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A Meta-Analysis: Student Misbehaviors That Affect Classroom Management

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Abstract

Research on student misbehaviors in classroom have focused on the identification of most frequent misbehaviors and individual practices used by the teachers. However there is still a significant gap about the demographic and other factors that affect teachers' perceptions of misbehaviors in classrooms. This meta-analysis reviewed the literature in Turkey on student misbehaviors from the views of teachers and demographic factors in theses and published articles between 2000-2012. The sample included 3648 teachers gathered from 16 studies. The results highlight that task avoidance, constant talking with classmates, verbal hostility towards peers and teacher, indifference to study subject during classes, damaging school stuff, and coming late are the most frequent student misbehavior types reported by teachers. Results showed a small relation between perceived student misbehavior and teachers' teaching field, teacher seniority, educational background of teachers, and number of students in classroom. Gender was not determined as a statistically significant variable in determining teachers' perceptions of student misbehavior. Practical implications for future research and practices are discussed.

Keywords: student misbehavior, classroom management, teacher perception, meta-analysis.

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1. Introduction

Student misbehavior is a problem affecting schools across the nation and around the world. The level of student misbehavior has dramatically increased globally over the two decades (Charles, 2008; Jenkins, 1995, 1997; Leung & Ho, 2001). A number of classroom behaviors can be described as misbehaviors that disrupt and impede the teaching-learning process (Thomson, 2009). Aside from affecting the quality of learning negatively, violating teachers' right to teach and students' right to learn (Turnuklu & Galton, 2001; Charles & Senter, 2005), student misbehavior has negative impacts on school dropout, students' entering and completing a postsecondary program (Finn, Fish & Scott, 2008; Polinsky, 2003; Rumberger, 1995) and even teacher stress (Tsouloupas, Carson & MacGregor, 2014); self-efficacy (Hong, 2012), burnout and retention (Aloe & Shanahan, 2014; Brown, 2012; Chang, 2013; Parker, Martin, Colmar & Liem, 2012), as teachers who fail to cope with in class problem behaviors are inclined to resign from their profession (Ingersoll, 2001; Tye & O'Brien, 2002; Manning & Bucher, 2005; Petoda, 2007).

In the literature many terms have been used to define and describe problematic behaviors of students such as misconduct, disciplinary violations, misbehavior (Finn, Fish & Scott, 2008; Thomson, 2009), problem behavior, and disruptive behavior. Arbuckle and Little (2004) define disruptive behavior as "an activity that causes distress for teachers, interrupts the learning process and leads teachers to make continual comments to the student". Misbehavior is defined as "behavior that is considered inappropriate for the setting or situation in which it occurs" (Charles, 2008). Misbehavior in this study can be defined as any kind of behaviors that violate explicit rules or implicit norms of the classroom, interfere the classroom order and interrupt the process of teaching and learning.

Research on student misbehaviors in classroom reveal that student conduct problems in the classroom vary according to class, lesson content, educational level, time and student characteristics (Duke, 1984; Tsouloupas, Carson & Matthews, 2014). However, those problem behaviors can be classified into two groups: school-based behavior problems and classroom behavior problems. In the State the most common school-based problem behaviors are conduct problems, substance use and crime (Wilson, Gottfredson & Najaka, 2001). Although the behavior problems may seem to be different in both cases, research proves that there is a strong correlation between school wide and classroom based behavior problems (Childs, 2014; Huizinga & Jakob-Chien, 1998). It is not surprising in this situation those individuals who engage in one form of the said behavior problems are more likely to engage in the others (Huizinga & Jakob-Chien, 1998) which can also be explained with problem behavior theory that supports the idea that aspects of an individual's personality (motivation, beliefs, personal control) and aspects of the environment (parents and friends as models) interact to produce a set of conventional and problematic behaviors (Finn, Fish & Scott, 2008). Therefore the identification of the structure of the most frequent misbehaviors on the basis of their correlations with each other and with other life experiences can give us clues about certain youth problem patterns.

Meyers (2003) classifies student misbehavior as being overt (open and observable behaviors like students talking during class, using cell phones, eating or drinking) or covert (passive behaviors like sleeping during class, coming late, leaving class early, acting bored and disengaged). Types of classroom misbehavior have been the focus of a huge number of researches. In a study Alhassan (2002) conducted in Nigeria nine types of disruptive behaviors were identified: aggression, fighting, self-failure, interfering with the work of other children, damaging own property, bullying, vandalism, running about the class and damaging class furniture. Corrie (2001) identified disruptive classroom behaviors as need for constant supervision, not listening to directions, often playing with pens, pencils, and other items, slow getting started to begin work, talking out of turn, being unmotivated, getting distracted from work easily, often seeking attention and preventing others from learning by talking to them, touching them, or interfering with their books, materials and equipment. Reed and Kirkpatrick (1998) group classroom misbehaviors as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility.

Like the studies mentioned above it is possible to generate lists of student misbehaviors, such as verbal, corporal and emotional bullying, impudence, disobedience, laziness, lack of concentration, daydreaming, isolation, late arrival in the classroom, chatting, joking and talking out of turn, from classroom management literature (Finn, Fish & Scott, 2008; Houghton, Wheldall & Merrett, 1998; Stefenson, Linfoot & Martin, 2000; Leung & Ho, 2001; Little, 2005; Malete, 2007; Petoda, 2007; Ding, Li, Li & Kulm, 2008).

As types and frequency of misbehavior seem to be an indication of the displeasure students experience during their school life (Maughan, 2001), it is crucial for teachers to be equipped with strategies to prevent and deal with these problems. Research on classroom management strategies that tackle with misbehaviors has focused on the identification of most frequent misbehaviors and individual practices used by the teachers. However there is still a significant gap about the demographic and other factors that affect teachers' perceptions of misbehaviors in classrooms as the perceptions of student misbehaviors in classroom show differences from the views of students, teachers, administrators and parents (Thomson, 2009). This meta-analysis solely focus on teacher reported student misbehaviors.

1.1. Purpose

The main focus of this meta-analysis is to determine the degree of relation between teacher demographic variables and perceived student misbehaviors. The present study is, therefore, an attempt to provide a review on student misbehavior types by examining Turkey based studies between years of 2000-2012. The study seeks answers to the sub questions below:

1. What are the most common perceived student misbehavior types in elementary and secondary education?
2. What is the degree of relationship between perceived student misbehavior and teacher gender?
- a. What is the degree of relationship between perceived student misbehavior and teacher gender across moderator variables such as published and unpublished studies, teaching field and locations the studies conducted?
3. What is the degree of relationship between perceived student misbehavior and teaching field (classroom teacher- subject teacher)?
4. What is the degree of relationship between perceived student misbehavior and teacher seniority (1-10 years - 20 and above)?
5. What is the degree of relationship between perceived student misbehavior and educational background of teacher (graduate of school of education- others)?
6. What is the degree of relationship between perceived student misbehavior and number of students in classroom?

2. Method

In order to answer the research questions, a meta-analysis method was employed. Meta-analysis is a statistical method that integrates the results of several independent studies that address related or identical hypotheses (Lipsey & Wilson, 2001). The goal of meta-analysis is to find a common metric, or Effect Size (ES), to encode the selected research findings in a term common across various studies.

The steps followed to do the meta-analysis are:

1. Developing concise criteria for inclusion
2. Identification of relevant studies
3. Coding procedure
4. Calculating standardized effect sizes for individual studies
5. Generating an overall effect size across studies

2.1. Criteria for Including Studies

In the meta-analysis that is used to answer the research questions firstly the criteria for studies that were going to be included in the study were determined.

1. Studies focusing on student misbehaviors in classroom,
2. Studies with a sample including teachers from elementary and secondary schools in Turkey.
3. Studies reporting quantitative data (sample size, SD, mean or sample size T value or F value) for the calculation of effect size.
4. Masters' or PhD theses and studies published in a professional journal between 2000-2012.

2.2. Identification of Studies

In order to gather the most inclusive pool of studies to represent the large number on existing studies on classroom misbehaviors, several computer searches and manual researches were employed. In the process of computerized search ERIC (Education Resources Information Center), EBSCO, ASOS Index (Akademia Index of Social Sciences), Higher Education Council National Dissertation Centre, and Google Scholar databases which search terms used were *student misbehavior, misconduct, disruptive behavior, classroom management, and discipline problems*. Next, those databases were searched for the studies with a sample including teachers from elementary and secondary schools in Turkey that cited Marzano, Brophy, Evertson, Canter, Kounin or Kella. The databases used were searched for the period 2000-2012 (on May 11, 2012). In addition to computerized searches, journals of schools of educational sciences were searched manually. With the elimination of double entries, 110 studies were yielded. After the initial examination of abstracts of each study, 35 studies were selected for full review. With the application of inclusion criteria examining the full articles, 16 studies were selected to be included in the meta-analysis.

2.3. Coding Procedure

A coding form that specifies the information to be extracted from each eligible study was developed for the current meta-analysis on the basis of Lipsey and Wilson (2001). The coding form consists of information about study characteristics (study descriptors) and the empirical findings of the study. Therefore the study findings represented in the form of effect size values are the dependent variables of this meta-analysis. Study characteristics like methods, samples, contexts etc. are the independent variables. The coding form included the following components:

1. Bibliographic reference: Study ID, Type of publication, Publication year
2. Sample descriptors: Sample size, gender, teaching field, student number, seniority, educational background, place of the study, school level, year the study conducted.
3. Effect Size (EF) section: means, standard deviations, T value, F value, chi-squares and effect size calculations.

All studies were coded by the two co-authors of the study. Inter-rater agreement levels for the three coding categories ranged from 98% to 100%.

2.4. Calculating ES Values

In this study Effect Size d (Cohen's ES) calculation system was used. Effect Size d is defined by Cohen (1988) as the difference between the means, $M_1 - M_2$, divided by standard deviation, σ , of either group. According to Cohen Cohen argued that if the variances of the two groups are homogeneous then the standard deviation of either group could be used. Sixteen studies included in this meta-analysis provided the different research designs. Statistical data from each study were recorded, including mean score, standard deviation, chi square, t-value, and p-value. These values were converted to an effect size metric by employing the conversion formulas provided by Borenstein et al. (2007) with the help of Comprehensive Meta-Analysis (CMA) version 2.0. Cohen's (1988) ES classification system (ES = 0.2 small effect, ES = 0.5 medium effect, and ES = 0.8 large effect) was used interpreting the findings.

2.5. Fixed and Random Effects Model

For the analysis, both fixed and random methods results were used but only results of the fixed methods are provided here. A fixed effects model allows for generalizations to the study sample, while the random effects model allows for generalizations to a larger population (Cooper & Hedges, 1994; Hedges & Vevea, 1998).

Table 1 The Q test of homogeneity for the studies included in meta-analysis

Test of Homogeneity			
Q - Value	k	P- Value	Chi-Square
23,392	15	0,025	48,700

In order to test the homogeneity of the correlations, the variation among correlations was analyzed using Hedges's Q test of homogeneity (Hedges & Olkin, 1985). This test uses the chi-square statistic, with the degree of freedom of $k - 1$, where k is the number of correlations in the analysis. As Table 1 shows a non-significant result, it was seen that the correlations were homogenous. Therefore, in meta-analysis a fixed effects model was used.

2.5. Demographic Characteristics of the Sample

The sample of 16 studies included in the meta analysis consist of 3648 teachers in total. There seems to be a balance between the number of female teachers, 1854, and the number of male teachers, 1794. The demographic characteristics of the sample group can be seen in detail in Table 3.

Table 2 Characteristics of included studies (N=16)

Type	Characteristic	Number	Total
Gender	Female	1854	3648
	Male	1794	
Field	Subject Teacher	275	622
	Classroom Teacher	347	
Seniority	1-10 years	699	1211
	20 and above	512	
Educational Background	Faculty of Education	268	1003
	Other	735	

2.6. Possible Moderators

While testing the main effects and calculating the ES of the main effects on a phenomenon, meta-analysis also provide assessment on the impact of moderator variables (covariates). For example in this study the degree of relationship between perceived student misbehavior and teacher gender did not reveal a significant result and therefore further analysis were not carried out to determine the impact of moderator variables. However as the relation between perceived student misbehavior and teacher teaching field was found significant, further moderator analysis were carried out to test the impact of published and unpublished studies on this finding (Borenstein, 2009). As the sample size within groups is smaller than the total sample size in moderator analysis, its ES will be smaller than the main ES and the power for testing the moderator will often be low (Hedges & Pigott, 2004). For the moderator analyses, fixed methods were used.

Table 3. List of studies included in the meta-analysis and their characteristics

Study ID			Study Content								
No	Author- Year (Chronological order of year)	Pub. Type	Gender (g)	Field (g)	S. No (g)	Seniority (g)	Edu. Back. (g)	Place of the study	School Level	Sample Size	Year study conducted
1	Yıldırım & Sezginsoy, 2004	Conf. Paper	0,271					Balıkesir	Elementary + Secondary	258	2003-2004
2	Neyişçi, 2005	Thesis	-0,389		0,345	0,520	0,409	Izmir	Elementary	315	2004-2005
3	Özcan, 2008	Thesis	0,223			0,428		Düzce	Elementary	165	2006-2007
4	Özbebit, 2007	Thesis	-0,103	0,413		0,234		Kayseri	Elem. + Sec.	216	2006-2007
5	Gökdoğan, 2007	Thesis	-0,150					Kayseri	Elementary	166	2006-2007
6	Boyras, 2007	Thesis	-0,199		-0,112			Kırıkkale	Elementary	127	2006-2007
7	Balay & Sağlam, 2008	Article	0,072	-0,014				Şanlıurfa	Elementary	321	2007-2008
8	Özdemir, 2009	Thesis	0,112	0,385		0,202		Şanlıurfa	Elementary	405	2007-2008
9	Kara, 2008	Thesis		0,011		0,118		Istanbul	Elementary		2007-2008
10	Kılıç-Özmen, 2012	Article	0,137	0,572	0,345	0,205		Istanbul	Elementary	365	2007-2008
11	Şenay, 2011	Thesis	0,149		-0,053	0,790	0,167	Istanbul	Elementary	185	2008-2009
12	Özer, Gelen & Kahramanoğlu, 2010	Article	0,106			0,600	0,077	Hatay	Elementary	183	2008-2009
13	Sezgin & Duran, 2010	Article	-0,084	0, 087		0,161		Ankara	Elementary	249	2009
14	Armağan, 2010	Thesis				0,305	0,112	Istanbul	Elementary	113	2009-2010
15	Sirkeci, 2010	Thesis	0,058		0,245		-0,015	Maraş	Elementary	636	2009-2010
16	Çapri, Balcı & Çelikkaleli, 2010	Article		0,452				Mersin	Elementary	499	2010

3. Findings

3.1. The most common perceived student misbehavior types in elementary and secondary education

The findings regarding the most common perceived student misbehavior types in elementary and secondary education reveal that there are 6 main misbehavior types teachers tackle with in elementary and secondary education. Those misbehavior types and their frequency percentages provided in Table 4:

Table 4 Perceived student misbehavior types and frequency percentages

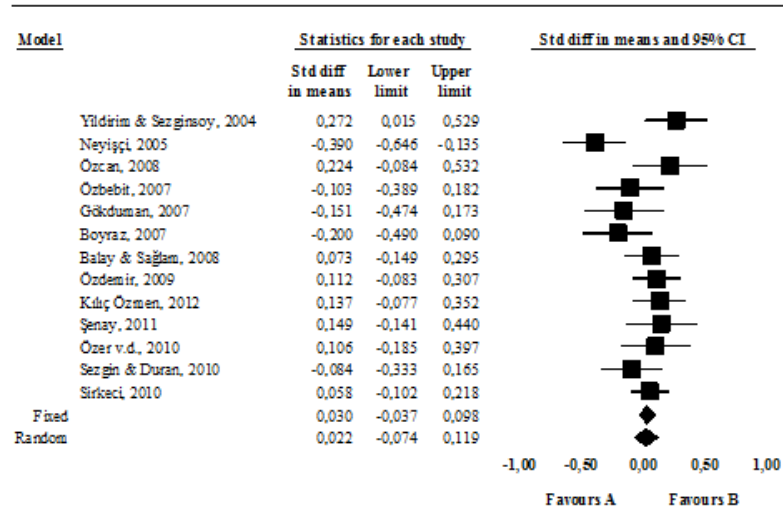
Misbehavior Type	Percentage
Constant talking with classmates	42%
Task avoidance	21%
Coming late	18%
Verbal hostility towards peers and teacher	9%
Indifference to study subject during classes	8%
Damaging school stuff	5%

3.2. The degree of relationship between perceived student misbehavior and teacher gender

In figure 1 the forest plot displays the ES value of teacher gender and perceived student misbehavior. Employing fixed effects model, results of the analysis reveal that with 0.060 standard deviation, 0.098 upper limit and 0.037 lower limit of 95% confidence interval, the ES value is calculated as 0.030 in favor of female teachers. This means female teachers label/perceive the student behaviors as misbehavior more than male teachers do. However, this value is not significant in Cohen's classification (1988), which means the teacher gender is not a statistically significant variable in determining teachers' perceptions of student misbehavior.

As the analysis did not reveal a significant correlation between gender and the teacher perception of student misbehavior, further analyses was not carried out to determine the influence of moderator variables (such as publication type, school level and place studies carried out) on the relation between teacher gender and perceived student misbehavior.

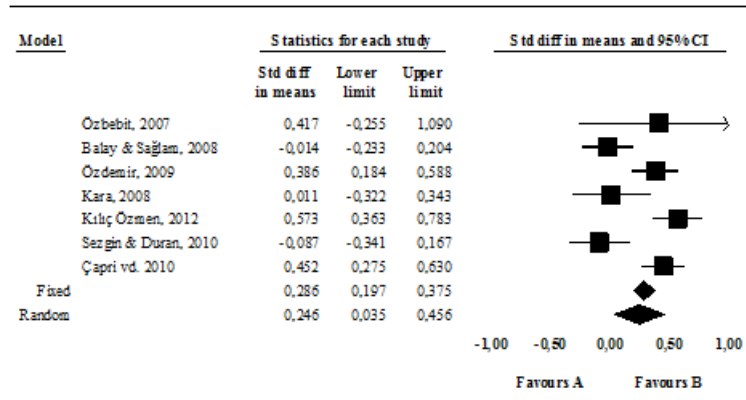
Figure 1 Forest plot of the effects of teacher gender on perceived student misbehavior.



3.3. The degree of relationship between perceived student misbehavior and teacher teaching field

Figure 2 illustrates the forest plot of the effects of teacher teaching field (classroom teacher / subject teacher) on perceived student misbehavior. Analysis done employing fixed effects model on 7 studies that provide detailed information on the teacher teaching field that were included in the meta analysis reveal ES as 0.28 within 0.37 upper limit and 0.19 lower limit of 95% confidence interval in favor of subject teachers. This finding shows that subject teachers have higher perceptions of behaviors as misbehaviors than classroom teachers. Using Cohen's (1977) guidelines, the ES value reflects a small level of association between teacher teaching field and perceived student misbehavior.

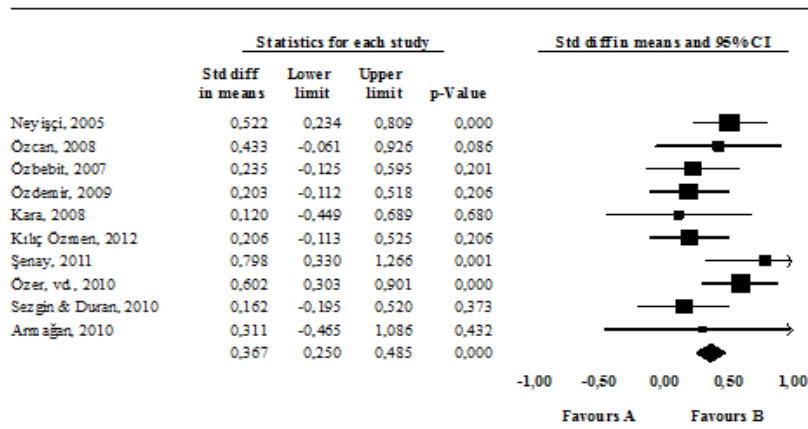
Figure 2 Forest plot of the effects of teacher teaching field on perceived student misbehavior



3.4. The degree of relationship between perceived student misbehavior and teacher seniority

Figure 3 illustrates the forest plot of the effects of teacher seniority on perceived student misbehavior. Analysis done employing fixed effects model on 10 studies that provide detailed information on teacher seniority that were included in the Meta analysis reveal ES as 0.36 within 0.48 upper limits and 0.25 lower limit of 95% confidence interval in favor of teachers having 1-10 years of teaching experience. This finding shows that teachers having 1-10 years of teaching experience have higher perceptions of behaviors as misbehaviors than teachers with 11 years and above teaching experience. Using Cohen's (1977) guidelines, the overall ES value reflects a small level of association between teacher seniority and perceived student misbehavior.

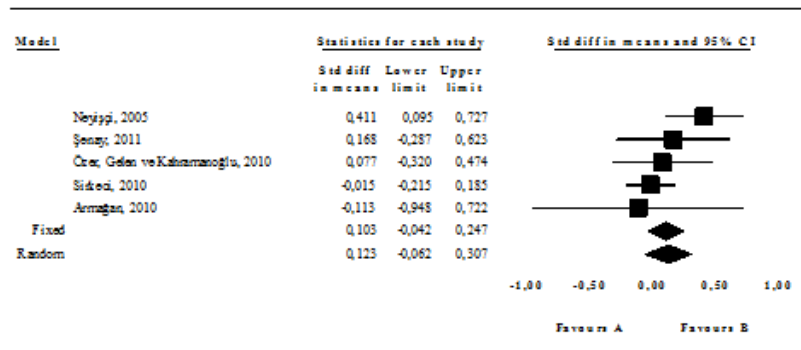
Figure 3 Forest plots of the effects of teacher seniority on perceived student misbehavior



3.5. The degree of relationship between perceived student misbehavior and teacher educational background

Figure 4 illustrates the forest plot of the effects of teacher educational background (graduates of schools of education / other faculties) on perceived student misbehavior. Analysis done employing fixed effects model on 5 studies that provide information about teacher educational background that were included in the meta analysis reveal ES as 0.10 within 0.24 upper limit and -0.042 lower limit of 95% confidence interval in favor of teachers graduated from schools of education. This finding shows that teachers graduated from schools of education have higher perceptions of behaviors as misbehaviors than teachers who are graduates of other faculties and institutions. Using Cohen's (1977) guidelines, the overall ES value reflects a small level of association between teacher educational background and perceived student misbehavior.

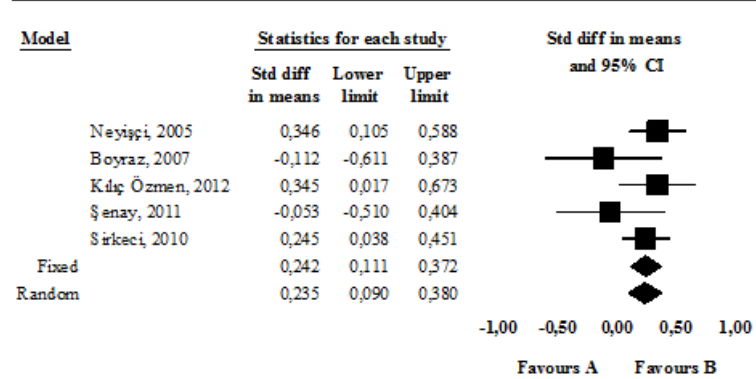
Figure 4 Forest plot of the effects of teacher educational background and perceived student misbehavior



3.6. The degree of relationship between perceived student misbehavior and number of students in class

Figure 5 illustrates the forest plot of the effects of number of students in class on perceived student misbehavior. Analysis done employing fixed effects model on 5 studies that provide information about number of students in class reveal ES as 0.24 within 0.37 upper limits and 0.11 lower limit of 95% confidence interval in favor of crowded classes. This finding shows that teachers teaching in crowded classes have higher perceptions of behaviors as misbehaviors than teachers teaching in less crowded classes. Using Cohen's (1977) guidelines, the overall ES value reflects a small level of association between number of students in class and perceived student misbehavior.

Figure 5 Forest plot of the effects of number of students in classroom and perceived student misbehavior



4. Discussion and Conclusion

The overall goal of this paper was to determine the degree of relation between teacher demographic variables and perceived student misbehaviors using meta-analysis. The study covers 16 studies that were published in 2000-2012. With a systematic analysis of previous research about the topic, the study highlights major student misbehavior types that are common in elementary and secondary education as task avoidance, constant talking with classmates, verbal hostility towards peers and teacher, indifference to study subject during classes, damaging school stuff, coming late. There is a huge amount of literature that focus on the types of student misbehaviors, and several scales (Wheldall & Merrett, 1998; Houghton, Wheldall & Merrett, 1988) have been developed to describe and measure disruptive student behaviors. However as the cultural relevance of those scales becomes a matter of concern, those scales need to be modified to provide their applicability in classrooms of different nations. Time is another concern that questions the validity and reliability of those scales. For example in a study conducted by Ding, Li, Li and Kulm (2008) some student behaviors (such as daydreaming, sleeping, looking out of window, playing with personal stuff in private, bullying and lack of independent initiative) that have not been mentioned in the previous China based studies focusing on teachers' perceptions of students' classroom misbehavior were determined.

In a study by Shen, Zhang, Zhang, Caldarella, and Richardson (2009) uncooperativeness, emotional disturbance, over activity and withdrawal were reported as most common student misbehavior types as perceived by Chinese elementary school teachers. In another study Sun and Shek (2012) revealed that that were 17 student problem behavior types perceived by Chinese teachers, and the most common and disruptive problem behavior was talking out of turn, followed by non-attentiveness, daydreaming, and idleness. In the same study the most unacceptable problem behavior was disrespecting teachers in terms of disobedience and rudeness, followed by talking out of turn and verbal aggression. Research show very similar misbehavior types among nations while sometimes revealing culture specific student misbehaviors. Research conducted in the United Kingdom (Houghton, Wheldall & Merrett, 1988) and Australia (Little, 2005) showed talking out of turn, hindering others and idleness as the most frequent student misbehaviors commonly reported by secondary school teachers. In a study conducted on Norwegian and English student teachers (Stephens, Kyriacou & Tønnessen, 2005) 6 common most frequent student classroom misbehaviors were identified as aggression towards other pupils, delinquent behavior, oppositional behavior, passive deviance, anti-social behavior, and off-task behavior. In another study conducted in Barbadian classrooms (Thompson, 2009) task avoidance and verbal and physical hostility towards peers were identified as the most frequently occurring classroom misbehaviors perceived by teachers. However, talking out of turn turns out to be the most frequent and disturbing student misbehavior across time, culture and different grade levels (Ding, Li, Li, & Kulm, 2008; Shen, Zhang, Zhang, Caldarella, & Richardson, 2009).

It appears that behavior problems that are reported as the most frequent misbehaviors by teachers are not actually violent behaviors or major infringements (Arbuckle & Little, 2004). Although the types of disruptive behaviors mentioned in this meta analysis and the other studies in literature seem to be mild and non-aggressive, they become really serious problems for classroom teachers when their days are filled with repeating instructions, giving warnings, managing misbehaviors and sorting out conflicts among students (Corrie, 2001). For teachers those kind of misbehaviors are intolerable (Johnson & Fullwood, 2006) and stress-provoking (Finn, Fish & Scott, 2008; Lewis, 1999) by causing them feel angry, frustrated, useless, purposeless, professionally incompetent and exhausted (Koutrouba, 2013). Therefore teachers have to spend a great deal of time and energy to manage the classroom (Leung & Ho, 2001; Shen, Zhang, Zhang, Caldarella, Richardson & Shatzer, 2009). Those types of student disruptive behaviors in time cause the teachers become apathetic to school and to the value and impact of their teaching (Thomson, 2009).

The effects of those misbehaviors on the school achievement and continuing education need further clarification. Research has shown the strong positive relationship between absenteeism and achievement (Rumberger, 1995) may show the same relation between coming class late and achievement and dropout. Identification of this relationship requires a deeper longitudinal study. Student in class misbehavior cannot be solved by calling for harsher disciplinary methods. An analysis of 50 years of research reveals that direct influences like classroom management affect student learning more than indirect influences such as policies adopted by a school, district, or state (Wang, Haertel & Walberg, 1994). Similarly, in a meta analysis of 63 studies that examines the effects of academic, contingency management, and cognitive-behavioral school-based interventions for children and adolescents with attention-deficit hyperactivity disorder (AD/HD). The results of the study show that school-based interventions are clearly effective in reducing AD/HD-related behaviors and, to a lesser extent, in enhancing academic performance. To improve a student's attention and/or reduce his or her disruptive behavior, contingency management (i.e., providing positive reinforcement for desired behaviors and penalties for undesirable behaviors) and academic interventions (introduction of subject matter and instructional materials) are preferred over cognitive-behavior modification strategies (e.g., reflective problem-solving training). Teachers are encouraged to provide consistent, ongoing support to maintain the positive effects of a chosen intervention (DuPaul & Eckert, 1997).

With a small ES value, 0,28, an association between teacher teaching field and perceived student misbehavior was determined. Accordingly, subject teachers were identified as having higher perceptions of behaviors as misbehaviors than classroom teachers. This finding might be related with how subject teachers and classroom teachers define their role in class and how they identify themselves with the classes they teach. Moreover, as the classroom teachers spend more time with their classes, they might have a chance to develop better strategies to tackle with the problem behaviors. Teacher seniority was also determined as an influential factor in determining the teachers' perception of student misbehavior with a small ES value, 0.36. This finding shows that teachers having 1-10 years of teaching experience have higher perceptions of behaviors as misbehaviors than teachers with 11 years and above teaching experience. This finding seems to be consistent with literature on teacher career development (Day & Bakioglu, 1996; Oplatka, 2004). Teaching experience makes the teacher feel more confident in the class. Thus, traditional teacher education programs that are structured by traditional curriculums should be designed in a way that include high-quality clinical or applied practices in which pre-service teachers take active part in concrete classroom settings and have authentic opportunities to both observe expert teachers and to practice classroom management skills.

With a small ES value, 0.10, teachers who are graduates of education faculties tend to have higher perceptions of behaviors as misbehaviors than teachers who are graduates of other faculties and institutions. This finding requires a deeper investigation of the issue as the existing research reveal the opposite (Dalgic, Doyran & Vatanartiran, 2012). Number of students in class was determined as another factor affecting the teacher perception of behavior as misbehavior with a small ES value, 0.24. The finding is in parallel with literature on class size and misbehaviors (Blatchford, Bassett & Brown, 2011) as with the growth of classroom size there is more possibility of misbehaviors to emerge. According to the results of the analysis Teacher seniority (ES= 0.36), teacher teaching field (ES= 0.28), student number (ES= 0.24) and teacher educational background (ES= 0.10) were determined influential in perceived student misbehavior from highest to lowest.

Using Cohen's (1977) guidelines, the overall ES of the present study reflects no association between teacher gender and perceived student misbehavior. Teacher gender has not been as investigated as a variable on perceived student misbehaviors in many research. However the findings of Stephens et al. (2005) which determined female teachers as reporters of more unacceptable misbehaviors than males do not support the results of the meta-analysis. There are studies focusing on gender of students though. In a meta-analysis of more than 80 studies on gender differences in teacher-pupil interactions conducted by Kelly (1988), it was found out that boys attracted more teacher attention than girls regardless of gender of teachers. The

study also revealed that boys received both more academic and behavioral criticism than their female counterparts.

This meta-analysis puts forth the most common misbehavior types in classroom and the demographic factors affecting teacher perception of misbehavior. However there is still a gap in the culture base factors affecting teachers' perceptions of student misbehavior, and comparison of those findings. Therefore there is a need for more national and international Meta analyses on the issue.

Limitations and Recommendations

While interpreting the results of these meta-analysis limitations of the study should be kept in mind. Its scope is limited with national studies/theses published or completed between the years of 2000-2012. We could have chosen to go back further than 10 years. Only availability of the dissertations electronically was a reason for determining this time period. However the financial cost and time constraint for obtaining hard copy dissertations was prohibitive.

The findings of this meta-analysis that covers elementary and secondary schools in Turkey can be instructive for school administrators, teachers, prospective teachers, policy makers, curriculum developers, schools of education and parents. The findings of this study also have implications for teacher training and professional development. Teacher training that should be analyzed and designed within the context of quality education for students should equip teachers with strong classroom management skills. In that sense, frequency and type of disruptive behavior would provide significant data to equip the teachers with necessary classroom management skills to cope with those misbehaviors. Knowing the most frequent student misbehaviors in classroom should not only be used to help teachers how to handle discipline problems, it should basically help them finding solutions to prevent these problems.

Therefore, this study aims to help teachers in the process of fitting out themselves with effective classroom management strategies to prevent student misbehaviors by making necessary preparations, adaptations and applications in their classrooms.

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