Excellent Teachers' Strategies in Managing Students' Misbehaviour in the Classroom

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ABSTARCT

The study explores Excellent Teachers' strategies in managing students' misbehavior in the classroom. Students' misbehavior are escalating and getting more variant and serious. The need to investigate how teachers manage the students' behavior in the classroom is deemed important. In this study the participants are Excellent Teachers or "Guru Cemerlang" who earned their title as "Guru Cemerlang", based on promotional basis, due to their expertise in their teaching areas, exhibition of exceptional qualities in their personality and leadership and accumulation of vast teaching experiences. This is a qualitative study utilized semi-structured interviews and email interviews as its data collection method. The interviews were conducted on nine (9) Malay Muslim Excellent Teachers; seven (7) females and two (2) males from nine different schools of nine different school districts in Selangor. Their age ranges from thirty seven (37) to fifty three (53) years with teaching experiences ranging from ten (10) to thirty one (31) years. The strategies that Excellent Teachers utilize could be categorized into three higher categories: the first category pertaining to the preparation and activities that excellent teachers carried out in the classroom, the second category is interaction, which is the communication and reaction of excellent teachers towards student misbehavior and the third category is the presentation of treatment pertaining to pleasant or unpleasant consequences. In this article only discussion on the first category of the strategy which pertain to preparation and activities that excellent teachers carried out in the classroom will be highlighted. The sub- strategies are recognized as early year preparation, conducive learning environment, and classroom activities.

Keywords: classroom discipline, classroom management, classroom strategies, excellent teacher.

INTRODUCTION

Teachers are increasingly facing students who do not behave . Students, today, have diverse personal experiences, and anticipations. They are more exposed to various values and information learnt from peers and the tools of Media and Communication Technology such as the Internet, television, and hand phones as compared to twenty years ago which, somehow, have become many source of disciplinary problems in school (Azlin Norhaini Mansor , Jayanthi Sanasi, Mohamed Yusoff Mohd Nor , Nurfaradilla Mohamad Nasir ,& Jamalullail Ab. Wahab , 2017)

According to Witcher et.al. (2008), a teacher's style of disciplining students may adopt different approaches when encountering different situations; however, the teacher tends to use one approach more frequently than others. Meanwhile Anne Silver (2008) pointed out that "it becomes increasingly

apparent that there is no one size fits all model for discipline. What works for some does not always work for all the problems" (as cited in Elhosary& Ahmed, 2011, p. 3). Marzano and Marzano (2003) stated that students' learning process in the classroom is directly correlated with teachers' classroom management ability and teachers' actions in the classroom have a double effect on student achievement as compared to curriculum policy. Similarly, recent research has shown that effective classroom strategies that encourage effective environment can affect students' ability to achieve academically (Levin & Nolan, 2014). This indicates students' understanding, motivation, and willingness to learn are largely influenced by how the teachers are able to manage the students and the classroom effectively.

Curwin and Mendler 80-15-5 Principle suggested that there are three categories of students in the classroom (Fredericks , 2015). In the first category, 80 percent of students seldom break the rules. In the second category of students, 15 percent of students break the rules slightly more regular, and in the final category of students, 5 percent of them are chronic rule breakers who are difficult to manage and control. They further asserted that from the three groups of students, teachers need to control the 15 percent of students who regularly break the rules without neglecting the other two groups of students.

This qualitative study is carried out to investigate the strategies that Excellent Teachers used in the secondary classroom in managing students' behavior. This study hopes to contribute to the body of knowledge that addresses problems of classroom discipline management in Malaysian secondary schools. The ability to manage the classroom is crucial in order to bring about effective teaching and learning environments both for teachers and students.

METHODOLOGY

The study adopted the qualitative research approach through a basic interpretive qualitative study (Merriam, 2009). Semi-structured in-depth interview of Excellent teachers was the primary source of research instrument in this study and selection of samples was by using purposive sampling. This research focuses on "Guru Cemerlang" or Excellent Teachers (ET) who teach in secondary schools in the state of Selangor.

Participants

In this study, Guru Cemerlang (Excellent Teachers) are teachers who received the title "Guru Cemerlang" due to promotional exercise and who are deemed experts in their teaching and have shown high qualities in their personality and leadership as well as vast teaching experience. Their expertise and excellence are reflected through the assessment of personal excellence, excellence in knowledge and skills, excellent work, excellent communication and excellent potential (Kementerian Pendidikan Malaysia, Guru Cemerlang, Borang Permohonan Guru Cemerlang, n.d).

The participants of this study consist of nine (9) excellent teachers, two (2) male and seven (7) female teachers, age range from 38 to 54 years old, who are attached to secondary schools located in nine different school districts in Selangor - Gombak, Kuala Langat, Petaling Perdana, Petaling Utama, Hulu Langat, Klang, Sabak Bernam, Sepang, and Kuala Selangor. Two (2) schools located in urban areas, four (4) in suburban areas, and three (3) schools in rural areas. Pseudonyms were given to each participant (ET1 – ET9). All of them have accumulated vast work experience ranging from 10 to 31 years and all are Malay and Muslim teachers. Most of the selected ETs have been in tenure as "Guru Cemerlang" (Excellent Teacher) for about four years except for ET6 with seven years tenure. Their specialization: ET1 teaches "Pengajian Am," ET3 teaches "BahasaMelayu," ET4 teaches English, ET2 and ET5 teach Science subjects, ET6 teaches "Pendidikan Islam," ET8 teaches Accounting, and lastly, ET7 and ET9 teach History. These ETs are a considerable heterogeneous samples for this study and reflect the maximum variation strategy which could contribute robustness to the findings. Member checks and peer examination were conducted for trustworthiness. The transcripts of the interviews were transcribed and coded.

Analysis

An analysis using constant comparison method were employed which utilized the open coding and axial coding to arrive at the themes. The lowest levels of analysis are codes representing concepts that are formed directly from the data. These are concepts that emerged from the meaning of the data as it was analyzed comparatively and other concepts are "in-vivo codes" that is the concept that were taken from the words of the participants. The concepts are then linked together based on their similarities and differences and form categories (Strauss & Corbin, 2008).

Result

The result of the study indicated that there were three main strategies or themes used by Excellent Teachers in managing students' behavior: the first category pertaining to the preparation and activities that excellent teachers carried out in the classroom, the second category is interaction, which is the communication and reaction of excellent teachers towards student misbehavior and the third category is the presentation of treatment pertaining to pleasant or unpleasant consequences. In this paper, only the first category of strategy will be discussed : "preparation and activities", which consist of subcategories: 'early year preparation', 'establishing conducive learning environment', and 'handling classroom activities for the students'.

Preparation and activities

The first category that forms teachers' action and strategies in overcoming students' disciplinary acts is through preparation and activities that excellent teachers carry out in the classroom. The themes are excellent teachers' early year preparation', 'establishing conducive learning environment', and 'handling classroom activities for the students'.

'Early year preparation'

Early in the year when students return from the school holiday is among the busiest periods for teachers. This period presents a number of challenges to teachers. Teachers need to resolve their syllabus, class time, classes and students. As such 'early year preparation' is very crucial. The ETs work hard early in the year so that teaching and learning could proceed more systematically and fewer problems will arise throughout the year. As GC4 said, "*I work hard...because if you don't work hard at the beginning of the year... they won't listen to you.*" Among the first thing ETs reported they would do early in the year was to make mutual agreement between them and the students. For example, the mutual agreement that GC1 decided with her students was that she would treat her students with respect and in return, the students must behave well and maturely. Meanwhile as for GC6, her method of mutual agreement was to request from her students to work cooperatively with her and to fully commit to learning throughout the year.

> "*Alhamdulillah (all praises to Allah) this year ustazah is assigned to teach you.*" We acknowledge to them that we are happy to teach them and we hope that they would be happy to have us as their teacher, so now can we corporate? "*Okay, ustazah will teach with excitement, will work hard to teach you and you should also learn well*". (GC6)

The mutual agreement also incorporated establishing rules of the classroom. In many cases, teachers would establish their own rules and the students were expected to abide by the rules. However, for GC6, she requested her students to come up with their own classroom rules and consequences, and with her guidance, together they decided on which rules were relevant and applicable to be implemented in the classroom. The reason of doing that was, GC6 wanted the student to take full responsibilities of their own actions because they designed their own classroom rules and consequences.

> "*Meaning, we have to try to set a deal that they are involved in. So, when you are the ones who set the laws, you will have to follow them because you have set them. The laws are all okay, none are too heavy*". (GC6)

When the rules were decided upon, the rules were either verbally mentioned by the excellent teachers or they were pasted in the books by the students. The excellent teachers would occasionally remind the students about the rules throughout the year.

Another important activity that ETs carried out early in the year was to get to know the students, specifically their names. The purpose of knowing the students' names was for class control and to indicate that teachers care for their students, which may help in building the necessary bond between the student and the teacher. GC2 mentioned that, *We must know the students' names. We must get to know the students' names. If we know the students' names, the students are more disciplined*. GC6 use various methods to memorize all their students' names even if they have more than a hundred students. Usually the effort of memorizing the students' names takes from one week to one month. From the various methods that GC6 used to memorize the students' names, interestingly, GC5 used ICT to better capture his students' identity.

> "...the inventions of digital camera had started, I used it before this. Now, it is easy with the technologies, we can use telephone or just about anything....Haa...the first week was critical and it is compulsory to do this. We have to know our students; their background, and take their photos and names individually". (GC5)

Besides knowing the students' names, arranging student seating was also an important strategy at the beginning of the year. In most cases these students would remain in their allocated seats throughout the year. GC6 said, the student must be located at the place where the student feels comfortable to learn. Special attention should be given to disciplinary students. For instance their seats must not be located at places where they can easily create disciplinary problem such as at the back of the classroom. Therefore, locating these students must be in a subtle manner because these students would disagree about their seating location and they could create more problems.

Early in the year, ETs met with new and old students. For the new beginning, ETs explained and discussed briefly to the students about the subject and the requirements needed for the lesson such as books and the stationeries. It is crucial that ETs are able to brief students in an interesting manner about the subject so as to attract the students' interest towards the lesson. GC8 reported, the first impression given by the teacher about the subject is crucial in order to gain students' interest.

The aim of students coming to school is to learn academic and social skills. There are students who are very focused on their learning and there are students who are not. One of the strategies that the ETs incorporated was to inculcate learning goals and expectations among the students. To a certain extent, sometimes teachers need to teach and guide the students how to form short and long term learning goals and to select the priorities. GC6 said, the learning goals must be specific so that the students would be able to envision what they want to pursue and the outcome of the pursuit. She added, it had to start with short-term goals. Besides the discussion on the learning goals, GC1 indicated his/her targeted result and expectation of their students. This would become motivational goals for the students to achieve.

'Conducive learning environment'

Another important activity that ETs carry out was to ensure students study in an environment that is conducive to learning. ETs took special attention towards the cleanliness and the tidiness of the classroom because both teacher and students would not be able to learn comfortably if a classroom was dirty and untidy. The floor, whiteboard, and desk should be free from rubbish. The desks and chairs should be arranged in order, and the curtain should be tied properly. This is a system that would help to discipline the student especially if the teacher placed significant emphasis towards the learning environment at the beginning of the school year.

> "These small things aaa, for example like cleaning the classroom. This small thing is actually instilling discipline in them. That's how you start. That is the starting point that you have to be clean... Then, they know, they also know that curtain, how you tie the curtain, how you draw the curtain that will be a system. So, I think life is easier if

you have set all this at the beginning. So, now it's just the PNP. It's just enter, "take out your textbook, and I have some task sheet for you to do. Hah. And then it's okay". (GC4)

According to GC6, although the activity of cleaning up the classroom requires time at the beginning of lesson, it helped to establish a conducive learning environment throughout the lesson, on the contrary to some teachers' belief that it was a small matter that need not be concerned about and that the priority is to solely focus on the lesson. In addition to cleanliness, GC5 would turn on music in order to create a calm classroom surrounding at the beginning of the lesson. Students may be attracted to the music and it will be less chaotic when they listen to the music (music therapy).

'Classroom activities'

Classroom is about teaching and learning activities. Students' interests and motivation relied crucially on how teachers handle the activities in the classroom. A few ETs would start their lesson with reciting the "doa" or say the prayer. The "doa" would indicate to the students that lesson was about to start and students need to be prepared for the lesson. As for GC6, reciting the "doa" and a few "zikr" in the beginning of the class is a powerful method to get the students to settle down.

> *"Okay, now please be seated and calm down....ustazah will say the words "duduk dengan tenang" (please be seated calmly). Student can be noisy, they are hyperactive in the classroom...." "Sit down calmly, lets us start the lesson with the recitation of Al-Fatihah...recite... "Ustazah's prayer is different, every time if time permits, Al-Fatihah, if to make it short, say Auzubilla, say Bismillah, Syahadah...after Syahadah, say the Selawat. Lastly, say the prayer/doa for Allah to grant us excellence in learning". (GC6)*

Besides reciting the "doa", ETs would start their class by counting the number of students in the class with reference to "borang kawalan murid." This routine is crucial to keep track of the students' presence and whereabouts.

In order to help students better understand the subject matter, ET used modules for students to work on. GC1 said, the module is actually notes given to students which the students need to fill in at the appropriate places. The modules were accompanied with PowerPoint presentation from the teacher. This method helped the students to concentrate on their work and less on unnecessary talking among the students. The students would work on the modules from the beginning until the end of the lesson. Meanwhile GC9 would use her modules for asking questions to the students in order to gauge their understanding of the subject matter.

In addition, GC1 prepared reading packets, which consisted of photocopied articles. GC1 said, she searched for the articles and copied them because the students would not do it. These copied reading packets were given to the students and the students need to read them. From the reading packet, GC1 developed relevant questions. GC1 further explained, by providing the reading packet, the students were forced to read. As for GC2, he emphasized on the technique of asking questions related to the subject. When he saw any students who were sleepy, he asked them questions. The students need to stand up to answer the questions and this reduced the students' sleepiness. The questions posed were organized from simple to more difficult questions. GC2 said, all students must have the opportunity to answer questions and not to leave anyone, which also indicates the teachers' concern.

Dull and uninteresting lessons would create discipline problems among the students. In contrast, ETs said interesting activities may be able to attract the students to focus on the subject. As reported by GC2, the set introduction prepared by teachers must have elements that can capture the students' interest. This helped in maintaining students focus until the end of the lesson. He said he liked to perform simulations and acting in which the students used the concept and processes that they were learning.

In certain situations, students themselves can become part of the teaching strategy. Many students feel at ease and were able to understand better if taught by their own peers. GC1 called the strategy as peer teaching. Peer teaching, according to GC1, was when teachers used excellent students to teach their own peers.

Meanwhile GC6 created teacher-student activities in which the student acted as the teacher. The "teacher" taught their "students" using symbols and body language. Such fun activities were being conducted because, as GC7 said, the lower level classes cannot grasp too much information, *They cannot receive too much for the last class. In other words, learn while...while what? Learn and be entertained" (GC7).* Fun activities with their own friends helped in maintaining their focus and helped them in understanding the subjects they learned.

Assignments and homework are regular practices for teachers to give to students. From the excellent teachers' experiences, the weaker students have the tendency to not complete their work or not returning their homeworks on time. The strategy for the students from the poor performing classes were to give them class work and not homework. When they have finished their works in the class, they were asked to submit immediately to the teacher according to GC2. The teachers recorded every submission of assignment and performed the necessary actions for those who did not submit their assignments. In addition, the assignments given were lesser in its load compared to excellent students, reported GC6.

In teaching the students, voice plays a vital role. GC2 said, teachers need to give clear explanations and instructions about the lesson. The technique of relaying the information must also be suitable to the students' abilities. *"Instructions will have to be repeated...aaaa...will....be explained one by one, so that the students would have a clear picture of what the teacher wants during the LNT." (GC2).*

To sum up, the strategy that excellent teachers used under the theme preparation and activities were to make comprehensive preparation early in the year when teachers first meet with their students. Excellent teachers would ensure their classes were conducive for students to learn and for the teacher to teach. Lastly, excellent teachers provide various techniques of classroom activities in order to maintain students' focus and help them to understand what they learn.

DISCUSSION

Excellent teachers encountered challenges from student misbehavior in the classroom from the good and more so from the low-achievers. The findings of the study showed that excellent teachers used various strategies to manage student discipline in the classroom. The themes gathered from the analysis were, first, preparation for teaching and learning, and activities that ETs performed in the classroom. The second theme dealt with the interaction between teachers and students, and the third theme pertains to presenting consequences to the students who committed disciplinary problems. For the purpose of this paper, only the first theme will be discussed. As Wolfgang and Glickman (1980) mentioned, teachers used various techniques to manage student misbehaviors. Preparation for teaching is one of the teachers' priorities. Preparation and planning for teaching started as early as before the school started. When school commenced, ETs said that early year activities in the classroom with the students were crucial that it may influence the classroom situation throughout the year, therefore ETs have to work extra hard during the early part of the school year. This is in agreement with Wong and Wong (2018) who emphasized that the first few weeks of school is important in determining how the students' perform until the end of the school year.

The usual activities but very significant tasks performed early in the year were that excellent teachers discussed their course content and the necessary requirements so that the students were aware of the expectations of the courses. In addition, another very important activity carried out by ETs was the establishment of rules and regulations, which ETs would refer to and should be acknowledged by the students until the end of the school year. Rules and regulations of the classroom were important to manage students' discipline. This is in line with Santrock (2018) that many effective teachers established appropriate rules, provide explanation to the rules, and implement the rules consistently which usually

would be widely accepted and followed by most students. In common practice, ETs have their own rules and regulations that they prepare and deliberate to their students. However, GC6 used a different approach in her establishment of classroom rules. She suggested to her students for them to think and decide on their own classroom's rules and regulations. This was also to include the consequences for breaking rules and regulations. This activity was done with GC6's assistance and supervision. As a result, a mutual agreement between the students and the teachers was established. The method practiced by GC6 was similar to Dreikur's Logical Consequence model, which is to produce a democratic classroom (Edwards, 2008). A democratic classroom according to Dreikur involves the students and the teacher in making decisions. Letting the students decide on the consequence would assist the students to understand the reasons behind the rules and consequences. Meanwhile Glasser's Reality and Choice theory (Charles, 2013) also shared the similar notion that the responsibilities of the classroom should be shared by teachers and students. Both of the models fall under Wolfgang and Glickman's Interactionist approach that emphasizes interacting with students to establish shared goals and standards (Hoy &Weinsten, 2006). The mutual agreement on the establishment of rules and regulations with the students was to help excellent teachers to instill the feeling of ownership in the students as they were included in the decision making of the class and to establish a sense of understanding of rules and consequence. GC6 also wanted her students to realize that they were being acknowledged and appreciated. By knowing that they decided on the class rules and regulation, the students would be more conscious of their own behavior (Good & Brophy, 2003) and take more responsibility of their actions. "The ability of a teacher to ensure effective delivery of instruction helps in responding to student misbehavior, which enhances the student's self-respect and confidence and encourages the student to be answerable for his or her conduct" (Westbrook-Spaniel, 2008, p. 90).

Another very crucial activity that ETs carried out early in the year was to get to know their students or "taaruf." Allah said in Surah Al Hujarat verse 13:

> O mankind, indeed We have created you from male and female and made you peoples
> and tribes that you may know one another. Indeed, the most noble of you in the sight
> of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.
>   (Surah Al Hujarat v 13)

In the context of classroom, knowing and memorizing the students' names is an obligatory activity for all teachers. When the teachers know and recognize their students, classroom discipline would be easier to manage and this, also, indirectly shows that the teachers are concerned about their students. This is contrary to teachers who did not make any effort to know and remember their students' names consequently resulting in difficulties in disciplining their students. Knowing the students' background would also become important strategies in order to overcome students' disciplinary problems should it occur in the class later. This is in agreement with Gregory and Ripski (2008) who emphasized building relationships is intended for building emotional connections. Knowing who the student family members were, where they stay, and their parents' occupations helped excellent teachers in finding the causes to the students' misbehavior, as Corrie (2002) suggested that the context in which one grew up can help teachers understand the factors that shaped and influenced the individual. For instance, a student's misbehavior such as sleeping in the classroom and not completing their homework could have been because they come from a poor family and they need to work to help support the family. Thus, ETs pointed out that establishing relationships with students begins on the first day of school. In order to remember the students' names, excellent teachers used traditional method such as memorizing names or used technology such as handphones or tablet to keep students information.

Coming to the class on the first day, students would choose their seats. ETs found that aarrangement of students' seats was also an important activity early on in the year. Most ETs would allow the students to sit according to their preferences since this can become a source of motivation for them to study. Majority of the students would find seats beside the friends they like. According to GC4, if the teacher disallowed the students to seat with their own preferred friends, she worry that the students would rebel and would lose interest to study her subject. Nevertheless she explained further, she somehow would arrange seats for the "trouble maker" so that the teacher would be able to observe the students and to

contain their misbehavior. On the other hand, one excellent teacher wanted his students not to sit next to their friends they like, as according to him, this would cause the students to pay less attention to learning activities because they would be busy talking to each other. His strategy was, at the beginning of his lesson on the first day of class, he would allow the students to sit with their own friends who they like for a few minutes. Then, he would rearrange the students' seats and assigned seats for his students. A few months or in the middle of the year later, he would again rearrange the students' seats when he saw students were not paying attention to the lesson. Savage and Savage (2010) concurred that effective teachers used seating arrangements as a strategy for influencing students' behavior, student attitude, classroom participation and classroom control. Savage and Savage (2010) further said that there was no best way to arrange tables, as different arrangements influence behavior differently. They proposed that teachers need to find their teaching approach, the means of interaction the teacher need with the students, and lastly the teachers' ability to maintain classroom control. Activities such as establishment of rules and regulation, remembering students' names and seating arrangements were indications of preventive discipline. Preventive discipline is strategies that teachers used to prevent student misbehavior from occurring (Charles, 2013). When students are aware that there are rules and regulations of the classroom that they need to abide and there are consequences for unwanted behavior, less misbehaviors may occur. Similarly, students are aware that their teacher know their names and recognize their faces, therefore lesser tendency for them to create discipline problems in the classroom.

The emphasis on cleanliness and tidiness should also be done early in the year so that it becomes a habit for the students. The classroom environment plays a significant role in influencing the students' frame of mind towards .ETs insisted that the classroom must be clean from rubbish. Desks and chairs should be neatly arranged and this involves everyone in the classroom. According to GC6, although this activity took a little time at the beginning of the lesson, it helped to establish a more comfortable and conducive learning environment as compared to teacher and students who were ignorant of classroom environment. A cluttered classroom would yield a cluttered brain. In addition to cleanliness, the walls were decorated with words of wisdom or pictures and curtains were tied neatly. These activities also helped the students to be disciplined and to instill the feeling of being responsible towards the classroom. With regards to classroom environment, one excellent teacher turned on instrumental songs at the beginning of the lesson to give a feeling of calmness for the students when students entered his classroom.

The main activities of the classroom are for the purpose of teaching and learning. ETs put effort to occupy their teaching hours with learning activities so the students would be engaged with activities, were not bored and would not create problems. This was in line with Kounin's (1970) assertion that successful classroom managers were teachers who produced high-rate of activities with the students. Santrock (2018) concurred that "a well-managed classroom keep students busy with activity, appropriately challenging tasks, have activities in which students become absorbed and motivated to learn, and establish clear rules and regulations students must abide" (p. 482). One of the activities that excellent teachers performed before starting the class lesson was to recite "doa" or prayer. According to excellent teachers "doa" can become a powerful strategy to calm down the students from other errands and also as an indication to the students that lesson was about to commence. Besides that, ETs also kept track of the students' attendance in which ETs counted the number of students by using "Buku Rekod Kawalan Kelas" (Class Control Record Book).

Student attention and interest towards the lesson were crucial. When students lost their interest, there was a high chance they would misbehave. ETs put effort to teach through interesting activities such as class simulation and acting. Different students have different cognitive abilities in performing their learning tasks. In order to get the students to understand their work, and to avoid from misbehaving, excellent teachers designed various learning modules and printed worksheets for the students to work on in the class especially for the low-achievers, as they cannot be given complicated and extensive assignments unlike the students from the good classes. The excellent teachers guided and assisted the poor performing students in completing their work. Occasionally, peer tutoring, which is when a friend helps a friend learn, was also used to help students in their work (Bowman-Perrot, Davis, Vannest, &

Lauren, 2013). Bowman-Perrot et.al (2013) found that peer-tutoring have wide benefits to students' learning regardless of grade level, dosage, or disability status.

These are some measures relating to class work that ETs carried out with their students especially for the low-achievers. If complicated assignments and activities were given, low-achievers were not able to do the work. This would eventually lead to misbehavior because the students felt restless and incompetent in performing the tasks. Therefore, assignments prepared and given to students must be at the students' level of cognitive ability. The low-achiever students were instructed to complete their class works in the classroom rather than bringing the work home because there were always high probability that the students would not complete their work. On top of that, excellent teachers emphasized the teaching delivery must be clear and having loud voice projection was significant so that students would remain alert and attentive to the lesson. This is in line with Evertson and Emmer's (1982) finding that better managers presented information clearly, reduced complex tasks to their essential steps, and had a good understanding of student skill levels.

CONCLUSION AND RECOMMENDATION

To conclude, Excellent Teachers perceived that teachers need to have various strategies to manage students' behavior because each of the student is unique and posses different capabilities and needs. The abilities to use the strategies depend on experience and knowledge of the teachers. As Anne Silver (2008) mentioned that "no one size fits all model for discipline (as cited in Elhosary & Ahmed, 2011). For future study, focus can be given on studying student' perspective on misbehavior and what do they consider good practice of management strategies.

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