

# **Classroom Management and Migrant Students: A Study of Problems and Solutions**

By

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## **Abstract**

*Classroom management is of unique importance in terms of creating a positive classroom climate for effective learning and teaching and failure to ensure such an atmosphere may create various problems that teachers need to tackle. This study explored the common classroom management problems teachers face in their classes where migrant students study from teachers' point of view and provided solution suggestions in regard to these problems. The study, which has a qualitative design, is in a "Holistic Single Case Design" and collected data through interviews with 55 volunteer teachers working in Gaziantep Province with the help of semi-structured interview forms. Data revealed that classroom management problems encountered in classes with migrant students stem from three different sources; teacher, school and family. Problems under each category were analyzed and possible solutions to these problems were discussed.*

**Keywords:** *Classroom management, migrant students, student problems*

## **1. Introduction**

Schools and classrooms in today's highly complex and ever-changing societies present much more difficult challenges for teachers because as shown by Milner (2008) students' languages, experiences, ethnicities, religions, and abilities may be highly diverse and may or may not be shared by the teacher. To put it differently, teachers are facing the problem of maintaining a positive environment in classes that have more diverse populations than ever and this brings along new responsibilities for teachers. Noting that classroom management is a challenge for educators to communicate their expectations to students and, at the same time, provide an effective, creative structure that some of them will need in order to be successful in the classroom, Mundschenk, Miner and Nastally (2011) draw an analogy between classroom management and air traffic control both of which could turn in to very stressful events.

Classroom management which is defined as anything a teacher does to promote student learning and instruction through organizing students, materials, time and space (Wong and Wong, 1998), encompasses aspects of teaching that are central to student learning and teacher success (Deaton, 2012). Organization and management of classroom is of unique importance as teaching quality and classroom management are two complementary concepts working collaboratively towards student success (Kahyaoğlu and Yangın, 2007; Arı and Saban, 200). Thus, it could be articulated that in cases when teachers cannot maintain an effective classroom management, students' learning outcomes could be influenced. Also, the problematic behaviors of the students not only have adverse effects on the learning process but also cause a significant waste of time (Demir, 2009). In that sense, classroom management has been identified as a major influence on teacher performance, a key source of teachers' job-related stress, and in general a prerequisite for student learning (Greer-Chase, Rhodes and Kellam, 2002; Jones, 1996).

Statistics show that the total percentage of migration to Istanbul is % 8.98 while to West Anatolia is % 7.05 in Turkey (Tüik, 2011). This shows that there is a high level of migration to more industrialized

cities in Turkey due to regional differences in employment rates and labor productivity (Akar, 2010; Kulu and Billari, 2004).

The great mobility of families with school age children is consistent with the popular belief about negative effects of moving on children (Straits, 1987), and children of migrant families are considered to be disadvantaged (NESSE Report, 2008). In this new context where migrations have a central influence on students' behaviors, teachers are expected to respond proactively and constructively to misbehavior while simultaneously holding all students, including those with emotional or behavioral disorders to high academic standards (Mundschenk, et al. 2011). Students whose families migrated to urban settings due to several reasons are inclined to face certain problems in family and society which, in turn, could be reflected on their behaviors at school and in class.

These multicultural classroom settings where there are students from different ethnicities and different socio-cultural backgrounds present many challenges. One of the challenges for students and teachers is the potential misunderstanding between students and teachers with different ethnic and socio-cultural backgrounds (Tartwijk, Brok, Veldman and Wubbels, 2009; Ting-Toomey, 1999; Weinstein, Curran and Weinstein, Curran, Tomlinson-Clarke, 2004). Also, A study conducted by Phalet and Hagendoorn (1996) supported the fact that Turkish students moving to urban cities suffer from high internal adjustment problems (e.g. distress) and lowered achievement values. As migration brings problems such as loss of access to traditional means of livelihood, inability to benefit from citizenship rights, and inability to benefit from the right to education and from educational opportunities, together with housing problems, poverty, child labor (Gökşen and Cemalcılar, 2010; Yüksek, 2007), it will not be too naive to state that these problems will probably be reflected on student in class behaviors. Given that migrant students could have lower self-esteem and life satisfaction than non-migrant students (Aksel, Gün, Irmak and Çengelci, 2007) it important to state that migrant students may need more individualized interest and attention from their teachers.

Despite behavioral problems which plague teachers in classrooms with high mobility (Kebrow, 1996; Wood, Halfon, Scarlata, Newacheck and Nessim, 1993), gaining students' cooperation in urban classrooms involves establishing a classroom atmosphere in which teachers are aware of and address students' cultural and ethnic needs as well as their social, emotional, and cognitive needs (Brown, 2004).

### ***Significance of the Study***

One of the significant problems that teachers, school administrators and parents encounter is the increase in student behaviors that distort the learning atmosphere in schools (Demir, 2009). With high rates of migration within the country, these misbehaviors tend to be more complex and challenging for teachers. Since quality of education that all students deserve to get is influenced by a combination of economic, home-related and school-related factors (Akar, 2010), the problems migrants students face in their social and home environment influence their behaviors at school. Economic difficulties of families that accounts for migrants students' drop-out, malnutrition, and child labor (Baslevant and Dayıoglu, 2005) could be a factor lowering migrant students' motivation towards schooling. Migrant students misbehaviors at school could be attributed to the balance they failed to create between home and school. It is thus for sure that this has created a new challenge for teachers to handle. Analyzing these misbehaviors displayed by migrants students from teachers' perspective and exploring possible solutions they would suggest will contribute to literature as it will give insights about classroom management strategies to be used in this specific context.

### ***Aim of Study***

The aim of this study is to assess problems faced in classes with migrant students through teachers' opinions and to present possible suggestions. The effects of migration on education, problems migrant students experience during their education will be analyzed and solutions regarding these problems will also be presented.

## 2. Method

The current study is a descriptive study conducted to assess and analyze the existing situation and a semi-structured interview technique was used to collect qualitative data. The aim in qualitative studies is not to generalize the findings but to carrying out an in-depth investigation of the selected small sample and to analyze all possible situations (Strauss and Corbin, 1998). As there is only one unit of analysis (an individual, a school etc.) in the study, “Holistic Single Case Design” was used (Yıldırım and Şimşek, 2008).

### *Participants*

A purposeful sampling method was followed in this study. Purposeful sampling methods were developed within qualitative research design tradition. Purposeful sampling enables in-depth analysis of cases that are believed to be information-rich (Yıldırım and Şimşek, 2005). In this sampling method, criteria that are thought to be important are specified first and sample selected according to these criteria is thought to represent all qualities of the population (Tavşancıl and Aslan, 2001). 63 teachers working in schools selected as target study group were asked for an interview and 55 of them volunteered for an interview. Study group of the research consist of 55 teachers working in 5 primary schools located in suburbs during Fall 2012 educational terms in Gaziantep Şahinbey town. Table 2 illustrates distribution of participant teachers based on gender and age variables.

**Table 2. Distribution of Teachers Based on Demographic Variables**

Teachers (N=28)		
Gender	f	%
Female	34	61,8
Male	21	38,2
Age (years)	f	
30 and below	10	18,1
31-40	32	58,2
41 and above	13	23,7

As can be seen on Table 2, most participants are female (N=34; 61,8 %) and most teachers are at their middle ages ranging between 31-40 years old (N=32; 58,2 %).

### *Data Collection Instruments*

Through semi-structured interviews, 2 questions were asked to primary school teachers so as to assess teachers' perceptions related to problems created by migration in their classroom management and their solutions. The questions are: “*What are the problems you experience in terms of classroom management in your classes where students who have migrant study?*” and “*What can be done to solve these problems?*”. The best use provided by semi-structured interviews is that they help collect data in a more systematic way and it thus creates more comparable knowledge as they are conducted depending on a pre-prepared interview protocol. Related literature was reviewed and expert opinions were collected prior to preparation of classes.

### *Data Collection and Analysis*

Data were collected from teachers through semi-structured interview form during Fall semester of 2011/12 academic year. Content and descriptive analyses were carried out as suggested by Schloss and Smith (1999). These suggested steps are transcription, reliability analysis, coding theme formation and interpreting. Data was first transcribed into written form. Data were written without any comments to increase internal validity. Prior to creation of interview form related literature was reviewed to increase internal validity and thus, contextual framework was formed. In order to increase external validity and

reliability, all processes were clearly explained. Data collection tools, research group, research design and data analysis were presented in detail. Experts were consulted so as to increase the validity of semi-structured interview forms. For the purpose of increasing the reliability of qualitative measures, interviews were recorded and also the researcher took some notes. Later, content analysis was conducted through which shared codes and categories were determined. Themes were created based on these codes. Also, another researcher who is an expert on qualitative data used the same process by using the same data and new findings were collected. These findings were compared with the findings of our research and both were found to achieve 87 % compatibility. Frequencies of themes were given on tables during summarization process.

Descriptive analysis was used in the analysis of collected data in the research based on semi-structured interview technique. The most striking comments made by participants were given in quotation mark under the themes table. This is another factor increasing the reliability of qualitative research. 55 teachers' interview protocols recorded were numbered from 1 to 55 and the number belonging to that specific teacher was written in parenthesis after opinions of teacher were given.

### 3. Findings and Discussion

When all problems in answers given by 55 teachers to the question: "What are the problems you experience in terms of classroom management in your classes where students who have migrant study?" were categorized, 21 problems were specified in total. Table 2 shows related dimensions, frequencies and percentages in descending order.

**Table 2. Related dimensions, frequencies, percentages and classroom management problems faced in classes where migrant students study**

Problems	Related dimension	f	%
Crowded classes	school	23	15,6
Lack of technology and visual materials	school	16	10,9
Absence of study environment for students	family	15	10,2
Lack of hygiene at school	school	14	9,5
Too much noise in classes	teacher	13	8,8
Exposure to violence at school	school	12	8,2
Lack of interest in lessons	teacher	8	5,4
Students' inability to understand the lesson	teacher	8	5,4
Lack of financial support for student	family	8	5,4
Insufficient nutrition for students	teacher	4	2,7
Too early class start time in the morning	school	4	2,7
Lack of in-class discipline	family	4	2,7
Lack of in-class activities	teacher	3	2,0
Transportation problems	school	3	2,0
Insufficient number of laboratories	school	3	2,0
Student' late class entrance or not showing up	family	3	2,0
Not having graded classes	school	2	1,4
Insufficient number of teachers	school	2	1,4
Family pressure and violence	family	1	0,7
Child labor	family	1	0,7
<b>TOTAL</b>		<b>147</b>	<b>100</b>

As shown on Table 2, problems teachers experience in classes with migrant students are presented in accordance with their frequencies. 3 separate categories as dimensions related to these problems: teacher,

school and family. Tables were created based on each dimension and data was interpreted according to these tables below.

When “*teacher-related*“ problems are analyzed based on answers given by 55 teachers to the question: “*What are the classroom management problems you experience in classes with migrant students*”, 5 problems were determined in total. Table 3 shows frequencies and percentages of problems related to teachers in descending order.

**Table 3. “Teacher-related” classroom management problems in classes with migrates students**

Problems	f	%
Too much noise in classes	13	36,1
Lack of interest in lessons	8	22,2
Students’ inability to understand the lesson	8	22,2
Lack of in-class discipline	4	11,1
Lack of in-class activities	3	8,3
TOPLAM	36	100,0

As illustrated in Table 3, *noise problem* is the most frequently cited problem (13 participants) in “teacher-related” category by teachers who teach in classes with migrant students. While the high amount of noise and lack of in-class discipline (4 participants) can be explained by crowded class, which is presented, on Table 4, it could also be attributed to teacher’s classroom management incompetence. Schools where migrant students go to are located in suburbs areas of the city and young and inexperienced teachers are appointed to these schools. Similarly, lack of in-class activities (3 participants) that can be a result of lack of teacher’s experience affects students’ motivation towards the class which lead to lack of interest in class (8 participants) and inability to understand the lesson.

Teachers’ experience in dealing with in-class disruptive behaviors is of great significance since experience shows teachers what works and what does not work in classroom settings. As shown in the study conducted by NCES (1996) to asses the effects of teacher preparation, a majority of teachers felt “very-well prepared” to maintain classroom order and discipline and teachers with three or fewer years of teaching experience were less likely to feel so well prepared which was seen as the main reason why less experienced teachers have more classroom management problems. The same study also showed that beginning teachers rated management their number one problem. A recent study on diverse intercultural communities in Turkey shed light on this issue and it revealed that teachers have little experience or knowledge of how to deal with classroom diversity (Akar, 2010). That experienced teachers tend to have the ability to prioritize tasks and to selectively attend to a number of key classroom matters (Hagger and McIntyre, 2000) signifies that experienced teachers are more likely to handle disruptive behaviors more effectively given that they are generally able to manage the dynamic nature of a classroom setting and to deal effectively with the most salient aspect of a classroom unpredictability (Ritter and Hancock, 2007; Doyle, 1986).

Some classroom management related expressions put by teachers are directly given in quotations marks below:

*“Since class is too noisy, I find it hard to understand the class (Participant 15)*

*“Students show no interest in class taught, they play with their pencils etc.” (Participant 23)*

*“Students sometimes walk around the class during lesson, some other talk. It resembles anything but a class” (Participant 40).*

When “*school-related*“ problems are analyzed based on answers given by 55 teachers to the question: “*What are the classroom management problems you experience in classes with migrant students*”, 9

problems were determined in total. Table 4 shows frequencies and percentages of problems related to school in descending order.

**Table 4. “School-related” classroom management problems in classes with migrates students**

Problems	f	%
Crowded classes	23	29,1
Lack of technology and visual materials	16	20,3
Lack of hygiene at school	14	17,7
Exposure to violence at school	12	15,2
Too early class start time in the morning	4	5,1
Insufficient number of laboratories	3	3,8
Student’ late class entrance or not showing up	3	3,8
Not having graded classes	2	2,5
Insufficient number of teachers	2	2,5
<b>TOPLAM</b>	79	100,0

As illustrated in Table 3, *crowded classes* is the most frequently cited problem (13 participants) in “school-related” category by teachers who teach in classes with migrant students. This situation can be explained by that population density of specified areas is high rather than insufficient number of schools built by the government. It can be observed that migrant families tend to have many children. As a result of high number of students at each school, school administrations divide the school into two sessions: morning to noon session and noon to evening session as a result of which students have to get up early and be at school at an early hour (4 participants). Early-hour class start creates a negative situation in terms of students’ psychological well-being and their performance.

Lack of teaching materials (16 participants), lack of laboratories (3 participants) and insufficient number of teachers (2 participants) could be interpreted by that fact that the government does not invest properly on schools here, does not provide necessary financial support or that these problems are not discerned by the government. Considering states need to maintain social justice, it should be remembered that government should ensure quality education even in the remotest areas of a country just like it should at central areas. As illustrated in ERG Report (2011), the average number of students per teacher in Turkey is 20, it is 27 in South East Region extending to 33 in some provinces like Şanlıurfa (p.183-184). This imbalance across regions is likely to affect teaching and learning quality in classes, which also shows that the government needs to take some steps to help buffer this discrepancy.

Lack of hygiene at schools (14 participants) is a problem that is mentioned by many participants, but this problem could be solved easily by school administration. School administration could hire a part-time cleaning staff with the support from school-family union which could contribute to a clean school environment.

One of the surprising problems is students’ exposure to violence, which was mentioned by a considerable number of participants. That the problem of lack of discipline presented on Table 3 is sometimes tried to be solved though use of violence by teachers and administrators is highly thought-provoking. Due to low socio-economic status of family and lack of parents’ educational background, parents might have found it difficult to emotionally support their child that is reflected on students’ disruptive behaviors. Students whose parents have lower socio-economic status are inclined to experience poverty and poverty status has been found to be a risk factor for violence exposure in low-income communities (Hong and Espelage, 2012; Chauhan and Reppucci, 2009; Halliday-Boykins and Graham, 2001). Carlson (2006) who has taken

poverty as a risk factor for bullying and peer victimization has found out that impoverished youth were significantly more likely to be exposed to peer violence in school. The study by Unnever and Cornell (2004) support this finding by stating that low-income youth are more likely to hold positive attitudes toward peer aggression.

Pfatts (1978) who has also found out that children witnessing violence at home can also have serious school problems such as poor attendance, low academic achievements, dropping out of school, and difficulty obeying school rules at school supports this finding. Thus, it could be stated that children who witness domestic violence have more physical and psychological problems compared to children who do not experience that type of violence in the home (Mertoğlu and Aydın, 2012). In addition to domestic violence, some disruptive behaviors could be the result of school violence experienced by students. Victimization of students by school staff or peers should be recognized as a problem that may contribute to student alienation and aggression (Hart, 1987; Hyman et al., 1997). Alikışifoğlu et al., (2004)'s report that shows that 42 percent of 1,720 inner city public high school students reported having been in a physical fight within the last 12 months; 8 percent of female and 28 percent of male students had been in a fight with a friend; 7.5 percent had been bullied with a weapon on school grounds; and 8 percent carried a weapon with them in schools provides clear links to the degree of school violence Turkish students could have experienced.

Some classroom management related expressions put by teachers are directly given in quotations marks below:

*“46 students in class is high number, class finishes if I spare 1 minute for each student.” (Participant 32)*

*“We need technological and visual material that we can use in class.” (Participant 3)*

*“School is dirty, even the color of floors turned to black.” (Participant 51)*

*“Some students who break the rules are beaten and there is not much improvement.” (Participant 20)*

*“There are many students who come to class late, students who come to school but not to class, I think this is a serious issue.”(Participant 44)*

*“I wish classes were divided by levels so that intelligent students are not wasted...” (Participant 25).*

When “family-related“ problems are analyzed based on answers given by 55 teachers to the question: “What are the classroom management problems you experience in classes with migrant students”, 6 problems were determined in total. Table 5 shows frequencies and percentages of problems related to family in descending order.

**Table 5. “Family-related” classroom management problems in classes with migrates student**

<b>Problems</b>	<b>f</b>	<b>%</b>
Absence of study environment for student	15	46,9
Lack of financial support for student	8	25,0
Insufficient nutrition for students	4	12,5
Transportation problems	3	9,4
Family pressure and violence	1	3,1
Child labor	1	3,1
<b>TOTAL</b>	<b>32</b>	<b>100</b>

As illustrated on Table 5, *absence of study environment* is the most frequently cited problem (15 participants) in “family-related” category by teachers who teach in classes with migrant students. This problem can be considered together with insufficient nutrition for students (4 participants) and lack of financial support for student (8 participants). As shown in explanations on Table 4, low socio-economic status of families living in suburbs where most migrant families live could be seen as a reason for this situation because these families generally work on minimum wages and have crowded family structures.

This situation is exemplified in Hung et al. (2010)'s research that revealed that family affluence had a linear association with health-enhancing behaviors. Ulukanlıgil and Seyrek(2004) who studied the malnutrition of school children in Şanlıurfa Province (an underdeveloped region of south-eastern Turkey) also showed it was common for % 50 of children to attend school without eating breakfast or lunch and that most of the children ate tomato paste sandwiches to satisfy their hunger at school. The same study showed that 13% of children were working after school; they were generally street vendors, shoe shiners, or bag carriers at the bazaars.

Though it is illegal, some families have their children work at young ages as a result financial difficulties (1 participant).It is seen that especially in eastern part of Turkey since most of the shantytown residents are seasonal workers and all family members migrate to the cotton plantations between May and December every year (Ulukanlıgil and Seyrek, 2004). According to Turkish Statistics (2007), % 5.9 of 6-14 years old children are involved in child labor, which affect student performance and behavior at school. Since child labor generates negative effects that hinder the child's cognitive, emotional and social development (Holgado et al., 2012; Amar et al., 2008), it is likely to affect his/her behaviors at school.

As shown on Table 4, one of the surprising issues is that some students are exposed to domestic violence. The question how students who are exposed to violence at home and school will be integrated into society is a serious matter discussion.

Some classroom management related expressions put by teachers are directly given in quotations marks below:

*"Student's house is heated with coal stove and it is burned in only one room. As other members of the family watch TV in that heated single room, student cannot study."* (Participant 17)

*"Students are impoverished, in addition not being able to buy pencil and notebook, some have thorn shoes."* (Participant 18)

*"Students come to class without having breakfast which is an obstacle for them to understand the class."* (Participant 10)

*"Some students work as apprentice under the guidance of a master, therefore, students come to class late and does not care about class."* (Participant 53)

When all solution suggestions are analyzed based on answers given by 55 teachers to the question: *"What are the classroom management problems you experience in classes with migrant students"*, 21 problems were determined in total. Table 5 shows frequencies and percentages of solutions descending order.

**Table 6.Solutions suggested to classroom management problems in classes with migrates student**

Solution Suggestions	f	%
Increasing school-parent relationship	25	16,1
Completion of lack of visual and technological materials	23	14,8
Decreasing the number of students per class	22	14,2
Cleanness of school and classes	17	11,0
Increasing parents' awareness towards child education	16	10,3
Opening new schools and units	13	8,4
Completion of teaching tools	10	6,5
Increasing the number of permanent staff	10	6,5
Increasing teachers' interest in students	9	5,8
Opening classes based on students' level	8	5,2
Prevention of students' exposure to school and domestic violence	8	5,2
Opening laboratories at school	7	4,5
Organizing seminars on classroom management for teachers	5	3,2
Working to solve transportation problems	4	2,6
Increasing in-class activities	3	1,9
TOTAL	155	100

As illustrated on Table 6, *increasing school-parent relationship* is the most frequently cited solution (25 participants) for classroom management problems suggested by teachers who teach in classes with migrant students.

Parental involvement refers to communicating between school and home, supporting learning at home, and participating in school life from helping in classrooms to decision making through governance structures (Lewin and Lucking, 2010; Epstein, 2001). As school success partly depends on the support (emotional support, helping with homework, assistance with encouragement, educational decisions) given to child by parents (Savaş, 2012; Peterson et al. 2011), how parents are engaged in learning process of their child is of high importance for students' achievement and for minimization and solution of possible problems students can experience at school. Despite its importance, teachers believe that there is a lack of support from parents in terms of dealing with misbehaviors in class (Savaş, 2012), which necessitates the prioritization of the need for enhancing this relationship.

Cleanness of school (17 participants), completion of lack of visual and technological materials (23 participants), completion of teaching tools(10 participants), opening laboratories at school (7 participants) are among solution suggestions put forward by teachers that are to be considered seriously by school administration.

While prevention of students' exposure to school and domestic violence (8 participants) is another suggestion that both school administration and counseling and guidance experts have to take into account, decreasing the number of students per class (22 participants), opening new schools and units (13 participants) and increasing the number of permanent staff (10 participants) are other solution suggestions that are to be included into macro plans of government. That the number of members in a given family is generally higher in suburbs can be considered a factor in the population density at schools, which is one reason for the high level of noises in classes along with teachers' inexperience and incompetence in classroom management.

As indicated on Table 3, lack of experience and teachers' age is one of the reasons why teachers experience classroom management problems. Within this context, it makes sense that teachers suggested organization of classroom management related seminars. Piwawar, Thiel and Ophart(2013) who studied teachers' classroom management competencies following an in-service training found out that teachers reported better competencies in monitoring, group mobilization, time management, clarity of program of action sub dimensions of classroom management. That some studies (e.g. Güven and Cevher, 2005;Yalçınkaya and Tombul) found no difference in teachers' perceptions towards classroom management based on in-intensity of service training taken could have resulted from the perceived ineffectiveness of in-service seminars. Otherwise, teachers who are involved in in-service training programs tend to become more interventionist in classroom management (Ritter and Hancock, 2007) and these programs have effects in improving teachers' positive classroom management and productivity, in reducing peer conflict, and in engaging students in the learning tasks of preschool (Morris, Raver, Lloyd and Millenky, 2009).

Some classroom management related solutions suggested by teachers are directly given in quotations marks below:

*"The key in solution of student problems is the communication between parents and teachers"* (Participant 36).

*"A new school must be founded on this neighborhood to decrease the number of students per class"* (Participant 55).

*"Cleanness at school must be given to private companies through tenders; this is a must for a healthy environment."* (Participant 39)

*"All teachers must treat students with affection and love just as they treat their own child"*(Participants 1).

*“Courses and meetings to inform parents about the importance of education must be held.” (Participant 42)*

*“That student is beaten at school and home deteriorates the problems. Serious precautions must be taken by senior administrators to prevent this from happening.” (Participant 18)*

#### **4. Conclusion**

Because learning and teaching cannot take place in a mismanaged classroom (Marzano, 2003) and educators at all levels recognize the significant contribution of effective classroom management to student learning and development (Ormrod, 2003; Vitto, 2003), competencies that teachers need to have in terms of maintaining an effective class management is vital for schools to achieve their goals: effective learning leading to positive student outcomes.

This study that is an endeavor to unlock the possible classroom management problems teachers have during their teaching and to provide solutions from teachers' point of view has shown that classroom management related problems could be considered under three categories; teacher-related, school-related, and family-related. Among the most notable problems stemming from teachers can be enlisted as intolerable noise, students' lack of interest and the issue with students' understanding the lesson. While these three problems were taken separately, it could be stated that the last two are the possible consequences of noisy classroom atmosphere. Though some level of noise is acceptable as in-class discussion and interactions could cause this, too much noise would disrupt students' attention and thus decrease their engagement in class that could be expressed as the reason why students lose their interest in class and were unable to understand the lesson. Unless teacher lower down the noise level to a desirable level, a positive classroom atmosphere that would nurture students' active engagement in class would not be possible.

As for problems that are noted to have resulted from school-related factors, crowded classes, lack of technology and visual aids, lack of hygiene at school and school violence are the most frequently reported ones. As all three categories cannot be completely separated from each other since school is a system consisting of attached parts, it could be maintained that high number of students per class could be a reason for too much noise in class reported as teacher related above. Especially in suburbs where teacher-student ratio is very high in Turkey (ERG Report, 2011), this problem becomes more prominent. In these schools, the lack of necessary technological equipment and visual aids are also reflected on classroom management problems since technology integration into education is regarded as effective in student engagement (Ehrmann, 2004; Nelson Laird, Kuh, 2005; Chen et al. 2010, Hu and Hui, 2012). Schools covered with dust and lack necessary clean environment are also seen as a factor that influences students' behavior at school while the fact uncovered about students' exposure to violence at school is of great interest since it also signals the very reason behind students' disruptive behavior (Pffutts, 1978, Alikasıfoğlu et. al, 2004, Mertoğlu and Aydın, 2012).

Family also functions as an agent affecting students' behaviors at school and in class. It is observed that most families cannot create a positive study room for their children at home, that most students are not supported financially and they do not get daily nutrients needed for their physical, emotional and social development which is also shown in Ulukanlıgil and Seyrek(2004)' s study. While all these problems could be linked to family's socio-economic status, it must be cautioned that government should play a role to support disadvantaged students and must preserve equity in a sense that these students need more support than their counterparts. While Ministry of Family and Social Politics has lately attempted to decrease rate of child labor in a notice dated 20.09.2012 (see:[http://www.aile.gov.tr/upload/Node/2176/files/cocuk\\_isciligini\\_onlenmesi\\_2012-20.pdf](http://www.aile.gov.tr/upload/Node/2176/files/cocuk_isciligini_onlenmesi_2012-20.pdf)), the rate of child labor among 7-15 years old children is 6 % (Adaman and Çağlar, 2006). The family-supporting responsibility put on children's shoulder by family at early ages could be seen as factor negatively influencing students' perceptions

regarding school's role on their life, their existence at school and also their personal development (Holgado et al., 2012; Amar et al., 2008).

## 5. Recommendations

Studies that focus on problems students who migrate to suburbs experience at school and possible solutions from parents and school administrators' point of views could be carried out.

Recommendations to parents: They must be in a better dialog with school, create positive study environment for students, should refrain from resorting to violence in their communication with their children, and avoid child labor.

Recommendations to teachers: They must be in continuous contact with parents, show more interest in students, try to motivate them, be more involved in activity-based teaching and avoid resorting to violence.

Recommendations to practitioners: The need for materials at school and in class must be met, hygiene at school organizations must be watched with care, new schools must be opened to decrease teacher-student ratio, work to prevent students' exposure to violence, seminars must be organized to help parents become more aware of the importance of education, in-service education programs must be organized to give novice teachers more insights about classroom management skills.

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