



TEACHERS' VIEWS ON STUDENT MISBEHAVIORS DURING ONLINE COURSES

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Abstract

Student misbehaviors in the classroom both disrupt students' attention and affect negatively teaching and learning process. With the increase of online courses after Covid-19 pandemic, the type of student misbehaviors changed a lot. The aim of research was to examine student misbehaviors encountered during online courses, to identify the most common and disruptive student misbehaviors from teachers' perspective and to put forth teachers' suggestions about proper behaviors. The research was a phenomenological study. Data were gathered from 71 teachers teaching different courses and working at various levels. For data collection, a semi-structured interview form developed by the researchers was used. It was assessed through descriptive analysis. According to findings, a list containing 27 different student misbehaviors was generated. Results showed that the most common misbehaviors were indifference to course, not attending course, turning off webcam and slanging. The most disruptive misbehaviors were making noise, absenteeism, and distractibility. Findings revealed that teachers had some ideas to overcome these misbehaviors such as taking attendance, getting family support, encouraging students to turn on webcam, creating intrinsic motivation and organizing parent meetings. It can be concluded that some unwanted student behaviors can be seen during online courses; however, it can be overcome with the help of some precautions taken by teachers.

Keywords: *classroom management, online courses, student misbehaviors, teachers' views*

Introduction

Nowadays, especially after the Covid-19 pandemic, digital communication often replaces physical contacts such as online office meetings or online courses. The Covid-19 pandemic has led to an inevitable surge in the use of digital technologies due to social distancing norms and nationwide lockdowns. People and organizations all over the world have had to adjust to new ways of work and life (De et al., 2020). One of the largest internet exchanges in the world, the Amsterdam Internet Exchange, reported a 17% increase in volume during the first few months of pandemic (AMS-IX, 2020). Another example stated that ZOOM saw its 10 million daily video conferencing users exploding to 200 million. Internet services have seen rises in usage from 40% to 100% compared to pre-lockdown levels (Yuan, 2020). One of the fields entirely using digital communication in this time is, of course, education.

Research Problem

The form of digital communication in education is distance or online teaching and learning. Online teaching and learning is the newest and most popular form of distance education today. Within the past decade, it has had a major impact on online university education; however, trend is rapidly increasing in all grades including kindergarten. Online teaching and learning

is an education type that takes place over internet. It is also often referred to as “e-learning” or “online course”. Online course is a kind of education which is different from face-to-face education. With this type of learning, most of things, as we are familiar within a classroom, have changed such as school paradigm (Akkas Baysal & Ocak, 2020) or student misbehaviors. In this regard, these concepts should be reconsidered in the light of online courses.

Internet has helped to overcome distance globally with the ease of sitting at home, clicking a few buttons on computer and listening to a teacher who is thousands of kilometers away. However, online classroom doesn't offer the same value as teaching and learning in a classroom (Shah, 2015). Most things which we are familiar to in a classroom are different in online courses. One of the most important issues encountered in an online course is student misbehaviors. It is inevitable that most teachers come across some sort of student misbehaviors during online course. Student misbehaviors can threaten the effectiveness of online course. In other words, student misbehaviors can interrupt the smooth functioning of teaching and learning. So, misbehaviors in classroom are crucial for classroom atmosphere (Medina & Reverte, 2019). They most probably cut off not only teachers but also students during course. Thus, they can impact school satisfaction in a negative way.

Bañar (1999) claimed all sorts of behaviors that thwart education are called as unwanted behaviors or misbehaviors. Their damaging effects are increasingly ranging from the least destructive to the most destructive ones. Misbehaviors in courses could ruin class atmosphere. They prevent both students and teachers from achieving their aims and lead to problems in time management. Unfortunately, this is tough and unavoidable (Ozturk, 2015). They can undermine teachers' ability to establish and maintain effective learning experience. Moreover, they generally require large amount of attention and time to overcome.

Kyriacou (1997) ranged student misbehaviors from simple non-compliance (e.g., not paying attention) to overt disruptive behavior (e.g., throwing a missile across the room). He also points out that serious misbehaviors, including direct disobedience, physical aggression or damage, are much less frequent. They can take on several different forms including fighting, bullying, talking back to teachers, vandalizing school property, stealing, using or distributing of illegal substances, as well as a number of other behaviors that disrupt overall positive flow of classroom and school activities (Finn et al., 2008). Sadly, the negative effects of such misbehaviors have serious consequences for everyone. For example, they take away from the valuable time of all students in class. In addition, they might challenge teachers' authority.

Learning needs a convenient teaching and learning environment. Mostly, teachers try to organize classroom management in different ways in a classroom. They generally know or guess what kind of behaviors can ruin teaching and learning (Brophy, 2006) and class authority is a primary concern of teachers (Doyle, 1984). To create clear, consistent rules and expectations, a necessary first step is to have rules made clearly visible for all students (Trussell, 2008). However, it is sometimes difficult for most teachers during online courses. Since, it is usually not easy to define what misbehavior is and how they can be prevented.

Student misbehavior is an obstacle for class authority and therefore of great importance to understand what they are and how they are defined (Charles, 2008; Kulinna, 2008). Misbehavior often interrupts the smooth functioning of teaching and learning in both traditional and online courses. This can disturb teachers or other students during teaching and learning. Sevrika and Merina (2019) stated that student misbehaviors could undermine teacher to establish and maintain effective learning. Unfortunately, some students intentionally create this kind of disturbance which affects negatively class atmosphere. Therefore, student misbehavior has been a major concern for teachers (Arbuckle & Little, 2004; Bushaw & Lopez, 2010; Emmer & Stough, 2001; Harrison et al., 2012). Disruptive behaviors irritate effective classroom management and can influence school satisfaction if teacher does not

have competencies to control them. Controlling classroom would axiomatically yield positive learning outcomes. Relationship developed between teacher and students would facilitate a collaborative understanding and thus provide more positive teaching and learning environment (Komorowska, 2003).

Student misbehavior is an unavoidable situation, and it takes up considerable time to deal with. Inevitably, it affects the quality of teaching and learning experience. Lots of research studies about misbehaviors experienced during face-to-face education have been studied (Atici & Merry, 2001; Kulinna et al., 2006; Turnuklu & Galton, 2001). These undisciplined behaviors were defined and what kind of precautions should be taken were determined in these research studies. However, situation experienced with the pandemic is new to define these kinds of misbehaviors because most of teachers have been experiencing distance education for the first time. Teachers mostly don't know what kind of difficulties they fall upon during online courses. In order to construct a convenient atmosphere for teaching and learning, teachers should know every kind of obstacles effecting teaching and learning. To this extend, the aim of this paper was to discuss and try to define what kind of student misbehaviors occur in online courses. After describing student misbehaviors, it is not difficult to find how to cope with them effectively.

Research Aim and Research Questions

The results of this research could provide insights into teachers' decision making and classroom management strategies during online courses. Teachers' attributions could also serve as a point of reflection for other educators. By knowing what kind of misbehaviors occur during online courses, teachers can take preventive precautions. Thus, they can create an effective teaching and learning environment. Taking into account this significance, the main aim of research was to understand student misbehaviors occurring during online courses with the light of teachers' views. Questions of this research were:

1. What are student misbehaviors encountered during online courses?
2. What are the most common student misbehaviors during online courses?
3. Which ones are the most disruptive for online courses?
4. What can be done to prevent student misbehaviors?

Research Methodology

General Background

The research was designed as a phenomenological research design, based on the qualitative method. Qualitative studies aim to explore a problem, elaborately understand a key phenomenon, and focus on relatively smaller samples compared to quantitative studies. This kind of research shows five characteristics of qualitative research as naturalistic, descriptive data, concern with process, inductive and meaning (Bogdan & Biklen, 1998). In phenomenology, the aim is to describe what all teachers participating in a study have in common while they are experiencing a phenomenon (Moustakas, 1994). In this research, all teachers experienced distance education at the same time. In this regard, this research examined phenomenon of student misbehaviors and focused on perceptions of individuals experiencing this phenomenon.

Sample

The maximum variation sampling method was used to determine research group. Maximum variation sampling can be utilized to construct a holistic understanding of the phenomenon by synthesizing studies that differ in their research designs on several dimensions (Suri, 2011). The

diversity in this research was provided in terms of school type, working experience, hours spent in online courses, working place and branches of teachers. 43 participants (61%) of sample were female and 28 (39%) of them were male. The total number of samples was 71 (100%). Based on research conducted as qualitative, 30 seems to be a good number for most comprehensive assessment. Glaser and Strauss (1967) recommended the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological studies, Creswell (1998) recommended 5–25 and Morse (1994) suggested at least six. In this research the number was 71, so, it would be enough to describe the phenomenon sufficiently. The participant teachers' branches could be listed as: class, literature, Turkish, English, computer technologies, science, guide, German, physical education, chemistry, special education, religion, geography, art, pre-school, health, and mathematics. Other features of sample are presented in Table 1:

Table 1
Distribution of the Study Sample According to the Variables

Variables	Category	f	%
School type	Kindergarten	5	8
	Primary School	26	36
	Secondary School	25	35
	High School	15	21
Working Experience	1-5 years	15	21
	5-10 years	37	52
	10-15 years	13	18
	15-20 years	4	5
	20 years and above	2	4
Hours spent in online courses (per week)	5-10 hours	19	27
	10-15 hours	10	14
	15-20 hours	12	17
	20-25 hours	30	42
Working Place	Village	10	15
	Town	19	21
	Country	30	45
	City Centre	12	19

Instrument and Procedures

Qualitative research methods require qualitative data and qualitative data analysis (Ataseven, 2012). So, data were collected by semi-structured interview forms prepared by researchers. In the formation of interview form, first of all, relevant literature was scanned, and the key words and themes were formed. Sub-themes providing in-depth data to related themes were created. Then, open-ended and large-scale questions were written about these sub-themes. In order to ensure the construct validity of questions and to check their suitability for language expression, they were corrected by two literature teachers working in a high school. In order to examine relation between the themes and sub-themes with questions, necessary

examinations were made by a field specialist from Afyon Kocatepe University. Then necessary corrections were made in terms of language and content. The interview form was ready for pre-application. After pre-application, interview was finalized. The form was composed of two parts: Demographic Information and Interview Questions. Interview form consisted of 5 questions related to 5 sub-themes. Questions are given below (Table 2):

Table 2
Interview Questions

Number	Questions
1	What problematic student behaviors do you encounter during online courses? List as many as you can.
2	Among these misbehaviors, which ones are the most common?
3	Among these misbehaviors, which ones are the most disturbing behaviors in online courses?
4	Among these misbehaviors, which ones are the most unacceptable?
5	How can these misbehaviors be controlled in your opinion? How can they be corrected?

Pilot interviews were conducted with three different participants to ensure validity and reliability of questions and then interview form was finalized. The research was tried to ensure the validity of the study by giving the same questions to the participants in the study group (Yıldırım & Şimşek, 2013). Before data collection, voluntary participants were acknowledged. Semi-structured interview was applied to the teachers in an online platform because the data collection was carried out after Covid-19 in January and April 2021 when face-to-face interviews were impossible.

Data Analysis

Data were analyzed by qualitative data analysis methods in accordance with the data collection tool. Miles and Huberman (1984) examined data analysis as three steps. The first step is to reduce data. All qualitative data do not consist of information researcher is searching. Therefore, researcher analyzes data and chooses parts that are related to data. The second step is visualization of data. Selected data obtained from the first step is made more meaningful by establishing a relationship. The third step is to reach and confirm the result (Üzümçü, 2016). In the analysis of qualitative data, descriptive analysis was used. Descriptive analysis is evaluated by identifying findings systematically. Descriptive analysis characterizes world or a phenomenon answering questions about who, what, where, when, and to what extent. Whether goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe samples in studies aimed at identifying causal effects, description plays a critical role in the scientific process in general and education research in particular. Descriptive analysis stands on its own as a research product, such as when it identifies socially important phenomena that have not previously been recognized (Scott-Clayton, 2012). This research was suitable for descriptive analysis. In the analysis of data, participants were coded as T1, T2,... T71. Views of participants were coded. Frequencies were calculated. Sample expressions from participants' views were included to facilitate clarity of research questions.

Validity and Reliability

Qualitative research seeks to understand as completely as possible. Golafshani (2003) described that qualitative research uses a naturalistic approach which seeks to understand

phenomena in context-specific settings. Stenbacka (2001) viewed reliability as “purpose of explaining” in quantitative approach and “generating understanding” in qualitative approach to research. Similarly, Guba and Lincoln (1982) stated that in qualitative research, such statements as credibility, reliability, validity, and transferability should be included. In order to check the accuracy of findings, it is appropriate to indicate one or more of these strategies (Creswell, 2007). There are many ways to increase credibility. These are long-term interaction, participant confirmation, and expert review (Holloway & Wheeler, 1996). In this research, long-term interactions have been established with participants during courses to ensure credibility.

Research Results

The aim of this research was to define student misbehaviors occurring during online courses and to display teachers' suggestions on the correction of misbehaviors. Therefore, data obtained from teachers were analyzed in accordance with research questions. The results of the first research question were presented in Table 3:

Table 3
Teachers' Views on Student Misbehaviors During Online Courses

Number	Student Misbehaviors	Participants	f	%
1	Absenteeism	T1, T2, T4, T5, T6, T7, T9, T13, T14, T15, T17, T19, T21, T25, T26, T27, T28, T29, T31, T32, T33, T34, T35, T37, T38, T39, T40, T43, T45, T46, T47, T48, T49, T53, T54, T57, T59, T60, T61, T63, T65, T68, T69, T70, T71	45	31
2	Watching TV and playing on the phone	T1, T2, T3, T4, T7, T8, T11, T14, T16, T17, T18, T19, T20, T21, T23, T27, T28, T29, T31, T33, T34, T38, T41, T42, T45, T47, T49, T50, T51, T52, T53, T54, T55, T68, T69, T71	36	25
3	Disrespecting	T2, T3, T4, T5, T7, T8, T10, T11, T12, T15, T16, T23, T27, T28, T33, T37, T39, T44, T45, T47, T53, T54, T55, T56, T57, T58, T63, T64, T65, T66, T67, T68, T70	33	23
4	Distractibility	T1, T3, T6, T11, T14, T16, T21, T24, T26, T27, T28, T29, T31, T34, T37, T43, T44, T45, T48, T50, T51, T52, T53, T55, T56, T58, T59, T60, T61, T68	30	21
5	Being Late to class	T8, T11, T14, T16, T21, T24, T26, T28, T31, T32, T33, T34, T35, T36, T43, T44, T47, T48, T49, T50, T53, T56, T57, T58, T63, T66, T67	27	19
6	Chewing gum and eating	T4, T5, T10, T11, T14, T15, T23, T24, T25, T31, T32, T33, T34, T37, T44, T46, T47, T48, T50, T51, T53, T55, T57, T62, T64, T68, T69	27	19
7	Not doing homework	T1, T2, T7, T11, T18, T21, T24, T35, T36, T37, T38, T39, T40, T42, T43, T44, T47, T48, T54, T55, T56, T57, T58, T65, T66	25	17
8	Attending course, turning off webcam, and going to sleep mode	T3, T5, T7, T14, T16, T24, T26, T28, T29, T31, T32, T34, T35, T36, T49, T51, T52, T53, T54, T63, T64, T65, T69, T70, T71	25	17
9	Listening to lecture in bed	T2, T4, T5, T10, T19, T21, T23, T25, T36, T39, T42, T43, T46, T48, T52, T54, T57, T63, T65, T66, T67, T68, T69, T71	24	17
10	Excusing such as broken net	T6, T8, T13, T16, T19, T24, T26, T31, T33, T35, T36, T43, T45, T46, T47, T48, T49, T51, T52, T53, T66, T68, T70	23	16

11	Sending messages to teacher and receiving information at any time	T3,T4,T8,T15,T17,T25,T27,T28,T29,T35,T38,T43,T46,T47,T48,T49,T53,T54,T59,T63,T67,T69	23	16
12	Changing participants' name	T5,T7,T12,T16,T17,T25,T26,T28,T29,T31,T33,T35,T45,T46,T56,T57,T59,T67,T8	19	13
13	Indifference to course	T13,T14,T24,T27,T33,T35,T39,T45,T46,T48,T56,T57,T61,T65,T67,T68,T70,T71	18	12
14	Interrupting each other	T2,T5,T11,T16,T23,T26,T27,T31,T34,T46,T47,T50,T51,T55,T58,T64,T67,T68	18	12
15	Making noise	T1,T7,T14,T17,T19,T23,T33,T35,T43,T44,T47,T51,T52,T56,T62,T65,T67,T68	18	12
16	Following instructions late	T2,T3,T12,T14,,T16,T24,T27,T32,T33,T34,T41,T45,T46,T47,T56,T57,T62,T65	18	12
17	Avoiding responsibility	T5,T11,T13,T25,T26,T30,T31,T40,T43,T45,T46,T50,T54,T56,T58,T60,T65	17	12
18	Appearing in lesson and not answering questions	T1,T7,T10,T14,T26,T28,T30,T35,T47,T48,T50,T52,T53,T60,T62,T67,T69	17	12
19	Coming unprepared for class	T3,T6,T16,T19,T25,T26,T29,T36,T40,T43,T46,T49,T54,T60,T64,T67,T70	17	12
20	Logging out at any time	T8,T16,T19,T20,T26,T27,T30,T34,T41,T42,T50,T56,T58,T60,T68	15	10
21	Dealing with other things during course	T2,T14,T17,T19,T20,T26,T30,T37,T46,T49,T50,T52,T54,T58,T60	15	10
22	Listening to music	T6,T8,T11,T16,T27,T29,T38,T40,T46,T53,T58,T64,T65,T68,T70,	14	9
23	Standing up and walking around	T13,T23,T27,T28,T35,T37,T40,T43,T51,T54,T60,T65,T70,T71	14	9
24	Speaking about irrelevant things and swearing	T12,T20,T25,T30,T33,T44,T51,T55,T60,T61,T68,T69,T71	13	9
25	Scratching screen	T15,T20,T25,T28,T36,T38,T39,T46,T58,T59,T69	11	7
26	Unauthorized conversation	T26,T32,T37,T40,T49,T50,T58,T60,T66	9	6
27	Using calculator in mathematics	T22,T34,T59,T67,T71	5	3

According to Table 3, teachers list twenty-seven misbehaviors. Most of the teachers (31%) say students generally don't attend the online courses. 36 of teachers (25%) say students generally watch TV or play games on phone during the course. 33 of them (23%) focus students behave in a disrespectful way. Another popular misbehavior is distractibility. 30 teachers (21%) explain students usually aren't interested in the lesson. Generally, students aren't in class both physically and mentally. Teachers also mostly (19%) stress students are usually late to course, chewing gum and eating something during online courses. In addition to these, teachers express some other misbehaviors (from mostly said to less) such as being late to class, chewing gum and eating, not doing homework, attending course and turning off webcam, going to sleep mode, listening to lecture in bed, excusing such as broken net, sending messages to teacher and receiving information at any time, changing the participant's name, indifference to course,

interrupting each other, making noise, following instructions late, avoiding responsibility, appearing in the course and not answering questions, coming unprepared for class, leaving lesson at any time, dealing with other things during the lesson, opening the music, standing up and walking around, speaking about irrelevant things from the course and swearing, scratching the screen, unauthorized conversation and finally using calculator in math courses. Some example expressions from the teachers' views are given below:

"..Lack of interest, leaving class whenever you want, not following course regularly, not talking about course.." (T16)

"..Students can find excuses like the internet is gone. They write different names and make jokes among themselves. They draw on the screen. They are able to sabotage course by asking irrelevant questions. When they are asked questions, they may not answer.." (T28)

The second research question was "Which ones are the most common student misbehaviors during online course?". The results of this were presented in Table 4:

Table 4
Teachers' Views on the Students' Most Common Misbehaviors

Number	Student Misbehaviors	Participants	f	%
1	Indifference to course	T1,T2,T4,T13,T21,T27,T35,T41,T46,T63,T64,T71	12	8.5
2	Not attending course	T3,T16,T17,T32,T36,T48,T50,T54,T65,T67	10	7.1
3	Turning off webcam and slanging	T12,T18,T29,T30,T33,T38,T47,T53,T55,T70	10	7.1
4	Not concentrating	T5,T7,T14,T15,T19,T37,T51,T56,T66	9	6.3
5	Being silent	T6,T10,T11,T23,T34,T52,T60,T61	8	5.6
6	Technical problems	T8,T9,T24,T28,T31,T40,T43,T69	8	5.6
7	Not doing homework	T25,T44,T45,T58,T59,T62	6	4.2
8	Being late to class	T20,T22,T49,T57	4	2.8

According to Table 4, teachers list eight common misbehaviors. Teachers mostly say the most common misbehavior is indifference to course (7.1%). Ten teachers express that not attending course, turning off webcam and slanging are common. In addition to these, not concentrating (6.3%), being silent (5.6%), technical problems (5.6%), not doing homework (4.2%) and being late to class (2.8%) are thought as common misbehaviors. Some example expressions from teachers' views are given below:

"Turn off camera and talk slang and abusive." (T18)

"Distractions." (T56)

"Making excuses for connection problems." (T69)

The third research question was "Which ones are the most disruptive for online courses?". The results of this were presented in Table 5:

Table 5
Teachers' Views on the Students' Most Disruptive Misbehaviors

Number	Students' Misbehaviors	Participants	f	%
1	Making noise	T1,T4,T12,T13,T17,T18,T22,T24,T28,T31,T35,T39,T47,T48,T49,T52,T54,T56,T60,T63	20	14.2
2	Absenteeism	T2,T3,T37,T40,T42,T53,T65,T68,T69,T70	10	7.1
3	Distractibility	T11,T14,T15,T16,T21,T33,T34,T41,T57,T61,T62,T67	12	8.5
4	Leaving course at any time	T5,T19,T29,T44,T50,T51,T64,T71	8	5.6
5	Attending course, turning off webcam and going to sleep mode	T6,T7,T8,T9,T25,T36,T45,T46	8	5.6
6	Technical problems	T10,T20,T30,T55,T58,T66	6	4.2
7	Turning off webcam and slanging	T12,T26,T27,T32,T38,T59	6	4.2

According to Table 5, the most disruptive misbehavior during online courses is making noise (14.2%). Teachers have expressed absenteeism (7.1%), distractibility (8.5%), leaving course at any time (5.6%), attending course, turning off webcam and going to sleep mode (5.6%), technical problems (4.2%) and turning off webcam and slanging (4.2%) are disruptive misbehaviors. Some example expressions from teachers' views are given below:

"Appearing attending course but not listening, turning screen on and off..." (T25)

"Those who turn off camera and talk slang and abusive." (T59)

"Sounds that make unnecessary background noise." (T63)

The last research question was "What can be done to prevent the student misbehaviors?". The results of this were presented in Table 6:

Table 6
Teachers' Solutions on Preventing Student Misbehaviors

Number	Solutions	Participants	f	%
1	Taking attendance	T1, T2, T3, T4, T5, T7, T9, T10, T12, T13, T14, T16, T17, T21, T22, T25, T26, T27, T29, T30, T31, T32, T33, T34, T35, T37, T44, T47, T49, T50, T52, T55, T57, T60, T62, T63, T67, T70	38	26.9
2	Getting family support	T1, T2, T4, T6, T8, T9, T10, T11, T14, T16, T17, T21, T22, T35, T36, T43, T47, T48, T49, T50, T52, T53, T55, T58, T59, T60, T63, T69, T71	29	20.5
3	Convincing to turn on webcam	T1, T4, T6, T11, T14, T16, T24, T27, T29, T34, T36, T38, T42, T44, T45, T49, T50, T51, T54, T55, T56, T57, T63, T65, T66, T69, T70, T71	28	19.8
4	Creating intrinsic motivation	T2, T5, T7, T8, T13, T17, T18, T19, T22, T24, T26, T33, T36, T37, T38, T39, T40, T43, T44, T50, T55, T59, T60, T64, T69, T71	27	19.1
5	Organizing parent meetings	T2, T3, T4, T5, T6, T7, T16, T19, T21, T22, T23, T25, T27, T29, T34, T37, T38, T40, T46, T52, T58, T67, T71	23	16.3
6	Providing students to attend courses on time	T3, T5, T8, T14, T17, T18, T23, T27, T37, T45, T48, T52, T53, T56, T58, T59, T60, T62, T63, T64, T66, T67, T71	23	16.3
7	Raising awareness of families	T7, T14, T16, T17, T20, T22, T26, T33, T35, T37, T38, T39, T45, T47, T49, T52, T54, T55, T57, T59, T61, T62, T68	23	16.3
8	Improving infrastructure system	T2, T3, T6, T8, T10, T11, T23, T25, T27, T28, T29, T32, T35, T37, T43, T46, T47, T50, T56, T59, T71	21	14.9
9	Providing internet connection and technological tools	T4, T5, T6, T7, T13, T22, T26, T27, T30, T33, T35, T38, T45, T47, T53, T56, T58, T61, T64, T65, T68	21	14.9
10	Participating without motivation	T3, T9, T14, T16, T17, T22, T25, T33, T35, T41, T47, T48, T49, T50, T54, T58, T59, T66, T69	19	13.4
11	Increasing student motivation	T1, T4, T6, T10, T11, T14, T23, T26, T28, T32, T35, T37, T38, T44, T47, T53, T67, T70	18	12.7
12	Following homework	T12, T15, T16, T23, T26, T28, T32, T35, T44, T46, T49, T51, T57, T58, T59, T67	17	12.0
13	Helping to get attention	T3, T5, T7, T11, T15, T23, T36, T39, T46, T47, T52, T54, T55, T63, T67, T69, T71	17	12.0
14	Punishing students	T2, T17, T18, T22, T25, T32, T34, T43, T46, T47, T55, T56, T58, T64, T66, T68	16	11.3
15	Providing psychological support	T6, T8, T10, T12, T14, T17, T20, T24, T27, T31, T32, T43, T46, T48, T57	15	10.6
16	Giving self-control to students	T14, T21, T26, T35, T38, T45, T46, T49, T53, T57, T61, T67, T69, T71	14	9.9
17	Muting all voices and only student's voice will be given right to speak	T9, T18, T19, T31, T37, T44, T48, T49, T56, T59, T66	11	7.8

18	Ensuring readiness of child	T27,T32,T37,T39,T44,T49,T50,T56,T60	9	6.3
19	Informing students about award and punishment regulations	T34,T37,T40,T42,T47,T55,T59,T63	8	5.6
20	Investigating reasons of student's misbehavior	T35,T46,T48,T54,T55,T62,T66	7	4.9
21	Interviewing students in turn	T44,T47,T55,T59,T60,T66,T70	7	4.9
22	Editing curriculum so that only teachers can see images of students	T26,T35,T37,T55,T64,T68	6	4.2

As it is seen in Table 6, teachers have different suggestions about correction of student misbehaviors. They (26.9%) say that attendance should be taken by teacher during online courses. Teachers mostly (20.5%) express that getting family support is important. In addition to these, most teachers (19.8%) say that if students are convinced to open webcam, they may less misbehave. Apart from these, teachers' suggestions can be listed as; creating intrinsic motivation (19.1%), organizing parent meetings (16.3%), providing students to attend courses on time (16.3%), raising awareness of families (16.3%), improving infrastructure system (14.9%), providing internet connection and technological tools (14.9%), participating without motivation (13.4%), increasing student motivation (12.7%), following homework (12%), helping to get attention (12%), punishing students (11.3%), providing psychological support (10.6%), giving self-control to students (9.9%), muting all voices and only the student's voice will be given right to speak (7.8%), ensuring readiness of child (6.3%), informing students about award and punishment regulations (5.6%), investigating reasons underlying the student's misbehavior (4.9%), interviewing students in turns (4.9%), editing curriculum so that only teachers can see images of students (4.2%). Some example expressions from teachers' views are given below:

"Taking attendance and turning on camera."(T1)

"If a more reliable virtual environment is provided, which is difficult, webcams are open and level of interaction with children can be increased."(T71)

"Parents should be interviewed. Distractions should be removed. Tracking system should be determined for homework."(T46)

Discussion

The purpose of this qualitative research was to define student misbehaviors encountered during online courses, evaluate teachers' experiences and suggestions about modification of the misbehaviors. In this part of research, findings obtained from teachers and tabled above were discussed.

Online learning is the use of internet and some other important technologies to develop materials for educational purposes, instructional delivery and management of curriculum (Fry, 2001). After pandemic, online learning takes place nearly in all levels of education including kindergarten. Like conventional classrooms, online courses have some elements such as materials, teaching methods, student behaviors etc. However, the meaning of most of these concepts changed after pandemic. One of them was student behaviors. Student behaviors changed with a shift to distance learning.

When students behave well in online courses, teachers are more likely to enjoy teaching. In addition, not only teachers, all students undoubtedly, benefit from the course as well. However, this is not always the case. In almost every course, teachers face unwanted student behaviors. After pandemic, with distance education, most teachers began to express difficulties they experienced in different platforms such as social media or other websites. With this research, we tried to bring an academic point of view to this subject. Seventy- one voluntary teachers, working in different levels and having different branches, were asked what kind of student misbehaviors they encountered during online courses. They talked about twenty-seven different misbehaviors. Teachers expressed that they came across some of these misbehaviors in face-to-face education while some were seen newly. According to teachers, for example, absenteeism was one of the most important problematic behaviors. Absenteeism was also a common problem in face-to-face education. However, in face-to-face education one or two students are absent while more than ten or fifteen students are absent at a time in online classes. The California Department of Education (CDE) (2020) reached out to School Innovations & Achievement (SI&A) for an early analysis on chronic absenteeism. They found that absenteeism, from kindergarten to last grade in high school, became an alarming level during online education after pandemic. For example, the ratio of absenteeism in the third grade, which was %78 before pandemic, reached %255. Prior to the outbreak of COVID-19, distance education was experiencing modest yet steady growth. According to the National Center for Education Statistics, 34.7 percent of college students were enrolled in at least one online course in 2018, compared to 33.1 percent in 2017. That was less than 2 percent increase from 2016 to 2017, but it was still an upward trend (Lederman, 2019). Due to school closures to prevent the spread of COVID-19, distance learning created a set of never-encountered challenges for K-12 school district leaders, including high rates of absenteeism and lack of participation resulting in lost learning time. As it is seen in this situation not only absenteeism, but also various misbehaviors begin to be seen.

Student misbehaviors didn't vanish during online courses. Moreover, imposing discipline in a virtual environment is a complicated and often murky process, and current laws don't neatly apply to online misbehavior. For example, The California Department of Education didn't release suspension and expulsion data from 2019-2020. However, teachers interviewed by EdSource say school discipline is still happening during distance learning, although less frequently than when students attended school in person (Jones 2020). In this research, teachers expressed that indifference to lesson was a common problem. Students could easily lose their concentration. Sitting in front of the screen long time could sometimes cause other problems such as less concentration or turning off webcam. So, misbehaviors in online courses are reality which must be admitted.

In addition to these, being silent, technical problems, not doing homework and being late to course were common problems. Rashid and Rashid (2012) said that the component of homework is compulsory one in open distance education system. Its compulsion is due to its significance and importance. It must be developed, planned carefully, guided properly by the organization tutors, written seriously, evaluated critically and then students must be informed. Written feedback by tutor on students' assignment affects performance of learners. Through this feedback they can enhance their learning. But, in distance education, in all over the world, evaluation, correction, and feedback to the students are difficult. Lall and Singh (2020) concluded that although students favor distance education, they are not satisfied due to the lack of synchronous educational activity and lack of communication.

Student misbehaviors threat positive classroom atmosphere. According to teachers, the most disruptive misbehaviors were making noise, absenteeism, distractibility, leaving course at any time, turning off webcam and going to sleep mode, technical problems, and slanging. Korkmaz (2013) listed most disruptive student misbehaviors as hindering learning,

risking safety, giving damage to properties, and hindering socialization. Prescott (2012) said that students are not visible in online courses as they are in the classroom and are therefore emboldened, believing they can be anonymous behind the computer. However, most students during online courses feel their teachers aren't aware of them. As a result of this thought, they sometimes behave in an unwanted way. So, these behaviors can be disruptive for many teachers.

After Covid-19 pandemic, in many countries in the world, most teachers started to teach in an online course. While some of them experienced to teach in online class, most teachers tried it for the first time. During teaching, they came across some student misbehaviors. In the context of this research, teachers expressed how they dealt with these misbehaviors and their class implications and offers. Teachers' suggestions, taking attendance in every lesson can minimize misbehaviors. If students feel that they are controlled by an authority, they can tend to attend the course regularly and also on time. In addition to this, family support during this time is so important. Teachers and parents should be always kept in touch with each other. Their co-operation can help them deal with unwanted situations. There are lots of studies which verify this fact. For example, in a research conducted by El Nokali et al. (2010) it was stressed that parent involvement over elementary school years is associated with improved social skills and decreased behavior problems. According to Addi-Racah and Grinshtain (2016) regular and meaningful communication with teachers could enable parents to access and monitor school-based learning and home-based learning. Indeed, research conducted in developed countries indicates that parental involvement is significantly associated with improving student achievement and wellbeing (Jeynes, 2012; Thijs & Eilbracht, 2012).

Another suggestion is convincing the students to turn on webcam. Teachers considered positive interaction with students as one of the most important sources of positive emotions (Chen, 2016). Teacher's gaze (i.e., what they look at) allowed teachers to differentiate their interaction with students. According to teachers, eye contact with students (i.e., both gaze at each other) was an element of good teacher-student interaction (Korthage et al., 2014). In online courses, this is a big challenge. However, it can be dealt with "virtual eye contact" (Yuzer, 2007). Virtual eye contact concept can be helpful for teachers and students who meet in an online class. So, if students turn on their cam it will be possible to enable eye contact and control student misbehaviors.

Creating intrinsic motivation is another alternative to cope with student misbehaviors. Research showed that students who were intrinsically motivated find more success in school than students who were extrinsically motivated. When students are intrinsically motivated, it perpetuates a positive cycle for future learning (Adamma et al., 2018). If students focus on success, they most probably move away from misbehaviors. Teachers taking part in the research expressed organizing parent meeting would be beneficial. Moreover, these meetings will raise awareness of families about distance education and rules of online class. When teachers and parents cooperate on these subjects, they can enable students to be in class on time. There are some other suggestions related to distance education. Teachers thought that if some solutions could be found to problems which were related to infrastructure system or internet access, student misbehaviors can decrease. If system can be developed and detect automatically problematic behaviors such as absenteeism, it will be useful for teachers. Besides, if all students can access internet and technological devices such as tablet or PCs, their participation will increase.

Conclusions and Implications

The purpose of this research was to define students' misbehaviors occurring during online courses and to display teachers' suggestions on the modification of them. In order to determine the misbehaviors, five different research questions were given to the participants.

They listed the misbehaviors experienced during online courses. Moreover, they expressed the most common, disturbing, and unacceptable ones. They tried to offer some solutions for them. The findings of research showed that student misbehaviors changed when compared to face-to-face education. However, according to teachers' views they could be corrected by means of some precautions.

Student misbehaviors in online courses strictly interrupted the smooth functioning of teaching and learning. There were a large number of student misbehaviors taking place in online courses. Dealing with student misbehaviors within classroom could be a major task for teachers. It makes teachers to perceive reasons before correcting disruptive behaviors. There aren't any stereotypes for resolving a problem, since each student is completely different from one another, that makes teacher to offer completely different responses to each student. An inappropriate reaction to student misbehavior in classes can make it worse and affect teaching and learning. So, teachers could be alert to misbehaviors. It's vital to establish good relationships with students and set up peaceful classroom atmosphere. Schools could focus time and resources used during online courses. These can provide a safe and effective learning for all students.

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