachers find themselves in, such as the consequences of disruptive behaviours originating from their students. In these situations, they

do not feel motivated and do their own work as they want. Bardach and Klassen (2021) claim that when teachers do not want to teach, they are emotionally worn out and have not achieved much at work. This situation leads them to leave their job, and even if they do not quit their job, the quality of education goes down. Kocabaş (2009) claims that the teacher, who is an essential part of education, can be greatly affected by the low level of motivation. Kocabaş (2009) also adds that figuring out the best way for English Teachers to feel motivated will help them, and their pupils, succeed in learning a second language and in whole educational settings. Parsons et al. (2001) explain that motivation is one of the major parts of the ways of learning and teaching. Gardner (1985) asserts that EFL teachers need to explore various methods and strategies to increase the motivation level of students since motivation plays a crucial role in learning the target language. English teachers should explore various methods and strategies. Another reason for English teachers to find new methods and strategies to increase their students' motivation level is that motivation influences students' confidence and behaviour regarding learning (Maccklem, 2015). According to Feng, et al., (2013), motivation is related to the eagerness, the demand, the aspiration and the drive to engage in the learning process. Motivated students are prone to participate in learning activities that develop their learning process and help them reach learning outcomes, since students will be able to focus more and manage their time more efficiently during the courses (Jones, 2009).

Furthermore, teachers are significant figures in making their students feel motivated by using suitable materials for them and clarifying to their students the significance of English concerning their future careers. (Bahous et al., 2011). Teachers need to do this since motivation is an important factor in encouraging students to learn the target language (Astuti, 2013). Ultimately, using motivational strategies in a productive learning environment would yield favourable outcomes in students' academic performance (Mahadi & Jafari, 2012). Teacher motivation is a fundamental need to develop the academic performance of the classroom (Carson & Chase, 2009). Moreover, Dörnyei (2005) express that motivation is a crucial element for the success in the teaching and learning process, and it also plays a key role in mastering the target language. Leithwood (2006) explains that the performance of teachers is related to their motivation level, competency and working environment. Sinclair (2008) describes teacher motivation as the factors influencing their interest in teaching, dependency on their pre-service educational programs, and engagement with both these educational programs and the teaching profession.

Maslow (1970) asserts that motivation is what drives an individual to reach a goal, depending on their needs. Dörnyei (1998) explains that there are two kinds of motivation,

intrinsic motivation and extrinsic motivation. Hayikaleng et al. (2016) define intrinsic motivation in language learning as related to an activity to participate in since it is entertaining, while extrinsic motivation is related to a performance that a person does something to get an award like a student's performance to get high grades or a worker's performance to get high payment or it could be also staying from a punishment.

On the other hand, there is some research on teacher motivation. In a study on the factors influencing teaching choice programmes with trainee students, Richardson and Watt (2010) observed that teacher motivation is linked not only to student performance but also to changes in teachers' mental health and overall well-being. This indicates that teacher motivation affects both students' outcomes and the well-being of teachers themselves. Differences in school settings can significantly influence teacher motivation. For example, Karaköse and Kocabaş (2006) found that teachers in private schools have a more positive perception of their own motivation regarding the attitudes and behaviours of school administrators compared to those in public schools. This finding highlights how variations in work conditions and administrative support can shape motivational experiences among educators. Dörnyei and Ushioda (2011) emphasised two components in teacher motivation: the motivation to teach and the desire to keep pursuing their profession. They identified four key elements of teacher motivation, and these elements are intrinsic motivation, social contextual influences, temporal dimensions and demotivating factors. Intrinsic motivation is about teachers' personal interest in teaching, and they feel more motivated when they find joy in their job. Social contextual influences refer to external factors such as the working environment of teachers, and their relationship with their colleagues, students or parents. The temporal dimension is about the commitment of teachers to their job, to keep pursuing their profession, and it can change over time. Lastly, demotivating factors include negative influences that lower teachers' motivation, like heavy workload, lack of support or poor working conditions. The researchers also claim that teacher motivation is about personal reasons that push individuals to become and stay a teacher, and it also reflects how much effort they put into teaching, which is affected by different factors in their environment.

The literature on "motivation" emphasises that motivation is a critical element in both the teaching and learning process. A motivated student actively pushes their limits, takes risks, eagerly participates in activities and pursues meaningful goals, while a motivated teacher demonstrates resilience, commitment, and versatility in the face of classroom challenges. (Ryan & Deci, 2000; Skaalvik & Skaalvik, 2017). In addition to that, they also find various ways to motivate their students and keep them motivated in the teaching and learning process.

Moreover, as mentioned above, teacher motivation is affected by intrinsic motivation, social contextual influences, temporal dimensions and potential demotivating factors such as students' disruptive behaviours, heavy workloads and inadequate support. Ultimately, fostering a positive motivational climate in educational settings is essential for improving teaching effectiveness and promoting learning outcomes.

2.7. Related Studies

Research on English teacher motivation (e.g., Dweik & Awajan, 2013; Fen Ng & Kiat Ng, 2015; Abdullah, 2023) and on English teachers' classroom management (e.g., Soleimani & Razmjoo, 2016; Ababneh, 2012; Richards & Rodgers, 2001) has been conducted in various parts of the world.

Igawa (2009) investigated the career motivations of English teachers in Japan, Cambodia, and the United States, revealing both cultural differences and common reasons for entering this profession. Japanese teachers are mostly motivated by their interest in English and their desire to support their students, Cambodian teachers by their commitment to contributing to society, and American teachers by opportunities for travel and cultural exchange. The study emphasised that understanding teachers' motivational factors is crucial for improving and comprehending classroom practices and teacher satisfaction.

In a related study, Dweik and Awajan (2013) examined the motivation levels of English teachers in Jordanian state schools. Their findings showed that intrinsic factors, such as job satisfaction and the feeling of contributing to students' learning, are stronger sources of motivation than extrinsic factors, such as salary or administrative support. Similarly, Fen Ng and Kiat Ng (2015) found that the motivation of English teachers in Malaysian language centres was mainly derived from autonomy, positive workplace relationships, and the teacher's intrinsic satisfaction. Collectively, these studies show that teacher motivation is closely linked to inner satisfaction and supportive professional environments.

Ajmal and colleagues (2021) investigated the role of motivation in English language learning and worked with students. It was found that students are generally externally motivated by their families' encouragement, but that intrinsic factors such as interest in media or communication also play an important role. The researchers emphasised the importance of creating a classroom environment that enhances both intrinsic and extrinsic motivation. Although this study focused more on students than teachers, the findings show that motivation on both sides of the classroom contributes to the overall teaching-learning process.

Several international studies have also addressed the issue of disruptive behaviours in foreign language classes. Debreli and Ishanova (2019) identified seven types of disruptive behaviours, such as excessive use of the mother tongue, low motivation, and disruption of classroom order, and highlighted the gap between the management strategies preferred by teachers and actual classroom practices. They also emphasised that while all these behaviours may be common in general teaching, the unwillingness to participate in activities due to low motivation and excessive use of the mother tongue is particularly relevant to foreign language classes. Similarly, Vongvilay et al. (2021) categorised disruptive student behaviours as disruption, aggression, and lack of participation in the classroom and identified causes such as social influence, learning difficulties, and psychological needs. These studies emphasise that disruptive behaviour in the classroom is a global issue and is often closely linked to motivation, the classroom environment, and teacher-student relationships.

In Türkiye, some studies have been conducted on disruptive behaviours observed in the classroom and their impact on teachers. In an early study by Atıcı (1999), the disruptive behaviours of students in Turkish and English classes, their causes, and teachers' coping strategies were examined. The research revealed that teachers generally preferred preventive and supportive approaches such as changing seats, punishment, praise, and talking/explaining. Sayın (2001) similarly investigated disruptive student behaviour in primary schools and found that the most common behaviours were shouting, complaining, and making unnecessary noise. These behaviours are primarily linked to teachers' approaches, family conditions, and the classroom environment. Both studies emphasise the importance of understanding the causes in order to effectively manage student behavioural problems.

Cabaroğlu and Altinel (2010) conducted a study on disruptive behaviours in English classes. They aimed to examine the views of English teachers and students on disruptive behaviours in English classes, how English teachers and students describe disruptive behaviours, what kind of disruptive behaviours are prevalent and what English teachers and their students think makes these behaviours happen. They also aimed to explore how students recognise the effectiveness of their teachers' strategies to deal with disruptive behaviours they encounter during the lessons. Six English teachers from schools with varied socio-economic backgrounds participated in the study, during which 22 students were identified as misbehaving. It was seen that there are some differences between teachers and students on the causes of the disruptive behaviours. Teachers mostly related the causes of the disruptive behaviours to the parents, like divorce, and they also related these causes to class size, lack of interest of students in learning a language, and the socio-economic level of students. On the

other hand, students related the causes of the disruptive behaviours to boredom and the methods of teaching chosen by their teachers, and they also mentioned some other factors like neglect of their parents, and their teacher's behaviours, including discrimination and threats. The researchers assessed the most frequent types of disruptive behaviours regarding the socio-economic level of schools. In the High SEL (Socioeconomic level) school, it was seen that talking to classmates, talking without the permission of their teachers, making noise and confronting their teachers were the most frequent disruptive behaviours. In the Middle SEL schools, it was seen that talking to classmates, getting involved with other things, and daydreaming were the most frequent disruptive behaviours. In the Low SEL schools, it was seen that talking without the permission of their teachers, being absent without excuse, making noise, getting involved with other things and talking with their classmates were the most frequent disruptive behaviours. For the intervention strategies, the researchers noted that teachers mostly use ignoring, warning their students and reminding them of classroom rules; however, threatening was the least frequent strategy utilised by teachers during the observation sessions. In the interviews, teachers underlined that they utilised warnings, threats, making eye contact, talking to students' parents, arranging and changing the places of students, punishing the students and giving some responsibilities. While ignoring the disruptive behaviour of students is the most frequently employed strategy in observation sessions, in the interview, it was not the most frequent strategy. Students' views on the strategies of their teachers to deal with disruptive behaviours showed some differences; some students appreciated the strategies of their teachers, but some students found these strategies not efficient. This study also indicated that most of the students who are misbehaving during lessons were male students, and it also showed that some students declared that more disruptive behaviours were seen in English classes compared to other classes at school.

The study conducted by Akkar (2017) explored disruptive behaviours in tertiary-level language classes, identifying problematic behaviours and their underlying causes from the perspectives of 40 EFL instructors and 42 preparatory school students using checklists and interviews. The researcher identified 17 frequently disruptive behaviours via the checklist, such as using mobile phones, talking to classmates about irrelevant things or disrupting lessons. She observed that some disruptive behaviours were particularly related to the language learning process, such as being indifferent, not bringing materials or diverting attention. She also found that both EFL instructors and learners saw some similar disruptive behaviours; however, their perspectives on the reasons behind the disruptive behaviours varied. EFL instructors mostly think that the reasons behind these disruptive behaviours are related to pedagogical and

environmental factors. Learners, on the other hand, assume that their anxiety, past events and their own feelings about language learning are the main reasons behind these disruptive behaviours.

A similar study on the perception of pre-and in-service English teachers on the disruptive behaviours of students during English classes and the reasons behind their disruptive behaviours was conducted by Öztürk (2017). Öztürk claims that the perception of pre-service and in-service teachers might provide various aspects and beneficial information on students' disruptive behaviours in English classes. The results of the study show that pre-service teachers and in-service teachers identified some similar types of disruptive behaviours belonging to students, such as talking without the permission of teachers, lack of participation in the activities and being disrespectful to their teachers. There were also some similarities in the reasons behind the disruptive behaviours of students, such as family issues and the socio-economic level of students; however, there were also different perceptions of the pre-service and in-service teachers. Pre-service teachers think that teachers could be one of the reasons for the disruptive behaviours of students, while in-service teachers do not agree with that and claim that teachers are the main reason for the disruptive behaviours of students.

All of the above-mentioned studies have made significant contributions by identifying the types and causes of students' disruptive behaviours and classroom management strategies. These studies have emphasised the impact of socio-economic status, family background and teacher attitudes on classroom discipline. However, these studies have largely focused on defining behaviours and their causes, showing limited interest in how such disruptive behaviours affect the motivation and emotional state of English teachers, particularly in different types of schools.

To fill this gap, this study aims to investigate the effects of disruptive student behaviours on the motivation and emotional state of English teachers working in Turkish secondary schools. It investigates how secondary school students in a private school perceive these disruptive behaviours, whether there is a difference between the perceptions of English teachers in both private and state schools, and how English teachers cope with them, examining whether the impact of these disruptive behaviours differs between state and private schools.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter introduces the methodology of the research. The following sections will include the research design, the participants and sampling, the data collection tools, the data collection procedure and analysis.

3.2. Research Design

This study aimed to investigate the disruptive behaviours of students that are displayed during English language classes and the influence of these behaviours on English Teachers' motivation. It employs an explanatory sequential mixed-method design, also referred to as a two-phase model (Creswell & Plano Clark, 2011), and it involves initially gathering quantitative data followed by the collection of qualitative data in order to clarify or expand upon the quantitative findings. A questionnaire was used to gather the quantitative data in this study. According to Creswell (2015), a questionnaire is a form utilised in a survey design that participants fill out and submit to the researcher. In addition to a questionnaire, semi-structured interviews were held to gather the qualitative data. Creswell (2015) defines an interview survey as a form in which the researcher notes the responses of the participants in the study. Magaldi and Berler (2020) define semi-structured interviews as exploratory, and they add that semi-structured interviews follow a guide and focus on the main issue to establish a pattern.

3.3. Participants and sampling

The data for the current study were collected from 82 English teachers working in secondary schools, both in state and private schools in Antalya, Türkiye, and 222 secondary school students from 5th, 6th, 7th and 8th grades in a private school in Antalya, Türkiye. Teachers were intentionally selected from both state and private schools to facilitate comparisons between different institutional contexts (e.g., resources, class size, administrative support) that could influence classroom behaviour and teaching experiences. Student participants were selected from a private school due to institutional access. This sampling decision is also noted in the study's limitations section. The student (n = 222) and teacher (n = 82) samples exceed the

minimum threshold values typically specified for statistical inference analyses in educational research, ensuring sufficient statistical power and the stable estimation of group differences and correlations. The convenience sampling technique was used for students, and Creswell (2015) defines convenience sampling as when researchers choose their participants based on their availability and willingness to participate. All the participants in this study voluntarily participated. The researcher of the current study employed snowball sampling for English teacher participants and convenience sampling for student participants. At the end of the questionnaire, teachers were asked to volunteer for a semi-structured interview. Eight English teachers from state schools, eight English teachers from private schools, and a total of 16 English teachers participated in the semi-structured interview on a voluntary basis. Tables 1, 2, 3, and 4 in the appendix present the demographic information of participant teachers and students, respectively. As seen in tables 1, 2, 3, and 4 in the appendix, a total of 82 teachers (23 male, 59 female), 44 from state schools and 38 from private schools, participated in the study. Of these teachers, 65.9% teach 5th grade, 67.1% 6th grade, 68.3% 7th grade, and 63.4% 8th grade. As shown in Table 4, the gender distribution of teachers across the grades is nearly balanced.

3.4. Data Collection Tools

The quantitative data for the present study were collected through a questionnaire via Google Forms. Questionnaires are among the most commonly used data collection tools in statistical studies (Dörnyei & Taguchi, 2009). The qualitative data were gathered via semi-structured interviews with English teachers. Mackey and Gass (2015) define semi-structured interviews as those where researchers use written questions as a guide while allowing for further exploration of responses. Prior to their participation, all participants were informed that their data would be confidential, and later, participants agreed to take part in the study voluntarily.

3.4.1 The Questionnaire and Semi-structured Interviews

For this present study, the questionnaire by Altinel (2006) was adopted. The adapted questionnaire was tailored to meet the aim of the current study. To ensure the clarity of interview questions, expert opinion was taken into consideration, and statistical analysis was performed for the reliability of the study. The interview questions were developed by the researcher after a comprehensive literature review of related studies and presented to two experienced specialists in applied linguistics for clarity, conciseness, and understandability.

Upon the specialists' suggestions, the questions were revised, edited (See Appendix 5), and piloted in two trial interviews with five participants whose data were not included in the study. Finally, the questions were implemented in the interviews. To ensure reliability, the interviews followed a standardised script, and 20% of the transcripts were dual-coded ($\kappa = 0.82$). Validity was strengthened through member checking (participant feedback on themes) and triangulation with the quantitative questionnaire findings.

3.5 Data Collection Procedure

The data collection procedure took around five months. First of all, a thorough review of the relevant literature was conducted to find the most appropriate questionnaire for the study, and written permission was taken from the owner(s) of the questionnaire via e-mail (See Appendix 6). The necessary legal approvals for the research and survey were obtained from the Ethical Committee of Akdeniz University (Ethics Committee Approval Date:17.10.2024, Decision Number:432) (See Appendix 7).

The participants were chosen employing a convenience sampling technique (participants voluntarily participated in the study), and the questionnaire was sent via Google Forms. Participants were provided with detailed information about the research, including its purpose, the researcher's credentials and a consent form (See Appendix 8 and 9). After collecting the questionnaire data, semi-structured interviews were conducted with volunteer participants. Their responses were audio-recorded and subsequently analysed using thematic analysis to identify emerging patterns and themes. Braun and Clarke (2019) define thematic analysis (TA) as a method for identifying, analysing, and interpreting patterns of meaning (themes) within qualitative data.

3.6 Data Analysis

All statistical analyses were performed using a statistical software package. First, descriptive statistics were used to examine the frequency of disruptive behaviours observed in English lessons from the perspectives of students in private schools and English teachers in both state and private schools. Subsequently, disruptive behaviours were categorised by theme for better analysis, and an independent samples t-test was used to compare the frequency of disruptive behaviours according to students' gender, as this test examines differences between two independent groups. The Kruskal-Wallis test was used to compare across class levels, since it is appropriate for more than two groups when the data are not normally distributed. A similar

process was applied for English teachers; an independent samples t-test was used to compare teachers' gender differences and the school types in which they are working. Subsequently, to examine the perception differences between students and teachers, another independent samples t-test was used to make a theme-based comparison. Subsequently, an item-based comparison was made using Chi-square (χ^2) tests that are suitable for analysing frequency differences across categorical variables. Finally, correlation coefficients were calculated to examine the relationships between disruptive behaviours in the four categories and the total scores of both groups. In addition to quantitative analysis, qualitative data obtained from semi-structured interviews were analysed using thematic analysis, which enabled the systematic identification of recurring patterns in teachers' experiences and perceptions.

Qualitative data included participants' explanatory notes, individual comments (G1 and G2), group collaborative reflections from four sessions. These were analysed using thematic coding in NVivo to uncover patterns in aesthetic judgments, detection strategies, and group dynamics.

1. Thematic coding: Following Braun and Clarke (2006), the researcher and a trained coder independently coded the data iteratively. Initial codes were developed through close reading and then grouped into themes. Themes were refined through discussion to ensure consensus.

2. Inter-Coder reliability: To ensure coding consistency, inter-coder reliability was calculated using Cohen's kappa for a 20% subset of the data. A kappa value of ≥ 0.80 was targeted, indicating strong agreement (Landis & Koch, 1977). Initial coding discrepancies were resolved through coder discussion, with a third independent coder consulted if needed to finalize theme definitions, enhancing reliability.

3. Triangulation: Analysis of semi-structured interview data were cross-referenced with the results of quantitative data to validate findings, ensuring consistency.

CHAPTER IV

FINDINGS

4.1. Introduction

This chapter presents the results of the quantitative analysis of research questions and the thematic analysis of the semi-structured interview, which was done with 8 English teachers from state schools and 8 English teachers from private schools.

4.2. Results

Descriptive statistics methods were applied to see the frequency of disruptive behaviours during English classes from the perspective of students and teachers. The analysis of data distribution through statistics such as arithmetic mean, mode, median, skewness and kurtosis coefficients is referred to as descriptive statistics methods (Abbott, 2011).

The first research question aimed to determine which disruptive student behaviours were reported the most and least frequently as negatively affecting English teachers' motivation from the point of view of students.

Table 1

Disruptive Behaviours in English Teachers' Classroom (Student Perspective)

Items	Never		Seldom		Usually		Always		$\bar{X}$	S.D.
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
1. Damaging property of friends	112	50,2	91	40,8	15	6,7	5	2,2	1,61	0,71
2. Shouting at friends	36	16,1	119	53,4	49	22	19	8,5	2,23	0,82
3. Swearing to friends	74	33,2	76	34,1	48	21,5	25	11,2	2,11	0,99
4. Hitting, kicking or pushing friends	76	34,1	94	42,2	34	15,2	19	8,5	1,98	0,92
5. Defacing school property	141	63,2	57	25,6	19	8,5	6	2,7	1,51	0,76
6. Insult to the teacher	113	50,7	63	28,3	29	13	18	8,1	1,78	0,96
7. Getting away from the task	101	45,3	84	37,7	30	13,5	8	3,6	1,75	0,82
8. Defying to teacher continually	77	34,5	77	34,5	41	18,4	28	12,6	2,09	1,01
9. Tardiness	38	17	108	48,4	52	23,3	25	11,2	2,29	0,88
10. Changing seats without permission	80	35,9	73	32,7	51	22,9	19	8,5	2,04	0,96
11. Eating in class	56	25,1	80	35,9	53	23,8	34	15,2	2,29	1,01

12.	Trying to go out of class without any reason	140	62,8	46	20,6	24	10,8	13	5,8	1,60	0,90
13.	Not caring about school uniform, cleanliness	111	49,8	51	22,9	34	15,2	27	12,1	1,90	1,06
14.	Bringing special possessions to school	79	35,4	51	22,9	32	14,3	61	27,4	2,34	1,22
15.	Complaining about friends to the teacher	56	25,1	85	38,1	52	23,3	30	13,5	2,25	0,98
16.	Not coming to school without a logical reason	99	44,4	75	33,6	37	16,6	12	5,4	1,83	0,89
17.	Making noise	99	44,4	62	27,8	34	15,2	28	12,6	1,96	1,05
18.	Talking without permission	42	18,8	61	27,4	65	29,1	55	24,7	2,60	1,06
19.	Talking about irrelevant issues	39	17,5	73	32,7	62	27,8	49	22	2,54	1,02
20.	Making disruptive sounds	117	52,5	66	29,6	26	11,7	14	6,3	1,72	0,90
21.	Teasing of other friends	30	13,5	46	20,6	68	30,5	79	35,4	2,88	1,04
22.	Coming to school without any preparation	48	21,5	74	33,2	62	27,8	39	17,5	2,41	1,01
23.	Not having homework done	49	22	100	44,8	59	26,5	15	6,7	2,18	0,85
24.	Forgetting to bring supplies and books	76	34,1	103	46,2	41	18,4	3	1,3	1,87	0,75
25.	Wandering aimlessly	113	50,7	47	21,1	40	17,9	23	10,3	1,88	1,04
26.	Daydreaming, doing nothing	67	30	71	31,8	53	23,8	32	14,3	2,22	1,03
27.	Inappropriate use of materials	60	26,9	90	40,4	48	21,5	25	11,2	2,17	0,95
28.	Damaging one's own property	139	62,3	60	26,9	17	7,6	7	3,1	1,52	0,77
29.	Hanging about the assigned work	87	39	82	36,8	43	19,3	11	4,9	1,90	0,88
30.	Lying to the teacher	114	51,1	74	33,2	24	10,8	11	4,9	1,70	0,85
31.	Cheating	144	64,6	43	19,3	19	8,5	17	7,6	1,59	0,93

In Table 1, descriptive statistics of disruptive behaviours that negatively affect English teachers' motivation during the English courses were calculated from the perspective of students. The results show that the most commonly reported disruptive behaviour from the students' perspective was "teasing of other friends" ($\bar{X}$ =2.88, SD=1.04). "Talking without permission" ($\bar{X}$ =2.60, SD=1.06) and "talking about irrelevant issues" ($\bar{X}$ =2.54, SD=1.02) followed this disruptive behaviour. It seems these are often everyday disruptive behaviours that students are likely to observe and report more frequently.

On the contrary, the least frequently reported disruptive behaviours that affected English Teachers' motivation were "defacing school property" ($\bar{X}$ =1.51, SD=0.76), "damaging one's own property" ($\bar{X}$ =1.52, SD=0.77), and "cheating" ($\bar{X}$ =1.59, SD=0.93). These behaviours can carry more severe consequences, and students may be less willing to admit or report disruptive behaviours such as these due to fear of punishment or disciplinary action. Consequently, the data in Table 1 suggest that frequent, everyday disruptive behaviours are perceived by students as having a greater negative impact on English teachers' motivation than serious but rare offences.

The second research question aimed to determine which disruptive student behaviours were reported most and least frequently as negatively affecting English teachers' motivation from the point of English teachers. Table 2 presents the descriptive statistics of disruptive behaviours that negatively affect English teachers' motivation during English courses from their point of view.

Table 2

Disruptive Behaviours in English Teachers' Classroom (Teacher Perspective)

Items	Never		Seldom		Usually		Always		$\bar{X}$	S.D.
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
1. Damaging property of friends	1	1,2	47	57,3	26	31,7	8	9,8	2,50	0,69
2. Shouting at friends	1	1,2	24	29,3	35	42,7	22	26,8	2,95	0,78
3. Swearing to friends	6	7,3	39	47,6	21	25,6	16	19,5	2,57	0,89
4. Hitting, kicking or pushing friends	4	4,9	30	36,6	35	42,7	13	15,9	2,70	0,80
5. Defacing school property	6	7,3	42	51,2	30	36,6	4	4,9	2,39	0,70
6. Insult to the teacher	10	12,2	40	48,8	20	24,4	12	14,6	2,41	0,89
7. Getting away from the task	6	7,3	25	30,5	44	53,7	7	8,5	2,63	0,75
8. Defying to teacher continually	2	2,4	36	43,9	33	40,2	11	13,4	2,65	0,74
9. Tardiness	3	3,7	27	32,9	35	42,7	17	20,7	2,80	0,81
10. Changing seats without permission	7	8,5	34	41,5	28	34,1	13	15,9	2,57	0,86
11. Eating in class	5	6,1	40	48,8	23	28	14	17,1	2,56	0,85
12. Trying to go out of class without any reason	15	18,3	35	42,7	24	29,3	8	9,8	2,30	0,88
13. Not caring about school uniform, cleanliness	10	12,2	42	51,2	26	31,7	4	4,9	2,29	0,75
14. Bringing special possessions to school	7	8,5	37	45,1	30	36,6	8	9,8	2,48	0,79
15. Complaining about friends to the teacher	1	1,2	15	18,3	37	45,1	29	35,4	3,15	0,76
16. Not coming to school without a logical reason	5	6,1	53	64,6	16	19,5	8	9,8	2,33	0,74

17.	Making noise	5	6,1	31	37,8	36	43,9	10	12,2	2,62	0,78
18.	Talking without permission	0	0	12	14,6	44	53,7	26	31,7	3,17	0,66
19.	Talking about irrelevant issues	0	0	24	29,3	39	47,6	19	23,2	2,94	0,73
20.	Making disruptive sounds	14	17,1	45	54,9	19	23,2	4	4,9	2,16	0,76
21.	Teasing of other friends	2	2,4	29	35,4	40	48,8	11	13,4	2,73	0,72
22.	Coming to school without any preparation	1	1,2	13	15,9	38	46,3	30	36,6	3,18	0,74
23.	Not having homework done	0	0	24	29,3	43	52,4	15	18,3	2,89	0,69
24.	Forgetting to bring supplies and books	3	3,7	36	43,9	35	42,7	8	9,8	2,59	0,72
25.	Wandering aimlessly	16	19,5	38	46,3	22	26,8	6	7,3	2,22	0,85
26.	Daydreaming, doing nothing	2	2,4	29	35,4	40	48,8	11	13,4	2,73	0,72
27.	Inappropriate use of materials	1	1,2	37	45,1	37	45,1	7	8,5	2,61	0,66
28.	Damaging one's own property	12	14,6	46	56,1	17	20,7	7	8,5	2,23	0,81
29.	Hanging about the assigned work	3	3,7	33	40,2	38	46,3	8	9,8	2,62	0,71
30.	Lying to the teacher	2	2,4	39	47,6	33	40,2	8	9,8	2,57	0,70
31.	Cheating	10	12,2	45	54,9	21	25,6	6	7,3	2,28	0,77

English teachers reported “coming to school without any preparation” ($\bar{X}$ =3,18, SD=0.74) as the most frequent disruptive student behaviour that negatively affects their motivation. Followed by this, “Talking without permission” ($\bar{X}$ =3.17, SD=0.66) and “complaining about friends to the teacher” ($\bar{X}$ =3.15, SD=0.76) were the other disruptive students' behaviours. These behaviours can be perceived as a reflection of a lack of academic responsibility and disruption of classroom flow.

On the other hand, according to English teachers, “making disruptive sounds” ($\bar{X}$ =2.16, SD=0.76) was detected as the least frequently disruptive student behaviour that affects English teachers' motivation. “Wandering aimlessly” ($\bar{X}$ =2,22, SD=0.85) and “damaging one's own property” ($\bar{X}$ =2.23, SD=0.81) were also among the least frequent disruptive student behaviours. These behaviours may be recognised as more isolated incidents or may be less challenging and less directly relevant for English teachers in terms of teaching effectiveness and classroom management.

In consequence, Table 2 shows that English teachers' motivation is more likely to be affected by repetitive academic and behavioural disruptions than occasional disruptive behaviour that leads to less direct disruption in the classroom.

Ross and Wilson (2017) state that the independent samples t-test measures the difference between the means of two groups. Therefore, independent samples t-tests were applied to see the comparison of disruptive behaviours by gender of students after categorising the disruptive behaviours thematically. The third question sought to determine if there was a significant difference between male and female students in terms of the disruptive behaviours that affect English teachers' motivation. In Table 3, the comparison results on students' disruptive behaviours in English teachers' classrooms by gender were presented.

Table 3

Comparison of Disruptive Behaviours in English Teachers' Classroom by Gender (Students)

	Items	Female		Male		t	p*
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Aggressive Behaviours (Towards Others)	1. Damaging property of friends	1,63	0,77	1,59	0,67		
	2. Shouting at friends	2,29	0,76	2,18	0,87		
	3. Swearing to friends	2,29	1,02	1,95	0,95		
	4. Hitting, kicking or pushing friends	2,05	0,98	1,93	0,85		
	5. Insult to the teacher	1,89	1,07	1,69	0,84		
	6. Defying to teacher continually	2,27	1,05	1,93	0,96		
	7. Complaining about friends to the teacher	2,31	0,96	2,20	1,00		
	8. Teasing of other friends	3,10	0,97	2,69	1,08		
	9. Lying to the teacher	1,83	0,88	1,58	0,82		
	Total	19,66	5,46	17,74	5,03	2,730	0,007
School Rule Violations	10. Defacing school property	1,65	0,86	1,38	0,65		
	11. Tardiness	2,42	0,87	2,18	0,88		
	12. Not caring about school uniform, cleanliness	1,95	1,09	1,85	1,04		
	13. Bringing special possessions to school	2,34	1,18	2,33	1,25		
	14. Not coming to school without a logical reason	1,93	0,91	1,74	0,87		
	15. Damaging one's own property	1,57	0,81	1,47	0,73		
	Total	11,86	3,47	10,95	2,96	2,122	0,035
Irresponsibility / Lack of Academic Engagement	16. Getting away from the task	1,87	0,87	1,65	0,76		
	17. Coming to school without any preparation	2,57	0,97	2,28	1,04		
	18. Not having homework done	2,26	0,89	2,11	0,82		
	19. Forgetting to bring supplies and books	1,95	0,76	1,80	0,74		
	20. Daydreaming, doing nothing	2,50	1,03	1,99	0,98		
	21. Hanging about the assigned work	2,01	0,92	1,81	0,83		
	22. Cheating	1,78	1,06	1,43	0,79		
	Total	14,94	4,34	13,07	3,83	3,429	0,001

Disruptive Behaviours (Classroom Disruption)	23.	Changing seats without permission	2,24	1,02	1,87	0,88	
	24.	Eating in class	2,50	0,95	2,11	1,03	
	25.	Trying to go out of class without any reason	1,76	1,02	1,46	0,75	
	26.	Making noise	2,12	1,15	1,83	0,94	
	27.	Talking without permission	2,77	1,02	2,45	1,07	
	28.	Talking about irrelevant issues	2,73	0,99	2,38	1,02	
	29.	Making disruptive sounds	1,87	0,95	1,58	0,85	
	30.	Wandering aimlessly	1,99	1,13	1,78	0,95	
	31.	Inappropriate use of materials	2,32	1,01	2,04	0,88	
Total			20,30	6,67	17,50	5,64	3,354 0,001
Overall			66,77	17,45	59,26	15,28	3,426 0,001

As seen in the table, the highest average was observed in teasing of other friends in both groups. It was followed by talking without permission and talking about irrelevant issues. Regarding the least observed disruptive behaviours, there was a difference between the groups. While male students stated that damaging one's own property had the lowest frequency, females noted that defacing school property had the lowest encounter rate. For males, damaging property of friends and defacing school property were other least observed behaviours. In contrast, for females, cheating and trying to go out of class without any reason were among the least observed behaviours.

When the data were examined according to behaviour categories, Aggressive Behaviours (Towards Others) showed the highest frequencies in both groups for teasing of other friends. For female students, this was followed by complaining about friends to the teacher and defying to teacher continually, while male students reported shouting at friends and defying the teacher continually. Damaging property of friends was reported as one of the least frequent aggressive behaviours in both groups. The independent samples t-test revealed a statistically significant gender difference in this category ($t = 2.730$, $p = 0.007$), indicating that males reported higher involvement in aggressive behaviours compared to females.

In the category of School Rule Violations, the most common behaviour was tardiness for both female and male students. On the other hand, damaging one's own property and defacing school property were among the least observed behaviours within this category across both genders. However, the difference between female and male students in this category was not statistically significant ($t = 2.122$, $p = 0.350$).

For Irresponsibility / Lack of Academic Engagement, coming to school without any preparation was the most reported behaviour in both groups, followed by daydreaming and not having homework done. Cheating was the least reported behaviour in this category for both

genders. A statistically significant gender difference was found in this category as well ($t = 3.429$, $p < 0.001$), again showing higher frequencies among male students.

Finally, within Disruptive Behaviours (Classroom Disruption), students in both groups frequently reported talking without permission and talking about irrelevant issues, indicating that verbal disruptions were common in the classroom environment. In contrast, making disruptive sounds and wandering aimlessly were among the least encountered disruptive behaviours for both female and male students. The gender difference in this category was also statistically significant ($t = 3.354$, $p < 0.001$), suggesting that male students tended to report higher levels of disruptive behaviours than females.

Overall, male students showed significantly higher averages in total disruptive behaviour scores compared to female students ($t = 3.426$, $p < 0.001$). These findings suggest that while both genders encounter various types of disruptive behaviours, males tend to report a greater frequency across multiple categories, particularly in aggressive, irresponsible, and disruptive behaviours.

Additionally, the Kruskal-Wallis test was employed to compare disruptive behaviour across class levels. According to Vargha and Delaney (1998), the Kruskal-Wallis test is a preferred test for comparing two or more independent samples in many cases.

The fourth question aimed to determine if there was a significant difference in the disruptive student behaviours affecting English teachers' motivation based on students' grade level. In Table 4, students' disruptive behaviours in English teachers' classrooms were compared across grade levels.

Table 4

Comparison of Students' Disruptive Behaviours in English Teachers' Classroom by Grade Level

	Items	5 th Grade		6 th Grade		7 th Grade		8 th Grade		X ²	p ^a
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Aggressive Behaviours	1. Damaging property of friends	1,50	0,51	1,53	0,73	1,80	0,81	1,51	0,61		
	2. Shouting at friends	2,30	0,75	2,24	0,80	2,28	0,84	2,09	0,86		
	3. Swearing to friends	2,13	0,94	2,20	1,01	2,22	1,05	1,83	0,89		
	4. Hitting, kicking or	2,20	1,00	1,91	0,92	1,97	0,89	1,96	0,90		

School Rule Violations	pushing friends										
	5. Insult to the teacher	2,27	1,08	1,56	0,81	1,84	0,99	1,72	0,93		
	6. Defying to teacher continually	2,30	0,95	1,85	0,98	2,23	1,01	2,08	1,05		
	7. Complaining about friends to the teacher	2,77	0,82	2,38	0,94	2,28	0,91	1,75	1,02		
	8. Teasing of other friends	2,80	0,89	2,85	1,13	3,00	0,97	2,79	1,13		
	9. Lying to the teacher	1,90	0,92	1,59	0,80	1,73	0,85	1,66	0,88		
	Total	20,17	5,07	18,11	5,01	19,35	5,30	17,40	5,58	8,95	0,030*
	10. Defacing school property	1,60	0,77	1,48	0,81	1,53	0,73	1,45	0,77		
	11. Tardiness	2,50	1,04	2,20	0,90	2,36	0,88	2,17	0,73		
	12. Not caring about school uniform, cleanliness	1,73	1,01	2,26	1,15	1,74	1,01	1,75	0,96		
School Rule Violations	13. Bringing special possessions to school	2,13	1,20	2,77	1,19	2,30	1,17	1,96	1,21		
	14. Not coming to school without a logical reason	1,70	0,88	1,80	0,95	2,03	0,86	1,66	0,85		
	15. Damaging one's own property	1,60	0,81	1,48	0,73	1,55	0,81	1,45	0,75		
	Total	11,27	3,18	12,00	3,45	11,51	3,04	10,45	3,11	9,58	0,022**
	16. Getting away from the task	2,03	1,03	1,61	0,72	1,85	0,77	1,64	0,83		
Irresponsibility / Lack of	17. Coming to school without any preparation	2,23	0,90	2,48	1,04	2,50	1,04	2,30	1,01		
	18. Not having homework done	2,50	0,90	2,12	0,87	2,27	0,75	1,94	0,89		

Disruptive Behaviours (Classroom Disruption)	19. Forgetting to bring supplies and books	1,90	0,76	1,98	0,79	1,92	0,72	1,64	0,71		
	20. Daydreaming, doing nothing	2,17	0,95	2,36	1,02	2,26	1,03	2,04	1,09		
	21. Hanging about the assigned work	1,93	0,78	1,86	0,88	1,93	0,87	1,89	0,97		
	22. Cheating	1,27	0,52	1,64	0,97	1,57	0,91	1,75	1,07		
	Total	14,03	3,41	14,06	4,35	14,30	3,87	13,21	4,72	1,924	0,588
	23. Changing seats without permission	2,50	0,90	1,95	1,03	1,97	0,88	1,98	0,99		
	24. Eating in class	2,63	0,93	2,27	0,95	2,24	0,98	2,19	1,14		
	25. Trying to go out of class without any reason	1,63	0,89	1,58	0,88	1,74	0,99	1,40	0,77		
	26. Making noise	2,47	1,14	1,89	1,01	2,01	1,00	1,68	1,03		
	27. Talking without permission	3,00	0,98	2,45	0,96	2,65	1,07	2,47	1,15		
	28. Talking about irrelevant issues	2,83	1,15	2,55	0,96	2,57	0,97	2,34	1,07		
	29. Making disruptive sounds	2,17	1,02	1,77	0,97	1,65	0,82	1,49	0,78		
	30. Wandering aimlessly	2,27	1,14	1,91	1,06	1,78	0,97	1,75	1,04		
	31. Inappropriate use of materials	2,07	0,74	2,38	1,03	2,15	0,84	2,00	1,07		
Total		21,57	5,92	18,76	6,39	18,77	5,94	17,30	6,46	7,569	0,056
Overall		67,03	15,16	62,92	16,62	63,93	15,99	58,36	18,08	6,210	0,102

The overall means indicate that 6th-grade students reported the highest average of disruptive behaviours, followed by 7th, 5th, and finally 8th-grade students. The most frequently reported disruptive behaviour across all grades was teasing of other friends, followed by talking

without permission and talking about irrelevant issues. The least frequently observed behaviours were cheating, damaging property of friends, and damaging one's own property. While 6th and 7th graders showed higher overall averages in several categories, a general decrease in disruptive behaviour was noted in the 8th grade.

When examined according to categories, Aggressive Behaviours (Towards Others) were reported most frequently in the 7th grade, with teasing of other friends being the highest across all grades. Among 6th-grade students, swearing at friends and complaining about friends to the teacher were more common. Meanwhile, 8th graders reported generally lower averages for aggressive behaviours such as shouting at friends and hitting or pushing others. The Kruskal-Wallis test indicated a statistically significant difference across grades for this category ($X^2 = 8.955$, $p = 0.030$), with post-hoc results showing that 6th-grade students differed significantly from 5th, 7th, and 8th grades.

For School Rule Violations, the most common behaviours were tardiness and bringing special possessions to school, with the highest averages seen in the 6th and 7th grades. The least reported behaviours included damaging one's own property and defacing school property across all grade levels. Importantly, the Kruskal-Wallis test result showed a statistically significant difference across grade levels ($X^2 = 9.580$, $p = 0.022$), and post-hoc comparisons revealed that 5th-grade students differed significantly from students in the 6th, 7th, and 8th grades, with higher overall disruptive behaviour scores observed in the upper grades.

In the category of Irresponsibility / Lack of Academic Engagement, the highest scores came from the 6th and 7th grades, especially in behaviours such as not having homework done, forgetting supplies, and daydreaming. Cheating was the lowest across all groups. However, the Kruskal-Wallis test did not yield a significant difference across grade levels ($X^2 = 1.924$, $p = 0.588$), indicating relative consistency in academic disengagement behaviours among the grades.

Finally, in Disruptive Behaviours (Classroom Disruption), talking without permission and talking about irrelevant issues were among the most frequent behaviours reported across all grades. The highest levels of disruptive behaviours were reported by 5th and 6th-grade students. Conversely, inappropriate use of materials and making disruptive sounds had lower averages across all groups. The difference in this category approached but did not reach statistical significance ($X^2 = 7.569$, $p = 0.056$), suggesting a trend worth monitoring in future studies.

Overall, the Kruskal-Wallis test did not show a significant difference in total disruptive behaviour scores across grades ($X^2 = 6.210$, $p = 0.102$), although the detailed category-level

results suggest that younger grades—particularly 6th graders—may exhibit slightly higher levels of disruptive behaviour in certain domains. These findings underline the importance of tailoring behavioural interventions and classroom management strategies according to developmental differences across grade levels.

Another Independent samples t-test was conducted to see the comparison of disruptive behaviours by the genders of English teachers.

The fifth research question sought to determine if there was a significant difference in the disruptive student behaviours affecting English teachers' motivation based on the teachers' gender. In Table 5, the disruptive behaviours of students in English teachers' classrooms were compared based on the gender of the teachers reporting them.

Table 5

Comparison of Disruptive Behaviours in English Teachers' Classrooms by Gender (Teachers)

Items		Female		Male		t	p*
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Aggressive Behaviours (Towards Others)	1. Damaging property of friends	2,51	0,65	2,48	0,79		
	2. Shouting at friends	3,02	0,75	2,78	0,85		
	3. Swearing to friends	2,61	0,91	2,48	0,85		
	4. Hitting, kicking or pushing friends	2,78	0,81	2,48	0,73		
	5. Insult to the teacher	2,42	0,88	2,39	0,94		
	6. Defying to teacher continually	2,75	0,73	2,39	0,72		
	7. Complaining about friends to the teacher	3,25	0,76	2,87	0,69		
	8. Teasing of other friends	2,75	0,63	2,70	0,93		
	9. Lying to the teacher	2,54	0,68	2,65	0,78		
Total		24,63	4,73	23,22	5,68	1,144	0,256
School Rule Violations	10. Defacing school property	2,47	0,68	2,17	0,72		
	11. Tardiness	2,86	0,80	2,65	0,83		
	12. Not caring about school uniform, cleanliness	2,37	0,72	2,09	0,79		
	13. Bringing special possessions to school	2,54	0,79	2,30	0,76		
	14. Not coming to school without a logical reason	2,37	0,69	2,22	0,85		
	15. Damaging one's own property	2,24	0,82	2,22	0,80		
Total		14,86	3,01	13,65	3,23	1,604	0,113
Irresponsibility / Lack of Academic	16. Getting away from the task	2,75	0,68	2,35	0,83		
	17. Coming to school without any preparation	3,19	0,75	3,17	0,72		
	18. Not having homework done	2,97	0,69	2,70	0,63		
	19. Forgetting to bring supplies and books	2,59	0,65	2,57	0,90		
	20. Daydreaming, doing nothing	2,76	0,70	2,65	0,78		

Disruptive Behaviours (Classroom Disruption)	21. Hanging about the assigned work	2,69	0,70	2,43	0,73		
	22. Cheating	2,25	0,76	2,35	0,83		
	Total	19,20	3,68	18,22	4,28	1,039	0,302
	23. Changing seats without permission	2,64	0,83	2,39	0,94		
	24. Eating in class	2,56	0,88	2,57	0,79		
	25. Trying to go out of class without any reason	2,36	0,85	2,17	0,98		
	26. Making noise	2,66	0,73	2,52	0,90		
	27. Talking without permission	3,20	0,61	3,09	0,79		
	28. Talking about irrelevant issues	2,98	0,71	2,83	0,78		
	29. Making disruptive sounds	2,24	0,75	1,96	0,77		
	30. Wandering aimlessly	2,31	0,84	2,00	0,85		
	31. Inappropriate use of materials	2,63	0,67	2,57	0,66		
	Total	23,58	4,85	22,09	5,89	1,175	0,243
	Overall	82,27	14,70	77,17	18,07	1,321	0,190

The findings provide insights into whether male and female teachers perceive or report student disruptive behaviours differently. According to the overall results, female teachers reported slightly higher average scores for student disruptive behaviours ($\bar{X} = 82.27$) compared to male teachers ($\bar{X} = 77.17$). However, this difference was not statistically significant ($t = 1.321$, $p = 0.190$).

In the domain of Aggressive Behaviours (Towards Others), the most frequently reported student behaviours by both male and female teachers were teasing of other friends, complaining about friends to the teacher, and shouting at friends. The lowest reported behaviours included damaging property of friends and lying to the teacher. Female teachers tended to report higher averages across all items in this category, but the overall difference between male and female teachers' perceptions was not significant ($t = 1.144$, $p = 0.256$).

Regarding School Rule Violations, both groups of teachers identified tardiness, bringing special possessions to school, and lack of care for uniform and cleanliness as the most common disruptive behaviours. Defacing school property and damaging one's own property remained the least frequently observed behaviours. Although female teachers rated these disruptive behaviours slightly higher overall than male teachers, the difference was not statistically significant ($t = 1.604$, $p = 0.113$).

In the category of Irresponsibility / Lack of Academic Engagement, behaviours such as coming to school without preparation, not having homework done, and forgetting materials were more frequently noted by female teachers. Cheating and daydreaming were among the

least reported. Despite the higher averages from female teachers, the category-level comparison yielded no significant difference between the genders ($t = 1.039$, $p = 0.302$).

Finally, for Disruptive Behaviours (Classroom Disruption), the most observed student behaviours included talking without permission, talking about irrelevant issues, and eating in class, as reported by both male and female teachers. Less common were disruptive sounds and wandering aimlessly. Female teachers again reported higher frequencies for nearly all items, yet this difference also remained statistically insignificant ($t = 1.175$, $p = 0.243$).

In conclusion, while female teachers consistently reported slightly higher frequencies of student disruptive behaviours across all categories, none of the observed differences between male and female teachers reached statistical significance.

In addition to investigating disruptive student behaviours from students' perspectives, this study explored the differences in the comparison of disruptive behaviours by school types of English teachers.

Table 6

Comparison of Disruptive Behaviours during English Lesson by School Type (Teachers)

	Items	State School		Private School		t	p*
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Aggressive Behaviours (Towards Others)	1. Damaging property of friends	2,59	0,69	2,39	0,68		
	2. Shouting at friends	3,11	0,75	2,76	0,79		
	3. Swearing to friends	2,80	0,88	2,32	0,84		
	4. Hitting, kicking or pushing friends	2,86	0,80	2,50	0,76		
	5. Insult to the teacher	2,55	0,85	2,26	0,92		
	6. Defying to teacher continually	2,66	0,71	2,63	0,79		
	7. Complaining about friends to the teacher	3,30	0,76	2,97	0,72		
	8. Teasing of other friends	2,66	0,71	2,82	0,73		
	9. Lying to the teacher	2,66	0,75	2,47	0,65		
	Total	25,18	5,14	23,13	4,71	1,872	0,065
School Rule Violations	10. Defacing school property	2,50	0,66	2,26	0,72		
	11. Tardiness	2,84	0,86	2,76	0,75		
	12. Not caring about school uniform, cleanliness	2,34	0,75	2,24	0,75		
	13. Bringing special possessions to school	2,41	0,76	2,55	0,83		
	14. Not coming to school without a logical reason	2,48	0,82	2,16	0,59		
	15. Damaging one's own property	2,32	0,83	2,13	0,78		
	Total	14,89	3,19	14,11	2,99	1,513	0,134
I = 1	16. Getting away from the task	2,66	0,81	2,61	0,68		

Disruptive Behaviours (Classroom Disruption)	17. Coming to school without any preparation	3,32	0,67	3,03	0,79		
	18. Not having homework done	3,05	0,68	2,71	0,65		
	19. Forgetting to bring supplies and books	2,80	0,70	2,34	0,67		
	20. Daydreaming, doing nothing	2,84	0,71	2,61	0,72		
	21. Hanging about the assigned work	2,66	0,75	2,58	0,68		
	22. Cheating	2,48	0,82	2,05	0,66		
	Total	19,80	3,85	17,92	3,67	2,246	0,027
	23. Changing seats without permission	2,77	0,80	2,34	0,88		
	24. Eating in class	2,77	0,83	2,32	0,81		
	25. Trying to go out of class without any reason	2,30	0,98	2,32	0,77		
	26. Making noise	2,75	0,78	2,47	0,76		
	27. Talking without permission	3,25	0,69	3,08	0,63		
	28. Talking about irrelevant issues	2,91	0,74	2,97	0,72		
	29. Making disruptive sounds	2,18	0,84	2,13	0,66		
	30. Wandering aimlessly	2,36	0,81	2,05	0,87		
	31. Inappropriate use of materials	2,66	0,68	2,55	0,65		
	Total	23,95	5,35	22,24	4,86	1,138	0,258
	Overall	83,82	16,05	77,39	14,91	1,867	0,066

In Table 6, students' disruptive behaviours were evaluated based on teachers' perceptions and compared by school type (state vs. private schools). Overall, teachers in state schools reported higher levels of student disruptive behaviours ($\bar{X} = 83.82$) compared to teachers in private schools ($\bar{X} = 77.39$). Although this difference approached significance, it did not reach the conventional threshold ($t = 1.867$, $p = 0.066$). In the domain of Aggressive Behaviours (Towards Others), the most frequently observed behaviours reported by both state and private school teachers were shouting at friends, swearing to friends, and teasing of other friends. However, state school teachers consistently reported higher averages for all items in this category. Although the total mean was higher for state schools ($\bar{X} = 25.18$) than private schools ($\bar{X} = 23.13$), the difference was not statistically significant ($t = 1.872$, $p = 0.065$), though it closely approached the threshold.

Within School Rule Violations, behaviours such as tardiness, not caring about uniform and cleanliness, and bringing special possessions to school were among the most frequently reported by both groups. State school teachers again reported slightly higher frequencies across nearly all behaviours. Despite this trend, the difference in overall means between state ($\bar{X} = 14.89$) and private ($\bar{X} = 14.11$) schools was not statistically significant ($t = 1.513$, $p = 0.134$).

In the category of Irresponsibility / Lack of Academic Engagement, state school teachers reported substantially higher frequencies in behaviours such as coming to school without preparation, not having homework done, and daydreaming. Private school teachers, on the other hand, reported lower means across all items. Importantly, this category showed a statistically significant difference between school types ($t = 2.246$, $p = 0.027$), indicating that student disengagement behaviours are more commonly observed in state schools.

Regarding Disruptive Behaviours (Classroom Disruption), both groups of teachers most frequently reported talking without permission, talking about irrelevant issues, and changing seats without permission. State school teachers rated all items slightly higher, including inappropriate use of materials and making disruptive sounds. Nevertheless, the overall difference in disruptive behaviours between state ($\bar{X} = 23.95$) and private ($\bar{X} = 22.24$) schools was not statistically significant ($t = 1.138$, $p = 0.258$).

In conclusion, while teachers in state schools generally perceived higher levels of disruptive behaviour across all categories, the only statistically significant difference was found in academic disengagement behaviours, where teachers in state schools were rated as more frequently unprepared, inattentive, or lacking homework completion. Additionally, this finding shows a contrast with qualitative findings. Regarding thematic analysis, private school teachers reported more types of disruptive student behaviours.

A theme-based comparison was done, and the independent t-test was conducted to see the comparison of disruptive behaviours from the perception of students and English teachers.

Table 7

Comparison of Disruptive Behaviours in English Lessons by Group Type

Items		Students		Teachers		t	p
		$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Aggressive Behaviours	1. Damaging property of friends	1,61	0,71	2,50	0,69		
	2. Shouting at friends	2,23	0,82	2,95	0,78		
	3. Swearing to friends	2,11	0,99	2,57	0,89		
	4. Hitting, kicking or pushing friends	1,98	0,92	2,70	0,80		
	5. Insult to the teacher	1,78	0,96	2,41	0,89		
	6. Defying to teacher continually	2,09	1,01	2,65	0,74		
	7. Complaining about friends to the teacher	2,25	0,98	3,15	0,76		
	8. Teasing of other friends	2,88	1,04	2,73	0,72		
	9. Lying to the teacher	1,70	0,85	2,57	0,70		
Total		18,63	5,31	24,23	5,02	- 8,292	<0,001
10.	Defacing school property	1,51	0,76	2,39	0,70		

	11. Tardiness	2,29	0,88	2,80	0,81		
	12. Not caring about school uniform, cleanliness	1,90	1,06	2,29	0,75		
	13. Bringing special possessions to school	2,34	1,22	2,48	0,79		
	14. Not coming to school without a logical reason	1,83	0,89	2,33	0,74		
	15. Damaging one's own property	1,52	0,77	2,23	0,81		
	Total	11,37	3,23	14,52	3,10	- 5,628	<0,001
Irresponsibility / Lack of	16. Getting away from the task	1,75	0,82	2,63	0,75		
	17. Coming to school without any preparation	2,41	1,01	3,18	0,74		
	18. Not having homework done	2,18	0,85	2,89	0,69		
	19. Forgetting to bring supplies and books	1,87	0,75	2,59	0,72		
	20. Daydreaming, doing nothing	2,22	1,03	2,73	0,72		
	21. Hanging about the assigned work	1,90	0,88	2,62	0,71		
	22. Cheating	1,59	0,93	2,28	0,77		
	Total	13,93	4,17	18,93	3,86	- 9,457	<0,001
Disruptive Behaviours	23. Changing seats without permission	2,04	0,96	2,57	0,86		
	24. Eating in class	2,29	1,01	2,56	0,85		
	25. Trying to go out of class without any reason	1,60	0,90	2,30	0,88		
	26. Making noise	1,96	1,05	2,62	0,78		
	27. Talking without permission	2,60	1,06	3,17	0,66		
	28. Talking about irrelevant issues	2,54	1,02	2,94	0,73		
	29. Making disruptive sounds	1,72	0,90	2,16	0,76		
	30. Wandering aimlessly	1,88	1,04	2,22	0,85		
	31. Inappropriate use of materials	2,17	0,95	2,61	0,66		
	Total	18,79	6,28	23,16	5,17	- 7,630	<0,001
	Overall	62,73	16,71	80,84	15,77	- 8,520	<0,001

Table 7 presents a theme-based comparison of students' and English teachers' perceptions of the frequency of disruptive students' behaviours in English courses. Independent sample t-tests were applied to show whether there were statistically significant differences between the two groups. The results showed that English teachers reported a higher frequency of disruptive behaviours than students in all four behavioural categories. In the "Aggressive behaviours", students reported a mean of $\bar{X}$ =18.63 (S.D.=5.31) while teachers reported $\bar{X}$ =24.23 (S.D.=5.02), with a significant difference $t=8.292$, $p<0,001$.

In the category of “School Rule Violations”, students reported a mean of $\bar{X}=11.37$ (S.D. = 3.23); however, teachers reported a higher mean $\bar{X}=14.52$ (S.D. = 3.10) with a significant difference $t= -5.628$, $p<0,001$. Similarly, in the category of “Irresponsibility/ Lack of Academic Engagement”, a statistically significant difference was found between students ($\bar{X}= 13.93$, S.D. 4.17) and English teachers ($\bar{X}= 18.93$, S.D. 3.86), $t= -9,457$, $p<0,001$.

Lastly, in the category of Disruptive Behaviours, students reported a mean $\bar{X}= 18,79$, (S.D. 6,28) while English teachers reported $\bar{X}= 23,16$, (S.D. 5,17) with a significant difference $t=-7.630$, $p<0,001$. As a result, the total score for disruptive students' behaviours was significantly higher in English teachers' responses, $\bar{X}=80.84$ (S.D. 15.77), compared to students' $\bar{X}=62.73$ (S.D. 16.71), with a significant difference $t=-8,520$, $p<0,001$, showing that English teachers perceive the frequency of disruptive students' behaviours more than students do.

The Chi-square statistic is a non-parametric technique intended to examine group differences when the dependent variable is determined at a nominal level (McHugh,2013). For this reason, it was used for item-by-item comparison of disruptive behaviour frequency. The study also investigated item-based differences between students' and English teachers' reports regarding the frequency of disruptive behaviours in English lessons. Table 8 presents an item-by-item comparison of students' and English teachers' responses regarding the frequency of specific disruptive student behaviours in English courses. Chi-square (χ^2) tests were used to determine if there were significant differences between the two groups' responses across the four behavioural themes.

Table 8

Comparison of Disruptive Behaviours in English Lessons by Group Type (Item-based Analysis)

Theme	Items	Group	Never	Seldom	Usually	Always	Significance
Aggressive Behaviours (Towards Others)	Damaging property of friends	Students	112	91	15	5	$\chi^2=78,247$ $p<0,001^a$
		Teachers	1	47	26	8	
	Shouting at friends	Students	36	119	49	19	$\chi^2=42,719$ $p<0,001^a$
		Teachers	1	24	35	22	
	Swearing to friends	Students	74	76	48	25	$\chi^2=21,699$ $p<0,001^a$
		Teachers	6	39	21	16	
	Hitting, kicking or pushing friends	Students	76	94	34	19	$\chi^2=42,972$ $p<0,001^a$

School Rule Violations		Teachers	4	30	35	13	
	Insult to the teacher	Students	113	63	29	18	$\chi^2=36,955$
		Teachers	10	40	20	12	$p<0,001^a$
	Defying to teacher continually	Students	77	77	41	28	$\chi^2=37,099$
		Teachers	2	36	33	11	$p<0,001^a$
	Complaining about friends to the teacher	Students	56	85	52	30	$\chi^2=50,149$
		Teachers	1	15	37	29	$p<0,001^a$
	Teasing of other friends	Students	30	46	68	79	$\chi^2=27,734$
		Teachers	2	29	40	11	$p<0,001^a$
	Lying to the teacher	Students	114	74	24	11	$\chi^2=70,827$
		Teachers	2	39	33	8	$p<0,001^a$
	Defacing school property	Students	141	57	19	6	$\chi^2=81,317$
		Teachers	6	42	30	4	$p<0,001^a$
	Tardiness	Students	38	108	52	25	$\chi^2=23,071$
		Teachers	3	27	35	17	$p<0,001^a$
	Not caring about school uniform, cleanliness	Students	111	51	34	27	$\chi^2=48,487$
		Teachers	10	42	26	4	$p<0,001^a$
	Bringing special possessions to school	Students	79	51	32	61	$\chi^2=48,453$
Irresponsibility / Lack of Academic Engagement		Teachers	7	37	30	8	$p<0,001^a$
	Not coming to school without a logical reason	Students	99	75	37	12	$\chi^2=41,563$
		Teachers	5	53	16	8	$p<0,001^a$
	Damaging one's own property	Students	139	60	17	7	$\chi^2=55,298$
		Teachers	12	46	17	7	$p<0,001^a$
	Getting away from the task	Students	101	84	30	8	$\chi^2=68,440$
		Teachers	6	25	44	7	$p<0,001^a$
	Coming to school without any preparation	Students	48	74	62	39	$\chi^2=37,648$
		Teachers	1	13	38	30	$p<0,001^a$
	Not having homework done	Students	49	100	59	15	$\chi^2=41,851$
		Teachers	0	24	43	15	$p<0,001^a$
	Forgetting to bring supplies and books	Students	76	103	41	3	$\chi^2=47,456$
		Teachers	3	36	35	8	$p<0,001^a$
	Daydreaming, doing nothing	Students	67	71	53	32	$\chi^2=32,763$
		Teachers	2	29	40	11	$p<0,001^a$
	Hanging about the assigned work	Students	87	82	43	11	$\chi^2=44,357$
		Teachers	3	33	38	8	$p<0,001^a$
	Cheating	Students	144	43	19	17	$\chi^2=72,264$
Disruptive		Teachers	10	45	21	6	$p<0,001^a$
	Changing seats without permission	Students	80	73	51	19	$\chi^2=23,027$
							$p<0,001^a$

	Teachers	7	34	28	13	
Eating in class	Students	56	80	53	34	$\chi^2=13,945$
	Teachers	5	40	23	14	$p=0,003^a$
Trying to go out of class without any reason	Students	140	46	24	13	$\chi^2=48,719$
	Teachers	15	35	24	8	$p<0,001^a$
Making noise	Students	99	62	34	28	$\chi^2=49,212$
	Teachers	5	31	36	10	$p<0,001^a$
Talking without permission	Students	42	61	65	55	$\chi^2=30,696$
	Teachers	0	12	44	26	$p<0,001^a$
Talking about irrelevant issues	Students	39	73	62	49	$\chi^2=21,674$
	Teachers	0	24	39	19	$p<0,001^a$
Making disruptive sounds	Students	117	66	26	14	$\chi^2=33,599$
	Teachers	14	45	19	4	$p<0,001^a$
Wandering aimlessly	Students	113	47	40	23	$\chi^2=30,394$
	Teachers	16	38	22	6	$p<0,001^a$
Inappropriate use of materials	Students	60	90	48	25	$\chi^2=32,493$
	Teachers	1	37	37	7	$p<0,001^a$

The results showed significant differences for each behaviour item ($p<0,001$). For instance, behaviours such as “damaging property of friends” ($\chi^2=78,247$), “lying to teacher” ($\chi^2=70,827$) and cheating ($\chi^2=72,264$) were reported significantly more frequently by English teachers compared to students. Even behaviours such as “complaining about friends” ($\chi^2=50,149$) and “eating in the class” ($\chi^2=13,945$, $p=0.003$) showed significant group differences.

In all four categories, “Aggressive Behaviours, School Rule Violations, Irresponsibility/ Lack of Academic Engagement, and Disruptive Behaviours”, teachers consistently assessed the frequency of these disruptive student behaviours as higher than that of students. These findings strengthen the pattern seen in Table 7 and indicate that there is a persistent difference in the perceptions of students and English teachers concerning disruptive student behaviours.

Lastly, the correlation between the total score and the four categories of disruptive behaviours reported separately by students and teachers was to be calculated, and therefore, correlation was used.

The study also explored correlations among categories of disruptive student behaviours that differ between students’ self-reports and English teachers’ perceptions.

Table 9*Correlation of Findings for Disruptive Behaviours in English Lessons*

Group	Theme	1	2	3	4	5
Students	Aggressive Behaviours (1)	---				
	Disruptive Behaviours (2)	0,80	---			
	Irresponsibility / Lack of Academic Engagement (3)	0,67	0,69	---		
	School Rule Violations (4)	0,65	0,64	0,59	---	
	Total (5)	0,91	0,93	0,84	0,79	--
						-
Teachers	Aggressive Behaviours (1)	---				
	Disruptive Behaviours (2)	0,84	---			
	Irresponsibility / Lack of Academic Engagement (3)	0,85	0,82	---		
	School Rule Violations (4)	0,71	0,72	0,74	---	
	Total (5)	0,94	0,94	0,93	0,84	--
						-

Table 9 presents the Pearson correlation coefficients among four categories of student disruptive behaviours and the total score, as reported separately by students and teachers. Correlation levels are interpreted using the classification by Ersöz and Ersöz (2022), where 0.00–0.25 indicates a very weak, 0.26–0.49 a weak, 0.50–0.69 a moderate, 0.70–0.89 a high, and 0.90–1.00 a very high relationship. For broader interpretability, Cohen's (1988) conventional thresholds (small, medium, large) are also considered alongside this classification.

Student Data Correlations

Among students, all sub-dimensions of disruptive behaviour were positively and significantly correlated with one another. The highest correlation was found between the total score and disruptive behaviours ($r = 0.93$), followed closely by aggressive behaviours ($r = 0.91$), indicating very high relationships. Correlations between sub-dimensions also reached high levels: aggressive behaviours correlated highly with disruptive behaviours ($r = 0.80$), and moderately with irresponsibility/lack of academic engagement ($r = 0.67$) and school rule violations ($r = 0.65$). The weakest correlation was between irresponsibility and school rule

violations ($r = 0.59$), which still fell within the moderate range. Overall, these findings suggest that students tend to exhibit multiple types of disruptive behaviour in tandem.

Teacher Data Correlations

For teachers, the relationships between sub-dimensions were even stronger than those found in student self-reports. The correlation between aggressive behaviours and irresponsibility/lack of academic engagement was $r = 0.85$, and between aggressive behaviours and disruptive behaviours was $r = 0.84$ — both reflecting high relationships. The total score showed very high correlations with all four categories: $r = 0.94$ for both aggressive and disruptive behaviours, $r = 0.93$ for irresponsibility/lack of academic engagement, and $r = 0.84$ for school rule violations.

Compared to students, teachers demonstrated higher consistency across categories, with all correlations reaching either high or very high levels. This may indicate that teachers perceive student disruptive behaviours as more interconnected or overlapping than students do themselves.

Apart from quantitative analysis, semi-structured interviews were conducted with 16 English teachers working in state and private schools. Eight English teachers from state schools and eight English teachers from private schools volunteered to participate in the interviews. Teachers were asked six questions:

- 1) What types of disruptive behaviours do you encounter in your classroom? How do you observe the effects of these behaviours on your teaching?
- 2) Do you think that using only English in English classes increases students' disruptive behaviours? How do you evaluate the effects of this situation on the flow of the lesson?
- 3) How do you evaluate the underlying causes of your students' disruptive behaviours? What are the factors that trigger these behaviours?
- 4) As a teacher, how do these types of behaviours affect your emotional state and motivation?
- 5) What strategies do you use to reduce or prevent students' disruptive behaviour?
- 6) What are your possible solutions to prevent these behaviours? What type of solutions can prevent these behaviours?

The teachers' responses were recorded as audio files, transcribed, and thematic analysis commenced.

4.3. Thematic analysis of English teachers

Table 10

Comparative Perceptions on the Types of Disruptive Behaviours

Themes	State School Teachers Codes (Frequency)	Private School Teachers Codes (Frequency)
Derailing the Lesson	Talking without permission (11) Distracting other students (7) Making disruptive noises (6) Off-topic student talk (5) Sabotaging the lesson (5) Walking around during the lesson (3) Intentional disruption (2)	Sabotaging the lesson (8) Talking without permission (7) Distracting other students (5) Intentional disruption (3) Walking around during lesson (2) Shouting (2) Making frequent excuses (2)
Disrespect	Insulting or swearing (8) Being rude (5)	Neglecting the teacher and lesson (5) Being Rude (3) Insulting or swearing (3) Displaying negative attitude toward foreign teachers (2) Making inappropriate jokes (2) Bullying peers (1)
Irresponsibility	Not doing homework (4) Not bringing materials (2)	Failing to bring required materials (3) Coming late to class (1) Using mobile phones during lesson (1)

Comparative Summary: Perceptions on the Types of Disruptive Behaviours

Findings from state school and private school teachers reveal that, although general behavioural issues such as disrupting the flow of the lesson, disrespect and irresponsibility are common, their specific demonstrations and frequency vary depending on the school context. In the 'Disrupting the Lesson' category, state school teachers reported significantly higher frequencies of talking without permission ($f=11$) and socially oriented distractions (e.g., football and social media). In contrast, private school teachers emphasised that "sabotaging the lesson" ($f=8$), including unique external disruptive behaviours caused by students outside the classroom, was a more significant problem. A notable difference emerged regarding "disrespect": while state school teachers primarily observed verbal conflicts and swearing among peers, private school findings revealed a more complex dynamic involving "vertical" disrespect. Private school teachers reported that students neglected prepared activities and, most importantly, displayed negative attitudes towards foreign teachers due to perceived language

barriers. Finally, while both groups identified "irresponsibility" as a problem, state school reports focused on chronic homework neglect, while private school reports highlighted modern technological distractions such as playing mobile games during class hours. These results show that, despite the consistency of the themes, the socio-economic and institutional structures of each school type determine the specific nature of student disruptions.

Detailed Findings: State School Context

In the semi-structured interview with English teachers in state schools, the findings demonstrated that English teachers in state schools find the most common disruptive behaviours of students related to derailing of the lesson, such as talking without permission, distracting other students and making disruptive noises. They also added that the most frequent disruptive behaviour that disrupts the flow of the lesson is when students talk without permission:

During lessons, I would say that the most common disruptive behaviour I encounter is students talking to their desk mates, talking amongst themselves (SST7).

According to English teachers in state schools, distracting each other is also a disruptive behaviour that is frequently observed.

Students who aren't paying attention enjoy disturbing their classmates who are listening, and I see this happening quite often (SST6).

Some teachers observed that students make strange noises to disrupt the flow of the lesson.

The behaviour I encounter most often is generally from students sitting at the back. They make strange noises to disrupt the flow of the lesson and laugh about it (SST4).

The findings revealed that students enjoy discussing popular topics unrelated to the lesson, such as football, music groups, and social media trends, during the lesson time.

They say, 'Let's talk about football.' Football is discussed excessively in our classes. These conversations disrupt the class as disruptive behaviour (SST3).

Some teachers also stated that they had encountered some students attempting to sabotage the lesson.

Especially at the beginning of the school year, or if the class does not consist of my previous students, they naturally display disruptive behaviour since the students don't know me well. The simplest example of this is when a student gets bored and, clearly not knowing the teacher's personality, tries to sabotage the lesson in some way (SST8).

In addition to these disruptive behaviours, as reported by English teachers in state schools, students walk around during lessons and deliberately attempt to interfere with the lesson.

There are also students who stand up and walk around unnecessarily (SST2).

I have to warn the students, and when I do, they start to display even more disruptive behaviour. I start to believe that my warning leads to them displaying even more disruptive behaviours (SST7).

The findings revealed that other disruptive behaviours witnessed by English teachers in state schools are related to disrespect. One of the most frequent disruptive behaviours related to disrespect seen in the classroom is insulting.

I witness them using inappropriate language among themselves, and even if I don't hear it myself, there are students who hear these inappropriate words and report them to me. In such situations, I am compelled to intervene (SST4).

Another disruptive behaviour related to disrespect is students being rude to each other. *Apart from disrespect towards the teacher, there is a lot of disrespect towards their own friends, and you constantly have to intervene to keep things under control. In some classes, these interventions work, and disruptive behaviours decrease. In others, of course, the desired results are not achieved (SST6).*

The last type of disruptive behaviour derives from the students' irresponsibility. English teachers in state schools mostly complain about students not doing their homework and not bringing the necessary materials to class.

Not doing homework is already a common shortcoming among most students. I believe that not doing homework is a chronic problem for some students that has been going on for many years (SST6).

Not bringing necessary materials such as books and notebooks, or even pencils, has become a habit for some students (SST2).

Detailed Findings: Private School Context

On the other hand, the findings demonstrated that private school English teachers reported the most common disruptive behaviours under the “Derailing the lesson”, which includes behaviours that disrupt the flow of teaching, such as “sabotaging the lesson, talking without permission, or distracting their peers”. One of the teachers mentioned:

We see a lot of disruptive behaviour in the new generation of students, such as interrupting conversations and sabotaging lessons. We encounter this particularly often in our school. In fact, while I am teaching, children from other classes come and try to sabotage the lesson from the doorway. We witness a lot of sabotaging behaviour like this (PST2).

Some private school teachers also emphasised that disruptive students talk too much without permission, intentionally to break the flow of the lesson.

Generally, the most common disruptive behaviour I encounter is excessive chatting, talking among themselves in class without permission (PST7).

Distracting each other is one of the most frequent behaviours seen during the lesson.

Students' disruptive behaviour and distracting each other also distract me when I am focused on the lesson, and I am unable to convey what I have planned in my mind to the students adequately, or I may forget (PST3).

On the other hand, some students react when their teachers warn them and exhibit disruptive behaviour.

I have to warn the students, and when I do, they start to display even more disruptive behaviour. My warning leads to them displaying even more disruptive behaviour (PST3).

Teachers also expressed that students display “walking around during the lesson, shouting, frequent excuse-making” behaviours to disrupt the flow of the lesson. Other disruptive behaviours are related to disrespect, which refers to behaviours that undermine the teacher's authority, harm peer relationships or show neglect toward the lesson. One of the private school teachers talked about students neglecting and mentioned:

For example, I prepared an activity, researched it, spent time on it, prepared some stuff and brought it to class, but I can't do it the way I want to. The students either participate reluctantly, don't want to participate, or do it wrong (PST1).

The students often behave rudely towards each other during the lesson time.

I observe a lot of disruptive behaviour, primarily a great disrespect and rudeness towards one another (PST1).

Private school English teachers claimed that students insult each other even during class time.

I know it's not the right strategy, but when 20 children are shouting in a classroom, one is swearing at another, another is cursing at him, the other one suddenly gets up from his seat and walks away, they create chaos and forget they are in the classroom, and you feel compelled to react by shouting back, and I say, ‘Enough, sit down, what's going on here?’ (PST1).

One foreign English teacher working at a private school believes that some students behave differently than they do with local teachers.

First of all, as a foreign teacher, I see that students behave differently towards foreign teachers. They say, “This guy doesn't know Turkish, he doesn't understand,” and we hear a lot of bad things there, actually. Sometimes they even swear at each other during the lesson. Unfortunately, we have to speak only English at school. We don't respond in Turkish, and I would say that 90% to 99% of the time, the problem is that we don't know this culture and don't know certain words, so the children behave very freely. They feel a little more relaxed in English classes. Unfortunately, we can't be very disciplined teachers. Especially since we speak a completely different language there. Since we don't have a common language, they don't take us seriously. This problem generally continues from fifth grade to eighth grade. You can even see it in first and second grade in elementary school. Because they haven't learned how to behave toward foreigners (PST8).

The other disruptive behaviours related to showing disrespect are reported as “inappropriate jokes” and “peer bullying”. Another type of disruptive student behaviour stems from irresponsibility. Private school English teachers complain that students do not bring the necessary materials, lose them, or forget them at home.

Nowadays, I have been dealing with students who do not bring their books and notebooks to class. It's very tough to get them to bring their books. Some say they forgot them at home. Some say they lost them. In fact, many of them deliberately lose their books and notebooks. I have to deal with such nonsense (PST2).

The findings also showed that behaviours such as being late and playing games on phones during class time are witnessed.

Playing games on phones during class is also common, especially in the back desks, such as games like ‘Subway Surfers’. These also disrupt the flow of the lesson (PST6).

During semi-structured interviews, English teachers were asked whether they had observed any effect of English usage on students' disruptive behaviour. Their responses are presented in the following table.

Table 11

Comparative Perceptions on the Effect of Using the Target and Native Languages on Behaviours

Themes	State School Teachers Codes (Frequency)	Private School Teachers Codes (Frequency)
Use of English	English-only instruction Triggers disruptive behaviour (10) Grade-based English use (4)	English-only instruction triggers disruptive behaviour (16) Grade-based English use (6)
Use of Turkish	Pressuring teacher to use Turkish (8) Turkish use reduces disruptive behaviour (3)	Turkish use reduces disruptive behaviour (9) Pressuring teacher to use Turkish (8)

Comparative Summary: Perceptions on the Effect of Using the Target and Native Languages on Behaviours

The comparison of findings regarding the use of target (English) and native (Turkish) languages reveals that while both groups face similar challenges, the intensity of these issues is notably higher in private schools. A primary shared finding is that English-only instruction often acts as a trigger for disruptive behaviour; however, this was reported more frequently by private school teachers ($f=16$) than those in state schools ($f=10$). In both contexts, teachers observed that students' inability to understand the target language leads to boredom, disengagement, and a sense of "giving up." Furthermore, both state and private school teachers noted a grade-based difference, reporting that 5th and 7th graders are more receptive to English, whereas 6th and 8th graders are highly resistant. Despite the institutional expectation to maintain the target language, students in both settings exert equal pressure on teachers to switch to Turkish ($f=8$). However, a significant difference emerged in the effectiveness of the native language as a management tool. Private school teachers reported more frequently that switching to Turkish reduced disruptive behaviour ($f=9$) compared to state school teachers ($f=3$).

Detailed Findings: State School Context

The findings revealed that the use of only English (the target language) during lessons by English teachers in state schools has negative effects and that the use of English varies across some classes.

I use Turkish in class so they can understand better, then I say something surprising in English and start explaining in English, continuing in English. They all look at each other and say: 'Teacher, what are you saying? We don't understand. Are we American? Are we British?' they say. They display disruptive behaviours (SST3).

Teachers use more English in 5th and 7th grades, while using less English in 6th and 8th grades.

Using English is a bit of a struggle in 6th and 8th grades. 5th-grade students are still like elementary school students; since they have just come from elementary school, they have not yet fully entered the adolescent phase of middle school, and 5th-grade students are easier to teach and use English compared to other students. There aren't many problems in 7th grade either. We can't really use English with 8th-grade students because of the LGS (High School Entrance Exam) (SST6).

On the other hand, the fact that English teachers in state schools mostly use Turkish (native language) reduced disruptive behaviour. However, teachers stated that some students force them to speak Turkish in class.

One of the behaviours I dislike the most is them constantly forcing me to speak Turkish. While trying to make them love English, it exhausts me that they answer even the simplest questions in Turkish (SST3).

Some teachers also observed that using Turkish (native language) helped them reduce and control disruptive behaviours.

When switching to Turkish, disruptive behaviours decrease in a positive way. Because the students think they understand me better. They think they don't miss anything. They think their attention isn't distracted. They want everything to be spoken in Turkish, especially in some classes (SST7).

Detailed Findings: Private School Context

According to the findings, English teachers in private schools reported that using target and native languages in their classrooms had certain influences as well. Some English teachers claimed that using only English (target language) triggered disruptive behaviours of students.

When I want to use English, the students' disruptive behaviour increases. That is because the students get bored there. They want to do something because they can not release their energy, so they display disruptive behaviour. They compensate in this way (PST8).

We are not allowed to speak Turkish, and I observed that when students did not understand their teacher, they would give up, not even attempting to understand or listen, behaving as if there were no teacher in the classroom. Naturally, when they behaved as if there were no one in the classroom, they did whatever they wanted (PST1).

Teachers explained that they encountered fewer problems or disruptive behaviours in 5th and 7th graders compared to 6th and 8th graders.

Naturally, we speak English in our lessons and try to teach it, especially in the fifth and seventh grades. We speak as much as possible with the younger age groups, but there are more disruptive behaviours when we use English; most of them cannot understand what we are saying (PST7). Because of the LGS (High School Entrance Exam), English is not used very much in 8th graders; their focus is on the exam (PST4).

The findings indicated that it is sometimes beneficial for English teachers at private schools to use their native language (Turkish) to deal with disruptive behaviour; however, some pupils compel their teachers to use only Turkish during lessons.

I wish we could speak English all the time. I really want to, but unfortunately, I can't do it at school. Because this time, there are particular classes where I have to switch to Turkish. Even when giving instructions, we're normally supposed to speak English. For example, last year I was able to do this to some extent, but this year it's almost entirely in Turkish, unfortunately. So, if I were to give a percentage, unfortunately, about 70% of my lessons are in Turkish. It's just me saying things like 'sit down properly', 'do not talk without permission', as a warning. Well, maybe if I keep talking in English constantly, they'll understand, but they drive me crazy, so after a while, I have to switch to Turkish (PST2)

Their disruptive behaviour discourages me from speaking English. It doesn't affect the flow of the lesson or my plan too much, but it has a very negative impact on my motivation to speak English. Because no matter how much I want to speak English, they feel the need to answer me in Turkish and force me to speak Turkish. While I try to encourage students to speak and use English, they try to force Turkish on me (PST3).

At the time of the semi-structured interview, English teachers were asked about the causes of the disruptive behaviours of students. To this end, the causes of disruptive behaviours of students were presented in the following table.

Table 12

Comparative Perceptions on the Causes of Disruptive Behaviours

Themes	State School Teachers Codes (Frequency)	Private School Teachers Codes (Frequency)
Student Related Factors	Low awareness of English value (16) Absence of purpose (15) Low self-confidence (12) Negative attitude toward English (7) Adolescent challenges (3) Negative past experiences (3) Student level diversity (3) Influence of disengaged students (2)	Low student motivation (3) Student level diversity (2) Tuition-based entitlement (2) Desire for peer acceptance (2) Poor students' diet (1) Digital distraction (1)
Family Related Factors	Parental neglect (21) Family-teacher collaboration gap (3)	Parental neglect (17)

		Family–teacher collaboration gap (4) Divorced or separated parents (1) Parental over-reliance on teachers (1)
School Management Related Factors	Inadequate classroom environment (9) Insufficient teacher authority (3)	Lack of support from school management (5) Insufficient teacher authority (4) Inadequate classroom environment (4) Disruptions due to unplanned visits (3)
Learning Related Factors	Fundamental educational gaps (3) Heavy curriculum (2)	Challenges in foreign language learning (2) Heavy curriculum (2)
External Factors	Post-COVID behavioural effects (1)	—

Comparative Summary: Perceptions on the Causes of Disruptive Behaviours

The analysis of the causes of disruptive behaviour reveals that while Family-Related Factors (specifically parental neglect) are a major concern in both contexts, the underlying motivations and institutional pressures differ significantly. In State Schools, the primary student-related cause is a low awareness of the value of English (f=16) and a perceived absence of purpose (f=15). State school teachers describe a struggle to convince students of the global utility of the language. In contrast, Private School teachers face a unique challenge in tuition-based entitlement (f=2), where students feel their financial contribution grants them the freedom to ignore classroom boundaries. While both groups identify Parental Neglect as a high-frequency cause (State f=21, Private f=17), the nature of this neglect differs: state school teachers report a lack of basic academic involvement, whereas private school teachers report a lack of behavioural boundaries and an over-reliance on teachers to solve all emotional and academic issues. Regarding School Management Related Factors, a clear divergence is visible in the perception of authority. State school teachers link disruption to inadequate physical classroom environments (f=9) and a systemic lack of disciplinary measures. However, private school teachers specifically highlight a lack of support from school management (f=5) and a "commercialised" environment where the fear of parental complaints undermines teacher authority. Finally, the theme of External Factors (specifically the Post-COVID effect) appeared only in the state school data, suggesting that the long-term behavioural impact of the pandemic was felt more acutely in the public sector. Conversely, private school teachers were more likely

to cite digital distractions and dietary habits as modern, context-specific triggers for misbehaviour.

Detailed Findings: State School Context

During semi-structured interviews, English teachers in state schools mostly indicated that the causes of disruptive behaviour were factors related to the students. Most teachers mentioned that students are unaware of the value of English as a global language and do not attach importance to it.

Students think there is no need for motivation to learn English. Sometimes I have to explain to them, ‘Why should we learn English?’ They can't seem to figure out the reason. They wonder why the teacher isn't teaching in Turkish. Why are we learning English? Students don't fully understand this, so they aren't actually aware of it. Now, there are many children who play English games in their normal lives, but they are not aware that it could be a universal common language and that there could be a need for it. Additionally, there are environmental factors, such as at home, while watching TV or listening to music, where they're not exposed to such things. What they watch is... well, how should I put it? A bit of foreign language culture needs to accompany it. But unfortunately, not every child has that (SST1).

Teachers stated that students who display such behaviour have no purpose and therefore display these behaviours more frequently.

The biggest cause for our own students is a lack of goals. They have no goals within a profession. 8th-grade students will take the LGS exam this year, but there are still many students who have no goals and are very indecisive. I think they have no interest in English because they lack goals (SST3).

On the other hand, some teachers claim that state school students lack sufficient confidence to learn English; they do not believe they succeed and, therefore, display these behaviours.

There is also a thought, “I can't speak English; I can't do it.” So they build a wall, like, “I can't speak English.” This time, they don't pay attention in class, and they start getting engaged in different things. Disruptive behaviours emerge. They interrupt the class; for instance, they ask irrelevant questions at that moment (SST1).

According to teachers, state school students also had a negative attitude toward English.

Some students have prejudices against English, so they don't want to learn or speak it (SST7).

Some students have no curiosity at all; they have completely closed themselves off to English (SST8).

The findings demonstrated that other causes of disruptive behaviours among students include adolescent issues, negative past experiences, diversity among students, and the influence of disengaged students.

Some teachers pointed out that adolescent issues have influenced students' behaviours. Students don't want to engage with English lessons due to the effect of their hormones. That's also a significant factor. They try to impress their friends. They want to be different from the rest of the class. They try to be funny. They want people to laugh at them. There's an expectation of attention (SST5).

Some teachers mentioned that students' negative past experiences had an impact on their disruptive behaviours.

There are some things that students have tried before, or someone has given them feedback that they cannot succeed in some way. They have lost interest, lost faith in themselves. When that happens, they develop something against English (SST1).

Other teachers emphasised the diversity in students' proficiency levels in the English language.

Some students do not have the same level of English proficiency. That is, while some may have good grammar knowledge, others may have good vocabulary knowledge, but not all of them have the same level of English, and this may be one of the causes of some disruptive behaviours (SST7).

They also expressed their views on the influence of disengaged students on disruptive behaviours.

Even if only one student wants to engage in disruptive behaviour, another student who is close to losing focus at that moment can immediately join in. When that happens, a conversation flow occurs (SST3).

Other causes of disruptive behaviours are identified as family-related factors. Many teachers stated that they often face parental neglect, while some teachers also mentioned a lack of cooperation between families and teachers.

The family is very important, and whatever the family expects from that student, such as 'you will achieve this' or 'you will do that,' is completely linked to the student's behaviour at school. Because there is a big difference between the students of families who have some expectations and those of families who do not, since some families do not care about their children at all. Also, perhaps some families take mathematics seriously but have the mindset of "what are you going to do with English anyway? (SST5). There is not enough school-family cooperation; in fact, there is none at all between the school and the family. I can contact some, but not others. They do not pick up their phones when I call to inform them of a problem or to discuss a situation. When I do contact them, I sometimes receive positive responses, but sometimes I get nowhere (SST2).

English teachers in state schools linked the causes of students' disruptive behaviours to school management. While most teachers complained that the classroom environment was not suitable for English lessons, others claimed that they did not have enough authority.

The physical conditions of the classrooms and the number of students per class must be reviewed. Another problem, in my opinion, is that there are no resources that could be more enjoyable for students, no books, and the resources we use are not adequate (SST1).

Teachers really have no disciplinary measures to punish children in class. In other words, for a teacher to apply disciplinary measures to a child in a classroom, a report must be filed, and this report must be processed by the management, resulting in a punishment for the student. Yes, when you look at it, there isn't a situation where disciplinary punishment is given for every behaviour, but a compromise needs to be found. I think all teachers suffer greatly from this lack in the classroom (SST6).

Another cause for students' disruptive behaviours, according to English teachers in state schools, stems from factors related to learning. Some teachers claim that students are aware of fundamental educational gaps, such as failing to pass the class, and take advantage of this. Some teachers, however, mention that the current curriculum is not very suitable for students.

To be honest, I would say that most of the problems stem directly from the core of the education system, because when children come to school, they are already quite detached and disconnected from it. For example, these students know that they will never fail a class, so they feel free to behave however they like (SST2).

Our curriculum is already very intense and demanding. There are ten units. All of them need to be covered because they will appear in the exams, especially for 8th graders in the LGS (High School Entrance Exam). What affects us is that if we have a 40-minute lesson, 5-10 minutes of it is definitely spent trying to control the students' behaviour and maintain a favourable classroom environment. You constantly lose time. Because you lose time, you can't keep up with the curriculum. For example, even if you only have 10 minutes left per week for four lessons, it almost takes up one lesson hour from us (SST4).

The last type of disruptive behaviour, according to English teachers in state schools, is related to external factors such as the impact of Covid-19.

In fact, we can list many causes for disruptive behaviour, and one of them is the lack of discipline among students during this COVID period, starting from primary school (SST6).

Detailed Findings: Private School Context

English teachers at private schools have stated that the most common causes of disruptive behaviours are related to family factors. Some teachers have expressed their views regarding the neglect of students by their families.

I believe the primary cause of disruptive behaviour begins in the family. Education within the family, generally speaking. What we observe is that families say yes to everything their children want and set no

boundaries. This is how students are today. Now, when we teach a foreign language or culture to a student who has not had boundaries set for them in their own language and culture, they do not know any boundaries and display even more disruptive behaviour. They don't understand what we mean. They don't accept 'no' for an answer. When we say "no" to a student, the child doesn't know how to react. 'Should I stop here or should I continue?' I don't think they can decide. So, inevitably, as parents who don't set boundaries, the problem starts here. Ultimately, parents need to maintain the same attitude and behaviour in clear, definitive terms. If a parent can truly convey this to their child, that child will know they must stop when we say "no"(PST4).

Teachers also pointed to parents' unwillingness to cooperate with them as the reason for students' disruptive behaviour.

Parents are unaware of how much collaborating with the teacher contributes to their child's success and are unaware of the consequences of this lack of awareness (PST6).

Other causes of disruptive behaviour included divorced or separated parents and parents putting all the responsibility on teachers.

Divorce rates have risen sharply over the past 20 years. There is no stable family at home. There is no authority at home. Unfortunately, there are very few families left who can take care of their children when they come home, help them with their homework, and take on their emotional and financial responsibilities. If we consider that we have a quota of 24 students in a class, looking at all classes in general, perhaps 10 or 12 of them come from divorced families (PST3).

Parents see all responsibility as on the teachers. They think that if my child isn't learning English in class, it's the teacher's problem; if they don't do their homework, it's the teacher's problem; if they're misbehaving in class or lying to the teacher, it's the teacher's problem, not mine (PST1).

The findings also demonstrated that English teachers mentioned some causes related to school management. Some teachers state that they do not receive sufficient support from the school administration and that students consequently display disruptive behaviour easily.

Even though I remain silent in class and wait, even though I say this is an administrative punishment, the students believe there will be no response from the management. At this point, I hold the management responsible for the students' behaviour (PST5).

Teachers believe they do not have enough authority, which students recognise and behave however they want.

Especially when it comes to grades, our biggest sanction for students is their grades. After all, the biggest administrative sanction a teacher can give is a grade. Of course, I don't believe that any teacher in college gives a zero. I don't think any student in college gets a zero on their transcript, except for public schools, of course. I'm talking about colleges. The child is aware of this, so whether I listen to the lesson or not, I

will pass anyway. The teacher cannot scold me; my parents will come to the school, tell the principal, and the principal will confront the teacher. I'll get the teacher fired, and they can't keep a record of me, and I'll pass anyway with grades around 80-90-100 anyway. With self-confidence, they come with disrespect toward the teacher; our authority drops to zero, and our respect disappears (PST7).

They claim that an inconvenient classroom environment triggers their disruptive behaviours.

I think another cause is the classroom environment not being convenient. For example, when the classroom is not sufficiently ventilated, students can fall asleep, or the food students eat during breaks can cause unpleasant odours in the classroom. This, combined with students not getting enough oxygen, a warm classroom atmosphere, a small classroom, and a large group of students, triggers disruptive behaviour in students (PST3).

They also complain about the disruptions due to unplanned visits.

For example, during the lesson, a consultant teacher, an administrator, or a member of the school staff making an announcement can trigger disruptive student behaviour that distracts both the teacher and other students when they are fully focused on the lesson, disrupting its flow (PST3).

The findings indicated that English teachers in private schools think that some causes of disruptive behaviour are directly related to the students, their motivation or habits. They state that students sometimes lack sufficient motivation to learn and speak English.

Students with low motivation display more disruptive behaviour, and when they display such behaviour, they inevitably lower the learning motivation of other students. This time, we are also losing the student who came to class motivated (PST4).

Teachers also believe that differences in students' English proficiency levels lead to disruptive behaviour.

Our classes vary in level depending on the school students come from. Some schools organise classes by proficiency, which requires more teachers if the school can support it. When teaching in English, students need a certain level of background. Some students have been learning English since preschool and can easily follow lessons and answer questions. Others come from public schools, where their English foundation is weaker. These students struggle more in speaking activities because they understand less and have had limited exposure, often having learned grammar mainly in Turkish (PST3).

Another factor cited is that students are aware that their families are paying for private schools and thus feel entitled to behave as they wish.

I believe that one of the most important factors is money, because students are aware that they are paying for private schools and therefore feel they can behave as they wish (PST7).

Some English teachers in private schools claimed that some students try to attract the attention of other students, thinking that this will get them a place in the class and that the others will like them.

Because there are some students who think they are popular because we are constantly dealing with them, and they adopt the mentality that 'the teacher deals with me, the class boils over, and you guys can relax (PST4).

Other reasons for disruptive behaviour among students have been presented as students' diets and digital distractions. Finally, according to English teachers in private schools, the causes of disruptive student behaviour have been found to be related to learning factors. Teachers believe that students are not accustomed to learning foreign languages and hence find it difficult to learn English. They also think that the current curriculum is not suitable for students.

Since we teach English here as a foreign language, they are having some challenges and find learning English extremely difficult. If they had learnt it as a second language, perhaps they would not have experienced such difficulties and would not have displayed too much disruptive behaviour (PST4).

While students don't even know what an adjective is in their Turkish (native language) lessons, in our class, they have to learn adjectives as grammar, and when I explain this, the child is left confused. It is really difficult to explain adjectives to someone who doesn't know what an adjective means in their own language. I first explain the Turkish version of this subject, then the English version in Turkish (PST4).

During semi-structured interviews, English teachers also reported some consequences of these disruptive behaviours; therefore, the perceived consequences of these disruptive behaviours are shown in the table below.

Table 13

Comparative Perceptions on the Results of Disruptive Behaviours

Themes	State School Teachers Codes (Frequency)	Private School Teachers Codes (Frequency)
Affective Impacts	Decreasing in motivation (13) Decreasing in teacher grit (8) Feeling worthless (6) Emotional transition (2)	Decreasing in motivation (22) Emotional transition (8) Decreasing in teacher grit (6) Feeling worthless (3) Role overload (2) Feeling anxious (1) Decreasing in job satisfaction (1) Physical strain from disruptive behaviour (1)

Teaching Process Impacts	Objectives not covered (14) Loss of concentration (2)	Objectives not covered (8) Lesson time loss (6) Struggling to continue (3)
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Comparative Summary: Perceptions on the Results of Disruptive Behaviours

The findings indicate that the consequences of disruptive behaviour are predominantly emotional, with both groups reporting a significant "decrease in motivation" as the primary affective impact. However, the intensity of this impact is markedly higher among private school teachers (f=22) compared to those in state schools (f=13). Both groups described a similar "emotional transition," where teachers begin the lesson in a calm state but end it feeling irritable or aggressive due to constant interruptions. A unique finding in the private school context was the experience of "role overload" (f=2) and "physical strain", with teachers feeling forced to abandon their pedagogical roles to act as "parents" or "siblings" to regain control. Conversely, state school teachers expressed a more profound sense of "decreased in teacher grit (f=8), often leading to existential questioning of their competence and the value of their profession. Regarding the "teaching process", the impacts reveal different institutional pressures. State school teachers reported a much higher frequency of "objectives not being covered" (f=14) compared to private school teachers (f=8). This is largely attributed to the high-stakes nature of the LGS (High School Entrance Exam), which creates a sense of urgency and anxiety in the state sector when time is lost to discipline. In the private schools, the impact is described more in terms of "lesson time loss" (f=6) and a general "struggle to continue", where the flow of interactive activities is permanently fractured. In both settings, the data suggests that disruptive behaviour does not merely pause the lesson; it fundamentally diminishes the teacher's desire to engage with the target language and their students.

Detailed Findings: State School Context

The findings indicated that the consequences of disruptive behaviour mostly relate to "affective impacts", such as teachers' motivation and grit. Most teachers report that the disruptive behaviour of students in state schools lowers their motivation and grit.

When the students in my class are so unmotivated and disengaged, it really demotivates me, too. I don't even feel like speaking English. I just want to finish teaching my lesson and come to my house (SST3). Their behaviour has a very negative impact, of course. I find myself questioning things like, "I'm working so hard for them to teach, but there's no demand. What am I doing, exhausting myself like this, or what is the reason I'm in this job?" I have serious doubts. I've now been in my profession for 20 years. I'm starting to think, "I won't do this anymore, it's not necessary, I don't need to teach them." It's turning into a situation where they're not listening anyway, they don't understand anyway (SST1).

On the other hand, some teachers expressed that they feel their efforts are not being honoured, while others describe experiencing emotional transitions, such as shifting from calmness to anger.

I constantly found myself questioning, 'Is what I'm trying to teach not important at all? Am I such an unworthy and incompetent person? Am I incapable of teaching, incapable of doing this job? (SST2).

I want my lessons to go well and not have any problems with any of the students, but we can experience many different things during the day when faced with disruptive behaviour. We start the lesson happy and calm, but by the end of the lesson, we might inevitably get angry with the students (SST4).

According to teachers in state schools, students' disruptive behaviour not only affects teachers emotionally, but also influences the teaching process. Teachers emphasise that the learning outcomes they are required to teach are not being covered.

It affects me more in the sense that "oh no, I won't finish the book, I need to cover the learning objectives, I need to finish the 8th graders' topics early because it's their LGS year. After finishing, I need to have them take tests. I need to prepare separately for the listening exam or separately for the speaking exam. (SST8).

The findings also revealed that students' disruptive behaviour causes teachers to lose concentration.

It causes me to lose concentration, spoils the examples I give, and makes me forget them, or when we do something interactive, like a game, it causes the other students to lose concentration too (SST1).

Detailed Findings: Private School Context

A closer examination of the data reveals that the disruptive behaviours of students have significant effects on private school English teachers as well, especially on their motivation level.

I am emotionally affected; when my efforts are not recognised, my motivation drops. It decreases, but I try to refocus by adopting exam-oriented approaches or using different materials. Still, the overall feeling that "I am wasting my efforts" negatively affects my motivation (PST6).

The findings indicated that teachers experience changes in their emotions, transforming from motivated or contented teachers when they arrive in the classroom to aggressive or unhappy teachers.

When we consider a 40-minute lesson, the students' negative and disruptive behaviour transforms me from a happy and calm teacher at the start of the lesson into a more irritable, aggressive and impatient teacher by the end (PST3).

English teachers at private schools also mentioned the effect of disruptive behaviours on their teacher grit.

These behaviours certainly affect me a lot. I mean, you go to a class, as I just said, I've prepared an activity, I've researched it, I've spent time on it, I bring it to class, and I can't do what I want to do. They take away my desire to teach (PST1).

Teachers also state that they feel worthless and that their efforts are meaningless.

When we have a bad day, we teachers lose our energy too. You really feel so tired on those days.

Speaking for myself, sometimes I really feel useless and worthless (PST8).

Some teachers believe that students' disruptive behaviour causes teachers to shift their roles from teaching to other roles such as principal, consultant teacher, parent or older sibling.

This, of course, makes me start to feel like a mother, a sister, or even a very different kind of consultant teacher at times. It affects me negatively in every way (PST5).

Other affective impacts of students' disruptive behaviours were reported as feeling anxious, decrease in job satisfaction, and physical strain from disruptive behaviour. On the other hand, teachers claim that these disruptive behaviours negatively affect the teaching process. Some of them find it challenging to meet the lesson objectives due to these behaviours.

Consequently, we are experiencing difficulties in maintaining discipline and encountering problems in covering the curriculum (PST7).

The findings revealed that most disruptive behaviours lead to a loss of lesson time, which teachers complain about.

I have to interrupt the lesson to keep harmony in the classroom, which unfortunately takes at least 10-15 minutes of my time (PST7).

During semi-structured interviews, English teachers at private schools informed that they were struggling to continue with lessons due to students' disruptive behaviour.

We are experiencing difficulties in this process, which makes continuing the lesson even more difficult for us (PST3).

After discussing the consequences of students' disruptive behaviour, English teachers were also asked how they dealt with such behaviours and what strategies they used. The responses are presented in the following table 14.

Table 14*Comparative Perceptions on the Teachers' Strategies to Cope with Disruptive Behaviours*

Themes	State School Teachers Codes (Frequency)	Private School Teachers Codes (Frequency)
Relationship & Rapport Strategies	Fostering teacher-student rapport (7) Post-lesson individual talk (6) Giving rewards (6)	Post-lesson individual talk (3) Giving rewards (3) Building peer-like rapport (2) Fostering teacher-student rapport (2)
Behavioural Control Strategies	Stricter classroom approach (4) Keeping students active (4) Giving punishments or threats (4) Using ClassDojo (3) Making eye contact (2) Time-out for disruptive behaviour (2) Homework tracking (1)	Assigning responsibility to disruptive students (8) Giving punishments or threats (5) Ignoring students (4) Making eye contact (2) Waiting for class to settle down (2) Time-out for disruptive behaviour (1)
Collaboration & Professional Support Strategies	Teacher-family-school collaboration (6) Negotiating classroom practices (4) Switching to a counsellor role (1)	Teacher-family-school collaboration (5) Negotiating classroom practices (5) Switching to a counsellor role (1)
Language & Instructional Adjustments	Switching to Turkish (3) Lowering the language level (2)	Lowering the language level (3) Switching to Turkish (2)

Comparative Summary: Perceptions on the Teachers' Strategies to Cope with Disruptive Behaviours

The comparison of coping strategies reveals that while both state and private school teachers utilise a mix of emotional and disciplinary tactics, their primary points of emphasis differ. In state schools, teachers rely most heavily on "relationship and rapport strategies", with "fostering teacher-student rapport" (f=7) and "post-lesson individual talks" (f=6) being the most frequent responses. These teachers emphasise an "emotional approach," believing that students who like their teacher are less likely to disrupt. In contrast, private school teachers prioritise "behavioural control strategies", specifically "assigning responsibility to disruptive students" (f=8). This tactical approach—turning a disruptor into an assistant—is far more common in the private schools than in the state schools (f=0 for that specific code), suggesting a focus on

classroom management through student engagement and "ignoring" minor infractions (f=4) to maintain flow. Regarding "collaboration and instructional adjustments", both groups show high levels of "teacher-family-school collaboration" (State f=6, Private f=5) and "negotiating classroom practices" (f=4 and f=5 respectively), indicating that when individual rapport or control fails, teachers in both sectors turn to systemic support. A unique technological distinction is found in state schools, where the use of ClassDojo (f=3) serves as a structured reward/punishment system that is not mentioned by private school teachers. Finally, both groups view "language adjustments"—such as switching to Turkish or lowering the language level—as necessary but secondary tools used to reduce student anxiety and regain control when the target language itself becomes a barrier to discipline.

Detailed Findings: State School Context

According to the findings, the strategies most frequently used by English teachers in state schools were those oriented towards developing relationships and rapport. The two most common strategies were reported as “fostering teacher-student rapport and post-lesson individual talk.

At first, I try to get to know the student. I try to understand the cause of their behaviour. I try to engage them in friendly conversation first. I make them like me. My priority has never been to teach the lesson. I proceed with this tactic: first, the student must like me; once they do, they naturally approach me (SST2). Sometimes I have individual conversations after class. "This isn't what I expect from you; you're a much better student than this. You have a bright future ahead of you. What are you doing to yourself? It's like you're harming yourself". To be honest, I try to approach them emotionally (SST5).

On the other hand, several teachers mentioned that they reward students if they behave appropriately or stop their disruptive behaviour.

Sometimes I buy the students tea, fruit juice, and toast from the canteen. As a reward, I tell them I will buy a gift they will like, or we will play a game you choose (SST8).

Other strategies that were applied by English teachers in state schools are based on controlling disruptive behaviours. Some teachers mention that they frequently use strategies such as “a stricter classroom approach, keeping students active, and giving punishments or threats” during their lesson time.

Unfortunately, I've been trying to be strict for a week. I'm trying to be less tolerant because there are students who take advantage of our good intentions. I'm trying to be stricter. I'm forcing myself to appear a little tougher, even if I don't want to. Inevitably, this turns into something negative for children who expect sympathy, but there are situations where I have to be like this (SST1).

Some teachers reported that the strategy of "keeping students active" was beneficial.

I believe it is very important to keep students active in class, and I constantly try to keep them engaged. Whether it's group work or pair work, keeping students active in some way, using the smart board effectively, and using visual stimuli really affect the children and capture their attention. Preparing tasks that will attract their attention and getting them to do these tasks in class is something I do very often". The teacher also added her thoughts on active and passive students and said: Students who are active in class are more motivated towards the English lesson. They are less likely to exhibit disruptive behaviours. Since some students are not active in class, they are not sufficiently engaged in the lesson, so I think it is about their interest and motivation. It is about their lack of motivation, lack of interest, and not being active in class. Children who are active in class rarely exhibit disruptive behaviours. I observe that children who are active in class do not exhibit disruptive behaviours often. (SST7).

Some teachers stated that they had to apply the strategy of "giving punishments or threats".

When this kind of disruptive behaviour increases, I start threatening to lower their performance mark. I warn them that I might call their parents. I may have to take a slightly tougher approach (SST2).

One teacher mentioned that she used an interactive application called 'ClassDojo' in her lessons. ClassDojo is an online classroom management and communication tool that allows teachers to track student behaviour, share feedback instantly, and engage both students and parents through a point-based reward system.

I use the ClassDojo app and find it incredibly useful. It's a fantastic motivator, especially when it comes to doing homework. However, I try not to use it too much for punishment when disruptive behaviour occurs, and I try not to give too many negative points. Generally, I use positive points as rewards, for example, "You participated very well in class today", or when homework is completed, to reinforce good behaviour. However, if someone does display disruptive behaviour, I give negative points, of course (SST5).

Other strategies used by English teachers in state schools include "making eye contact, time-out for disruptive behaviour and homework tracking". They also mention that "collaboration and professional support strategies" are helpful to prevent disruptive behaviour of students. Many teachers state that they try to collaborate with families, school management or colleagues.

Collaborating with parents is very important. Where necessary, working together with other branch teachers or the class teacher of the students, and with the consultant teacher at school, is a good solution to prevent these behaviours (SST7).

Some teachers claimed that it would be a good way to determine the progress of the lesson together and to try to reach an agreement with the students.

I have to adjust my teaching according to the general mood of the whole class that day. If the class is somehow resistant to the lesson, I am left with two options. Either I will finish the lesson in a boring way and accept that most students will not benefit as much as they could have that day, or I will plan the lesson a bit more in the way they want, with a bit of playing games and a bit of teaching. Perhaps the students need to release some energy; we can do other activities for that purpose. I generally choose to find a common ground with them and plan accordingly (SST6).

One of the English teachers in state schools claimed that she had to set aside her own lesson and act as a consultant teacher to deal with disruptive behaviour.

Sometimes I act like a consultant teacher to help them solve their problems. I try to provide counselling (SST6).

The last strategy type that English teachers in state schools apply is focused on “language and instructional adjustments”. While some teachers prefer to switch to Turkish (the native language), others attempt to lower the language level according to their students.

I try to use English at a basic level, taking care to use simpler words. I also try to use it more communicatively so that they use it too. These disruptive behaviours seem to decrease a little bit then (SST4).

When I switch to Turkish, disruptive behaviours definitely decrease. Especially in fifths and sixths. They even want me to speak Turkish all the time. They have such a demand, but I use English as much as possible and only switch to Turkish when they mumble and can't understand too much (SST7).

Detailed Findings: Private School Context

As reported by English teachers in private schools, it has been identified that the most common strategies used by teachers are focused on controlling disruptive behaviours. Some teachers noted that giving students responsibility helps teachers conduct their lessons as they wish.

I assign tasks as a strategy. For example, if we are reading, I have him read directly. If I ask a question, I ask him a question. In other words, I draw him in with questions. I try to get him to answer me (PST5).

On the other hand, some teachers mentioned that they gave minor punishments or made minor threats.

Sometimes, as a punishment, I delay their lunch by five or ten minutes, and when their friends are lining up for lunch, I make that student go to the back of the queue. During the lunch break, if the teachers'

room is available, I take that disruptive student to sit with me, and he/she spend the lunch break doing activities with me. I try to prevent disruptive behaviours with punishments like this (PST3).

Some teachers said they prefer to ignore disruptive students during their lesson time.

When encountering disruptive behaviour in a new class, I first try to ignore it, then gradually apply other methods. I find the strategy of ignoring it effective; I wait patiently until the behaviour fades away on its own (PST6).

A few teachers expressed that they prefer to make eye contact to stop the disruptive behaviours.

First of all, I prefer to make eye contact in class (PST5).

Others said they preferred to wait for the students to settle down on their own and stop displaying their behaviour.

Sometimes I just keep quiet and wait silently for them to stop their behaviour (PST3).

Some teachers preferred to expel students from the classroom for constantly misbehaving during lessons.

Sometimes I give that student a standing time-out so he/she realise what he/she is doing. If he/she persists in his/her behaviour, I expel him/her from the class (PST7).

Other strategies employed by teachers are primarily based on collaboration. One of the collaborations includes the teacher, family and school. Teachers state that they collaborate with families or school management when they are unable to cope with some situations or when they find the strategies they use unsatisfactory.

Sometimes I speak with the management, or I ask the consultant teachers for advice. We communicate with the family. When there is a problem that I cannot solve on my own, I try to solve it together with them (PST4).

Teachers also pointed out that negotiating on a topic that will be beneficial for both parties is a good way to prevent students' disruptive behaviours.

Sometimes I try to come to an agreement with them. For example, I say, 'Let's use this period like this.' I give them a specific amount of time. I say, 'After this time, we'll do a fun activity in English, we'll play a game, or we'll watch an English film.' We try to agree on a common idea that they can enjoy too (PST2).

Some teachers mentioned that they had to act as a consultant teacher.

Students who display constantly disruptive behaviours require a great deal of counselling, and I find myself acting as a consultant teacher for them (PST2).

Other strategies utilised by English teachers in private schools for dealing with disruptive behaviours are based on establishing rapport with their students. They mentioned that they prefer to talk to students who disrupt the lesson one-on-one after class, or that they try to reward the class.

At the end of the lesson, I call that student over and say, “What you did only amused you, made you laugh, but believe me, I think it demotivated your classmates and was unfair to them. I hope your conscience is ok with that,” and I leave that student to their own conscience. This is also a very effective strategy (PST4).

For example, 5th-grade students really enjoy drawing, and because they enjoy drawing, even if it's just once, I let them do something drawing-related in class as a reward for about 90% of the lesson time (PST8).

Some teachers reported treating these students as if they were their friends, while others claimed that developing the teacher-student relationship was an effective way to prevent disruptive behaviours.

I always try to approach them like a friend, trying to build a better connection (PST1).

The main goal, of course, is to make them love their teachers. As I said, if they love their teacher, they will definitely love the lesson. I'm talking about all subjects. No matter what the subject is, they must first love their teachers. That's why dialogue between teachers and students is very important. If the relationship between the teacher and the student is good, the student will definitely succeed in their lessons because they do it with love. I think that when they listen with love, they succeed in what they love; therefore, improving the teacher-student relationship is very significant (PST7).

Finally, the strategies less frequently chosen by teachers are oriented towards “language and instructional adjustments”. Some teachers try to lower the language level so that students can easily understand English, while some teachers prefer to switch to Turkish (the native language).

Sometimes they display disruptive behaviours because they don't understand English very well, and in these cases, I try to resolve the issue by lowering myself to their English level (PST7).

We cannot resolve certain issues in class by communicating in English, so I turn entirely to our native language to address the problem and help the students adapt to the lesson, so we can continue the lesson (PST4).

At the end of the semi-structured interview, participants were asked what possible solutions there might be for coping with disruptive behaviours. To that end, possible solutions are offered by English teachers in the following table.

Table 15*Comparative Perceptions on the Possible Solutions to Disruptive Behaviours*

Themes	State School Teachers Codes (Frequency)	Private School Teachers Codes (Frequency)
Collaboration	Facilitating stakeholder collaboration (10) Providing parent education courses (4)	Facilitating stakeholder collaboration (9) Providing parent education courses (3)
Institutional and Disciplinary Strategies	Improving class conditions (2) Increasing teacher authority (2) Enhancing student support services (1) Offering pre-service behaviour training (1) Using detention (1) Changing school status (1)	Providing support by the school management (2) Increasing teacher authority (2) Community Service (2)
Enhancing Student Engagement and Learning	Adjusting curriculum and schedule (3) Designing targeted English classes (1) Providing individualised tutoring (1)	Designing an enjoyable lesson plan (3) Providing an individualised study plan (1) Extracurricular social activities (1)

Comparative Summary: Perceptions on the Possible Solutions to Disruptive Behaviours

The findings reveal a strong consensus between both groups that collaboration is the primary solution to student disruption. "Facilitating stakeholder collaboration" was the most frequent code for both state school teachers ($f=10$) and private school teachers ($f=9$). Both groups also emphasised the need for "parent education courses" to address the "family factor." However, the reasoning behind this need differs: state school teachers suggest these courses to combat parental lack of awareness and disinterest in English, while private school teachers view education as a means for parents to understand professional boundaries and developmental communication. A significant divergence appears in "institutional and disciplinary strategies". State school teachers proposed solutions focused on physical infrastructure and professional preparation, such as improving classroom conditions ($f=2$), changing the overall status of schools to "centres of attraction" (with sports halls and libraries), and providing better pre-service training at the university level. Conversely, private school teachers focused on the "commercial" pressures of their environment. They uniquely suggested that management should support teachers over parents ($f=2$) and emphasised the need to end "exaggerated marks" (grade inflation) to restore teacher authority. Furthermore, while state teachers proposed

traditional sanctions like detention, private teachers suggested "community service" (e.g., cleaning or dishwashing) to help students realise the social consequences of their actions. Finally, in terms of "enhancing student engagement", state school teachers focused on structural changes, such as increasing lesson hours and designing specialised "English classrooms." Private school teachers, however, proposed more holistic and social solutions, such as creating enjoyable, interest-based lesson plans (f=3) and spending non-academic time with students to foster a "sibling-like" bond that encourages respect through personal connection rather than just formal authority.

Detailed Findings: State School Context

English teachers in state schools focused on collaboration as a possible solution to deal with disruptive behaviours. They explain that it is needed to facilitate collaboration with parents, school management, colleagues and other stakeholders of the school.

So, honestly, at this point, I am in favour of families coming to school more often and asking the teachers, 'What is my child's situation? What is my child doing? What else can be done for this child?' Because families lack cooperation and are unaware of their children's situation (SST2).

I don't think families take English lessons particularly seriously because they don't seem to be very cooperative. Sometimes the school management gives that impression too, because if an extracurricular activity is to be held without consulting us, they schedule it to coincide with English lessons (SST5).

Teachers in state schools also added that education courses for families could be helpful to raise their awareness, and this could be more beneficial to deal with the disruptive behaviours of students.

As we have mentioned, since the family factor is significant in these disruptive behaviours, I believe that some form of education should be provided not only to the student but also to their families (SST4).

Other possible solutions suggested by teachers relate to institutional and disciplinary strategies. Most teachers argue that classroom conditions need to be improved, and teacher authority increased.

I believe it is essential to review the number of students per classroom and to improve the physical conditions (SST1).

Teachers need to have good authority, and this authority must be given to them. They need to have at least the chance to intervene, but I don't think this is being provided (SST6).

One of the teachers stated that there was a need for a place where students could seek help due to their disruptive behaviours.

Especially for students with discipline problems who constantly try to disrupt the lesson, there needs to be a place in the school where they can undergo a rehabilitation process and receive appropriate treatment from specialists (SST6).

Another teacher said that teachers need appropriate training to deal with disruptive behaviours while they are trainee teachers at university.

It is necessary to provide a more proper education at the university in this regard. 'How would you deal with such a student?' Or 'How would you stop such behaviour?' I think receiving training on such matters could be very effective (SST5).

One of the teachers stated that since some students are not aware of the result of their behaviours, the teacher should impose some punishments, such as detention, particularly for serious behaviours.

Teachers should be able to punish students when necessary. By punishment, I don't mean the harsh punishments of the old generation. Of course, I don't mean punishments involving violence, but we know that even in most European countries, there are punishments such as detention, being left to study, or being left to read extra books, and these should also be implemented in our schools. Some students really don't realise the consequences of their actions (SST6).

Another teacher suggested that we should change the status of schools, increase their attractiveness and improve the school environment.

The purpose of schools is simply to provide a place where parents can leave their children for a certain period of time while they are at work, especially in small urban areas, and be assured that their children are safe during that time. Nothing more. The Republic of Turkiye needs to transform schools into centres of attraction in some way. It must start with the physical conditions of schools. Separate buildings such as sports halls, libraries and school cafeterias should be constructed, and schools should form a unity like university campuses (SST8).

The last type of possible solutions is based on enhancing student engagement and learning. Several teachers have stated that the curriculum and timetable for English lessons need to be changed.

The curriculum should also be lighter. For example, more time should be allocated for interactive activities. More opportunities for "speaking skills" should be provided; the curriculum should include these. However, there are still students who are reluctant to speak and have prejudices (SST1).

In my opinion, English lesson hours are generally too few. I think English lesson hours should be increased. For example, English lesson hours in the 5th and 6th grades are very few. Two hours, three hours are never enough. Since their behaviour is more childish, engaging them in the lesson requires even more time (SST3).

One teacher said that there should be special English classrooms designed for learning English.

If we had a special English classroom for our lessons, and if there were things in that classroom to attract the students' attention, and if the seating arrangement, etc., were designed according to the English lesson, I think the students' attention to the lesson could increase. I think a classroom where technological materials could be used would be nice as well (SST1).

Another teacher offered that giving personal tutoring could be useful in preventing disruptive behaviour.

Maybe home visits could be made; the student could be accompanied at home while doing his/her homework. This does not necessarily have to be homework, nor does it have to be done at the student's home, but studying with the student like a personal tutor could be beneficial (SST7).

Detailed Findings: Private School Context

English teachers at private schools point out that they need easier and faster collaboration with all members of education: the parents, the school management, students, and their coworkers.

Teachers are only effective up to a certain point. Good cooperation is absolutely essential. If you ask who I mean by cooperation, then of course, first and foremost, the students, teachers, parents, consultant teachers and, of course, the school management. There needs to be very strict discipline in this regard; for example, otherwise, we simply can not manage. Teachers alone are definitely not sufficient. It is always said that the teacher maintains discipline in the classroom, but the teacher alone is not enough. This requires a great deal of cooperation. After all, we are left alone in the classroom with a large number of students. That is why good cooperation is the most important thing (PST2)

Teachers also recommend that educational courses be established to raise awareness and educate families.

Family education is very important. Pedagogues and education experts should provide courses to parents on child development, communication methods (PST6).

They said that some institutional changes could also help them to deal with disruptive behaviour. They mentioned that the support of the school management could be helpful.

I believe that our principals should fully support teachers, stand behind them rather than behind parents, and ensure that we enjoy doing this job by increasing teachers' motivation (PST7).

They suggested that teachers' authority should be increased as a possible solution.

The ideal solution is that private schools must now address the issue of marks. In other words, we absolutely must eliminate the practice of giving exaggerated marks. Students should have the mindset

that 'if I don't study enough, I'll fail the class,' but even if we teachers give students the marks they deserve, these are sometimes changed by the school management. Teachers' authority must be strengthened and increased, and I suggest that private schools and public schools should be equal in it. (PST7).

They also mentioned the potential effectiveness of community service.

I think the most likely solution would be punishment, not physical punishment, of course, but, for example, a student could wash the dishes at school for a day or clean up the trash. Public service-style punishments could be imposed. I don't know, these things need to be discussed and examined, but ultimately, the student will realise that their behaviour has consequences. In other words, if I do something wrong or make a mistake, there will be consequences, just as there are in our country and in all countries. You can't do everything you want, so students need to realise this. Perhaps this could be a solution of sorts (PST1).

The latest possible solutions proposed by English teachers in private schools relate to enhancing student engagement and learning. Some teachers suggested that the curriculum or lesson plans could be reorganised to make them more enjoyable for students, as the school management was pressuring them to finish all the books because parents expect them to be completed.

If we take into account the current things that students enjoy and integrate them into our lesson plans, they will enjoy the lessons more, and we will encounter fewer problems in the classroom (PST8).

Lastly, teachers suggested preparing individual and personalised study plans for each student and creating opportunities for students and teachers to spend more time together outside of lessons.

Preparing individual programs to support the student's education with the support of a consultant teacher could be a solution (PST4).

Keeping lesson hours shorter—perhaps only until noon—and spending the afternoon with students in non-academic activities, such as sports, could support stronger teacher–student relationships. Families might also be included, although many parents work. I believe that the more time teachers spend with students outside lessons, the more negative behaviours can be prevented, as students learn their boundaries in those moments. For example, I could be a teacher until noon, but in the afternoon, more like an older sibling or a friend. Students who spend time with me, sense my emotions, and feel listened to may develop a different impression of me, which could reduce negative behaviours. The more opportunities you have to spend time with them outside of lessons, the more students may avoid mistakes (PST3).

CHAPTER V

DISCUSSION, CONCLUSION, IMPLICATIONS, LIMITATIONS AND SUGGESTIONS

5.1. Introduction

This chapter presents a discussion, conclusion, implications, limitations and suggestions for further research.

5.2. Discussion

This study aimed to investigate the types and frequency of disruptive student behaviours observed in English classes from the perspectives of students and English teachers, their impact on the motivation of teachers, and whether these behaviours differed according to gender, class level, or school type. The discussion part brings together quantitative and qualitative findings in order to interpret the results in relation to previous research and to highlight the implications for disruptive student behaviour in English lessons in Türkiye.

The first two questions of the study concerned the most and least frequent disruptive student behaviours, according to students and English teachers. Analysis of the quantitative data shows that, according to students, “teasing classmates”, “talking without permission”, and “talking about topics unrelated to the subject” are the most frequent disruptive behaviours that negatively affect English teachers’ motivation. The underlying reason for this may be that students are exposed to or witness excessive noise during lessons. Additionally, students report that the least frequent disruptive behaviours are “defacing school property”, “damaging one’s own property”, and “cheating”. Even if the consequences of these behaviours seem heavy, students may think that these behaviours are both infrequent and that displaying or reporting these behaviours may result in heavy punishments.

On the other hand, English teachers reported the most frequent disruptive behaviours that were displayed during class time as “coming to school without any preparation”, “talking without permission”, and “complaining about friends to the teacher”. English teachers might perceive these behaviours mostly as a reflection of a lack of academic responsibility and disruption to the flow of the lesson. However, “making disruptive sounds”, “wandering aimlessly”, and “damaging one’s own property” were the least frequent disruptive behaviours perceived by English teachers. They may think that these behaviours are less challenging and

not very effective for their motivation and their job. It was found that the most and the least frequent disruptive behaviours reported by students and English teachers showed some similarities. They consider that the most common disruptive behaviours are mostly verbal, but that the least common disruptive behaviours consist of rare occurrences. This finding is in harmony with that of Altinel (2006) found that the most common disruptive behaviours were "talking to friends, making noise, engaging in other activities, and talking without permission", while "distracting from tasks, not doing homework, arriving late, and swearing at friends" were the least common disruptive behaviours in her study.

The third research question of the study aimed to determine whether there was a difference between male and female students in terms of disruptive behaviours. The findings show that male students reported significantly higher averages in total disruptive behaviour scores compared to female students, notably in aggressive, irresponsibility, and disruptive behaviours categories. In both groups, "teasing other friends", "talking without permission" and "talking about irrelevant topics" were the most frequently reported disruptive behaviours. The reason behind that could be a lack of time and opportunity for students to socialise outside of class time. Conversely, some differences were observed between the least frequently reported disruptive behaviours by female and male students. Female students reported "defacing school property", "cheating", and "trying to go out of class without any reason" as the least frequent disruptive behaviours. Male students reported "damaging one's own property", "damaging property of friends", and "defacing school property" as the least frequent disruptive behaviours. This difference could be related to gender-based tendencies in expressing disruptive behaviours. There appears to be a lack of research on gender differences of students on disruptive behaviours; however, in a close study about gender differences in English classes, Ali (2016) found that female students use more polite language due to cultural aspects of their nation or some psychological reasons, such as being shy and more sensitive. For this reason, more research is needed on the effect of gender differences on disruptive behaviour in English lessons, but these findings may fill the gap in the literature.

The fourth research question of the study investigated disruptive behaviours across class levels of students. It was found that 6th-grade students reported the highest average of disruptive behaviours compared to 5th, 7th and 8th grade students, although the results did not show a significant difference in total disruptive behaviour scores across grade levels. 6th-grade students are generally in the transition phase between childhood and adolescence. During this period, emotional fluctuations increase, their need for peer acceptance may be greater, and these factors can lead to attention-seeking or competitive behaviour in the classroom. Furthermore,

aggressive behaviours and disruptive behaviours were the highest categories that students reported across all grades, and they also reported “teasing of friends, talking without permission and talking about irrelevant issues” as the most frequent disruptive behaviours. These behaviours are generally spontaneous and are less likely to be perceived by students as serious disruptive behaviours, making them more common compared to other types of behaviours. In their study, Vongvilay et al. (2021) worked with secondary school students and identified three common types of disruptive behaviours: class disruption (e.g., talking without permission, making jokes), aggression (e.g., arguing, verbal abuse) and goofing off. (not participating, lateness). This finding is in line with the results of the current study.

The fifth question of the study aims to reveal whether there is a difference between the genders of English teachers regarding disruptive student behaviours. The study revealed that there was no statistically significant difference between male and female English teachers, yet female English teachers reported slightly higher average scores on disruptive student behaviours compared to male English teachers. This difference may stem from variations in classroom management styles and differences in emotional sensitivity between genders. It was also noted that, across all categories of disruptive behaviour, both female and male English teachers reported the same most common disruptive behaviours. In a slightly different but related study, Sayın (2001) investigated gender differences in the strategies used by class teachers to manage disruptive behaviour. The findings revealed that male teachers used punitive methods more frequently than female teachers, but both genders used preventive and rehabilitative strategies at similar rates. This finding is generally consistent with the results of the present study, which suggests that gender may play a role in shaping teachers' perceptions and responses to classroom behaviour, despite the different focus of the two studies.

The sixth question of the study aimed to find out the difference in the disruptive student behaviours based on the type of school English teachers work in, state schools and private schools. It was found that the overall difference in disruptive behaviours between state and private schools was not statistically significant; however, state school English teachers reported higher levels of disruptive behaviours compared to private school English teachers regarding quantitative findings. This suggests that English teachers working in state schools may face greater classroom management challenges and encounter disruptive behaviours more frequently, but qualitative findings reveal that private school English teachers reported more disruptive behaviour in their interviews. In other categories, both groups of teachers reported similar rates of disruptive behaviours, but in the category of “irresponsibility/lack of academic engagement”, English teachers in state schools reported significantly higher rates of behaviours

such as “coming to school without preparation, not having homework done, and daydreaming”. This finding implies that students in state schools may display lower levels of engagement and academic responsibility in English lessons compared to their peers in private schools. These results are consistent with Cabaroğlu and Altinel (2010), who focused on different socio-economic levels of schools. In their study, they found that English teachers from low SEL reported disruptive behaviours such as “disrupting the flow of the lesson, engaging in other activities, making noise, talking to friends, getting easily annoyed, asking irrelevant questions, and joking around” more frequently compared to their counterparts in other schools. Overall, both studies show that students in less advantaged or state schools tend to display disruptive behaviour more frequently than students in higher socio-economic status or private schools.

In the seventh question of the study, the perceptions of students and English teachers regarding the frequency of disruptive behaviours in English lessons were compared by themes. The results revealed that there were significant perception differences across all themes, and English teachers reported disruptive behaviours more frequently than students in all categories, particularly in the category of “Irresponsibility/lack of academic engagement”, which includes disruptive behaviours such as “coming to school without preparation, not doing homework, daydreaming, and doing nothing”. The reason for this may be that disruptive behaviour is seen more frequently by English teachers in the lessons and that teachers are more aware of the consequences of these behaviours than students are. In addition, behaviours perceived as disruptive by English teachers may not be perceived in the same way by students. In her study, Akkar (2017) identified seven disruptive behaviours in her interviews with English teachers, but in her interviews with students, she identified eight disruptive behaviours. This finding contrasts with the results of the current study, as the current study shows that English teachers reported more disruptive behaviours than students did.

The eighth question of the study examines item-based differences between students' and English teachers' reports on the frequency of disruptive behaviours during English lessons. The findings indicate significant differences across all the items of disruptive behaviours. This situation reinforces the view that behaviours recognised as disruptive behaviour by English teachers may not be perceived in the same way by students. A review of existing studies reveals a lack of research specifically examining this difference within a theme-based framework. Nevertheless, in a study conducted under similar but different conditions, Altinel and Cabaroğlu (2010) compared English teachers' and misbehaving students' perceptions of disruptive behaviours, and they found that English teachers' and students' perceptions of disruptive behaviours were similar. This outcome does not correspond with the findings of the current

study. The reason for this contrast could be the fact that they worked with only misbehaving students, whereas the current study was conducted with all students.

For the ninth research question of the study, correlations between the categories of disruptive behaviours and the perceptions of students and English teachers were examined separately. For students, it was found that all sub-dimensions were positively and significantly correlated with each other. For teachers, the relationships between the sub-dimensions were stronger than those for students. This may also lead to the view that English teachers recognise disruptive behaviour more than students do. Based on the available literature, there is no similar study examining the correlation between disruptive behaviour reported separately by students and English teachers. In this respect, the present study attempted to fill this gap in the literature.

The present study also includes a thematic analysis of data gathered from semi-structured interviews conducted with state school English teachers and private school English teachers. It consists of six sections: types of disruptive behaviours, the effect of using target and native languages on behaviours, causes of disruptive behaviours, results of disruptive behaviours, teachers' strategies to cope with disruptive behaviours and lastly, possible solutions to disruptive behaviours.

In the first section of thematic analysis, types of disruptive behaviours were investigated from the semi-structured interviews conducted with state school English teachers and private school English teachers. When it was examined, some similarities were observed; however, private school English teachers identified more types of disruptive behaviours in the themes of "Disrespect" and "Irresponsibility". In addition to that, under the theme of "Derailing the lesson," both groups identified the same four disruptive behaviours and complained most about "talking without permission and distracting other students" during their lessons. This shows that both groups tried to deal with some common disruptive behaviours. On the theme of "Disrespect", private school English teachers identified four more disruptive behaviours than state school English teachers. This may indicate that state school students show more respect for English teachers and their lessons than private school students. On the theme of "irresponsibility", private school English teachers identified "using mobile phones during lessons" as an additional disruptive behaviour, unlike their colleagues in state schools. The reason behind it could be that private school students have more opportunities to play with their phones during lessons. These findings are partly consistent with those of Deu and Roca (2010), who identified the most prevalent disruptive behaviours, such as students' inappropriate actions, talking to their classmates, physical and verbal aggression, moving around in class, shouting, and not following classroom rules. Similarly, Atıcı (1999) observed comparable behaviours

such as talking out of turn, irrelevant to the task, wandering, irritating pupils, and misusing materials in Turkish and British classrooms. All in all, when international and Turkish studies are evaluated together, it is seen that disruptive behaviours displayed common patterns in different educational settings and that this largely parallels the findings of the present study.

For the second part of thematic analysis, the effect of using target and native languages on behaviours was discussed with state and private school English teachers. According to both groups of teachers' perceptions, using only English triggered disruptive behaviours more, and these behaviours were particularly prevalent in the 6th and 8th grades. A possible explanation for this finding might be that students feel inadequate in understanding English, or they have prejudices against English, and therefore display more disruptive behaviours when their teachers speak to them only in English. The statement by teachers that this issue is more prevalent in 6th and 8th grades may be due to 6th-grade students being in a transitional period between childhood and adolescence, and 8th-grade students not prioritising English due to the LGS(High School Entrance Exam). On the other hand, English teachers in both state and private schools report that some students pressure them to speak Turkish (their native language) and that their disruptive behaviours decrease when they use Turkish. English teachers in private schools have observed these two effects more frequently than their counterparts in state schools. This difference may arise from that private school English teachers are forbidden to use the Turkish language. The closest comparable study in the literature is that by Debreli and Ishanova (2019), which examined certain types of disruptive behaviour in foreign language classes and listed "excessive use of the native language" among disruptive behaviours in foreign language classes. Therefore, this finding contributes to the existing literature by addressing a research gap.

The third part of the thematic analysis focused on the causes of students' disruptive behaviours. Both groups of English teachers identified similar causes of disruptive behaviours. Five themes were identified by state school English teachers, whereas four themes were identified by private school English teachers. While factors related to students and families were more prominent for English teachers working in state schools, factors related to families and school management were more dominant for English teachers working in private schools. This may indicate that state school students are less willing or motivated to learn English compared to private school students, and the prominence of school management factors among private school teachers may reveal that they experience more pressure than their counterparts in state schools. Another noteworthy detail is that private school English teachers reported some distinct examples, such as "tuition-based entitlement" under the student-related factors, which

were expressed as students being aware that their parents pay school fees and, therefore, looking down on their teachers. This may reflect that these teachers are bothered by some students' behaviours and believe that they are seen as their servants. Although these studies did not directly compare the causes of disruptive behaviours in state and private schools, the studies conducted by Ghazi et al. (2013), Ashrafet et al. (2024) and Vongvilay et al. (2021) reveal some similar causes as identified in the present study. In addition to these articles, in the study conducted in Türkiye by Cabaroğlu and Altinel (2010), “characteristics of parents, socio-economic level, media, class size, students’ indifference” were identified by English teachers in their interviews. This finding is in line with the results of the current study as well. Overall, these findings suggest that, despite the specific contexts of state and private schools being different, the underlying causes of disruptive behaviour generally stem from broader educational and social factors rather than the type of school.

For the fourth part of thematic analysis, the results of disruptive behaviours on English teachers were investigated, particularly how these behaviours affect their motivation. Two themes were found in the interviews, one of them is “affective impacts”, which includes codes such as “decreasing in motivation, emotional transition, decreasing in teacher grit, and feeling worthless”, the other theme is “teaching process impacts”, which includes codes, like “objectives not covered and lesson time loss”. The findings show that English teachers from private schools perceive more results for these two themes, and they complained more about their decreasing motivation compared to their colleagues in state schools. This may indicate that they have to deal with more disruptive behaviours. This could also be explained by the higher number of English lessons in private schools, their low salaries, the higher probability of being dismissed, and the greater pressure they experience from parents and school administration. This outcome supports the findings of the study of Iliya and Ifeoma (2015), who mention that some factors, such as workload and challenges, salary and incentives, recognition and prestige, and accountability, affect teachers’ motivation. Conversely, the findings of the present study are in contrast with those of Abdullah (2023), who found that EFL teachers in private schools reported higher motivation in terms of salary, administrative support, student attitudes, parental involvement and support from colleagues in Iraq. His findings also clarify that some factors, like student attitudes, could play a critical role in English teachers’ motivation. However, to the researcher's knowledge, there is no precise study examining the effect of disruptive behaviours on the motivation of English teachers; in this respect, this finding may contribute to a deeper understanding and fill a gap in the literature. In general, the findings of the present study reveal that there could be differences between state and private schools in

other countries or cultures; for this reason, the findings of the current study should not be generalised.

In the fifth part of the thematic analysis, the strategies employed by English teachers to cope with disruptive behaviours were analysed. It was noted that both groups of English teachers mentioned some similar strategies; however, it was observed that private school English teachers preferred to use "behavioural control strategies" more, while state school English teachers chose to use "relationship & rapport strategies". The reason for this could be that the relationship between English teachers and students in state schools is stronger, and that state school students behave more respectfully than those in private schools. In the other two themes, the frequency of strategies was similar, but, in the theme of "language & instructional adjustments", while state school English teachers prefer the strategy "switching to Turkish" more, private school English teachers choose the strategy "lowering the language level" more. As one of the private school teachers also mentioned during the interviews, the restriction of Turkish (native language) usage in private schools and the constant enforcement of English (target language) usage on students may explain this situation. In a similar study conducted by Cabaroğlu and Altınel (2010), they observed that teachers mostly used the "ignoring" strategy and other verbal strategies such as shouting, warning, and threatening. This finding is partially consistent with current research. In another related study, Atıcı (1999) found that "praising" and "talking or explaining to students" were the most frequently used methods by both British and Turkish teachers. This result also aligns with the observations in the current study, especially the strategies that were preferred by state school English teachers.

The last part of thematic analysis includes possible solutions to disruptive behaviours offered by English teachers. Three themes, "collaboration, institutional and disciplinary strategies, enhancing student engagement and learning," were identified by both English teacher groups. In the collaboration theme, it is seen that both teacher groups point out a need for facilitating and fast collaboration with the stakeholders of their schools and providing parent education courses. This may stem from the view that teachers believe they are the only ones responsible for students' success; therefore, easier and faster collaboration is necessary. In the theme of "institutional and disciplinary strategies", state school English teachers offer "improving class conditions, increasing teacher authority, enhancing student support services, offering pre-service behaviour training" while private school English teachers propose solutions such as "providing school management support, increasing teacher authority, community service". This reveals that neither group considers their own authority to be high. A possible explanation for this is the disruptive behaviour of the students they encounter and

are unable to manage. Interestingly, the reason private school teachers suggest community service as a solution may stem from the fact that the punishments given to students are inadequate and not sufficiently discouraging.

Lastly, in the theme of “enhancing student engagement and learning”, state school English teachers are complaining about the number of their lesson hours and the content of their curriculum, while private school English teachers offer more enjoyable lesson designs that could be integrated as solutions, since they have too many books to complete. Other solutions show similarities between these groups. Similarly, in her study, Sayın (2001) suggests that families should be educated through regular seminars on discipline and child psychology and in pre-service training programmes for class teachers, the issues of classroom management and maintaining discipline in the classroom need to be increased in terms of lesson time and lesson content. Nevertheless, to the researcher's knowledge, no prior studies have addressed the possible solutions suggested by English teachers for coping with disruptive behaviours. Accordingly, this finding aims to fill a significant gap in the existing literature and contribute to a deeper understanding of the issue.

5.3. Conclusion

The current research aims to explore differences between students' and English teachers' perceptions of disruptive behaviours observed during English lessons. It also examines how these behaviours affect teachers' motivation and their jobs. Additionally, the study investigates the impact of using only English in lessons on the occurrence of disruptive behaviours, identifies their underlying causes and results, and analyses the strategies and possible solutions offered by English teachers working in state and private schools in Antalya, Türkiye.

The first two research questions focused on identifying the most and least frequently observed disruptive behaviours. Regarding these questions, quantitative results showed that students mostly reported behaviours such as “teasing classmates, talking without permission and talking about topics unrelated to the subject”, while behaviours such as “damaging school property, damaging one's own property and cheating” were the least frequently observed behaviours. On the other hand, English teachers highlighted “coming to school without any preparation, talking without permission, and complaining about friends to the teacher” as the most common behaviours, and stated that behaviours such as “making disruptive noises, wandering aimlessly, and damaging one's own property” were the least common behaviours.

Moving to the third research question, the results showed that male students generally reported higher averages in total disruptive behaviour scores than female students, specifically in the categories of aggressive, irresponsibility and disruptive behaviour. This may be related to social or psychological factors associated with gender norms. Similarly, the fourth research question examined disruptive behaviours across class levels of students, but the result of this research question did not show a significant difference in total disruptive behaviour scores across grades, although it shows that 6th-grade students reported the highest average of disruptive behaviours compared to 5th, 7th and 8th grade students. Furthermore, the fifth question of the study aimed to reveal whether there is a difference between the genders of English teachers regarding disruptive student behaviours, and the result of this question showed that female teachers consistently reported slightly higher frequencies of student disruptive behaviours across all categories, but none of the observed differences between male and female teachers reached statistical significance.

As for the sixth question of the study, it aimed to find out the difference in the disruptive student behaviours based on the type of school English teachers work. State school English teachers rated all items slightly higher. This situation shows that contextual factors such as school resources, class size and administrative support can significantly affect both student behaviour and teacher motivation. However, the overall difference in disruptive behaviours between state and private schools was not statistically significant.

In the seventh question of the study, the perceptions of students and English teachers regarding the frequency of disruptive behaviours in English lessons were compared by themes. In this regard, the result revealed significant perception differences across all themes, with teachers reporting higher levels of disruptive behaviours than students. This also suggests that what English teachers perceive as disruptive behaviours in the lessons may not be disruptive behaviour for students. Following this, the eighth question of the study examines item-based differences between students' and English teachers' reports regarding the frequency of disruptive behaviours during English lessons. Consistently, the results of this question show significant differences for each behaviour item, even for behaviours such as "eating in class". Taken together, these findings reinforce the pattern seen in the seventh research question as well. Regarding the final research question of the study, correlations between disruptive behaviour categories and the perceptions of students and English teachers were examined separately. The results revealed that all behaviour categories showed positive correlations for both groups, with teachers demonstrating stronger interrelationships than students.

To complement the quantitative findings, semi-structured interviews were also conducted to investigate types of disruptive behaviours observed by English teachers, the perceived impact of using only English on students' disruptive behaviours, the underlying causes of these behaviours, the consequences for English teachers' motivation and their jobs, the strategies teachers employed to manage these behaviours, and the possible solutions they proposed.

The findings of the first part of the semi-structured interview investigated the types of disruptive behaviours that were observed by English teachers. The findings of this part are in line with the second quantitative research question of the study, since English teachers mostly complained about the verbal disruptive behaviours. The findings also show that using only English in the lessons influences the disruptive behaviours of students, and these behaviours increase when English teachers in state and private schools try to use only English in their lessons. The causes and results of these behaviours show some differences, but mostly some similarities were expressed by both groups of English teachers. As for the causes of these behaviours, factors related to students and families were more prominent for English teachers in state schools, while factors related to families and school management were more dominant for English teachers in private schools. As for the results of these behaviours, English teachers at private schools reported more results and complained more about a decrease in motivation compared to their colleagues at state schools.

In addition, the strategies that were preferred by state and private school English teachers indicate some differences. State school English teachers use more “relationship & rapport strategies”; conversely, private school English teachers prefer to use "behavioural control strategies". Lastly, possible solutions that were offered by English teachers are mostly similar. Both groups of teachers identified various possible solutions, such as the need for facilitative and fast collaboration with the stakeholders of their schools, providing educational courses for parents, increasing teachers' authority, and providing individualised private lessons. An infographic was created to show the summary of the study as well. (See Appendix 10)

It is worth mentioning that, in the literature, there are not enough studies that investigate the disruptive student behaviours during English lessons from the perception of students and teachers, the impact of these behaviours, the underlying causes and results, and possible solutions that were suggested by English teachers. In this context, this study could enhance the literature by examining a previously neglected dimension.

5.4. Implications

The findings of this study provide valuable insights into the disruptive student behaviours encountered by English teachers in state and private secondary schools and how these behaviours affect teachers' motivation, classroom management and teaching practices. Integrating the perspectives of both English teachers and students, this study takes a more comprehensive approach to classroom dynamics, highlighting how behavioural issues are perceived and managed from different viewpoints. Schools and policymakers should take these perspectives into account when designing behavioural frameworks and support systems to ensure they reflect the realities of classroom interactions.

The findings also provide important insights into disruptive behaviour in English lessons and highlight various implications for practice, policy and future research. Since both teachers and students perceive disruptive behaviour differently, it is crucial to raise awareness of these differences. In this context, it is crucial to recognise the unique developmental characteristics of secondary school students, who are in a transitional period where the need for autonomy and social status among peers increases. Classroom management strategies for this age group should shift away from an authoritarian model towards a collaborative one. When students feel that their need for independence is respected through the establishment of collaborative rules, the frequency of disruptive behaviours in the learning environment can decrease. Training sessions or classroom discussions can help both groups understand how certain behaviours are interpreted, which can reduce misunderstandings and support more consistent expectations in the classroom.

The results also indicate that students do not fully recognise the negative impact of their disruptive behaviour on the learning environment, teachers' motivation and emotional well-being. Therefore, schools can implement awareness-raising programmes or guidance activities to help students better understand how their behaviour affects the classroom environment and teachers' motivation and emotional state. Such initiatives should be designed to foster empathy and focus on the social consequences of disruption within peer groups, in line with the psychological state of adolescents. This can encourage greater empathy and cooperation.

In addition, the study revealed differences in the frequency of reported disruptive behaviours between male and female students. This demonstrates the need for gender-sensitive classroom management approaches and targeted preventive strategies, particularly for behaviours that are more prevalent among male students. Similarly, differences in perceptions between state school and private school teachers indicate that contextual factors such as class

size, resources, workload, and parental expectations shape teachers' experiences. Support systems tailored to each school context should be developed to ensure teachers receive appropriate assistance.

The findings also emphasise the importance of providing English teachers with effective tools to manage disruptive behaviour. Regarding teacher training, methodology courses at the university level should be restructured to bridge the gap between theory and practice. These courses should provide teacher candidates with specific information on "relational management" and "proactive discipline" rather than just teaching techniques. In particular, methodology courses should include simulated conflict scenarios based on real-life issues, such as "off-topic students talk" in state schools or "tuition-based entitlement issues" in private schools, to help teachers develop their self-confidence before starting their careers. Workshops focusing on classroom management and coping strategies, professional development sessions, and peer support groups can help teachers feel more confident and reduce the emotional strain caused by challenging behaviour.

Stronger collaboration between parents, students, teachers and school management is equally crucial for addressing the root causes of disruptive behaviour and ensuring consistent follow-up. In teachers' reports, disruptive behaviours are frequently linked to family-related factors. Therefore, increasing collaboration with parents, in line with research emphasising the family's role in classroom behaviour management, may contribute to more consistent behavioural expectations (e.g., Aldrup et al., 2018). Additionally, enhanced administrative support may improve teachers' classroom experiences, consistent with research on institutional support and teacher well-being (e.g., Skaalvik & Skaalvik, 2017).

Furthermore, the study highlights the effect of target language use on classroom behaviour. Since using only English may increase disruptive behaviour for some students, teachers may adopt a more strategic approach to using the native language, particularly to clarify instructions, build rapport, and prevent confusion. In methodology courses, future teachers should be trained in the "judicious use of L1" and should fully learn when language switching is a valid pedagogical tool for maintaining discipline and reducing student anxiety. Considering reports that teachers have noted that teaching solely in English increases students' disengagement and verbal discomfort, the strategic use of L1 can support classroom management. This finding is also supported by previous research emphasising flexible language use in EFL contexts (e.g., Harmer, 2007; Dörnyei, 2005). Increasing students, parents, and school management's awareness of why the target language is used in class and how it

contributes to their learning may also help reduce resistance and increase classroom participation.

Finally, the results also suggest that the English curriculum in state schools needs to be revised. Limited teaching hours and a curriculum that does not fully support communicative learning can lead to disengagement and behavioural issues. Including more interactive, meaningful and student-centred tasks in the curriculum can increase participation, support motivation and reduce disruptive behaviour in English lessons.

5.5. Limitations and Suggestions for Further Research

This study contributes to a better understanding of disruptive behaviour in English lessons, but certain limitations must also be acknowledged. Due to accessibility considerations, the research was conducted with secondary school English teachers from both state and private schools, as well as private school students. This situation limits the generalisability of teacher-student comparisons, and including state school students in future studies would enable a more balanced comparison between teacher-student and school types.

Additionally, to increase the generalisability of the findings, the teacher sample could be expanded to include a broader and more diverse group of participants. In the present study, semi-structured interviews were used to explore English teachers' motivation, as no existing motivation scale specifically addressing disruptive student behaviours in English classes and their effects on teacher motivation was available. Therefore, future research could benefit from developing and validating a motivation scale that directly focuses on disruptive behaviours in English lessons and their impact on English teachers' motivation. Future research could also benefit from incorporating more qualitative data, such as classroom observations or student focus groups, to better understand behavioural patterns and their underlying causes and results.

Further research could examine the relationship between teacher motivation, student engagement and behavioural outcomes, as understanding these connections could help design more supportive and effective educational environments that reduce disruptive behaviours and enhance overall teaching quality.

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APPENDICES

Appendix 1. The gender frequency of the English Teachers participants

		N	%
Valid	Male	23	28
	Female	59	72
	Total	82	100

Appendix 2. The school types of English Teachers participants that they are working

		N	%
Valid	State School	44	53.7
	Private School	38	46.3
	Total	82	100

Appendix 3. The grade levels of the English Teachers participants' lecture

Grade Level	N	%
5 th Grade	54	65.9
6 th Grade	55	67.1
7 th Grade	56	68.3
8 th Grade	52	63.4

Appendix 4. The grade level and gender frequency of students participants in private schools

2)Grade level * 1)Gender Crosstabulation				
Count				
		1)Gender		Total
		Male	Female	
2) Grade level	5 th grade	23	6	29
	6 th grade	32	34	66
	7 th grade	36	38	74
	8 th grade	28	25	53
Total		119	103	222

Appendix 5. The Questionnaire that was given to English Teachers and Students

ÖĞRETMENLERE VE ÖĞRENCİLERE VERİLEN ANKET

Sınıf İçerisinde İstenmeyen Öğrenci Davranışları

Aşağıda verilen istenmeyen davranışlarla sınıfınızda hangi sıklıkla karşılaşmaktasınız? Lütfen size en uygun gelen seçeneğin altındaki parantezin içerisine (✓) işaretini koyunuz.

No	İstenmeyen Davranışlar	Hiçbir zaman	Nadiren	Çoğu zaman	Her zaman
1	Arkadaşının eşyalarına zarar verme	()	()	()	()
2	Arkadaşına bağırma	()	()	()	()
3	Arkadaşına küfür etme	()	()	()	()
4	Arkadaşına vurma, itme	()	()	()	()
5	Sınıfa ait eşyalara zarar verme	()	()	()	()
6	Öğretmene karşı saygısızca davranma	()	()	()	()
7	Öğretmenin verdiği sınıf içi görevlerden kaçma	()	()	()	()
8	Öğretmene sürekli itiraz etme	()	()	()	()
9	Sınıfa geç girmek (tenefüsten geç dönme, okula geç kalma)	()	()	()	()
10	Derste oturduğu yeri izinsiz değiştirmek	()	()	()	()
11	Ders sırasında bir şeyler yiyip içme (sakız çiğneme, çikolata yeme)	()	()	()	()
12	Gereksiz yere sınıfın dışına çıkmak isteme	()	()	()	()
13	Görünüşüne, kıyafetine, temizliğe özen göstermeme	()	()	()	()
14	Okula özel eşyalarını getirme (oyuncak, cep telefonu, misket, çakı, vb.)	()	()	()	()
15	Öğretmene arkadaşlarını şikayet etme	()	()	()	()
16	Geçerli bir nedeni olmadan okula gelmeme	()	()	()	()
17	Gereksiz gürültü yapma (kapıyı çalma, sıra ya da masasına vurma)	()	()	()	()
18	Derste izin istemeden konuşma	()	()	()	()
19	Dersin konusu dışında konuşma	()	()	()	()
20	Derste şarkı söyleme, ıslık çalma	()	()	()	()
21	Derste gülme ve arkadaşlarını güldürme	()	()	()	()
22	Derse çalışmadan gelme	()	()	()	()
23	Verilen ev ödevini yapmama	()	()	()	()
24	Kitap, defter gibi ders araçlarını okula getirmeme	()	()	()	()
25	Derste sınıf içinde amaçsızca dolaşma	()	()	()	()
26	Derste anlatılanlara karşı ilgisiz davranma (dışarıyı seyretme, hayal kurma, vs.)	()	()	()	()
27	Kendisinin ya da arkadaşlarının eşyalarıyla oynama	()	()	()	()
28	Defter ve kitaplarını yırtma, kırıştırma	()	()	()	()
29	Öğretmenin verdiği bir işi oyalayarak yapma	()	()	()	()
30	Öğretmene yalan söyleme	()	()	()	()
31	Sınavlarda kopya çekme	()	()	()	()
Bu davranışların dışında gözlemlediğiniz istenmeyen davranış/davranışlar varsa, lütfen sıklık derecesini (✓) işaretini koyarak belirtiniz.					
32		()	()	()	()

Appendix 6. The permission of using “Sınıf İçinde İstenmeyen Öğrenci Davranışları” Questionnaire

Request for permission to use “Sınıf İçerisinde İstenmeyen Öğrenci Davranışları” questionnaire



Furkan Çelik

to zeynep_sari79

Fri, 22 Nov 2024, 21:55



Dear Zeynep ALTINEL,

I hope this message finds you well. My name is Şevket Furkan Çelik, and I am currently pursuing a master's degree in English Language Teaching at Akdeniz University. I recently had the opportunity to read your thesis, “Student Misbehaviour in EFL Classes: Teachers' and Students' Perspectives”, and found it both insightful and valuable for my research.

I am writing to request your permission to use the “Sınıf İçerisinde İstenmeyen Öğrenci Davranışları” questionnaire that you developed. As my thesis research focuses on a similar topic, I believe your instrument would significantly contribute to my study.

Thank you very much for your time and consideration.

Sincerely,

Şevket Furkan Çelik
Akdeniz University
English Language Education

Reply

Forward



Appendix 7. Etik Kurul Kararı / Research Ethics Committee Approval

Evrak Tarih ve Sayısı: 17.10.2024-1040362



T.C
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 15.10.2024
TOPLANTI SAYISI : 20
KARAR SAYISI : 432

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi **Doç. Dr. Hüseyin KAFES**'in danışmanlığını, **Şevket Furkan ÇELİK**'in araştırmacılığını üstlendiği, *"İstenmedik Öğrenci Davranışlarının İngilizce Öğretmenlerinin Motivasyonu Üzerine Olan Olumsuz Etkilerinin İncelenmesi"* konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucuya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

Başkan
Prof. Dr.
Hilmi DEMİRKAYA

Başkan Yrd.
Prof. Dr.
Sibel PAŞAOĞLU YÖNDEM

Üye
Prof. Dr.
Ebru İÇİGEN

Üye
Prof. Dr.
Nurşen ADAK

Üye
Prof. Dr.
Taner KORKUT

Üye
Prof. Dr.
Gökhan AKYÜZ

Üye
Prof.
Ceren HEPYÜCEL

Belge Takip Adresi : <https://turkiye.gov.tr/ebd?eK=5543&eD=BSD2BLUTU3&eS=1040362>

Bu belge, güvenli elektronik imza ile imzalanmıştır..

Appendix 8. The Questionnaire and the consent form in Google Forms for students

ÖĞRENCİLERİN İSTENMEDİK DAVRANIŞLARA BAKIŞ AÇISI

Sevgili öğrenciler,

Bu çalışmanın amacı üçüncü sayfada listelenen bazı davranışların sınıfınızda ne sıklıkla meydana geldiğini belirlemektir.

Araştırmadan elde edilen bulgular sadece bilimsel bir çalışmada kullanılacaktır.

- Bu çalışmaya katılmanız gönüllülük esasına dayanmaktadır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/tealep olmayacaktır. Yine de katılmanız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

[Switch accounts](#)

Not shared

* Indicates required question

Bu çalışmaya tamamen kendi rızamla katılacağımı, istediğim takdirde çalışmadan * ayrılabileceğimi ve bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

☐ Evet gönüllü olarak katılmayı kabul ediyorum

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Clear form

ÖĞRENCİLERİN İSTENMEDİK DAVRANIŞLARA BAKIŞ AÇISI

[Switch accounts](#)

Not shared

* Indicates required question

Demografik Bilgiler

Lütfen kendinize uygun olan seçeneği işaretleyiniz.

1)Cinsiyet *

☐ Kız

☐ Erkek

2)Sınıf seviyesi *

☐ 5. Sınıf

☐ 6.Sınıf

☐ 7.Sınıf

☐ 8.Sınıf

Back

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Page 2 of 3

Clear form

ÖĞRENCİLERİN İSTENMEDİK DAVRANIŞLARA BAKIŞ AÇISI

[Switch accounts](#)

Not shared

* Indicates required question

Sınıf İçerisinde İstenmeyen Öğrenci Davranışları

Aşağıda verilen istenmeyen davranışlarla sınıfınızda hangi sıklıkla karşılaşmaktasınız? Lütfen size en uygun gelen seçeneği işaretleyiniz.

1) Arkadaşının eşyalarına zarar verme *

☐ Hiçbir zaman

☐ Nadiren

☐ Çoğu zaman

☐ Her zaman

2) Arkadaşına bağırma *

☐ Hiçbir zaman

☐ Nadiren

☐ Çoğu zaman

☐ Her zaman

3) Arkadaşına küfür etme *

☐ Hiçbir zaman

☐ Nadiren

☐ Çoğu zaman

☐ Her zaman

4) Arkadaşına vurma, itme *

☐ Hiçbir zaman

☐ Nadiren

☐ Çoğu zaman

☐ Her zaman

5) Sınıfa ait eşyalara zarar verme *

☐ Hiçbir zaman

☐ Nadiren

☐ Çoğu zaman

☐ Her zaman

6) Öğretmene karşı saygısızca davranma *

☐ Hiçbir zaman

☐ Nadiren

☐ Çoğu zaman

☐ Her zaman

7) Öğretmenin verdiği sınıf içi görevlerden kaçma * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	11) Ders sırasında bir şeyler yiyip içme (sakız çiğneme, * çikolata yeme) ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
8) Öğretmene sürekli itiraz etme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	12) Gereksiz yere sınıfın dışına çıkmak isteme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
9) Sınıfa geç girmek (tenefüsten geç dönme, okula geç * kalma) ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	13) Görünüşüne, kıyafetine, temizliğe özen göstermeme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
10) Derste oturduğu yeri izinsiz değiştirme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	14) Okula özel eşyalarını getirme (oyuncak, cep * telefonu, misket, çakı, vb.) ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
15) Öğretmene arkadaşlarını şikayet etme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	19) Dersin konusu dışında konuşma * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
16) Geçerli bir nedeni olmadan okula gelmeme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	20) Derste şarkı söyleme, ıslık çalma * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
17) Gereksiz gürültü yapma (kapıyı çalma, sıra ya da * masasına vurma) ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	21) Derste gülme ve arkadaşlarını güldürme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
18) Derste izin istemeden konuşma * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	22) Derse çalışmadan gelme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman

23) Verilen ev ödevini yapmama *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

24) Kitap, defter gibi ders araçlarını okula getirmeme *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

25) Derste sınıf içinde amaçsızca dolaşma *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

26) Derste anlatılanlara karşı ilgisiz davranma (dışarıyı *
seyretme, hayal kurma vs.)

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

27) Kendisinin ya da arkadaşlarının eşyalarıyla oynama *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

28) Defter ve kitaplarını yırtma, kınıştırma *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

29) Öğretmenin verdiği bir işi oyalayarak yapma *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

30) Öğretmene yalan söyleme *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

31) Sınavlarda kopya çekme *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

32) Bu davranışların dışında gözlemlediğiniz istenmeyen davranış/davranışlar varsa, lütfen sıklık derecesini (Hiçbir zaman, Nadiren, Çoğu zaman veya Her zaman olarak) belirtip yazınız.

Your answer

Appendix 9. The Questionnaire and the consent form in Google Forms for teachers

İNGİLİZCE ÖĞRETMENLERİNİN İSTENMEDİK DAVRANIŞLARA BAKIŞ AÇISI

Değerli meslektaşlarım,

Bu çalışmanın amacı sınıf içi istenmedik öğrenci davranışları konusunda İngilizce öğretmenlerinin düşüncelerini araştırmaktır.

Bu çalışmaya katılmanızın gönüllülüğü esasına dayanmaktadır.

- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacaktır.
- İstenmeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/tealep olmayacaktır. Yine de katılmanız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Katılımınızdan dolayı teşekkür ederim,
Şevket Furkan Çelik

Not shared [Switch accounts](#)

* Indicates required question

Bu çalışmaya tamamen kendi rızamla katılacağımı, istediğim takdirde çalışmadan * ayrılabilirliğimi ve bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

☐ Evet gönüllü olarak katılmayı kabul ediyorum

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İNGİLİZCE ÖĞRETMENLERİNİN İSTENMEDİK DAVRANIŞLARA BAKIŞ AÇISI

Not shared [Switch accounts](#)

* Indicates required question

Demografik Bilgiler

Lütfen kendinize uygun olan seçeneği işaretleyiniz.

1) Cinsiyet *

☐ Kadın
☐ Erkek

2) Hangi okulda çalışıyorsunuz? *

☐ Devlet (Okulu)
☐ Özel (Okul)

3) Ders verdiğiniz sınıf seviyesi (Birden fazla seçenek işaretleyebilirsiniz) *

☐ 5. Sınıf
☐ 6. Sınıf
☐ 7. Sınıf
☐ 8. Sınıf

Back Next Page 2 of 4 Clear form

İNGİLİZCE ÖĞRETMENLERİNİN İSTENMEDİK DAVRANIŞLARA BAKIŞ AÇISI

Not shared [Switch accounts](#)

* Indicates required question

Sınıf İçerisinde İstenmeyen Öğrenci Davranışları

Aşağıda verilen istenmeyen davranışlarla sınıfınızda hangi sıklıkla karşılaşmaktasınız? Lütfen size en uygun gelen seçeneği işaretleyiniz.

1) Arkadaşının eşyalarına zarar verme *

☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

2) Arkadaşına bağırma *

☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

3) Arkadaşına küfür etme *

☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

4) Arkadaşına vurma, itme *

☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

5) Sınıfa ait eşyalara zarar verme *

☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

6) Öğretmene karşı saygısızca davranma *

☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

7) Öğretmenin verdiği sınıf içi görevlerden kaçma * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	11) Ders sırasında bir şeyler yiyip içme (sakız çiğneme, * çikolata yeme) ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
8) Öğretmene sürekli itiraz etme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	12) Gereksiz yere sınıfın dışına çıkmak isteme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
9) Sınıfa geç girmek (tenefüsten geç dönme, okula geç * kalma) ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	13) Görünüşüne, kıyafetine, temizliğe özen göstermeme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
10) Derste oturduğu yeri izinsiz değiştirme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	14) Okula özel eşyalarını getirme (oyuncak, cep * telefonu, misket, çakı, vb.) ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
15) Öğretmene arkadaşlarını şikayet etme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	19) Dersin konusu dışında konuşma * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
16) Geçerli bir nedeni olmadan okula gelmeme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	20) Derste şarkı söyleme, ıslık çalma * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
17) Gereksiz gürültü yapma (kapıyı çalma, sıra ya da * masasına vurma) ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	21) Derste gülme ve arkadaşlarını güldürme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman
18) Derste izin istemeden konuşma * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman	22) Derse çalışmadan gelme * ☐ Hiçbir zaman ☐ Nadiren ☐ Çoğu zaman ☐ Her zaman

23) Verilen ev ödevini yapmama *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

24) Kitap, defter gibi ders araçlarını okula getirmeme *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

25) Derste sınıf içinde amaçsızca dolaşma *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

26) Derste anlatılanlara karşı ilgisiz davranma (dışarıyı *
seyretme, hayal kurma vs.)

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

27) Kendisinin ya da arkadaşlarının eşyalarıyla oynama *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

28) Defter ve kitaplarını yırtma, kırıştırma *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

29) Öğretmenin verdiği bir işi oyalayarak yapma *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

30) Öğretmene yalan söyleme *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

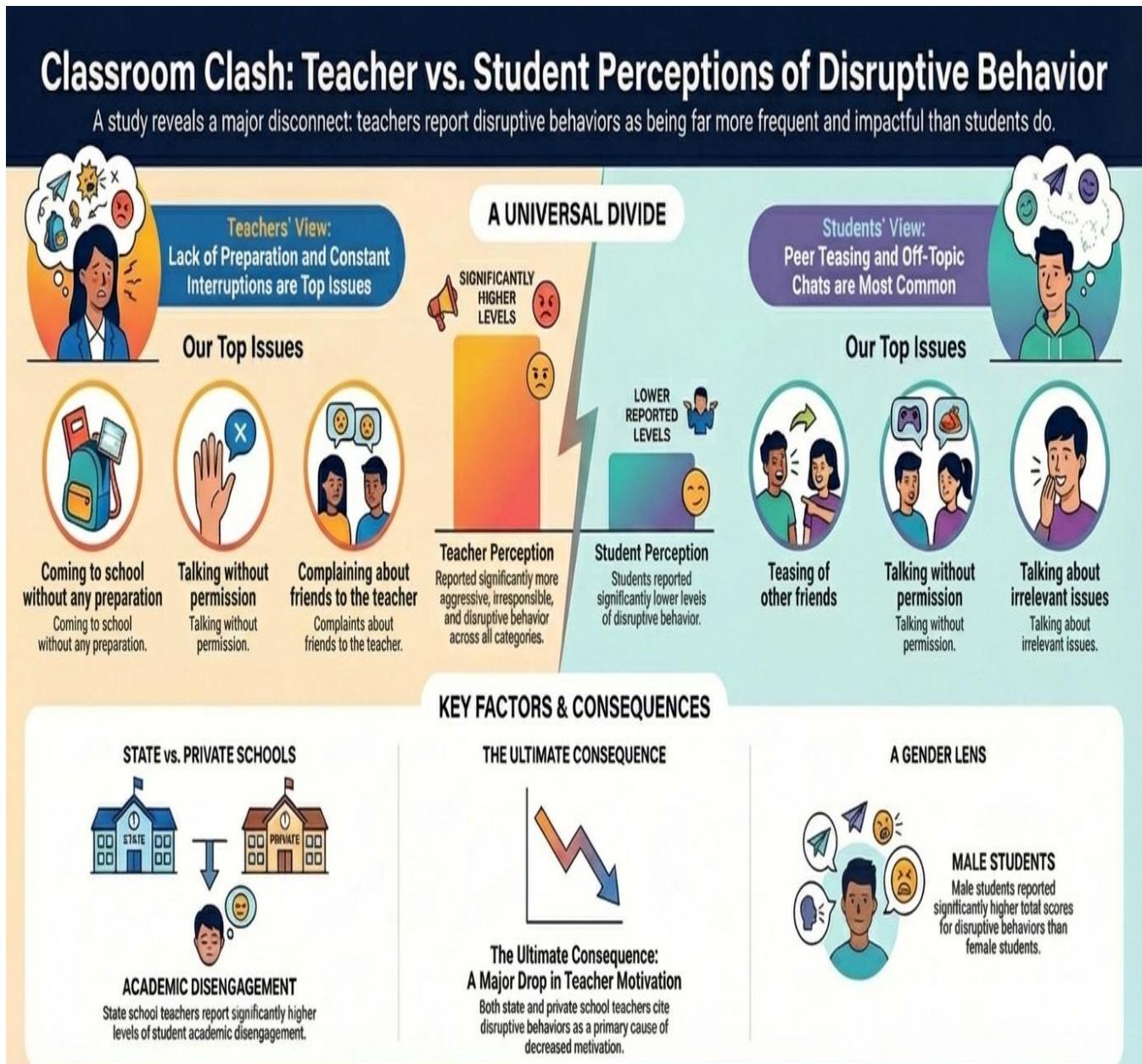
31) Sınavlarda kopya çekme *

- ☐ Hiçbir zaman
☐ Nadiren
☐ Çoğu zaman
☐ Her zaman

32) Bu davranışların dışında gözlemediğiniz istenmeyen davranış/davranışlar varsa, lütfen sıklık derecesini (Hiçbir zaman, Nadiren, Çoğu zaman veya Her zaman olarak) belirtip yazınız.

Your answer

Appendix 10. An infographic that shows the summary of the study



ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Şevket Furkan Çelik

Doğum Yeri ve Tarihi :

Eğitim Durumu

Lisans Öğrenimi : Muğla Sıtkı Koçman Üniversitesi Eğitim Fakültesi

Yabancı Diller Anabilim Dalı

İngilizce Öğretmenliği Programı 2017-2021

Yüksek Lisans Öğrenim: Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü

Yabancı Diller Anabilim Dalı

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı

2025- devam

Bildiği Yabancı Diller : İngilizce- Advanced

Almanca- Beginner

İş Deneyimi

Çalıştığı Kurumlar : Konyalatı Fark Eğitim Kurumu 2021-2022

İngiliz Kültür Derneği Dil Okulları 2023

Özel Antalya Yükseliş Koleji 2023-2025

Tarih : 26.11.2025

İNTİHAL RAPORU

THE IMPACT OF STUDENTS' DISRUPTIVE BEHAVIOURS ON ENGLISH TEACHERS' MOTIVATION

Yazar : Furkan Sevket Celik Sayfa Sayısı : 102 Kelime Sayısı : 26481 Karakter Sayısı : 185387

ORJİNALLİK RAPORU

BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ
%20	-	-	-

BİRİNCİL KAYNAKLAR

1	İstanbul Sabahattin Zaim Üniversitesi - An investigation into the speaking-based needs of English Preparatory School students during remote learning	<%1
2	İstanbul Aydın Üniversitesi - An investigation into learning style preferences of Arab and Turkish students at tertiary level	<%1
3	Çukurova Üniversitesi - Cross-linguistic patterns of pausing: A case of Turkish, Swahili, Hausa and Arabic speakers of English	<%1
4	Çağ Üniversitesi - A case study: University students' conceptions of writing apprehension	<%1
5	null - Towards Archiving Project Sustainability through Community Participation", A Case study of Donor Funded project in Morogoro	<%1
6	Gazi Üniversitesi - An analysis of instructions given in online courses by EFL instructors from the perspective of politeness strategies	<%1
7	Jimma University - Major challenges of implementing independent learning in English classes among grades 9 and 10 students of Serbo and Bulbul High Schools in Kersa Woreda in focus	<%1
8	İstanbul Aydın Üniversitesi - Media propaganda and political regimes in Pakistan	<%1
9	The University of Nottingham - Teachers' attitude towards, and knowledge of, the use of technology for the education of children with special needs in Turkey	<%1
10	0 - The visual disclosure of information in stand-alone sustainability reports: A study of impression management	<%1
11	null - The validation of a test battery for the selection of first-line supervisors in a South African mining company	<%1

BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- ☐ Tezimin/Raporumun tamamı her yerden erişime açılabilir.

Tezim/Raporum sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir.

- ☐ Tezimin/Raporumun yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

30.12.2025

Şevket Furkan ÇELİK