

บทความวิจัย

ไม่เดลการจัดการชั้นเรียนเพื่อป้องกันพฤติกรรมการเรียนที่ไม่พึงประสงค์ของนักเรียน

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บทคัดย่อ

การวิจัยด้านการจัดการชั้นเรียนที่ผ่านมาเป็นการวิจัยเชิงพรรณนาที่เน้นศึกษาพฤติกรรมการจัดการชั้นเรียน เป็นส่วนมาก อย่างไรก็ตาม การศึกษาวิจัยเชิงประจักษ์ (empirical research) ในลักษณะการศึกษาวิจัยเชิง สหสัมพันธ์ ระหว่างการจัดการชั้นเรียนกับตัวแปรอื่นที่สัมพันธ์กันยังไม่ได้มีการศึกษาวิจัยมากนัก การวิจัยนี้มี วัตถุประสงค์เพื่อศึกษาอิทธิพลของการจัดการชั้นเรียนของครูที่มีต่อการป้องกันพฤติกรรมการเรียนที่ไม่พึงประสงค์ ของนักเรียน และศึกษาเปรียบเทียบระดับพุทธิกรรมการเรียนที่ไม่พึงประสงค์ของนักเรียนจำแนกตามเพศ การศึกษา นี้ได้ดำเนินการเก็บรวมรวมข้อมูลวิจัยจากนักเรียนชั้นมัธยมศึกษาตอนปลายจำนวน 228 คน ในโรงเรียนเอกชนสอน ศาสนาอิสลามในจังหวัดชายแดนภาคใต้ โดยใช้แบบวัดพุทธิกรรมการจัดการชั้นเรียนของครู และแบบวัดแรงจูงใจ ทางการเรียนของนักเรียน ผลการวิเคราะห์องค์ประกอบพบว่า การจัดการชั้นเรียนประกอบด้วย 6 องค์ประกอบได้แก่ ความรอบรู้ แรงกระตุ้น การทับซ้อน ความหลอกหลาย ความท้าทาย และความรับรื่น ผลการวิเคราะห์การทดสอบ พบว่า การจัดการชั้นเรียนด้านการทับซ้อนเท่านั้นที่มีอิทธิพลต่อการป้องกันพฤติกรรมการเรียนที่ไม่พึงประสงค์ของ นักเรียนอย่างมีนัยสำคัญทางสถิติ และผลการวิเคราะห์ t -test พบว่า พฤติกรรมการเรียนที่ไม่พึงประสงค์ของนักเรียน ชายและนักเรียนหญิงแตกต่างกันอย่างมีนัยสำคัญทางสถิติ โดยนักเรียนชายแสดงพฤติกรรมการเรียนที่ไม่พึงประสงค์ มากกว่านักเรียนหญิง

คำสำคัญ: การจัดการชั้นเรียน พัฒนาระบบการเรียนที่ไม่พึ่งประสงค์ ไม่เดลาระบบการจัดการชั้นเรียน

A Classroom Management Model for Preventing Students' Learning Misbehavior

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Abstract

Extensive study on classroom management has been conducted through descriptive research method which focused on classroom management behaviors and practices. Nevertheless, the empirically-based studies on a classroom management in relation to other variables have not been investigated extensively. Thus, this study was designed to investigate teachers' classroom management and its influence in preventing students' learning misbehavior. The level of students' learning misbehavior based on gender was also examined. The self-developed classroom management scale based on Kounin's (1970) model of classroom management and students' learning misbehavior scale were used to obtain data from 228 students of an upper secondary grade level of Islamic Private Schools in Thailand. Principal component analysis provided evidence for the six dimensional natures of teachers' classroom management, namely, withitness, momentum, overlapping, variety, challenge and smoothness. The regression results revealed that the overlapping aspect of classroom management was only a significant predictor that can prevent the occurrence of learning misbehavior. The results of two independent samples test indicated that there was a significant difference on the occurrence of learning misbehavior base on gender and the further results of descriptive analysis showed that male students displayed higher learning misbehavior than female students. The theoretical and practical contribution of the study were discussed.

Keywords: Classroom Management, Students' Learning Misbehavior, Classroom Management Model

Introduction

According to section 24 of National Education Act of Thailand 1999, teachers in any educational institution and agencies concerned which include Islamic Private Schools are required to provide substance and arrange activities in line with the learners' interests and aptitudes; and to create the ambiance, environment, instructional media and facilities for learners to learn and be all-round persons (Office of the National Educational Commission, 1999). Moving towards establishing such learning conditions, it is imperative for teachers to have the art of organizing the classroom or classroom management skills. Classroom management consists of a wide range of proactive, well established, and consistence techniques and practices (Durmuscelebi, 2010). The concept of classroom management is well defined by Sanford, Emmer, and Clements (1983) who considered its concept as going far beyond the mere concept of student discipline, which includes all the things teachers must do to foster students' involvement and cooperation in classroom activities and to establish a productive working environment.

Teachers play the most important role when it comes to effective classroom management strategy. According to Ostrosky, Jung, Hemmeter and Thomas (2008), in the development of a positive classroom environment a teacher plays a highly important role. Foutz (2005) asserted that effective classroom management begins with the teacher who must plan well that the students will be able to meet their learning and behavior objectives. Mayeski (2005, 1) added that "creating a safe and orderly environment in the

classroom is a survival skill for teachers and optimizes the learning environment for students". According to Henson and Eller (1999, p. 405), "teacher must be proactive, facilitative and imaginative classroom managers in order to be effective". Therefore, educationists and researchers believe that good organization of a classroom is the important factor that makes a good teacher. Palumbo and Sanacore (2007) believed that becoming an effective teacher is a unique journey and classroom management is only one important factor that can make the journey more successful for both students and teachers. Therefore, managing classroom behavior and students' learning is a great challenge for teachers. It demands talent, skills, energy and ability from teachers to manage classrooms because it directly deals with the behaviors of learners (Iqbal, Muhammad, Alam, Shafiqur, Wajid, Aqila & Farman, 2012). Human behavior is the most complex phenomenon.

For teachers to deliver educational curriculum effectively, classroom must be well managed. Thus classroom management is the prerequisite for creating an environment conducive for teaching and learning. This is because it can create classroom system that is both preventive and restorative (Koki, Broekhuizen & Uehara, 2000). This means that classroom disorder can be prevented from occurring and it can be resolved by effective classroom environment. Prater (1992) reported, the optimal teaching and learning environment is one where the teacher puts an emphasis on preventing management disruptions because such an environment will likely increase student time-on-task and, of course, learning. In addition, Rimm-Kaufman, La Paro, Downer, and

Pianta (2005) found that high classroom quality was most consistently related to a low number of management problems.

Classroom management has been defined in several different ways. The term classroom management refers to all those decisions that teachers take to facilitate the learning process and to provide the students maximum opportunity for learning (Krause, Bochner, and Duchesne, 2003). Classroom management also refers to the procedures and routine actions used by the teacher to maintain the classroom quiet and smooth (Atef Yusuf & Basim Ali, 2007, p.1). Additionally, Iqbal et al. (2012) referred classroom management as to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. The term of classroom management also refers to the prevention of disruptive behavior of students (Berliner, 1988). There is no doubt that disruptive behavior disrupts the teaching and learning process. For maintaining good discipline behavior management is a necessary. Hence, teachers must develop the habit of self-discipline among students. Nayak and Rao (2008) suggest that teachers must make the students realize their own behaviors for wrong doings or right.

From the above concept of classroom management, it can be concluded that though the notion of classroom management has been defined in several different ways, but common to all is that it is aimed at preventing behavior problem and keeping learner actively engaged in learning process. Hence, the role of the teachers is to maximize learning and minimize disruptions by fostering positive attitudes

among students such as respect, tolerance, acceptance and cooperation. Achieving this will serve to fulfil the objective of Islamic study curriculum 2003 for Islamic Private Schools which emphasizes the need to have pride in being good Muslims characterized by being disciplined, honest, patient, and sacrificing for the common good, having self-esteem and being capable to build a good relationship between human beings to live together in society with peace (Ministry of Education, Thailand, 2003)

In words of Berliner (1988) classroom management includes all those essential activities which are important to maintain an environment which generates necessary and positive conditions for learning. According to Chiew (1989), p.5), "classroom management is the teacher's ability to create that conducive, positive learning climate within the classroom so as to ensure that all pupils would be enthusiastically involved in learning". This ability would include some basic skills that teachers need to have. According to Kounin (1970), teachers have to be equipped with these classroom management skills, namely; withitness, overlapping, momentum, variety, challenge and smoothness. Withitness describes teachers' knowing what was going on in all areas of the classroom at all times, overlapping refers to the ability to attend to two issues/activities at the same time, momentum is the ability to make students paying attention and build learning endurance in students, variety refers to the use of diverse styles of teaching, challenge describes the ability of teachers to assign works or use activities that challenge students' ability, and

smoothness refers to the ability to manage smooth transitions between learning activities without being distracted.

Kounin's (1970) classroom management model focuses on preventive discipline in which techniques and strategies designed in classroom management is used to prevent the occurrence of discipline problems in the first place. Thus, his model can be considered as guiding model because of low teacher control on student behavior. The Kounin model characterized by low control approaches which are based on the philosophical belief that students have primary responsibility for controlling their own behavior and that they have the capability to make these decisions. Teachers' role is to use management strategies that can help prevent misbehavior/inappropriate behavior that might occur in the classroom, and to answer or to solve when behavior problem developed is not part of this model.

As Kounin's (1970) model of classroom management can help students remain engaged in lessons with resultant reduction in misbehavior, the researcher therefore uses his model as a theoretical framework for this study in which teachers' classroom management is examined in relation to its influence in preventing students' learning misbehavior. For Kounin, when teachers make a remark intended to stop (reprimand) misbehavior in one student, this will positively influences or prevent misbehavior of other nearby students. Kounin termed this phenomenon as "ripple effect" (i.e. other students in the class were adversely affected by teacher's reprimand). According to Sanford, Emmer and Clements (1983), Kounin's

research laid the groundwork for research in this area by identifying several general characteristics of classroom management that were consistently related to good student behavior. Examining these two variables is very justifiable in the context of Islamic Private Schools due to its unsatisfactory level of educational quality at the present, which calls for a revision of teaching-learning management and causes a great concern among school stakeholders to question of how to enhance students' achievement in learning. Di Giulio (2007) asserted that effective classroom management can have a positive effect on student learning and behavior and this effect was appeared to be higher than other factors such as home environment, cognitive process and school atmosphere. This is because a disorderly classroom environment can cause misbehaviors to occur and this will certainly prevent students to learn. Students' learning misbehavior can be classified into one of five different types: aggression, immorality, defiance of authority, class disruptions (talking, yawning loudly, etc) and behaving mischievously (Charles, 2008). According to Finn, Fish, Scott (2008), classroom misbehavior can be defined as behavior of (a) cutting class or being late, (b) speaking out of turn or otherwise disrupting instruction, (c) failing to follow directions or complete assignments, and (d) cheating, is more apparent to teachers than to other school personal.

Considering that undesirable learning behavior can be prevented through effective classroom management (Kounin, 1970 & Ginott, 1993), the researcher thus assumes the pressing need for examining the classroom management

model that can prevent students' learning misbehavior. Students' misbehavior should be prevented from occurrence in the first place as it results in a loss of valuable instructional time and affects students' academic achievement. A number of studies suggest that a direct link exists between teachers' ability to manage classroom behavior and their students' learning for example Baugous and Bendery suggest students are on task more in classrooms that have fewer management problems (Ratcliff, Jones, Costner, Savage-Davis & Hunt, 2010).

Purposes of Study

In the light of above discussion, the general purpose of the proposed study is to investigate classroom management model of teacher based on Kounin's (1970) model in predicting students' learning behavior. More precisely, the purposes of the study were to;

- (i)Explore classroom management model used by teachers,
- (ii)Investigate the effect of teachers' classroom management that it has in preventing students' learning misbehavior and
- (iii) Explore the level of students' learning misbehavior based on gender.

Previous Research

The purpose of classroom management may be divided into two components: prevention of classroom disorder, and restoration of classroom disorder (Glasser, 1998; Charles & Senter, 2005; Levin & Nolan, 2007). In spite of this significant purpose, most research on classroom management has been emphasized on the behavior of classroom management, the challenges and problems of

classroom management using univariate analysis in which the study is often descriptive. A small number of studies have been conducted on the relationship between classroom management and student misbehavior through empirical based research.

In the related research on classroom managements, Fazalur, Nabi, Abudul, Saeedul and Muhammad (2010) proposed a descriptive research that was designed to examine classroom management practices of teachers and also to look into the challenge of classroom management by the teacher. Other researchers, such as Khan, Saeed Khan, and Majoka (2011), Mader (2009), Koki, Broekhuizen and Uehara (2000), and Chiew (1989) conducted a qualitative study on teachers' classroom management strategies and practices. Ullah and Sami (2011) proposed a descriptive study that was designed to study the problem in classroom management that the teachers have encountered. Gerby (2004) conducted a case study that was designed to investigate teachers' behavior management strategies in two contrasting classroom types at the third grade level: an assertive discipline classroom that represents the behaviorist paradigm, and a constructivist classroom that emphasizes the social cognitive paradigm. Another study was that of Iqbal et al., (2012) which was a descriptive research using a survey method aimed at investigating secondary school teachers' perception of classroom management its problem and solutions in government secondary schools in District Chitral, Pakistan. Sanford et all., (1983) conducted a conceptual study and proposed characteristics of well-managed class required

for improving classroom management such as task oriented and predictable environment where children know what is expected of them and how to succeed.

Other descriptive research studies that concerned with students' misbehavior are as follows; Durmuscelebi (2010) conducted a research that aims to showing the students misbehaviors in formal and private primary schools according to the perceptions of class teachers working in Kayseri in 2006-2007 academic year. Lasley (1978) made an exploratory study by focusing on classroom behavior which is labeled misbehavior by teachers and students. The researcher describes those behaviors and examines their reasons or causes. The study also probes the meanings that various classroom participants attribute to perceived misbehavior. Dougherty (1992) conducted a research study on school misbehavior and one of his research objectives was to determine if a set of school misbehaviors existed were relevant in most countries in the world. Such a list of misbehaviors would be used to develop an international scale for the measurement of attitudes toward school misbehavior and methods of correction.

Other related studies that concerned with classroom management and its correlation with students' misbehavior or other variables are as follows; Reglin, Akpo-Sanni, and Losike-Sedimo (2012) investigated in their study about the effect a professional development classroom management model would have on reducing students' misbehaviors. Another related study was conducted by Meng-Ling Tsou. (2005) which explored effective

classroom management strategies in Taiwan for decreasing problem behaviors of junior high school students. In addition, a descriptive research study aimed to investigate classroom management and discipline problems that information technology teachers have faced, and to reveal underlying reasons and possible solutions of these problems was conducted by Erdogan, Kursun, Tan Sisman, Saltan, Gok, & Yildiz (2010). Additionally, Palumbo and Sanacore (2007) have made a qualitative study on classroom management in relation to other variables such as academic engagement, organization instruction and motivation.

Pondering over the previous studies, it is evident that they mostly concentrated on univariate analysis of a single variable that is a classroom management by looking at its strategies, practices, problems, and challenges. Methodologically, most studies are descriptive and qualitative research. Although few researchers have made an effort to examine a classroom management in relation to other variables, but their study was only based on descriptive evidence. Therefore, empirical evidence of classroom management used by teachers and its influence in preventing student's learning misbehavior are two important correlated variables to be examined.

Methodology

Population and Sample

Students of Islamic Private Secondary Schools in Yala, Thailand were the target population of this study. This study limits the population to the large sized schools located in the central city of Yala only. The randomly selected sample of 228 students from an upper

secondary level, form 6 in these schools using Yamane's sample size determination was used in this study.

Instrumentation

The Teachers' Classroom Management Scale (CMS) and Students' Learning Misbehavior Scale (LMS) were used for data collection purpose. Items measuring students' learning misbehavior were self-developed based on characteristics of misbehavior listed by Charles (2008). The items' content validity has been examined by experts. Meanwhile, items for measuring teachers' classroom management were self-developed based on Kounin's (1970) classroom management model. These items were examined by a panel of experts for their content validity. The CMS was also examined to construct validation through principal component analysis which yielded six dimensional natures of teachers' classroom management, namely; withitness, overlapping, momentum, variety, challenge and smoothness. A 5-point response format was employed ranging from 1 = very low to 5= very high. The items from both scales were estimated by Cranach's coefficient alpha and they showed acceptable internal consistency reliability.

Results

This study intended to examine a classroom management model of teachers and its effect in preventing students' learning misbehavior. The presentation of results follows this sequence; exploratory factor analysis of teachers' classroom management, regression analysis for predicting students'

learning misbehavior from teachers' classroom management model, and two independent samples test used to compare students' learning misbehavior based on their gender.

Exploratory Factor Analysis of Teachers' Classroom Management

In this study, dimensions of classroom management were extracted by employing Principal Component Analysis (PCA). To provide an adequate basis for proceeding with PCA, correlation matrix, the Measure of Sampling Adequacy (MSA) for overall variables, Bartlett's test of Sphericity, and the MSA for individual variables were first examined. The result of this examination shows that the use of PCA on the data is justifiable. Based on Abdulhakam's (2008) study on construction validation of a school principal decision-making styles scale, the present study sets three criteria to achieve the reliability of the factor/dimension, namely; (i) the minimum number of items contained under a factor is three, (ii) cut-off factor loadings were considered significant at or above the $\pm .05$ level and (iii) the number of reliable factors to be

Table 1: Factor Analysis of Teacher's Classroom Management Scale (Varimax Rotation)

Item	Factor Loading					
	I V	II M	III S	IV W	V C	VI O
W1: I feel that teachers know everything that is going on in the classroom.						.57
W2: I feel that my and friends' learning behavior is being monitored by teachers at all times.						.73
W3: I feel that my teachers have two eyes in the back of their heads.						.64
W4: I have always been warned by teachers whenever I show misbehavior in the class.						.70
M6: Teachers can signal students to draw their attention to the lesson.					.68	
M7: Teachers make every student paying attention at all times.					.73	
M8: Teachers can encourage students to pay attention to learning activities at all times.					.61	
M9: Teachers create an atmosphere that makes me want to engage in learning at all times.					.57	
M 10: Teachers can build learning endurance in students					.54	
O11: Teachers can manage more than one learning activity at a time.						.69
O12: Teachers can respond to the needs of each individual simultaneously.						.72
O13: Teachers are able to deal with diverse problems of learning behavior at a time.						.66
V15: Teachers use a variety of learning activities.				.70		
V16: Teachers give varying examples in teaching each content.				.70		
V17: Teachers organize learning activities from simple to difficult ones.				.51		
V18: Teachers always use diverse styles of teaching.				.78		
V19: Teachers use a variety of instructional media.				.61		

C20: I feel that the works assigned by teachers challenge my ability.	.61
C21: I feel that the works assigned by teachers are difficult and need high capability.	.79
C22: I feel that the assigned works need time and effort.	.80
S24: Teachers can continually change activities during a lesson without being interrupted.	.64
S25: Teachers can change learning activities without interrupting students' concentration.	.73
S26: A lesson transition made by teachers doesn't disturb students' attention	.67
Rotation eigenvalues	9.26
Percentage of variance explained	35.6
	0
Cumulative variance explained	35.9
	0
	2
	6
	6
	5
	1

Note: W= Withitness, O= Overlapping, M= Momentum, V= Variety, C= Challenge and S= Smoothness, only factor loading of items which $> .05$ in the box are considered and they are loaded significantly on respective factor with an eigenvalue > 1 .

extracted must have an eigenvalue equal to or greater than 1 and their graphical scree test must indicate a steep plot slope.

The resulting pattern factor matrix of the rotated solution is presented in table 1. The analysis with a varimax rotation extracted a six-factor solution, namely; withitness, overlapping, momentum, variety, challenge and smoothness. Based on a predetermined criterion regarding the absolute size of the factor (i.e. loading $\geq .05$), there were 4 items, namely; item W1, W2, W3 and W4 which loaded significantly on factor IV (i.e. withitness). These four items emphasize one common

concern that is teachers' ability to be attentive to all aspects of the classroom. Factor II (i.e. momentum) contained item M6, M7, M8, M9 and M10. These five significant items indicate that teachers' ability to keep students attentive and actively involved. The factor analysis also revealed that the items which represent "overlapping", namely; item O11, O12 and O13 were loaded significantly on factor VI. These significant items share one common concern that is teachers' ability to attend to more than one activity at the same time.

The result also creates Factor I (i.e. variety) contained item V15, V16, V17, V18 and

V19. These significant items share a common concern that is the variety in teachers' lessons. In addition, the result of the analysis shows that item C20, C21 and C22 share one common concern that reflects the use of challenge activity during a lesson. These significant items form a common factor (factor V) named "challenge". Factor III (smoothness) contained item S24, S25 and S26 was also emerged. The significant items in this factor share a common concern which is smoothness in the lesson presentation. The emergent six-factor structure was verified by eigenvalue and scree test. These six factors had an eigenvalue greater than 1. The results of the scree test indicate a six-factor solution when the plot slopes steeply downward till factor 6 before the point at which the eigenvalues appear to level off. The percentage of variance explained for factor I, II, III, IV, V and VI was 35.60%, 6.03%, 5.74%, 4.80%, 4.29% and 3.97%, respectively. The factor matrix result shows that the common factor solution accounted for 60.41% of the total variance explained, and this was considered acceptable for a social science study. Hair, Black, Babin, Anderson and Tatham (2006) suggested that it is not uncommon to consider a solution for social sciences that account for 60% of the total variance, and in some instances even less as satisfactory.

Regression Analysis

Prior to regression analysis, examination of the Analysis of Variance (ANOVA) was conducted and its results revealed that the overall model was statistically significant; $F (5, 219) = 2.508, p = .031$, $MSE = .63$. Thus, the null hypothesis that there is no linear relationship

between students' learning behavior and the six independent variables was rejected. Therefore, at least one of the population regression coefficients presents and thus conducting regression analysis was required. In regression analysis, students' learning misbehavior as the criterion variable was tested against six variables, namely; withitness, overlapping, momentum, variety, challenge and smoothness. All these variables were entered into the multiple regression analysis of software package using "enter selection method" in order to determine the predictive power of the six independent variables in explaining variation in students' learning misbehavior. The results showed that the model fit was indicated by R^2 of .054, implying that 5.4 % of the observed variability in students' learning behavior was explained by the six independent variables. The adjusted coefficient of determination (adjusted R^2) was .033, with an estimated standard error of .79.

A detailed examination of the coefficient model shows that two out of six predictors were statistically significant. Classroom management in aspect of withitness positively correlated with students' learning misbehavior, while overlapping was negatively correlated with students' learning misbehavior. Though regression coefficients showed that withitness was significant predictor for learning misbehavior, but this coefficient has a positive sign which has no meaning in this study. The negative sign of regression coefficients is needed in order to claim that predictor variables have an influence in preventing criterion variable. In another word, the factor that can prevent learning misbehavior of

students must show significant negative sign in regression coefficients. Thus, our concern is to take consideration of the factor that has significant negative regression coefficients. The regression results showed that only classroom management in aspect of overlapping was significantly and negatively correlated with learning misbehavior in regression coefficients with $\beta = -.169$ and $t = -2.015$ and this implied that the overlapping style of classroom management was significant influence in preventing students' learning misbehavior. Using generated coefficients, the estimated regression equation can be written as follows: $\hat{Y} = 2.25 + .21$ (Withitness) + $-.20$ (Overlapping), where \hat{Y} is the predicted students' learning misbehavior.

In the multiple regression equation, the partial regression coefficient for a variable signifies how much the value of the dependent variable changes when the value of that independent variable increases by 1 and the values of other independent variables do not change (Norusis, 2000). The coefficient for classroom management using "overlapping" signifies that predicted students' learning misbehavior decreases by $.20$ (negative sign) units for an increase of 1 in the value of the predictor/independent variable (i.e. overlapping), controlling for the other predictor variables. This implied that to prevent students' learning misbehavior, teachers are encouraged to used overlapping style of classroom management.

Two Independent Samples Test

Descriptive statistics at first was analyzed and the result showed that that the

mean score ($\bar{x} = 2.97$) of male students' learning misbehavior was greater than the mean score ($\bar{x} = 2.46$) of female students' leaning misbehavior. Then, two independent samples test was used to test whether this difference was significant. The result of two independent samples test showed that learning misbehavior of male and female students were different with statistical significance at $.05$, implying that students' learning misbehavior depends on their gender. Thus, it can be concluded that male students showed learning misbehavior higher than female students.

Discussions

This study on classroom management model was based on Kounin's (1970) model. The evidence from factor analysis revealed that teachers in Islamic Private Schools in Yala, Thailand used diverse styles of classroom management, namely; withitness, overlapping, momentum, variety, challenge and smoothness. This study has empirically tested the classroom management model of teachers in preventing students' learning misbehavior. The result of the study showed that teachers' classroom management model in aspect of overlapping only has a significant influence in preventing students' learning misbehavior. This suggests that students' misbehavior and discipline problem in learning can be prevented when they perceive that their teachers have the ability to manage more than one learning activity at a time, can respond to the needs of each individual simultaneously and able to deal with diverse problems of learning behavior at the same time. This suggestion can further imply for Islamic Private Schools to control

students' behavior in order to create a positive learning environment that can enhance teaching quality and learning, the overlapping style of classroom management should be given great emphasis because it can prevent learning misbehavior that might occur in the classroom. This present finding was supported by research studies conducted by Sterling (2009), Desiderio and Mullennix (2005), and Evertson & Meal (2004) which demonstrated that teachers with improved classroom management skills had a more structured classroom that resulted in fewer student misbehaviors. The present finding also corresponds to the study conducted by Ratcliff et al. (2010) who found that there is a direct link between teachers' ability to manage classroom behavior and their students' learning. For this reason educational scholars (Kounin, 1970; Ginott, 1993; Foutz, 2005; Mayeski, 2005) suggest that the classroom managements need to be analyzed to understand how teachers best function and students best learn.

The significant influence of overlapping style of classroom management in preventing students' learning misbehavior or discipline problem is rational. This influence could be possibly explained that the ability of teacher to manage many activities at the same time in the classroom greatly affects the quality control in managing students' behavior and this type of classroom management also results in direct interactions between teachers and students. Through overlapping, students may feel that their movement in the classroom has always been limited and controlled by teachers. In the context of Islamic Private Schools, students have to study more subjects and attend longer

class hours in comparison to students who attend public/ government schools and this circumstance easily causes students to feel tired and bored and thus they easily engage in discipline problem. Therefore teachers who have the ability to attend to two issues/activities at the same time can help to prevent inappropriate behaviors that could occur in the classroom.

An investigation of misbehavior differences between male and female students, the study found that male students displayed higher learning misbehavior than female students. It is thought that male are more aggressive and more defiant of authority because of their natural creation.

Implication

With limited empirical research on investigating teachers' classroom management model in relation to students' learning misbehavior, the finding of this research can be beneficial to Islamic Private Schools as it will contribute a better management in the classroom. The implication of overlapping as model of classroom management will prevent students' learning misbehavior and consequently it can create a positive classroom environment, which can become a crucial factor contributing towards student achievement. Reglin et al. (2012) asserted a reduction in students' misbehavior could have a positive effect on academic performance.

The previous research on classroom management has focused on univariate analysis of a single variable, but less studies have been conducted to examine its correlation with its consequence. Nevertheless, the present

quantitative study has contributed to the expansion of the existing related research by presenting bivariate analysis examining how one variable influence another variable. This methodology will be able to provide a positive prediction on preventing students' misbehavior from classroom management practices. This will likewise provide an intervention to the government or school administrators to make effective plan and to organize training and workshops on classroom management model that help to create conducive learning environment and hence to improve school quality. Further research using the structural equation modeling analysis to examine a set of interrelated variables of antecedents and outcomes of classroom management simultaneously is greatly encouraged.

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