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Professorat de l'Enseignement Secondaire (BAPES)**

OPTION: Lettres

Filière : Anglais

THEME:

**THE PROBLEMS OF DISCIPLINE IN LARGE
CLASSES: THE CASE STUDY OF LYCEE
BEHANZIN**

Présenté par:

Jérémie WANGBE

Sous la direction de:

Dr Juvenale AGBAYAHOUN

Maitre-Assistant (CAMES)

ENS/UAC

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DEDICATION

I dedicate this research work to my mother Brigitte Agomè

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LIST OF ACRONYMS

ENS : Ecole Normale Supérieure (Teachers' Training College)

BAPES : Brevet d'Aptitude au Professorat de l'Enseignement Secondaire
(Certificate of Proficiency to the Teaching Professor of Secondary Education)

CAPES : Certificat d'Aptitude au Professorat de l'Enseignement Secondaire
(Certificat of Proficiency to Teachers of Secondary Education)

GENERAL INTRODUCTION

Discipline is a paramount for every learning and it is very essential for any teaching. Also, it is very important for peace and harmony in any learning environment: Peace between students, teachers and administration.

In the classroom, discipline is regarded as a code of conduct that both teachers and students agree upon and cooperate in its enforcement. So, discipline here refers to a code of conduct which binds a teacher and a group of students together so that learning can be more effective. It means that a teacher unlike a sculptor, a weaver or an artist who handles and works on an inanimate, lifeless block of stone, marble, wood or shuttle, has to handle growing, developing human beings with a heart and mind. Therefore, if it happens that the teacher makes a mistake as far as the classroom management is concerned, students may behave anyhow and he/she will face many problems of discipline, especially in large classes. Then a good teacher is the person who has the ability to cope with any situations in the classroom whatever the size of the class may be. The teacher's potentialities can be multiplied through alertness, proper attitude, enthusiasm, foresight, resourcefulness, hard work and power of positive behaving.

Also, in practising effective teaching, the teacher should be knowledgeable in children's psychology and educational psychology.

This research work is organised into five (5) chapters:

- The first chapter has to do with the background to the study, the rationale for the study, the statement of the problem, the purpose of the study, the research questions and the significance of the study.

- The second chapter deals with the clarification of some concepts, the types of indiscipline acts, the importance of establishing rules and procedures in the classroom and the methods and techniques of discipline.
- The third chapter is concerned with the design of the study, the participants, the data collection instrument, the data collection procedure, and the data analysis procedures.
- The fourth chapter covers the presentation of data.
- The fifth and last chapter focuses on the summary of the findings, the discussion of the findings, the suggestions and the implications.

Chapter One :Introduction to the study

This chapter is about the introduction to my study. So, it is a chapter which deals with the background to the study since I am not the pioneer of my topic. Also, this chapter covers the rationale for the study, the statement of the problem and the purpose of the study. At last, this chapter deals with the research questions and the significance of the study.

1.1 Background to the study

The word discipline derives from *discipulus* , the Latin word for pupil. The same root provides the source of the word disciple. Given that several meanings of discipline deal with study, governing one's behaviour, and instruction, one might assume that the word's first meaning in English had to do with education. In fact, the earliest known use of discipline appears to be punishment-related; it first was used in the 13th century to refer to the chastisement of a religious nature, such as self-flagellation. At the beginning of the twentieth century, good discipline was evinced as students sitting quietly while they learned by rote. The conventional wisdom saw education as a process of controlling student's behaviour while information was transferred from teacher to student. From Indian history, the disciple used to submit himself voluntarily, his liberty and freedom to the 'Guru', thus curtailing his liberty and freedom voluntarily in order to achieve his objective under the direction and orders of the preceptor. 'Discipline' conjures up thoughts of reactive and controlling measures for dealing with student's misbehaviour. However, the model of discipline proposed in *21st century discipline* is an ongoing, proactive set of behaviours used to create a cooperative environment which minimizes the likelihood of negative, disruptive behaviour. This positive discipline can occur in any group (a classroom, department, building or district). So in the 21st century, teachers are committed to a win-win discipline approach which makes

the job of teaching much easier for them. These are teachers who assume responsibility for handling misbehaviours that occur in their classrooms. In contrast, teachers who use typical win-lose strategies frequently find those techniques frustrating and ineffective for managing conflicts with students, parents or other teachers. In other words, the attitudes of win-win teachers are generally more positive than their authoritarian counterparts. These attitudes are also able to provide an atmosphere that encourages growth and learning without the stress and external control typical in a win-lose classroom.

By focusing on the connections between choices and outcomes, these win-win teachers help students take responsibility for their actions and behaviours. Similarly, they are clear about their limits and boundaries, and secure enough to encourage empowerment among their students. As a result, their students are more likely to exhibit initiative, independence, self-management and an awareness of others' needs than students in a win-lose classroom, who only do what is required to get by or stay safe.

1.2 Rationale for the study

I have decided to work on the topic: The problems of discipline in large classes : The case study of Lycée Béhanzin and CEG d'Application so as to find adequate solutions to the problems of discipline that teachers experience in their first years of teaching, and even so continually in their classes especially in large classes.

1.3 Statement of the problem

Nowadays, we notice that the problems of discipline are part of the problems many teachers face in our secondary schools especially in large classes. In fact, the main actors of the teaching-learning process which often takes place in a classroom or anywhere (under a tree for example), are learners

and the teacher. So, it is up to teachers to manage their classroom as well as possible so as to prevent learners' disruptive and bad behaviours. These disruptive behaviours include verbal abuse, truancy, stealing, talking out of turn, lying, disobedience lateness, fighting, sleeping in the classroom, inattention, noise-making etc.

In spite of the different solutions already suggested to discourage these misbehaviours in the class in order to reduce the phenomenon, it has become more and more amplified in our secondary schools today with the large number of learners who are young boys and girls and who want to be recognized by showing that they exist. Also these adolescents imitate whatever they can see in their immediate social environment or on media such as television, cinema and even internet. Seeing all these aspects of the problems of discipline, the question which comes to mind is: Why have the problems of discipline assumed such an alarming dimension nowadays in our secondary schools?

In general, many teachers especially those who are novice or untrained are discouraged and frustrated about the problems of discipline they face in their large classes in our days. They find these problems of discipline uneasy to solve. So, it has become necessary and important to create a peaceful and orderly learning environment in which teachers can easily deal with learners' disruptive behaviours.

1.4 **The purpose of the study**

This research work chiefly aims at pointing out the reasons why students misbehave in the classroom and then suggesting appropriate methods or techniques teachers should use to handle and prevent the misbehaviours of individual students in the classroom in general and more particularly in large classes in order to reduce the cases of indiscipline in the teaching-learning

process. Also, it aims at knowing whether teachers are aware that prevention is better than cure.

In addition, the aim of this research work is to help teachers in general, especially the newly recruited and untrained one's become professionally competent to solve the problems of discipline in their classes, especially in large classes.

Another aim of this work is to make teachers understand that establishing codes of conduct or rules in the classroom and knowing how they are established and enforced are very important to promote positive behaviour.

1.5 The research questions

Since we all agree that having discipline in the classroom is very important for the teaching-learning process, putting the following question become helpful in the research work.

Why do learners show disruptive or unacceptable behaviours?

1.6 The significance of the study

This research work will provide teachers with adequate and practical techniques to prevent and handle the problems of discipline in their classes, especially large classes. Also, this research work will enable teachers in general and chiefly the novice and untrained one's to be aware of their responsibility to prevent, monitor and handle the problems of discipline in their classes, especially large classes.

This research work will make all categories of teachers in general, especially EFL teachers aware of why it is necessary for them to know the reasons why their learners misbehave in the classroom so as to prevent the cases of indiscipline.

This research work tends to make teachers aware of the necessity and importance of a good classroom management as well as the one of a good classroom rules and procedures that may solve or reduce the problems of discipline which can prevent the teaching-learning process from being good.

Through this research work, some aspects of the problems of discipline teachers didn't know will be pointed out so that they know how to prevent and handle them. This research work will help other researchers who would like to work on similar topics have some information.

Chapter two: Literature review

In order to have a clear idea about the research topic, to understand better the problems it raises, I have decided to clarify some key concepts dealt with in the thesis. This chapter also covers the report of previous works related to the research topic.

2.1 Clarification of concepts

2.1.1 Discipline

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

According to Jones (1979), discipline can be stated simply to mean the business of enforcing classroom rules that facilitate learning. Hymes (1958) defines discipline as the slow but time consuming task of helping children see the sense of acting in certain way.

In the classroom, discipline is regarded as a code of conduct that both teachers and students agree upon and cooperate in its enforcement.

Discipline also means: to punish or penalize for the sake of enforcing obedience and perfecting moral character.

2.1.2 The problem of discipline

The term 'Discipline' means a difficulty that has to be resolved or dealt with. *Oxford Advanced learner's dictionary (6th edition)* defines this term as a thing that is difficult to deal with or to understand. So, the term 'problem of discipline' means indiscipline, which is lack of discipline. Therefore, the term indiscipline means the disobedience to the established rules and regulations.

According to *Oxford Advanced learner's dictionary (6th edition)*, the term indiscipline, that is problem of discipline, is referred to as a lack of control in the behaviour of a group of people.

2.1.3 Large classes

The term '**Large class**' can be defined as a big size of a group of students who are taught together in a classroom or any other place where teaching and learning can take place. In other words, the term large class simply means that the size of the class is high or the number of students is beyond what is normal. This phenomenon is common in Beninese secondary schools.

2.2 The types of indiscipline acts

Lewis (1991) as quoted by Morongwa (2010 :11) observed that three types of misbehaviour which are regarded as disciplinary problems for the educator in the classroom include : misbehaviours that inhibit the learner's own learning, misbehaviours by one learner which is destructive to the learning of another and misbehaviours which are disrespectful, defiant or abusive to the educator. He added that, these misbehaviours can be committed intentionally or unintentionally. He further stated in a clear term some of these behaviours which he believes can impact negatively on the morale of the student himself and mentioned them as follow:

- ✓ A learner consistently comes to class late and disrupts the flow of the class;
- ✓ She/he talks while the teacher is addressing the class;
- ✓ She/he writes graffiti on school property;
- ✓ Another one continuously calls out in class;
- ✓ One is not listening and asks questions that have already been answered;
- ✓ Another one defies the teacher and refuses to follow instructions; and
- ✓ Another one moves around in the class to the point of becoming a distraction.

Also, on the part of Rosen (1997 : 51-52) he identifies ten other types of disciplinary problems or indiscipline acts among the students and which may lead to suspension as a way of punishing any learner who perpetrate such acts, among these are :

- Defiance to school authority;
- Class destruction;
- Truancy;
- Fighting;
- The use of profanity;
- Damaging school property;
- Violation of school dress code;
- Theft/Stealing;
- Leaving school without permission; and
- Not reporting after school detention or Saturday School.

According to S.K. Kochhar (2010), the educational institutions are usually faced with two types of indiscipline such as: Individual indiscipline and Collective or mass indiscipline. So, he argues that what is agitating the minds of all sane people is not individual indiscipline, but collective or mass indiscipline. Similarly, S.K. Kochhar (2010) in his book entitled *Secondary School Administration* wrote that there are all sorts of anti-social acts committed by learners in our Secondary schools. Here are examples of disruptive behaviours provided by teachers in a study of ‘teachers and their disruptive pupils’ (Alhassan, 2002 p.53): lateness, disobedience, inattention, fighting, rudeness, interfering with the work of other learners, pretending need to go to toilet, eating in the classroom, noise-making, restlessness, damaging class furniture, cheating

in evaluation, walking about in the classroom, spitting on the floor, conversation with the other learners, stealing, truancy, verbal abuse.

Alidzulwi (2000) further stressed that some schools have developed into battle fields, since learners carry weapons such as guns and knives to school.

According to Jones (1977), about 50 percent of the classroom time is lost due to students' misbehaviours and not keeping working in the classroom, 80 percent of lost time is due to talking without permission. He also said that 19 percent of lost time is due to day-dreaming, out of seat, noise-making, and 1 percent is due to more serious problems. So, it is up to teachers to know how to handle this problem of loss of time in case it happens.

2.2.1 the reasons why students misbehave in the classroom

For Harmer, there are three major reasons for indiscipline problems which are the teacher, the student, and the institution.

According to David(2012) indiscipline could also be caused by improper upbringing of children and when they grow up, they tend to lack discipline. For Selina (2013), the environment in which a child finds himself determines the way he behaves.

Nunan & Lamb (1996, p.11) say that 'Many of the classroom management problems experienced by teachers working in unfamiliar cultural contexts arise from a mismatch between the roles and expectations of the teacher and those of the learners. In some cases, the mismatches and resulting management problems are a result of a clash of educational values and perceptions for example, when teachers see themselves as facilitators, while students see them as dispensers of wisdom'.

According to Wadden & McGovern (1991), factors such as the large numbers of students who are not in the classroom by choice; the number of students per class; the lack of importance students give to English in the school curriculum when compared to other school subjects such as math and science, and the fact

that , in the same group, EFL teachers work with students from different cultural and academic backgrounds, can affect discipline in class.

2.2.2 The teachers' part of responsibility in learners' misbehaviour in the classroom

Tchagoun (2008), in her CAPES thesis entitled: '**YOUNG GIRLS failure in Benin: the case study of OUAKE secondary schools**, has pointed out that effective teacher's behaviour generates student's effective behaviour.' This opinion is supported by Aly-tangni (1998) in her CAPES thesis entitled: '*Les comportements d'indiscipline en milieu scolaire au Bénin : Esquisse d'une analyse psychopathologique du phénomène : Cas de quelques établissements de Cotonou*'. So, she argued that when the teacher fails in taking into account learners' different needs, this causes frustration which leads learners to show disruptive behaviour in the classroom. In most cases, teachers try to punish their learners when they realise that they are not motivated or interested in whatever they teach or when they are unable to control them or they do not pay attention to what is going on in the classroom.

According to Lance (2016) teachers personality can also make students misbehave through teachers appearing badly in wearing style, through speaking to the students, and through others misbehaviour of teachers in schools. Kochhar (1970) in Secondary School Administration affirms that teachers are responsible for classroom discipline; and they should be able to obtain it without outside help. For him, discipline in the classroom is not an entity in itself, it is a product of a good teacher. Though all discipline problems cannot be prevented, yet most of them will not arise in the classroom of intelligent, hardworking teachers who plan their work effectively, motivate their students skilfully and provide a friendly climate. He writes the following in his book: 'unfortunately, problems of classroom discipline will disappear if there are efficient and strong teachers.'

But are we going to say that the teacher is the only actor who is the cause of discipline problems in the teaching- learning process? Let's find out other reasons that justify learners' misbehaviour in the classroom, especially in large classes.

2.2.3 Students' responsibility in the problems of discipline in classrooms

A teacher who does everything to avoid trouble may still have discipline problems because of the students: and all practising teachers know that while one group may cause no trouble, another may be difficult to handle.

According to Sapa (2015), indiscipline could be deliberate, because some students choose to be indiscipline even in actions. Akiyo (1999), in his thesis entitled :'*Les crises de adolescence dans la problématique de la discipline dans les collèges : Cas des CEG de la Sous-Préfecture d'ALLADA learners*, argued that psychological and physiologic changes in young learners have influence on their behaviour leading them to rebel against their families and their teachers at school. Therefore the spirit of youth is one of the sources of discipline problems in our secondary schools.

Sondhi (1957) in *A plan for Youth Welfare*, declares that youth is the critical period between puberty and adolescence. Then, the author argued that this period is critical when the sap of life is rising strongly in young people and demands action. Thus, it is a period during which these teenagers want to do things on their own.

For Ayen (2015), the discipline of a child depends on the environment in which he/she lives. That is children imitate what they see, hear and what people do.

2.2.4The institutions' responsibility in the problems of discipline in classrooms

A lot depends on the attitude of the institution (the school) to discipline and student behaviour. As Harmer says, the school can be one of the causes of

discipline problems if it has not a recognised policy or a set of laws and regulations to handle discipline problems especially in large classes. Problems of discipline may also occur if the school has no gatekeeper or it is built in a noisy place (near a restaurant for instance). In effect, students may put up disruptive behaviour if there is no good relationship between the school authorities and the students' parents.

2.3 The importance of establishing rules and procedures in the classroom

Establishing good classroom discipline is essential to each student's success, confidence and well-being. So, every student should feel that the classroom environment is safe and secure; free from all threats of physical or emotional harm.

According to Harry and Rosemary (2002 p.96), it is important that teachers teach procedures or how to do things in the classroom, for three reasons:

- ✓ Classroom procedures help learners to know what they are expected to do to enable them to take part successfully in all the things that happen in the classroom, and be able to learn well ;
- ✓ Classroom procedures allow many different learning activities to take place in the classroom without wasting much time. The learners also do not get confused because procedures help them to know what to do in every situation in which they may find themselves in the course of working in the classroom;
- ✓ Classroom procedures inform learners about how things are properly done in the classroom, thus reducing discipline problems.

According to Mensah (1970), if teachers have control over whatever their learners do in the classroom, it will help them reduce the unacceptable behaviour that disturbs the teaching-learning process in the classroom; and help them perform better in the class. It means that teachers teaching rules and

procedures in the classroom is very important. Teachers unlike dictators in their classroom, are those actors who take charge of classrooms and who should be authoritative in their classroom, especially in large classes. So, Mensah (1970) argued that students can misbehave if they don't know clearly what they are supposed to do at a particular time; and some of them may take advantage of it and behave anyhow. In truth, if the teacher establishes rules and procedures for caring out everything in the classroom, learners are concentrated and will be able to perform their tasks without any disruptive behaviour. In such a condition, they learn more. According to Harry Rosemary (2002), the first problem that teachers have in their classroom is not the one of discipline but lack of rules and procedures. One of the most important things that teachers can do to make their classroom management effective is to establish rules and procedures that students can understand and use easily in the classroom. Therefore, teachers need to have control over whatever their learners do in the classroom otherwise it will be difficult for them to manage the classroom. Allaway (2003), supports this opinion by saying that figures released showed that one quarter of all newly trained teachers in the United Kingdom decided to leave the teaching profession after only three years because of the difficulty they faced as a result of bad pupil-behaviour in their classrooms.

2.4 Methods and techniques of discipline

The cases of indiscipline or the problems of discipline in classrooms, especially large classes should be prevented or handled.

Schwebel and Cherlin (1972) investigated the basics whereby teachers assigned students to seat. They found that teacher's main concerns were that of minimizing classroom disruption, for they attempted to keep potentially disruptive students apart and assigned them to seats where they would be less disturbing : at the end of rows, between two 'good' students, in the back of the

classroom, or near the teacher's desk, where they could keep an eye on them. Other than this, teachers were unable to indicate any other basis for seat assignments. Also, where students sat made an important difference, as far as their attentiveness is concerned. When children were reassigned on a random basis by the investigators to new seats, students seated in the front were the most attentive in the class, much more so than those in back rows. The experiment showed that children's behaviour was affected by where they sat in the classroom and that where children sat also influenced the way in which their teachers and peers perceived them. The experiment also suggests that teachers are usually aware of that stage setting in the form of seating arrangements can have an effect on pupils' behaviour, but that most teachers are unaware of ways in which such arrangements influence the attitudes of both students and teachers. Gnagey (1970) affirmed that it is very important for students to know what limits of behaviour will be tolerated in a given situation, and expect that whenever they overstep the boundaries, they will be guided back within the limits.

Chapter Three: Methodology

This chapter deals with the research methodology. So, it covers the design of the study, the participants, the data collection instruments, the data collection procedures and the data analysis procedures.

3.1 Design of the study

As far as the design of this study is concerned, it is crucial and necessary to mention that both qualitative and quantitative methods have been used.

These methods are explained by some writers. According to Creswell (1998), a qualitative research is ‘the process of understanding a social or human phenomenon, based on methodological research traditions. Researchers aim at generating a complex, holistic view, at analysing and describing the standpoint of the subjects within a natural context’ (p.4).

Talking about the quantitative research, Aliaga & Gunderson (2002) describe it as ‘explaining a phenomenon by collecting quantitative (numeral) data that are analysed using mathematically based methods such as statistics’(p.3).

3.2 The participants

In order to carry out this research work, a suitable sample of 20 teachers and 60 students has been chosen in Lycée Béhanzin.

To enable the students not only to understand but also to be aware of the problems of discipline, I have found it useful to sample students of 5^{ème}; 3^{ème}; 1^{ère} and Tle between 11 and 25 years old.

With regard to the teachers, they are met during the weekly pedagogical workshops. The table below shows the school and the number of the students and teachers selected for the study.

Table I: The school and the number of the students and teachers selected

| School | The number of teachers selected | The number of students selected |
|----------------|---------------------------------|---------------------------------|
| Lycée Béhanzin | 20 | 60 |
| Total | 20 | 60 |

3.3 Data collection instrument

To collect some data in order to carry out this research work, I have used one instrument which is questionnaire.

3.3.1 The questionnaire

In order to implement this research work, a set of written questions called questionnaires is asked to the respondents. Doing so aims at knowing how teachers prevent, monitor and handle the problems of discipline in their classes, especially in their large classes. It is also meant to check teachers' awareness of all the aspects of the causes or even the sources of their students' disruptive behaviour in the classroom. So, questionnaire have played an important part in the data collection of this research work. In effect, the questionnaire to teachers is made up of an introducing part which includes a polite request for filling in the form and another part covering teachers' identification, not by name. So, the questionnaire to teachers helps me a lot in carrying out this research work.

Below are the categories of questions asked to the respondents:

- ✓ Questions with suggested answers;
- ✓ Yes/No questions.

3.4 Data collection procedure

Talking about the questionnaire, the one addressed to teachers is made up of 14 questions and 20 questionnaire forms have been distributed to these teachers. Made up of 14 questions too, the questionnaire is addressed to students of 5ème; 3ème; 1ère and those of Tle. 60 questionnaires forms have been distributed to students.

3.5 Data analysis procedures

As already stated, the tool used to secure relevant data for this research work is questionnaire.

Below is the analysis of the data gathered through this instrument in the stated order.

- ✓ The answers given by teachers and students to the questionnaire's questions are tallied and the frequencies are converted to percentage.
- ✓ This tool helps me obtain some data which are presented and interpreted.

Chapter Four: Presentation and analysis of data

The fourth chapter of this research work chiefly deals with the presentation and analysis of data collected through the questionnaire.

4.1 Presentation of data

This part of the research work, shows not only the presentation and analysis of data collected, but also the causes of indiscipline cases that emerge from teachers’ answers as well as students’ one.

4.1.1 Presentation and analysis of teachers’ answers to the questionnaire addressed to them

Table II: Teachers’ Answers to Questions 1 and 2

| Questions | What is your highest certificate? (1) | | | | | | What is your status as a teacher? (2) | | |
|----------------|---------------------------------------|------|---------|----------|-------|-------|---------------------------------------|------------------------|-------------------|
| | BAC | DUEL | LICENCE | MAITRISE | BAPES | CAPES | Part-time teacher | Under Contract teacher | Permanent teacher |
| LYCEE BEHANZIN | 00 | 00 | 07 | 06 | 05 | 02 | 08 | 10 | 02 |
| Percentage (%) | 00 | 00 | 35 | 30 | 25 | 10 | 40 | 50 | 10 |
| Total | 20 | | | | | | 20 | | |

This table shows that the answers to the first question reveal that no teacher in Lycée Béhanzin teaches with either BAC or DUEL (0%). So, all the teachers teaching in this institution have gotten at least LICENCE. In terms of teachers ‘qualification, 35% of teachers teach with LICENCE whereas 25% of those teachers teach with BAPES. As far as MAITRISE and CAPES are concerned, only 10% of teachers teach with CAPES and 30% with MAITRISE. Thus, the number of teachers who are professionally trained in this school is not

significant. This table also shows that a few teachers (10%) are permanent in our secondary schools nowadays whereas 50% of them are under contract teachers. Similarly, 40% of those teachers are part-time teachers. All these issues are one of the causes of indiscipline cases in the classroom, especially in large classes.

Table III: Teachers' Answers to Questions 3; 4 and 5

| Questions | What kind of problem do you face in your class? (3) | | Do you think that teachers' behaviour can make students misbehave? (4) | | Do you face the problems of discipline in all your classes? (5) | |
|----------------|---|----------------|--|----|---|----|
| | The problems of discipline | Other Problems | Yes | No | yes | No |
| LYCEE BEHANZIN | 16 | 04 | 13 | 07 | 15 | 05 |
| Percentage (%) | 80 | 20 | 65 | 35 | 75 | 25 |
| Total | 20 | | 20 | | 20 | |

This table reveals that more than the majority of teachers (80%) encounter the problems of discipline in their classes, especially in large classes. Only 20% of them face other problems in their classes.

It also shows that teachers' behaviour can make students misbehave in the classroom. The majority of teachers (65%), support this view whereas only 35% of them think that teachers' behaviour has nothing to do with the disruptive behaviours of students in the classroom. In effect, 15 out of 20 teachers affirm that they face the problems of discipline in all their classes, since they teach in

large classes. Then, only 5 teachers out of 20 don't encounter these problems in all their classes.

Table IV: Teachers' Answers to Questions 6; 7; 8 and 9

| Questions | How long does it take you to handle the problems of discipline in your class? (6) | | What is the largest size of your classes ? (7) | | | | Have you been taught how to manage a classroom, especially large classes? (8) | | Have you been taught how to prevent and cope with disruptive behaviour in the classroom? (9) | |
|----------------|---|------------|--|--------------------|--------------------|---------------------|---|----|--|----|
| | More Than 15min | 1 to 15min | Bet-ween 0 and 30 | Bet-ween 30 and 60 | Bet-ween 60 and 80 | Bet-ween 80 and 100 | Yes | No | Yes | No |
| LYCEE BEHANZIN | 12 | 08 | 02 | 13 | 05 | 00 | 17 | 03 | 17 | 03 |
| Percentage (%) | 60 | 40 | 10 | 65 | 25 | 00 | 85 | 15 | 85 | 15 |
| Total | 20 | | 20 | | | | 20 | | 20 | |

This table displays the answers by teachers to questions 6; 7; 8 and 9. So, it shows that the majority of teachers (60%) spend much time (more than 15 min) handling the problems of discipline whereas 40% of them spend from 1 to 15 min to do so.

This table also shows that the largest size of many teachers' classes varies between 30 and 60 (65% of teachers), while a minority of those teachers (10%) affirms that the largest size of their classes varies between 0 and 30. What is alarming and even striking is that 25% of teachers affirm that the largest size of

their classes varies between 60 and 80. As this table can show, no teacher (0%) teaches in a class with more than 80 students. Indeed, 85% of teachers affirm that they have been taught how to manage a classroom but only 15% of them declare that they have not received any training as far as classroom management is concerned. Similarly, 85% of the teachers affirm that they have been taught how to prevent and cope with students' disruptive behaviour in the classroom while 15% of them declare that they are not aware of how to prevent and cope with disruptive behaviour in the classroom.

Table V: Teachers' Answers to Questions 10; 11; 12; 13 and 14

| Questions | What kind of students do you expect in your large classes? (10) | | Do you threaten your students when they put up unacceptable behaviour? (11) | | Do you teach rules and procedures to your students? (12) | | Do you think that teachers can have favourites in the classroom? (13) | | Has a student ever refused to comply with your order in the classroom? (14) | |
|----------------|---|---------------------|---|----|--|----|---|----|---|----|
| | Bright students | Disruptive students | Yes | No | Yes | No | Yes | No | Yes | No |
| LYCEE BEHANZIN | 20 | 00 | 06 | 14 | 18 | 02 | 01 | 19 | 15 | 05 |
| Percentage (%) | 100 | 00 | 30 | 70 | 90 | 10 | 05 | 95 | 75 | 25 |
| Total | 20 | | 20 | | 20 | | 20 | | 20 | |

This table which displays the answers by teachers to questions 10; 11; 12; 13 and 14, shows that all the teachers (100%) expect bright students in their classroom.

Also, 70% of teachers frankly affirm that they threaten their students when they put up unacceptable behaviour whereas 30% of those teachers express a controversy view. However, 90% of the teachers affirm that they teach rules and procedures to their students. Therefore, only 10% of them do not do so.

A few teachers (5%), think that teachers can have favourites in the classroom; that is 95% of them express a controversy view. As far as the last question is concerned, 75% of teachers frankly affirm that it happens that a learner refuses to comply with their order in the classroom. Thus, only 25% of them prove this affirmation wrong.

➤ **Reasons for students' disruptive behaviours emerging from teachers' answers**

Through the analysis of the different data displayed in tables, it is obvious that many causes as being accountable for students 'disruptive behaviours, emerge from the teachers' answers to the questionnaire addressed to them.

So, the teachers' answers to the first question addressed to them, shows that one of the reasons why students show disruptive behaviours in the classroom, especially in large classes is the fact that many teachers in Lycée Béhanzin are not professionally trained. Even their answers to the third question addressed to them reveal that teachers' behaviours can be accountable for students' unacceptable behaviour in the classroom.

As far as their answers to the seventh question addressed to them is concerned, it is also clear that the large size of the teachers 'classes is one of the most important sources of students' bad behaviour in the classroom. Similarly, teachers' answers to the eighth question addressed to them, prove that students misbehave in the classroom because some teachers have not received any training with regard to classroom management. In effect, students show

unacceptable behaviour in the classroom because many teachers (70%) threaten their students in the classroom (teachers' answers to question 11).

Some teachers do not teach rules and procedures to their students and this can generate students' bad behaviour in the classroom. At last, students misbehave because certain teachers have favourites in the classroom.

4.1.2 Presentation and analysis of students' answers to the questionnaire addressed to them

The sixth, seventh and eighth table, specifically display the answers by students to the different questions addressed to them.

Table VI: Students' Answers to Questions 1; 2; 3; 4 and 5

| Questions | What form are you in? (1) | | | | What is your status? (2) | | What is your relationship with your teacher? (3) | | | Does your teacher establish codes of conduct at the beginning of the year? (4) | | What is your feeling when you are involved in the establishment of the codes of conduct? (5) | |
|----------------|---------------------------|-------|-------|------|--------------------------|--------------------|--|-----------------|-------------|--|-------|--|---------|
| | 5ème | 3ème | 1ère | Tle | New student in the class | I resume the class | Intimate | Teacher-learner | Familiarity | Yes | No | Happy | Unhappy |
| LYCEE BEHANZIN | 20 | 25 | 10 | 05 | 45 | 15 | 05 | 22 | 33 | 25 | 35 | 36 | 24 |
| Percentage(%) | 33.33 | 41.66 | 16.66 | 8.33 | 75 | 25 | 8.33 | 36.66 | 55 | 41.66 | 58.33 | 60 | 40 |
| Total | 60 | | | | 60 | | 60 | | | 60 | | 60 | |

The table 6 shows that the students chosen for this research work are in 5ème (33, 33%), 3ème (41, 66%), 1ère (16, 66%), and Tle (8, 33%). It also shows that

although 75% of students are new comers in these classes, 25% of them resume the classes.

It is obvious that only 8, 33% of those students sincerely declare that they have an intimate relationship with their teachers. With regard to the others, 36, 66% of them affirm that they have a teacher-learner relationship with their teachers whereas 55% of learners recognize that they are familiar with their teachers. But what is alarming and even bad is that 58, 33% of students affirm that their teachers do not establish codes of conduct at the beginning of the year; meaning that only 41, 66% of students express a controversy view whereas the majority of students (60%) except some of them (40%) are happy when they are involved in the establishment of these codes of conduct.

Table VII: Students’ Answers to Questions 6; 7; 8; 9 and 10

| Questions | Does your teacher give boring classes? (6) | | Does your teacher often issue threats without punishing you? (7) | | Does your teacher often come to class unprepared? (8) | | Have you ever refused to comply with your teachers’ directives? (9) | | How often do you fight in the classroom? (10) | |
|----------------|--|----|--|-------|---|-------|---|-------|---|--------|
| | Yes | No | Yes | No | Yes | No | Yes | No | Often | Rarely |
| LYCEE BEHANZIN | 21 | 39 | 46 | 14 | 50 | 10 | 25 | 35 | 48 | 12 |
| Percentage(%) | 35 | 65 | 76.66 | 23.33 | 83.33 | 16.66 | 41.66 | 58.33 | 80 | 20 |
| Total | 60 | | 60 | | 60 | | 60 | | 60 | |

This seventh table which deals with students answers to questions 6; 7; 8; 9 and 10, shows that a few students (35%) affirm that their teachers give boring classes. So, the 65% of them do not share this affirmation.

Table 7 also shows that many students (76, 66%) affirm that their teachers often issue threats without punishing them. This affirmation is refuted by only 23, 33% of students. But the most alarming thing is that a significant number of students (83, 33%) except a few students (16, 66%), affirm that their teachers often come to class unprepared.

Nearly the majority of students (41, 66%) frankly declare that they have once refused to comply with their teachers' directives whereas 58, 33% of them express a contrary idea. It is obvious and even clear that many students (80%) often fight in the classroom; that is 20% of students rarely do so.

Table VIII: Students' Answers to Questions 11; 12; 13 and 14

| Questions | What is the reaction of your teacher when you misbehave in the classroom? (11) | | Does your teacher warn you before punishing you? (12) | | Is your teacher fair in the way he/she punishes you? (13) | | Does the teacher stick to his/her principles? (14) | |
|----------------|--|-----------------|---|-------|---|-------|--|----|
| | To beat you | To send you out | Yes | No | Yes | No | Yes | No |
| LYCEE BEHANZIN | 05 | 55 | 10 | 50 | 17 | 43 | 09 | 51 |
| Percentage(%) | 8.33 | 91.66 | 16.66 | 83.33 | 28.33 | 71.66 | 15 | 85 |
| Total | 60 | | 60 | | 60 | | 60 | |

The eighth and last table of this research work specifically covers students' answers to questions 11; 12; 13 and 14. In fact, it reveals that except a few

students (8, 33%), many students (91, 66) affirm that the reaction of their teachers when they misbehave in the classroom is to send them out instead of beating them. Another essential point is that 83, 33% of students affirm that their teachers warn them before punishing them. Only 16, 66% of them refute this affirmation.

As far as teachers punishing students is concerned, many students (71, 66%) affirm that their teachers are not fair in the way they punish them. Only 28, 33% of those students prove this affirmation wrong. Another alarming thing is that 85% of students affirm that their teachers do not stick to their principles. A few students (15%) refute this affirmation.

➤ **Reasons for students' disruptive behaviours emerging from students' answers**

The analysis of students' answers to the questionnaire addressed to them, reveals that students misbehave in the classroom because certain students have an intimate relationship with their teachers (students' answers to question3). Also, students' answers to the fourth question addressed to them, prove that one of the reasons why students show disruptive behaviour in the classroom is the fact that many teachers do not establish codes of conduct at the beginning of the year.

As their answers to the fifth question addressed to them can show, students misbehave in the classroom because they are not involved in the establishment of the codes of conduct. So, as many of them (60%) said, they are happy when they are involved in the establishment of the codes of conduct.

Giving boring classes is one of the most important causes that is accountable for students' bad behaviour in the classroom. This is known through the

students' answers to the sixth question addressed to them. Another crucial reason why students show disruptive behaviour in the classroom, is the fact that many teachers often come to class unprepared. This affirmation is shared by 83, 33% of students who sincerely affirm that their teachers often come to class unprepared.(Students' answers to questions 8). Teachers' unfairness in the way they punish students, is one of the causes that emerges from the students' answers to the thirteenth question addressed to them. As 85% of students have affirmed, many teachers do not stick to their principles and this is also one of the reasons why students misbehave in the classroom (students' answers to question 14).

Chapter Five: Summary, discussion and suggestion

The fifth and last chapter of this research work entitled summary, discussion and suggestion, covers the summary of the findings, the discussion of the findings, the suggestions to teachers, to the government and to school authorities. At last, this chapter deals with the implications of teachers, students' parents, the school authorities and students themselves.

5.1 Summary of the findings

From the results, we've got to say that having a good classroom management or having a positive classroom atmosphere, is one of the most important things that teachers couldn't help taking into account if they really want their teaching to be effective and efficient. Thus, good classroom management is the prerequisite of any efficient teaching. In truth, no positive classroom atmosphere is possible without the establishment of clear codes of conduct that all the participants of the teaching-learning process should follow. Through the results, I have noticed that many teachers are not professionally qualified to prevent, monitor or cope with the problems of discipline they face in their classes, especially in large classes. So, it is compulsory for teachers to know how to manage their classroom in order to prevent or minimise the problems of discipline in the classroom. Unfortunately, many teachers do not have good strategies to manage the classroom as properly as possible and some of them waste much time in coping with the disruptive behaviours put up by their students in the classroom. Most of the time, these bad behaviours are generated by teachers' behaviour. I also realise through this research work that there is always a reason behind the bad behaviour that students put up in the classroom. Students can misbehave either because of their teacher's attitude in the classroom or because of the school. For instance, if there is no gatekeeper or no well-built classroom in the school, students may misbehave.

In addition to all this, students' emotional and psychological problems can make them put up bad behaviour. Similarly, a particular attention is given to the large size of classes which seems to be even the main factor generating the problems of discipline since it can easily make things more difficult to cope with. It is obvious that more than the majority of students, expect their teachers to involve them in the establishment of the codes of conduct. As many of them said, they are happy when the teacher does so. Then, doing the opposite may generate the problems of discipline.

I have also found out through this research work that sending students out as a solution to their bad behaviour, is not welcome in the classroom for it doesn't prevent from misbehaving even more dangerously than they did. Therefore, the attitude teachers should develop is to have a variety of skills and techniques to make their students put up good and acceptable behaviour and perform learning tasks as effectively as possible instead of punishing them all the time; this requires that the teacher plays many roles in the classroom. Also, students must be kept busy with activities and not left for any uncontrolled behaviour.

5.2 Discussion of the findings

Basing on the results of this research work, I can notice that many teachers are not qualified to do the job of teaching. As a result, it will be difficult for them to prevent or cope with the problems of discipline, especially in large classes. It is exactly what is shown in table2 where only 10% of teachers are holders of CAPES whereas 30% of them teach with MAITRISE. Table2 also reveals that teachers teaching with BAPES (25%) are less than those teaching with LICENCE (See Table2, question1).

From what is said above, it is obvious that teachers are not armed enough to prevent or handle as efficiently as possible the problems of discipline, especially in large classes. This can be illustrated through Table2 where 40% of teachers

are part time teachers, 50% of them are under contract ones and 10% of them are permanent. (See Table2, question2). Therefore, teachers' initial training becomes a compulsory.

We also notice from these results that more than the majority of teachers (80%) encounter the problems of discipline in their classes, especially in large classes. (Table3, question3). This is the proof that many of them are not trained for teaching.

Many teachers (65%) except some of them (35%) frankly recognize that teachers' behaviour can make students misbehave (Table3, question4). This is true in that some teachers break themselves the codes of conduct established at very beginning of the year forgetting that charity begins at home. Since most of teachers are not trained for teaching, more than the majority of them (75%) declare that they face the problems of discipline in all their classes. (Table3, question5).

Because of lack of classroom management techniques, the majority of teachers (60%) spend much time (More than 15 min) handling the problems of discipline. (Table4, question6). This practice is time-consuming and may prevent the teaching from being efficient. This situation may be caused by the large size of classes. Such a size of classes in the investigated school varies between 0 and 30 as 10% of teachers affirm, between 30 and 60 for 65% of teachers and between 60 and 80 for 25% of teachers (Table4, question7).

Although many teachers (85%) affirm that they have been taught how to manage a classroom, some of them (15%) have not been taught how to do so (Table4, question8). Similarly, more than the majority of teachers (85%) declare that they have been taught how to prevent and cope with disruptive behaviour in the classroom (Table 4, question9). All this show that some of the teachers at least have been trained for teaching. But the point is that some of those teachers

(30%) keep on threatening their students when they put up unacceptable behaviour whereas a positive classroom atmosphere must be guaranteed to students by the teacher, so as not only to motivate them but also to make them feel at ease in the teaching-learning process (Table5, question11).

The table5 (question 10) also reveals that all the teachers (100%) expect bright students in their large classes. This is normal since bright students are most of the time respectful serious.

Almost all the teachers (90%) affirm that they teach rules and procedures to their students for it is up to teachers to keep discipline in the classroom (Table5, question12). So, there must be clear rules and procedures governing classroom activities. But what is essential is to enforce these rules by teaching them to students as regularly as possible; that is these rules and procedures, lose their importance when they are not enforced. Another thing is that almost all the teachers; that is 95% of them think that teachers cannot have favourites in the classroom (Table5 question13). So, in order to stick to their principles, teachers should not have favourites in the classroom. Similarly, they should not show preferences and prejudices in the classroom. In other words, teachers should never have wrong ideas about their students by sticking label on them.

More than the majority of teachers (75%) affirm that their students sometimes refuse to comply with their order in the classroom. Only 25% of them express a controversy view (Table5, question14). This often happens when students realise that the teacher has an intimate relationship with young girls in the classroom. Consequently, their students disrespect on them.

Sampling students of 5ème (33, 33%), 3ème (41, 66%), 1ère (16, 66%) and Tle (8, 33%) is useful for this research work in that those students have provided reliable information about the problems of discipline (Table6, question1). Although 75% of these students are new comers in the classrooms, some of

them (25%) resume the classes (Table6, question2). As we can often see, students who resume classes are most of the time recalcitrant and stubborn students who misbehave in the classroom. As far as students' relationship with their teachers is concerned, the majority of students (55%) declare that their relationship with their teacher is the one of familiarity whereas some of them (36, 66%) affirm that this relationship is teacher-learner. Only 8, 33% of students declare that their relationship with their teacher is the one intimate (Table6, question3). Normally, there should not be no intimate relationship between students and teachers since such a relationship may affect the teaching-learning process and even prevent the teaching from being effective. As a result, there will be problems of discipline.

More than the majority of students (58, 33%) declare that their teachers do not establish codes of conduct at the beginning of the year. A controversy view is expressed by 41, 66% of them (Table6, question4). From what is said above, it is obvious that some teachers do not determine at the very beginning of the New Year rules that students as well as the teacher should follow. Normally, teachers at the very beginning of the New Year should establish codes of conduct in form of pedagogical contract that all the participants of the teaching-learning process should follow so as to prevent the problems of discipline. From then on, the teacher should let these rules come from students themselves. Even the table6 (question5) shows that 60% of students are happy when they are involved in the establishment of the codes of conduct. Therefore, students should be involved in the establishment of the codes of conduct.

Although 65% of students recognize that their teachers do not give boring classes, 35% of them have a contrary idea (Table7, question6). In fact, teachers should make an effort to prevent themselves from giving boring classes otherwise, their students will be demotivated. As a result, they will hate his/her subject. So it seems true that the greatest single cause of indiscipline cases is

boredom. In other words, interested students rarely misbehave in the classroom. Classes should then be interesting and motivating. The other alarming thing is that many students (76, 66%) except a minority (23, 33%), recognize that their teachers often issue threats without punishing them. Unfortunately, this attitude which is provocative makes students misbehave (Table7, question7).

Almost all the students; that is 83, 33% of students recognize that their teachers often come to class unprepared. Only a few students (16, 66%) have a contrary point of view (Table7, question8). So, students automatically identify teachers who improvise things in the classroom. Thus, to prevent students from behaving anyhow in the classroom, teachers have to appear to be well prepared and knowledgeable in their different subjects in order to update everything. Though 58, 33% of students say that they have never refused to comply with their teachers' directives, almost the majority of them (41, 66%) honestly affirm so (Table7, question9). This is often caused by the teacher's prior behaviour toward students. Also, 80% of students sincerely affirm that they often fight in the classroom. Only 20% of them affirm that they rarely do so (Table7, question10). This is one of the disruptive behaviours that teachers should prevent by applying fairly the codes of conduct.

Many students (91, 66%) have said teachers send them out when they misbehave in the classroom. Just a minority of them (8, 33%) affirm that they are beaten (Table8, question11). In fact, sending students out does not prevent them from misbehaving another time. With regard to punishment, 16, 66% of students recognize that their teachers warn them before punishing them. So, almost all the students (83, 33%) affirm that their teachers do not do so (Table8, question12). Normally, teachers should warn students as far as punishment is concerned so that they watch out.

Though some students (71, 66%) declare that their teachers are fair in the way they punish them, some other (28, 33%) found that there is sometime injustice in the way their teacher punishes some of their classmates (Table8, question13). It is obvious that punishment is not the only reaction to cope with students' disruptive behaviours. The teacher should stick to his/her principles. But as we can see in table8 (question14), only 15% of students affirm that their teacher do so. In other words, 85% of students say that their teacher doesn't stick to his/her principles.

5.3 Suggestions

5.3.1 Suggestions to teachers

Since the teacher unlike the students is the main actor or even the manager of the classroom, I found it useful to first point out some suggestions that teachers may follow so as to cope with the problems of discipline in the classroom. So, an effective teacher is a good classroom manager who faces the problems of discipline when he/she fails in managing the classroom as effectively as possible. So, to prevent, monitor and cope with students' disruptive behaviours in the classroom, teachers should:

- ✓ always prepare the lesson so as to update everything;
- ✓ be consistent by sticking to their principles;
- ✓ teach rules and procedures in the classroom;
- ✓ have a posted discipline plan that they follow consistently so as to have a good classroom management;
- ✓ Prevent themselves from issuing threats in the classroom;
- ✓ use positive discipline techniques to praise members of the groups who exceed expectations ;
- ✓ call their students by their different names;

- ✓ Watch students as they come to class. Look for signs of possible problems of discipline before the class even begins. For instance, if you notice a heated discussion or problem before the class starts, try to handle quickly the problem first.
- ✓ Prevent themselves from giving boring classes. If the teacher realises that what he/she is dealing with bores students, an emergency package should quickly be used to motivate them. This emergency package may be a song, a story, an extra-curriculum activity, a written activity or even a game.
- ✓ be fair. So, teachers should not show preferences or prejudices in the classroom; meaning that they should never have wrong ideas about their students. Thus, they should never stick label on students. For instance, teachers should not say that students of the north are lazy students or those of south are bright students.
- ✓ not break the codes of conduct. Teachers should not break the codes of conduct or the rules that the whole class determines at the very beginning of the New Year or during the first meeting.
- ✓ not keep grudge;
- ✓ be adaptable and interesting;
- ✓ Stop the class. Then in case of disruptive behaviour, the teacher should stop the class and cope with the problem first; to make it clear that the student's behaviour is unsatisfactory.
- ✓ take action immediately when one of the codes of conduct is broken;
- ✓ reseat or separate troublesome students who sit together;
- ✓ have a discussion with the student showing the disruptive behaviour at the end of the class by giving him/her a chance to open up to say why he/she misbehaves in the classroom;

- ✓ leave the matter in the hands of the administration if those teachers need help. For instance, the teacher may send a late comer student to the vice principal.

5.3.2 Suggestions to the government and school authorities

The government and school authorities should:

- ✓ build new classrooms in the secondary schools with appropriate materials;
- ✓ introduce the teaching of moral values in the curriculum of the secondary schools;
- ✓ reduce the size of the classes so as to enable teachers to manage the classroom as effectively as possible;
- ✓ train teachers in order to provide them with psychological knowledge so that they use appropriate techniques that help them create positive classroom atmosphere for an effective and efficient teaching and learning;
- ✓ encourage and motivate teachers to prevent, monitor and handle the problems of discipline in the classroom, especially in large classes;
- ✓ recruit professionally trained teachers;

5.4 Implications

To successfully solve the problems of discipline in the secondary schools especially in large classes, it is better and even crucial that we imply students' parents who have to work hand in hand with teachers, the school authorities and students. In other words, teachers, parents and the school authorities so as to minimise the problems of discipline or even prevent them from occurring, should cooperate. So, parents must lend a helping hand to teachers and school

authorities by playing as effectively as possible their role at home as educators. Similarly, parents should from time to time pay a visit not only to the school authorities but also to the teacher so as to collect data about their children's behaviour and even their performance at school, especially in the classroom. Even parents, teachers and school authorities, may share their phone number so as to call one another to discuss about students' behaviour at school as well as at home.

GENERAL CONCLUSION

For any teaching or learning to be efficient, teachers should keep discipline in their classrooms; since discipline here refers to a code of conduct which binds a teacher and a group of students together in order that teaching and learning can be more effective. Given that no effective teaching is possible without discipline, I found it useful to work on the topic entitled, 'The problems of discipline in large classes: The case study of Lycée Béhanzin'. As we can see through this research work, the problems of discipline constitute an obstacle which prevents the teaching as well as the learning from being effective. In any classroom where the problems of discipline occur, it becomes just impossible for teachers to have a positive atmosphere in that classroom. But the question that comes to mind is; what are the sources of these problems of discipline in the classroom?

Since the teacher is not only the most important participant of the teaching-learning process but also the manager of the classroom, he/she can be considered as the first cause of indiscipline cases. So, any teacher who is well trained for the job of teaching, will never come across the problems of discipline even in large classes. Unfortunately, many teachers in our secondary schools nowadays are not well trained. Many of them are poor with regard to pedagogical knowledge. Consequently, their attitudes will generate the problems of discipline in the classroom.

Another cause of the problems of discipline is the institution; that is the school which doesn't offer a good learning atmosphere in which students will be obliged to be disciplined.

A third reason why there are indiscipline cases in the classrooms is the spirit of youth in students which makes them behave anyhow since they need recognition. But it is also clear that the students' parents may be the cause of

their children's behaviour in case they fail in playing their role of educator at home. As solution to minimise or solve this problem in our secondary schools, teachers, parents and school authorities should work hand in hand so as to have information about the way students behave at school as well as at home. But what is crucial and even the appropriate solution is that the government and school authorities should recruit qualified and well trained teachers.

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ANNEXES

QUESTIONNAIRE TO TEACHERS

Dear teachers, we would be thankful if you could fill in this questionnaire as objectively and clearly as possible in order to help us collect some data in the framework of our BAPES dissertation entitled : The problems of discipline in large classes : The case study of LYCEE BEHANZIN.

1) What is your highest certificate?

BAC DUEL LICENCE MAITRISE
BAPES CAPES

2) What is your status as a teacher?

Part-time teacher Under Contract teacher Permanent

3) What kind of problem do you face in your classes?

Problems of discipline other problems

4) Do you think that teachers' behaviour can make students misbehave?

Yes No

5) Do you face the problems of discipline in all your classes?

Yes No

6) How long does it take you to handle the problems of discipline in your class?

More than 15min 1 to 15min

7) What is the largest size of your classes ?

Between 0 and 30

Between 60 and 80

Between 30 and 60

Between 80 and 100

8) Have you been taught how to manage a classroom, especially large classes?

Yes

No

9) Have you been taught how to prevent and cope with disruptive behaviour in the classroom?

Yes

No

10) Which kind of students do you expect in your large classes?

Bright students

Disruptive students

11) Do you threaten your students when they put up unacceptable behaviour?

Yes

No

12) Do you teach rules and procedures to your students?

Yes

No

13) Do you think that teachers can have favourites in the classroom?

Yes

No

14) Has a student ever refused to comply with your order in the classroom?

Yes

No

QUESTIONNAIRE TO STUDENTS

1) What form are you in?

5^{ème} 3^{ème} 1^{ère} Tle

2) What is your status ?

New student in the class I resume the class

3) What is your relationship with your teacher ?

Intimate Teacher-learner Familiarity

4) Does your teacher establish codes of conduct at the beginning of the year?

Yes No

5) What is your feeling when you are involved in the establishment of the codes of conduct ?

Happy Unhappy

6) Does your teacher give boring classes ?

Yes No

7) Does your teacher often issue threats without punishing you ?

Yes No

8) Does your teacher often come to class unprepared ?

Yes No

9) Have you ever refused to comply with your teachers' directives ?

Yes No

10) How often do you fight in the classroom ?

Often

Rarely

11) What is the reaction of your teacher when you misbehave in the classroom?

To beat you

To send you out

12) Does your teacher warn you before punishing you?

Yes

No

13) Is your teacher fair in the way he/she punishes you ?

Yes

No

14) Does the teacher stick to his/her principles?

Yes

No