

Investigating how Classroom Incivilities Affect High School Teachers' Self-esteem

Alouat Farida - University: Bejaia

Introduction

Teachers' self-esteem unflaggingly stands out as an important subject that receives much attention for its vitality and resilience in teaching/learning enterprise (Branden, 1992; James, 1983; James, 1890; Mruck, 2006; Rodewalt and Tragakis, 2003). More specifically; instructors' self-esteem is a basic, if not fundamental indicator of a successful classroom management. Since this factor is held to be largely an "inter psychic phenomenon that develops in a social context" (Mruck, 2006:33), people's reaction to the teacher and his reaction to them will lead to the increase or decrease of his self-esteem. In other words, this latter can be modified by the type of experience the professor encounters with his family, colleagues and more importantly with his learners. Relating to this, Mruck (2006) contends that learners' behaviours is an important variable that affects teacher's self-esteem; positive ones tend to heighten it and the negative behaviours will lower it down.

With all fairness, a clear definition of teacher's self-esteem and Classroom incivility is needed before venturing into the details. Accordingly, the former is the integrated sum of "[teacher]'s context-specific assessment of [his] competence to perform a specific task" (Pajares, 1997:15) and his affirmative confidence of being deserving. More precisely, it is the belief of being capable (self-efficacy) and worthy (self-worth). Regarding Classroom incivility, it refers to any disruptive behaviour that interferes with the teaching/learning process. Therefore; it is any activity that distracts the efforts of instructors resulting in an incomprehensive learning

Hence, the central problem of the study is to investigate how classroom incivilities affect high school teachers' self-esteem at Elhammadia High School. The statement of the above major problem might be supported by many related questions: 1- Do classroom incivilities exist in Elahammadia high school? 2-What is the nature of classroom incivility that exists in our target school? 3- Is there a relationship between learner's behaviour and teacher's self-esteem? 4- Do learners' misbehaviours affect high school teacher's self-esteem? 5-How problem behaviours affect instructors' self-esteem? 6- do teacher's level of self-efficacy and his teaching experiences decrease or increase the effect of classroom incivility? 7-What are the strategies used to address classroom incivilities within this school?

In order to find answers to the posed research questions, the following objectives of the study are formulated:

- To highlight the negative effect of problem behaviours on teacher's self-esteem.
- To explore the specific manifestations of problem behaviours of learners in Elhammadia high school.
- To provide teachers with guidelines to implement when assisting and understanding learners with problem behaviours in the classroom.

Throughout this work, we hope to bring up relevant data to teachers' self-esteem body of knowledge. Nevertheless, this topic is in its embryonic stage. Accordingly, this work remains the starting point of the study of instructors' self-esteem and learners' behaviour. It is up to future researchers to find out future outcomes of how classroom incivility affects teachers' self-esteem.

Literary review

Under the umbrella of a review of literature related to classroom decorum and students etiquette, a wide range of works describe student conflict as well as the act of disrespect and incivility directed to the faculty, and mainly to teachers (Appleby, 1990; Boice, 1996; Brooke, 1999; Carbone, 1998; Peterson, 1992; Richardson, 1999). Accordingly, Holten (1995:11) claims that "*conflict in the classroom has been a part of higher education since its inception*". Furthermore, he refers to recorded instances that describe students who physically attack teachers when their grades do not meet their expectations. Adding to this, Detcher (2007:3) says "*of course, bemoaning the ill-mannered antics of colleague students is a tradition as old as academic itself*", that is, classroom incivility is not a new trend per se, but a phenomenon that has been spreading its roots over the educational system.

In his written account "Teacher Man", McCourt (2005) describes his first day of school as a novice professor and the warning that he indicates about students he encounters;

"The professor at New York University warned us about our teaching days ahead. You're dealing with American teenagers, a dangerous species, and they'll show you no mercy. They'll take your measure and they'll decide what to do with you. You think you're in control? Think again. They're like heat-seeking missiles... (Mccourt, 2005:39-40).

Similarly, many articles are written to back up the view of classroom crisis and its effects on teachers' sanity, behaviour and performance in

the workplace; “Teacher’s¹ Sanity comes first” (Ohalloron, 2003), and “Learning Killer” (Seidman, 2005) appear to suggest that school behaviour threatens both teachers and students . Succinctly stated, Classroom incivilities have a devastating effect on a healthy classroom management and teacher’s affective factors.

Despite the huge amount of written works dealing with misbehaviours and its impact on teaching enterprise, a few is done to address the effect on teachers’ self-esteem. In other words, this issue is still in its embryonic stage. Relating to this, Giallo and Little (2003:25) claim that “*the potential effect of [classroom incivility] on [teachers] self-esteem has not been assessed through in research*

Research Methodology and Sample

The work conducted is more analytically descriptive. In other words, teachers are chosen to back up this empirical research with data concerning the effects of classroom incivility on teacher’s self-esteem by means of questionnaire, participant observation and interview. The questionnaire is designed to determine the level of teacher’s self-efficacy. It embraces two parts; the first one highlights the demographic details of the target participants and the second one measures the level of their self-efficacy ; it embraces 10 statements .Regarding participant observation, , the researcher observes the existence of classroom incivility, the way professors experience their occurrence and more importantly their reactions to it in high school .Through this method, we will be able to identify the aspects of reality through participant’ behaviour and his interaction with misbehaved students. To gain additional insight into our issue, the qualitative measure of teacher’s interview is employed. . It involves 5open-ended questions. The guide starts with an introduction and basic interview guidelines (See Appendix 2).Each interview lasted between 60 and 90 minutes and was recorded with the informants’ permission. The questions asked were open-ended. This allowed for flexibility and detailed informant responses.

The research is conducted at Elhammadia High School in Bejaia. Our choice is by no means of fortuitous. That is to say, this high school is purposefully selected as it is deemed to be an information rich area regarding our topic of research.. There is no special school for learners with specific needs. Hence, all learners without exception (even those who display excessive Anger Management Issue (AMI) and Obsessive Defiance Disorder (ODD) are involved together in classrooms. This

fact increases the probability of high occurrence of classroom incivility within this school.

The target learners are those who are enrolled in literary classes. These latter are of large size and overcrowded in terms of the quantity of students, and this will serve effectively our issue. In other words, large classes tend to be “noisier, more crowded and hectic and less conducive to students-teacher chats...” (Lucas and Bernstein, 2006:94). The number of students is ranged from 35 to 45 in each class. Concerning our sample, 10 teachers are selected from this secondary school. The professors involve 9 females and 1 male teacher; it is a mixed group who lived different experiences.

Table 1: Teacher’s demographic details

Variable		Frequency	Percentage
Gender	Male	1	10%
	female	9	90%
T experience	3-5	6	60%
	5- 10	2	20%
	10 to 25	2	20%
	more than 25	0	00%
Class size	20-30	0	00%
	30-40	4	40%
	More than 40	6	60%

From the above data, we notice that the dominant gender is female with 90 percent. Besides, 20 %of our participants score high level of teaching experiences while 60% seem to be novice teachers. Regarding class size, the outcomes obtained from the table denote that this school is characterized by large and overcrowded classes. This fact will positively serve the aim of our research topic.

Presentation and Analysis of the Data

a- Teacher’s level of perceived self-esteem

The aim of this part is to highlight teacher’s level of perceived self-esteem and indicate if there is a relationship between their level and the effect of Classroom incivility. Thus, 10 statements were developed. The Participants were asked to tick the response that matches their perception and determining the level of self-efficacy (see appendix 1).The instructors who tick statements 1 to 6 are more inclined to have a low self-esteem while statements 7 to 10 denote a fairly high self-esteem. Accordingly, the data highlight that four teachers (a, d, j, h) tend to have high level of self-perceived self-efficacy. This is indicated by their ticking responses to statements like ‘teacher is capable of getting recognition and appreciation from his students’; ‘teacher can get the most reluctant and difficult students

engaged during class activities'; 'teachers can make his students respect rules and codes of conduct'. Yet, 60% of our target participants (b, c, e, f, g, i,) display a low self-esteem , and this is was unflaggingly evident by their responses to statements 1 to 6 (see appendix 1). For example, 'When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment'; 'High level of classroom incivility engenders the feeling of being unaccepted in teachers'.

b- Classroom Incivility and Teacher's Self-esteem

The outcomes of this part were obtained from both the interview and participant observation. Because the findings, as revealed in this study, are based on both observation and open-ended interview, the patterns of findings emerged from multiple data sources results in triangulation. For instance, triangulation occurs when what a teacher articulates during the interview also becomes apparent in his actions and those of the learners during participant observation. Succinctly stated, we try to relate the outcomes of the interview to the ones induced from the observation.

- **The Nature of classroom Incivility:** this subtitle highlights the most common misbehaviour that exist at the level of the target school. It involves question one in the interview guide (see appendix 2).

Teacher (a) says that classroom incivility involves making noise during the lesson and talking while teacher is explaining the lesson. A similar outcome found by Montgomery (1990) and Houghton, wheldan and Merret (1988). Interviewee (,b, c, d,f, g, h, i, j) hold the same idea:

“Disruptive talking, creating undesirable noise lack of corporation, defying my instruction, and cheating are spreading in secondary school”(T (c)

Teacher (e) posits:

“I noticed student try to dominate or tease his peer”

From the above answers, we can classify the problem behaviour into two categories; the disruptive behaviour and the aggressive one. The former includes responses of participants (a, b, c, d,f, g, h,i,j). More specifically, this form of behaviour involves noise -making, refusal to cooperate, talking out of run, disrespect language, etc. The aggressive behaviour then manifests in bullying (Smith, 1994). Accordingly, we conclude that disruptive behaviours are clearly the most common behaviour problems encountered in the classroom. From the study carried out in England, Montgomery (1990:127) also finds this category of classroom incivility exists with 90 percent. This finding is

also supported by the outcomes of participant observation. In other words, during the observation span, we noticed a great deal of disruptive behaviours in the classroom within the context of Elhammadia School such as disruptive talking, making noise, defiance, etc.

- **Correlation between learner's Behaviour and Teacher's Self-esteem:** This subtitle involves determining the relation between the learner's behaviour and the teacher's self-esteem. In this concern, a participant (b) from low self –efficacy posits that:

“My self-esteem depends on how my learners react to me”.

It is interesting to note, according to the above answer, that self-esteem largely focuses on how learners react to teachers. Accordingly, this reaction automatically involves the type of behaviours learners display (Mead, 1934). This response neatly encapsulates that self-esteem is socially grounded. In other words, teacher's self-esteem appears to fluctuate considerably depending on learners and their behaviours (Branden, 2006; Mruck, 2006). Interviewees (a,d) from high self-esteem answers correlate positively with the precedent one. That is, all of them maintain that self-esteem hinges on learner's behaviours. Furthermore; participant (d) from high self-esteem adds an interesting point:

“I believe strongly that self-esteem is open to change In certain situations; among this situation learner's behaviours”

The verbal phrase “open to change” indicates that self-esteem is an ongoing developmental process that changes regarding the type of behaviours expressed by the learners. From this response, self-esteem is not *“just a fixed quality...it responds to various [learners' behaviours]”* (Mruck, 2006:35). As a logical consequence, learners' behaviours affect (positively or negatively) high school teacher's self-esteem. Moreover, participant (d) explains this correlation in terms of experiences. In other words, when teachers experience settling moments (positive behaviours as he indicates) their self esteem will rise and the reverse holds true. This correlates with Giallo and little (2005) who point out that self-esteem is “strongly influenced by experiences... [it] will increase or decrease depending on the nature of experiences”.

We may understand from these answers that learner's behaviour and teacher's self-esteem are conceptualized as two intertwined dimension. Therefore, the quality of the behaviour decreases or increases the professor's self-esteem. More specifically, when a learner displays a positive behaviour, this will result in high self-esteem and when it is incorporative, teacher will develop a low of it.

In this case, Gains and Brows (1998) contend that: “*The quality of learner’s behaviour influences teachers [Self-esteem]*” (cited in Giallo and Little, 2003:25).

The outcomes of participant observation back up what the participant (b,a,d,c,e,g,j,i) contend about the relationship between professor’s self-esteem and learner’s behaviours. During the first observation which took place on February the 1st, 2009 at 9 o’clock a.m, we noticed that the number of students was 45; even the predetermined number is 50 learners in the class. That is, five of students were absent. During this day, we observed a corporative behaviour from the part of the students (even there exist some disruptive behaviour, but they are of minority). As a result; teacher showed certain behaviour characteristics such as ambition, benevolence with his learners, and a full control of the tasks that results in a manageable classroom. These characteristics are the indicators of the teacher’s high self-esteem (Blasé, 1988). In contrast, on Tuesday, February the 3rd at 13: 30 p.m with the presence of the fifth absent students during the first observation; we observed that the scene of the classroom presented an opposite image of the first one. That is, learners displayed unsettling moments. More specifically, the five students were the scapegoat of this situation. During this day, we viewed that the teacher displayed some behaviour characteristics that indicated that his self-esteem lowered down; anger, stress and more overly rigid relationship with all the learners. Thus, the classroom became unmanageable. In this case, Piallo (2003) posits that when teacher’s self-esteem is affected negatively, “*he is more likely to become angered and...use inappropriate management techniques*”. The same result was maintained during the span of all the observation. In other words, the teacher showed a high self-esteem when the behaviour was positive (when the disruptive students were absent), but his self-esteem was more likely to decrease with the presence of the misbehaved students. The results of the interviewees ‘answers which are supported by the findings of the participant observation demonstrate the existence of a strong relationship between high school teacher’s self-esteem and the kind of behaviours shown by the students.

In contrast, teachers (j, h) give an opposite point of view. They maintain that instructor’s self-esteem (referring to self-efficacy) is important in managing the learner’s misbehaviours. What we understand is that having a high sense of self-esteem helps to change the problem behaviours. Accordingly, classroom incivility does not affect the instructor’s self-esteem. A closer examination of the data from demographic details and their level of perceived self-efficacy,

we found that they are characterized by high number of teaching years and high level of teacher's self-esteem.

The effect of CI on Teacher's self-esteem

The responses to questions four and five seem to touch directly the bottom of our research objective which is highlighting how classroom incivility affects high school teacher's self-esteem. While responding to these questions, some of teachers express a kind of astonishment which is mingled with interest as it is related to their psychological facet, as instructor (b) points out while responding to the fourth question (See Appendix 2):

“I have never waited for this question. It is interesting to talk about this issue. It concerns all teachers dealing with adolescents”

Responses to those questions are thematically grouped into subcategories related to how misbehaviours affect the teacher's self-esteem in terms of teacher's self-efficacy and self-worth.

- Teacher's self-efficacy

The third question addresses both classroom incivility and one aspect of self-esteem, which is self-efficacy. Specifically, “how can your perception of constant misbehaviours in the classroom diminish your confidence in your competence?” Responding to this question, interviewees (a) from high self esteem and (b) from low self-esteem argue that learners' behaviours mirror the success of their performance in the classroom. In this case, teacher (a) says:

“when my learners show negative behaviour through their lack of engagement and disruptive talking I believe that my performance is not successful. I feel, then, not sure of my abilities”

teacher (b) adds

“The misbehaviours I experienced did question my abilities to be as a teacher of this class. I said to my self “ I have a lack of competence”

From the above responses, we can notice that both participants (a) and (b) explain how classroom incivility affects teacher's self-efficacy referring indirectly to mastery experience. In this concern, Bandura (1996) postulates that one of the strongest sources of efficacy shaping information is mastery experience. This latter is conceptualized as “*teacher's perception that his performance has been successful or not*” (Roger, Goddard, Wyne and Hoy, 2004). Hence, we understand from the responses that student's behaviour is the predictor of success of the performance; corporative one denotes success whereas a negative one indicates failure. Thus, when the teacher perceives the fruitfulness of his performance, his self-efficacy rises while the perception of unsuccessfulness decreases his confidence in his abilities (Pintrich and

Shuck, 2002). Adding to this, the perception of classroom incivility in the class leads the teacher to question his capabilities. That is, misbehaviors create in teachers self-critical utterances (or what Cleghoron (1992) refer to as “Critical binge”. such as ‘I am not sure of my abilities (Ta) or ‘I think have a lack of competence (T b). Relating to this, Gold and Roth (1993:36) posit that doubting in one ’s self-efficacy is a leading factor to a low self-esteem.

Answering to the above question, lecturer (c) with low self-esteem explains the effect in terms of the affective factor, as he posits

“when I notice constant misbehaviours, my heart pressure increases, I stress. Then, lose trust in my abilities”

The above answer indicates that misbehaviours seem to be an anxiety-breeding; one of the correlates of self-esteem. In other words, the occurrence of classroom incivility tends to trigger anxiety and stress in teachers. When this happens, the instructor’s self confidence in his capacities lowers down. In relation to this, previous research shows that disruptive behaviors are a source of stress for both new and experienced teachers (Blankenship, 1988; Bandura, 1986; Blase, 1982;). Thus, when instructors experience stress in the classroom, his self-efficacy decreases. More specifically, his confidence in his capacity to maintain classroom order or carry on the lesson effectively will be low (Wright and Mischehell,. 1992). According to Krashen (1981), anxiety creates in teachers a “*mental block*”. This latter prevents him from producing an incomprehensive input. Hence, his confidence in his abilities lowers down.

The first researcher’s classroom observation noted that misbehaviours set off the instructor’s stress in the classroom. In the outcomes of the second observation, for instance, a teacher showed some signs of anxiety such as a quavering voice and a low level of verbal production. These signs were more likely to be the symptoms of anxiety (Lucas and Bernstein, 2005). Furthermore, on Tuesday, February the 3rd at 13 O’clock p.m; we observed that the professor displayed stress when one of the disruptive students asked him a question. That is, he gave him a rambling and confusing answer. In contrast, during the first observation when learners showed settling behaviours, the teacher was quite calm, relaxed and gracious. All these indicate that the instructor experiences stress by the occurrence of classroom incivility. The Participant (i) with low self-esteem also supports the idea of the precedent interviewees, but he adds another point:

“The ability to influence misbehaved students makes makes you feel confident, but the inability to do so makes you powerless...it loses your confidence in your competence”

The teacher refers directly to the concept of power. This latter is used to describe teacher’s ability to manage, control and influence the classroom (Coopersmith, 1967). Besides, the instructors’ power is a variable that

affects self-efficacy. Hence, the constant misbehaviours besides his attempt to control the class makes him feel powerless. This feeling of powerlessness tapers off his self-efficacy (Ibid). All the above findings support the idea that classroom incivility decreases teacher's perception of his capacities (low self-efficacy). Since self-efficacy is directly related to self-esteem (Branden, 2006), it depletes. To sum up, we can say that classroom incivility affects negatively the teacher's self-efficacy in terms of mastery experience, affective factors and power.

Nevertheless, both participant (j,h) insist on the idea that misbehaviours do not affect self-efficacy. Teacher (h) denotes

“ I strongly believe that how I believe about myself is a leading factor to control misbehaviour and not the opposite”

Therefore, low self-esteem doesn't flare in any dysfunctional behaviours no matter the level of incivility is displayed. To back up this view, informant(j) insists on the idea that having high level of efficacy will back instructors with needed strategic tactics to manage individual behaviours and maintain a comprehensive teaching and learning outcome. As afore mentioned, the two informants have a high self-esteem and many years of teaching experiences. These later back them up through adequate tactics to master any dysfunctional disorder.

- Self-worth

Question four relates to the teacher's sense of perceived self-worth. Specifically, “what is your feeling when learners show disrespect, harsh critics, or defiance of your instruction?”. With all fairness, only four informants responded to this question. Answers to this question are respectfully presented below:

- **“I feel a little or no appreciation from my students” (Ta)**
- **“I feel my importance in the class decreases” (Tb)**
- **“I feel my value is dropping.” (Tc)**
- **“I feel ineffective then not good about my self” (Td)**

Theses findings indicate strongly that misbehaviours create in teachers a feeling of inconsequentiality (Gold, 1996:558). This term refers to feeling of being little (Ta), of no importance or appreciation. In other words, learner's disrespect, for example, communicates a message to instructors that they are not appreciated and disrespected, thereby inconsequential. When instructor perceives this message through their behaviours, his self-worth tends to be questioned (Bandura, 1997).

If we take interviewee's (d) responses “I feel ineffective then not good about myself”, we notice that he tries to connect both self- efficacy and self-worth. To say it otherwise, he emphasizes the idea that disrespect creates a feeling of ineffectiveness (low self-efficacy) that result in low self-worth. This idea correlates with the findings of Crother, Karpinsity, Quinn and Chase (2002).

Interviewee (d) explains the effect on self-worth in terms of modes of rejection. More specifically, he claims that learner's defiance or disrespect in the classroom is his modes of rejection, as he indicates:

“disruptive talking, as an example, is a norm of neglect .This sends you a set of messages; you are unwanted”

From this, we understand that students' positive behaviours are their acceptance modes. These words correlate with the ones of Mruck (2006:77):

“ attention, respect are modes of acceptance, but being ignored, devaluated, mistreated are modes of rejection that affect self-esteem”

Accordingly, the modes of rejection displayed by the learners create in lecturers a deficit in the area of approval. This latter is source of high self-worth (Branden, 2006). Succinctly stated, when the instructor receives these modes, he tends to feel rejected by his students. As a result, his self-worth comes down. At this point, Mruck (2006) posits that “[students'] *modes of rejection negatively affect [teachers]' self-esteem*”. As a result, all the participants posit that classroom incivility lowers down the teacher's self-worth. Mruck (2006) claims that when self-worth is low, self-esteem, then, decreases.

Through out the span of our observation, we concluded that teacher's self-esteem is decreased by learners' problem behaviour. This result is induced through his reaction to the type of behaviour shown by the students. In other words, we can not observe the effect since self-esteem is an internal state. In our observation grill, however, we tried to identify the impact in terms of three important aspects; teacher's behaviour toward the type of learners' behaviours, his decision-making, and classroom management. These three facets are the predictors of the teachers' self-esteem (Welch, 1995; Pajaras,).

✓

Teacher's behaviour

During the first and the third observation where learners showed more corporative behaviours, the teacher also displayed a more positive relationship with his learners. More specifically, he approached them with a benevolent spirit. Furthermore, the instructor elicited cooperation and shared enthusiasm with his learners. All this indicates that the behaviour shown increases his self-esteem.

On February the 3rd, 2009 at 9 O'clock a.m, we noticed that the learners' behaviour changed negatively with the occurrence of the five disruptive students. During this day, we observed a change in the teacher's characteristics behaviours. In other words, he showed an excessive rigid relationship with all his students. In this case, Derman, Spiel, Berger and Darza (1997, cited in Mruck, 2006) point out that when the teacher' self-esteem lowers down; he is more likely to develop a more overly callous behaviour with students during the class. In addition, Compbell and Laballe (1994) contend that teachers whose self-esteem is negatively

affected resort to self-protective strategies such as displaying anger, callous behaviour and shouting to maintain his authority in the classroom. On February the 10th, 2009 at 13 O'clock p.m, we noticed characteristics behaviour that indicates a low-self-esteem, which is overgeneralization (Kernis, 2003 Cited in Compbell and Laballe, 1994)). That is, the teacher generalized the same behaviour he displayed with the defiant learners to others. This thinking pattern is found in instructors whose self-esteem is petered out (Ibid)

These findings strongly indicate that the type of learners' behaviours affect, whether positively or negatively the teacher's self-esteem. This is shown through the professor's behaviour during the span of the class.

✓

Teacher's decision-making

The instructor's decision-making is seen through his way of dealing with the disruptive learner. That is, a teacher whose self-esteem is healthy tends to deal with misbehaviours in a manner that calm them and create a positive climate (Branden, 2006). However, what we conclude during the observation is the opposite. In other words, the instructor tends to take impulsive decision. On February the 8th, 2009 at 9 a.m, one of the defiant students tried to pull his teacher into power struggle. In this case, he took a decision of fighting back. This latter is a hallmark of a low self-esteem (Branden, 2006; Boyton and Boyton, 2005). In other words, he responded to such situation with frustration and anger. It is considered as a bad decision since its result does not bring a positive feedback from both the instructor and the student; both of them model an inappropriate behaviour.

✓

Classroom management

The result of the observation shows that when the behaviour of the learners is positive, the teacher tends to develop high self-esteem. This is also seen in terms of classroom management. More precisely, the teacher shows a high control over the classroom. In contrast, when his self-esteem is affected, he is more likely to lose the control. For example, when the professor tried to fight back against the misbehaved students, the results were characterized by a distracted instruction, noise rising and an increase in classroom incivility. All this indicate the teacher's low control of the classroom management.

-

Suggestions to taper off Classroom Incivility

In what follows, we will try to design practical techniques and procedures that positively increase learners' cooperation and taper off their level of problem behaviors. These suggestions are based on the outcomes of the interview and participant observation

✓ Designing clearly defined parameters of acceptable student behaviour that involves establishing a set of rules regarding positive behaviours that characterize a good learner. The purpose of this act is to build in learners certain awareness toward the policy of the classroom. Teacher (k) posits

“when they do not know what rules are, they attempt to test the teacher that results in any kind of misbehaving”. Therefore, The discipline plan should encompass all the rules for all learners. Furthermore, it needs to include clearly defined and articulated consequences for those who fail to comply with the discipline plan; the following scale is an example:

Table 2: Consequence Scale

Kind of classroom incivility	Consequence
Disruptive talking	Lunch detention
Defiance	Friday school
Aggression	Suspension

✓ Developing a positive relationship with students is a foundation of an effective discipline plan; when learners feel that teachers value them as individuals, they are more likely to show corporative behaviours. In this case, Boyton and Boyton (2005:06) believe that it is critical to:

“.. remember that that when[teacher[treats students with respect , they tend to appreciate and like him ...which causes them to be more likely to behave appropriately”

✓ Teacher should be knowledgeable regarding the forms of behaviour problems and mainly the contributing factors behind them. In this concern, Chimhanga (2002:114) claim that *“understanding [the forms and] the causative factors and manifestation of behaviour problems of adolescent learner constitutes a basis for guidelines for dealing with problem behaviour”*.

✓ The instructor has to deal with classroom disruption on a daily basis. When they are dealt with efficiency, consistency, and immediacy, the chances of their escalating and spreading is greatly reduced (Boyton and Boyton, 2005).

✓ Teachers should deal with the primary behaviour problem before growing to be a secondary one. In this case, McEwen and Darner (2000:08) states that *“tackling the small stuff while it is still manageable will foster a school environment in which the catastrophic problems are far less likely to occur”*

Conclusion

The findings emanated from this empirical investigation indicate

- Classroom incivility exists in Elhammadia High school.; The common behaviour problems that are manifested by high school learners of literary stream in Elhammadia this School are disruptive behaviours. These latter involve defiance, noise-making, disruptive talking, etc.
- Classroom incivily do taper off the level of instructor’s perceived self-esteem. Yet, having high level of self-efficacy and teaching experiences are seen to be of great benefit that maintain high level of their esteem and a positive classroom management

- Low self-esteem can be shown through teachers' behaviour, their decision making, and their ability to control the classroom.
- Important guidelines for teachers to assist and understand behaviour problems of high school adolescent learners more effectively include:
 - ❖ Learners must be assisted and understood regarding the factors that contribute to their misbehaviours.
 - ❖ Teacher/learner relationship can decrease or increase the unmanageable behaviour.
 - ❖ Teachers should be a role model and thus, influence behaviours of any learner.
 - ❖ The rules of positive classroom behaviour should be learned and practiced. Besides, the consequences must be applied directly.
 - ❖ The ecological system model should take into account the needs of diversity of learners.

In a nutshell, we can say that classroom incivility is a real stressor affecting negatively the teacher's self-esteem that results in a problematic teaching/learning process. Accordingly, we can say that its occurrence will only be addressed if the ecological system model is understood and used by instructors, researchers and educational planners. The students need also to be encouraged to "*find ways they can meet their own needs within the environment*" (Chimhega, 2002:120).

The investigation of the negative effect of misbehaviours on teachers' self-esteem was just confined to high school. There is a need for future researches to inquire into the effects of classroom incivility in primary schools and at the university level. That is, the manifestations of problem behaviours at the university, for instance, differ from those encountered in secondary school. This fact may reveal different data, regarding the level of the effect and its degree, which will be added into the repertoire of educational research. Such research will be particularly valuable in findings ways in assisting all the learners with different problem behaviours, thereby facilitating the normal flow of both teaching and learning process.

References

Appleby, D. C. "Faculty and Students' perception of Irritating Behaviours in Colleague Classroom". Journal of Staff, Program and Organizational Development , 1990.

Bandura, A. 'Self-efficacy in changing societies'. New York: Cambridge University Press,1996.

Bandura, A. 'Self-efficacy: The exercise of control. New York': W.H. Freeman and Company, 1997.

Blankenship, C. 'Structuring the classroom for success'. Australasian Journal of Special Education, 1988.

Blasé, J.J. 'A social psychological grounded theory of teacher stress and burnout'. Educational Administration Quarterly, 1982.

- Boice, R.**, 'New faculty as teachers'. In **K. Feldman and M. Paulsen** (Eds.), 'Teaching and learning in the college classroom' (2nd Ed.). Boston: Pearson Custom Publishing, 1998.
- Branden, N.**, 'The Power of Self-esteem'. New York: Batman, 1992.
- Brooke, C.** 'Feeling from the Back Row: Negotiating Sensitive Issues in Large Classes', *New Direction for Teaching and Learning*, N .77, 1999.
- Boynton, M and Boynton, CH.** 'The educator's guide to preventing and solving discipline problems'. Alexander, VA. Association for Supervision and Curriculum Development, 2005. .
- Campbell, J., and Lavalley, L.** 'Who am I? The role of self-concept and confusion in understanding the behavior of people with low self-esteem'. In **R. Baumeister** (Ed.), 'Self-esteem: The puzzle of low self-regard'. New York: Plenum, 1993.
- Carbone, E.**, 'Students behaving badly in large classes: New Directions in Teaching and Learning', 1999.
- Chimhenga, S.** 'Behavioral problem of adolescent learners in secondary schools of Bulawayo: Causes, Manifestations and Educational support'. University of South Africa, Diss November, 2002.
- Coopersmith, S.** 'The antecedents of self-esteem'. San Francisco: Freeman, 1967.
- Crocker, J., Luhtanen, R. K., and Cooper, L.** 'Contingencies of self-worth in college students: Theory and measurement', *Journal of Personality and Social Psychology*, 2003.
- Dechter, G.**, 'Not so long ago, most College Instructors were treated with Dignity and Respect'. *The Baltimore Sun. Ideas Section (1F)*, 2007.
- Giallo and Little.** 'Classroom Behaviour Problems: The Relationship between Preparedness, Classroom Experiences, and Self-efficacy in Graduate and Student Teachers'. *Australian Journal of Educational & Developmental Psychology*. (Vol 3), Australia University, 2003
- Gold, Y. and Roth , R.** 'Teachers Managing Stress and Preventing Burnout'. London • Washington, D.C, 1993.
- Holton, S. A.**, 'It is Nothing New! A History of Conflict in Higher Education'. *New Directions For Higher Education*, 1995.
- Housego, B.E.J.** 'A comparative study of student teachers' feelings of preparedness to teach'. *Alberta Journal of Educational Research*, 1990.
- Howerton, D. L., Enger, J.M., and Cobbs, C. R.** 'Self-esteem and achievement of at-risk adolescent black males'. *Research in the schools*, 1994.
- Houghton S., and Wheldall K., and Merret F.,** 'Classroom behaviour problems within secondary school teachers say they found the most troublesome'. *British Education research journal*, 1988.
- Hunter, M.** 'Counter irritants to teaching', paper presented at the American Association of School Administrators Annual Meeting, Las Vegas, NV, February, 1977.
- Jackson, M.** 'Self-esteem and meaning: A life historical investigation'. Albany: State University of New York, 1984.
- James, W.** 'The principles of psychology'. Cambridge, MA: Harvard University Press, 1890. (Original work)
- James, W.** 'The principles of psychology'. Cambridge, MA: Harvard University Press, 1983.

- Krashen, S.** 'Principles and practice in second language acquisition : English language teaching'. London: Practice Hall. International (UK), LTD, 1981.
- Lucas, S and Bersntein, A,** 'Teaching Psychology Step by Step'. New Jersey, New York, 2005..
- McCourt, F,** 'Teacher Man'. New York: Svribner, 2005.
- McEwan, E., and Damer, M.** 'Managing unmanageable students: Practical solutions for administrators. Thousand Oaks, CA: Corwin Press, 2000.
- Mead, G., H.** 'Mind, self, and society'. Chicago: University of Chicago Press, 1934..
- MontGomey, D.,** 'Special needs in ordinary schools: Children with learning difficulties'. London: Cassells, 1990.
- Mruk, C.** 'Defining self-esteem: An often overlooked issue with crucial implications'. In
- Mruk, J.** 'Self-esteem, Research theory and practice'. New York, 2006.
- Pajares, F.** 'Teachers beliefs and educational research: Cleaning up a messy construct'. Review of Educational Research, 1992.
- Perterson, R,** 'At Personal Risk: Boundary Violations in Professional-Client Relationships', W.W. Norton and Co. New York NY, 1992.
- Pintrich, P. R., and Schunk, D. H.** 'Motivation in education: Theory, research, and applications' (2nd Ed.). Columbus, OH: Merrill Prentice-Hall, 2002.
- Pollard, A., Triggs, P., Broadfoot, P., McNess, E. and Osborn, M.** 'What Pupils Say: Changing Policy and Practice in Primary Education'. London: Continuum, 2000.
- Pringle, M. K.** 'The needs of children'. London: Anchor, 1985.
- Rebecca Giallo.** 'Classroom Behaviour Problems: The Relationship between preparedness, classroom Experiences, and Self-efficacy in graduate student and teachers'. Australian Journal of Educational & Developmental Psychology. Vol 3, 2003.
- Rednouer, K.** 'Managing your classroom with heart'. Alexander, VA. Association for Supervision and Curriculum Development, 2006.
- Richardson, S,** 'Civility, Leadership, and the Classroom'. New Directions For Teaching and Learning, No.77, 1999.
- Robertson, J.** Effective Classroom Control (3rd Ed.). London: **Hodder and Stoughton**, 1996.
- Rodewalt, F., and Tragakis, M. W.** 'Self-esteem and self-regulation: Toward optimal studies of self-esteem'. Psychological Inquiry, 2003.
- Seidman, A,** 'The Learning Killer: Disruptive Student Behaviour in the Classroom'. Reading Improvement, 2005.
- Smith Ch.** 'An investigation into the family perception of adolescents with behaviour problems'. Unpublished MED Dissertation. Stellen Bosh University of Stellen Bosh, 1994.
- Welch, A.** 'The self-efficacy of primary teachers in art education'. Issues in Educational Research, 1995.
- Wright, J and Miscell, W.** 'Influence of affect on cognitive social learning person variables'. Journal of Personality and Social Psychology. Vol 43, 1992.
- Wylie, R.** 'The self-concept'. Lincoln, (Vol. 1), References 283. University of Nebraska Press, 1974.