IDENTIFYING AND MANAGING STUDENT MISBEHAVIOUR IN VOCATIONAL COLLEGE EFL CLASSROOMS

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1. INTRODUCTION

Educational literature widely recognizes classroom management as both a fundamental and contested area of pedagogical practice. The profession operates under the fundamental principle that effective instruction is rooted in the instructor's capacity to maintain an orderly learning environment. However, the field lacks consensus regarding the conceptualization of classroom management and its implementation. Scholars have proposed multiple interpretations of classroom management alongside interconnected constructs including authority, control, discipline, and various forms of inappropriate student conduct (Abbott, 2014; Doyle, 1986; Gebhart, 2006). The proliferation of definitions reflects the subjective nature of these concepts, as individual teachers interpret them through the lens of their own beliefs, prior experiences, and professional practices. Given that interpretations of misbehaviour are context-dependent, research conducted across diverse institutional types, with varied participant populations, and employing different methodological approaches

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would contribute valuable insights to develop more nuanced and dependable conclusions.

The present study, therefore, examined how tertiary-level English as a Foreign Language (EFL) instructors at vocational schools in Turkiye perceive student misbehaviour, the factors contributing to such behaviour, and the strategies they employ to address it. The study pursued these objectives by addressing the following research questions:

1. What are the common misbehaviours in EFL classrooms at tertiary vocational schools?
2. What are the underlying reasons for ELF learner misbehaviour at tertiary vocational schools?
3. How do the EFL instructors cope with misbehaviour in their classes at tertiary vocational schools?

2. LITERATURE REVIEW

2.1. Classroom Management, Discipline and Misbehaviour

The literature demonstrates considerable divergence in how educators and researchers conceptualize classroom management, discipline, and student misbehaviour. This conceptual variability stems largely from the interpretive nature of these phenomena and the diversity of theoretical frameworks proposed across the field. Doyle (1986) characterizes classroom management as an expansive concept encompassing all instructor activities and behavioural responses designed to establish and sustain order, thereby creating conditions conducive to effective instruction and learning. Abbott (2014, p.72) describes it as the “wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.” While these definitions

emphasize organizational and motivational dimensions rather than explicitly addressing problematic conduct, classroom management in practice frequently encompasses the management of disruptive student behaviour. To better illuminate this multifaceted concept, scholars have examined related constructs including discipline and misconduct separately. Jones and Jones (2001) stress that discipline constitutes a critical foundation for effective classroom management, requiring instructors to proactively establish behavioural expectations and institutional norms. Alternatively, Lewis (1997) characterizes discipline as encompassing instructor responses to student actions, suggesting that disciplinary approaches necessarily vary according to contextual circumstances and student characteristics. Gebhart (2006) reinforces this perspective by arguing that both management and discipline function as essential components of EFL instruction, serving to preserve academic progress while fostering respectful and participatory learning environments.

Misbehaviour itself also warrants careful conceptualization, as the literature approaches its definition from multiple angles, emphasizing causal factors, consequences, or behavioural manifestations within classroom settings. Kyriacou (1986) frames misbehaviour as conduct that "undermines the role of teacher as a leader and facilitator of a classroom," focusing on its relational and structural implications. In contrast, Türnüklü and Galton (2001) emphasize functional disruption, defining misbehaviour as impediments to the "desired flow of teaching and learning process." Research conducted in Turkish educational contexts provides yet another perspective. Tertemiz (2000) highlights the cascading consequences of misbehaviour, noting that inadequate intervention can result in diminished peer concentration, classroom disorder, instructional disruption, and escalation of behavioural problems. The synthesis of these various formulations suggests broad agreement that misbehaviour

comprises any student conduct perceived as undesirable because it disrupts or threatens the instructional environment instructors seek to maintain.

2.2. Types of Misbehaviour and Underlying Reasons

Research has documented numerous manifestations of misbehaviour within classroom environments, including tardiness, disrespect directed toward peers and instructors, inappropriate verbal contributions, physical aggression toward classmates, class absenteeism, failure to complete assigned work, distraction through electronic devices, passive resistance to instructional activities, violation of institutional policies, and hostile communication (Bru et al., 2002; Cabaroğlu & Altınel, 2010; Debreli & Ishanova, 2019; Finn et al., 2008; Öztürk, 2017). Second language classrooms present an additional concern not typically present in other educational contexts. The use of first language during instruction has been identified as problematic conduct in foreign language teaching environments (Debreli & Ishanova, 2019).

Misbehaviour in English as a Foreign Language (EFL) classrooms can stem from various underlying reasons, which can be broadly categorized into student-related factors, teacher-related factors, and environmental factors. Students often exhibit misbehaviour due to a lack of interest or motivation in learning the language (Debreli & Ishanova, 2019; Habibi et al., 2018). This can manifest as excessive talking, use of mobile phones, and reluctance to participate in classroom activities. Along with demotivation, foreign language speaking anxiety can also lead to disruptive behaviours. This kind of anxiety is mostly due to the fear of negative evaluation, communication apprehension, and self-assessment of language proficiency (Sulaiman & Altakhaineh, 2021). Besides, as Hasanov and Brandišauskienė

(2025) have recently stated, some students misbehave to gain attention or assert power within the classroom.

On the other hand, teacher-related factors are sometimes equally responsible for misbehaviour. Alkurdi and Alghazo (2021) highlight that teachers' own misbehaviours, such as poor communication styles or negative attitudes, can provoke reciprocal misbehaviour from students. More commonly, ineffective teaching methods and poor classroom management can contribute to student misbehaviour. Teachers may struggle with managing large classes, dealing with multiple languages, or balancing punishment and encouragement (Habibi et al., 2018). Likewise, discriminative attitudes of teachers can be reasons for undesirable behaviours. Though not frequently reported in the literature, perceived or actual discrimination by teachers based on students' ethnicity, socioeconomic status, or other factors can lead to decreased motivation and increased misbehaviour (Sa'd & Eames, 2021).

Finally, environmental factors also emerge as important underlying reasons for student misbehaviour. As presented by Cabaroğlu and Altınel (2010), factors such as parent, socio-economic status, media, and class size are among the leading reasons. In a recent study, Kamali et al. (2024) have concluded that the socio-cultural norms and political or ideological intolerance can influence student behaviour in the classroom.

When instructors respond to misconduct without demonstrating care or maintaining constructive dispositions, such behaviour can precipitate substantial negative outcomes, ranging from compromised learning outcomes to instructor exhaustion and disengagement (Doyle, 1986).

2.3. Coping Strategies Against Misbehaviour

Historically, traditional frameworks for classroom management have advocated that instructors communicate

behavioural standards and classroom expectations explicitly, then respond to student actions through systems of incentives and consequences (Swinson & Melling, 1995). Contemporary scholarship has increasingly critiqued this model, noting that such "punishment or reward" approaches can precipitate adverse outcomes including heightened aggression, social withdrawal, and severe diminishment of academic motivation. An alternative perspective proposes redirecting focus toward student self-awareness and self-management capacities (Schneider, 1996). Under this framework, instructors facilitate student recognition of inappropriate conduct and encourage learners to assume ownership of both their actions and their academic progress. A third approach, articulated by Edwards and Mullis (2003), emphasizes peer accountability and collaborative norm-setting. This perspective advocates empowering students to establish classroom behavioural standards collectively and maintain adherence to these norms through peer accountability mechanisms, minimizing direct instructor intervention.

Rahimi and Hosseini (2012) examined coping strategies among EFL instructors in Iran and found that EFL teachers in this context prioritized constructive methods, employing positive reinforcement more frequently than punitive or aggressive approaches when responding to misconduct. Additionally, teachers reported utilizing structured discussion as a mechanism for developing student awareness of problematic behaviours. The researchers noted a serious distinction between educational sectors: public school instructors relied more heavily on punishment and confrontational strategies compared to their private school counterparts. Yılmaz and Şahinkaya (2010) documented an extensive array of techniques, encompassing direct communication with students, investigation of behavioural antecedents, counselling, verbal cautions, consultation with support personnel, strategic non-response to minor infractions,

and escalation to administrative personnel. In the Turkish higher education context, Erdem and Koçyiğit (2019) identified a concerning range of instructor responses including verbal reprimands, deliberate disregard, disciplinary consequences, and in some instances, physical intervention. Within Turkish tertiary EFL instruction specifically, Akkar (2019) found that practitioners frequently employ nonverbal communication techniques, strategic silence, and questioning as primary behavioural management tools with university-level language learners.

While numerous direct interventions and instructional responses have demonstrated efficacy in classroom management, research also recognizes the utility of non-intervention strategies. In particular, strategic disregard and deliberate silence can prove effective in diminishing certain undesirable behaviours, particularly those motivated by attention-seeking (Akkar, 2019; Scheuermann & Hall, 2011).

3. METHODOLOGY

3.1. Setting and Participants

This study took place at the School of Foreign Languages within Manisa Celal Bayar University (MCBU) located in Manisa, Türkiye. The School's primary institutional responsibility encompasses the administration of the English Preparatory Program as well as mandatory English language instruction and field-specific English courses offered across the university's diverse faculties and vocational schools.

During the data collection phase, the School of Foreign Languages employed 41 EFL instructors in total. Of this population, 11 instructors maintained regular teaching assignments at vocational institutions located throughout Manisa,

including both central campus locations and outlying municipalities. These 11 instructors received invitations to participate in the study. One instructor declined participation, citing personal circumstances that precluded involvement. An additional two instructors were unable to participate due to planned sabbaticals or professional exchange commitments scheduled during the study period. Consequently, eight EFL instructors teaching at vocational schools consented to voluntary participation in this research. The participants consisted of five males and three female instructors with teaching experience ranging from 5 to 21 years (M= 13.25). All participants hold at least a bachelor's degree in English Language Teaching or related fields, with three participants holding master's degrees. This sample size of 8 participants is considered appropriate for the qualitative data of the present study, as it allows for in-depth exploration of individual perceptions while maintaining manageability for thorough qualitative analysis (Creswell, 2013).

3.2. Instruments and Data Collection

This study employs a qualitative research design utilizing semi-structured interviews as the primary data collection instrument. The interviews were designed to explore EFL instructors' perceptions of student misbehaviour and their strategies for managing such behaviours in vocational school settings. The interview questions were developed based on a review of relevant literature and were refined through a piloting session with a different instructor who did not participate in the main study.

All interviews were conducted individually with each of the eight participants in a quiet, private setting to ensure confidentiality and comfort. Each interview session lasted approximately 30-45 minutes and was audio-recorded with the

participants' consent to ensure accurate capture of their responses for subsequent transcription and analysis.

3.3. Data Analysis

The interview data collected from the eight EFL instructors were analysed using qualitative thematic analysis. All interview sessions were audio-recorded and transcribed verbatim by the researcher.

The data analysis followed an inductive coding approach, moving from specific instances in the data to broader patterns and themes. The researchers independently engaged in an elaborate and systematic examination of the transcribed data, beginning with open coding to identify initial codes. These codes were then organized into meaningful categories based on their similarities and relationships. The qualitative data analysis software NVivo 12 Qualitative Software was utilized to facilitate the coding process, organize the data, and ensure systematic and rigorous analysis.

To ensure reliability and validity in the qualitative analysis, several measures were implemented. Member checking was conducted by sharing the initial findings with participants to verify the accuracy of interpretations. Additionally, peer debriefing sessions were held with a colleague experienced in qualitative research to review the coding process and emerging themes.

4. FINDINGS

4.1. EFL Instructors' Perceptions of Student Misbehaviour

The qualitative analysis of interview data revealed three major themes regarding EFL instructors' perceptions of student misbehaviour at vocational schools: types of student

misbehaviour, underlying causes of misbehaviour, and coping strategies employed by instructors.

Table 1. Types of student misbehaviour

Theme	Sub-theme	Recurring Codes	Participants
Types of Student Misbehaviour	Technology-Related Disruptions	Excessive phone use during class Social media engagement Over-reliance on translation apps Gaming during lessons	*P1, P2, P3, P4, P5, P6, P7, P8*
	Attendance and Punctuality Issues	Chronic lateness Frequent absences Extended disappearances Irregular class participation	*P1, P2, P3, P4, P5, P6, P7*
	Lack of Academic Preparation	Insufficient English proficiency Poor study habits Passive learning attitude Unrealistic grade expectations	*P1, P3, P4, P5, P6, P7*
	Disrespectful Classroom Behaviour	Talking during instruction Ignoring teacher directions Challenging instructor authority Gender-based disrespect	*P2, P3, P5, P7, P8*

The analysis identified four primary categories of student misbehaviour that instructors frequently encounter in their EFL classrooms at vocational schools. To begin with, all eight participants reported technology-related disruptions as one of the most prevalent forms of misbehaviour. Participants consistently mentioned students' excessive use of mobile phones during class time. As Instructor 3 noted, *"The biggest issue is students using their phones constantly. They're on Instagram, TikTok, even during speaking activities."* Similarly, Instructor 6 expressed frustration with students' over-reliance on translation

applications: *"Some students think they can just use Google Translate for everything and don't see the point of learning."*

As another sort of undesirable behaviour, seven out of eight participants identified chronic attendance problems as a significant behavioural concern. Instructors reported that students frequently arrive late or skip classes entirely. Instructor 1 explained, *"Many students come late or skip classes entirely. They don't see English as important for their vocational training."*

Additionally, six participants highlighted students' insufficient academic preparation and passive learning attitudes. For example, Instructor 4 described the challenge: *"Students come with very basic English levels but expect to pass without effort. The gap between their level and course expectations is huge."* Instructor 7 also added, *"Some students have never learned study habits. They expect everything to be spoon-fed."*

As another emerging theme, five participants reported instances of disrespectful behaviour, including talking during instruction and challenging instructor authority. Instructor 2 shared, *"I've had students talking loudly in Turkish while I'm explaining something, completely ignoring the lesson."* Additionally, Instructor 8 mentioned gender-related challenges: *"Some students challenge my authority, especially male students questioning female instructors."*

4.2. Underlying Causes of Misbehaviour

Table 2. Underlying reasons for student misbehaviour

Theme	Sub-theme	Recurring Codes	Participants
Underlying Causes of Misbehaviour	Motivational Issues	Vocational school as last resort Unclear career goals Perceived irrelevance of English Low academic aspirations	*P1, P2, P3, P4, P5, P6, P7, P8*
	Socioeconomic Factors	Part-time work obligations Financial constraints Limited family support for education Lower socioeconomic backgrounds	*P1, P2, P4, P5, P6, P8*
	System-Related Problems	Curriculum-student needs mismatch Large class sizes General vs. technical English focus Limited individual attention	*P1, P2, P3, P4, P5, P6, P7*

Motivational issues were found to be the most prevalent underlying reason for the misbehaviour perceived by the EFL instructors. All participants attributed misbehaviour primarily to students' lack of motivation and unclear career goals. Instructor 3 explained, *"Most students are here because they couldn't get into a 4-year program. They see vocational school as their last option."* The perceived irrelevance of English to their vocational training was another recurring concern, as Instructor 5 noted: *"They don't understand why they need English for technical fields like automotive or machinery."*

Similarly, six out of eight participants recognized socioeconomic challenges as significant contributors to student misbehaviour. Instructor 1 observed, *"Many students work part-*

time jobs and come to class exhausted. English class is the last thing on their minds." Family background also emerged as a factor, with Instructor 6 stating, *"Some come from families where education isn't prioritized, especially language learning."*

Lastly, some system-related factors such as EFL curriculum, class sizes, and lack of technical equipment for language learning were found be important reasons for misbehaviour. Seven participants identified curricular and structural issues within the educational system. To exemplify, Instructor 4 criticized the curriculum design: *"The curriculum doesn't match their interests. We're teaching general English when they need technical vocabulary."* Class size was another frequently mentioned concern, as Instructor 2 explained: *"Class sizes are too large – the presence of 30 or more students in a class makes individual attention impossible."*

4.3. Coping Strategies Employed by Instructors

The analysis revealed various strategies that instructors have developed to manage student misbehaviour and improve classroom dynamics.

Table 3. Coping strategies employed by the EFL instructors

Theme	Sub-theme	Recurring Codes	Participants
Coping Strategies Employed	Relationship Building	Learning student names quickly Showing interest in vocational programs Connecting English to career paths Building rapport and trust	*P1, P2, P3, P4, P5, P6, P7, P8*
	Adaptive Teaching Methods	Incorporating hands-on activities Using group work strategies Technology integration Interactive learning approaches	*P1, P2, P3, P4, P5, P6, P7*

Theme	Sub-theme	Recurring Codes	Participants
	Behaviour Management Techniques	Setting clear classroom rules Consistent enforcement Contacting parents/coordinators Fair but firm approach	*P2, P3, P4, P6, P7, P8*
	Curriculum Adaptation	Making assignments practical Focusing on speaking/listening skills Incorporating vocational vocabulary Reducing grammar emphasis	*P3, P4, P5, P6, P8*

Despite the fact that various strategies were mentioned by the EFL instructors participating in the study, all eight participants emphasized the importance of establishing positive relationships with their students. Instructor 7 shared her approach as *"I try to learn their names quickly and show interest in their vocational programs. It helps build rapport."* Making connections between English and students' career paths was another common strategy, as Instructor 3 explained: *"I share examples of how English is used in their specific fields - like automotive English or tourism phrases."*

Adaptive teaching methods emerged as another important theme in the data analysis of the study. Seven participants reported modifying their teaching approaches to better suit vocational school students' learning preferences. Instructor 5 noted, *"I incorporate more group work and hands-on activities. These students learn better by doing."* Technology integration was also mentioned as an effective strategy: *"I use videos, games, and technology since traditional methods don't work with this population"* (Instructor 1).

In a similar vein, six participants described specific behaviour management strategies they employ. Instructor 2 emphasized consistency: *"I set clear rules from day one and*

consistently enforce them. But I also try to be fair and understanding." When necessary, instructors also seek support from other stakeholders, as Instructor 8 mentioned: *"Sometimes I have to contact parents or program coordinators for chronic issues."*

Lastly, adapting their curriculum to make it more relevant and engaging for vocational school students was reported by five instructors. Instructor 6 explained, *"I modify assignments to be more practical and relevant to their vocational training."* Skill prioritization was another adaptation strategy: *"I focus more on speaking and listening skills rather than heavy grammar since they'll need communication skills in the workplace"* (Instructor 4).

5. DISCUSSION

5.1. Types of Student Misbehaviour

The study identified four primary categories of misbehaviour as technology-related disruptions, attendance and punctuality issues, lack of academic preparation, and disrespectful classroom behaviour. Technology-related disruptions, particularly excessive mobile phone use, emerged as the most prevalent form of misbehaviour reported by all eight participants. While the use of mobile devices has been identified as a misbehaviour in previous studies (Bru et al., 2002; Cabaroğlu & Altınel, 2010; Debreli & Ishanova, 2019; Finn et al., 2008; Öztürk, 2017), the current findings highlight the intensified nature of this issue in contemporary vocational school contexts, where students engage not only in passive phone use but also in social media engagement and over-reliance on translation applications during instruction.

The findings regarding attendance and punctuality issues align with previous research identifying coming late to class and skipping class hours as common misbehaviours (Bru et al., 2002; Cabaroğlu & Altınel, 2010; Debreli & Ishanova, 2019; Finn et al., 2008; Öztürk, 2017). Seven out of eight participants in this study reported chronic lateness and frequent absences as significant concerns.

Disrespectful classroom behaviour, including talking during instruction and challenging instructor authority, was reported by five participants. These findings are consistent with previous studies that identified disrespectful behaviours towards other students and the teacher, speaking out of turn, talking in a rude way, and ignoring teacher directions as common misbehaviours (Bru et al., 2002; Cabaroğlu & Altınel, 2010; Debreli & Ishanova, 2019; Finn et al., 2008; Öztürk, 2017). Notably, one participant mentioned gender-based disrespect, where male students questioned female instructors' authority, suggesting that contextual and cultural factors may shape specific manifestations of misbehaviour.

The lack of academic preparation and unwillingness to participate in classroom activities identified in this study also corresponds with previous findings (Bru et al., 2002; Cabaroğlu & Altınel, 2010; Debreli & Ishanova, 2019; Finn et al., 2008; Öztürk, 2017).

5.2. Underlying Causes of Misbehaviour

Motivational issues emerged as the most prominent underlying cause, with all eight participants attributing misbehaviour to students' lack of interest or motivation in learning English. This finding strongly supports previous research identifying lack of interest or motivation as a primary cause of misbehaviour in EFL classrooms (Debreli & Ishanova, 2019; Habibi et al., 2018). Participants specifically noted that

many vocational school students view their institution as a last resort after failing to enter four-year university programs, which contributes to low academic aspirations and perceived irrelevance of English to their vocational training. This perception aligns with research showing that students often exhibit excessive talking, use of mobile phones, and reluctance to participate in classroom activities due to demotivation (Debreli & Ishanova, 2019; Habibi et al., 2018).

The study also revealed attention-seeking behaviour among some students, which aligns with recent findings that students misbehave to gain attention or assert power within the classroom (Hasanov & Brandišauskienė, 2025).

Environmental factors, particularly socioeconomic factors, emerged as significant contributors to misbehaviour. Six participants recognized that students' part-time work obligations, financial constraints, and limited family support for education contributed to classroom misbehaviour. These findings are consistent with previous research identifying socioeconomic status as a leading reason for misbehaviour (Cabaroğlu & Altınel, 2010). The influence of family background and parental attitudes toward education, mentioned by participants in this study, also aligns with earlier findings (Cabaroğlu & Altınel, 2010). Additionally, the socio-cultural context described by participants reflects recent research suggesting that socio-cultural norms can influence student behaviour in the classroom (Kamali et al., 2024).

System-related problems, particularly curriculum-student needs mismatch and large class sizes, were identified by seven participants as contributing to misbehaviour. These findings support previous research highlighting class size as a leading environmental factor affecting student behaviour (Cabaroğlu & Altınel, 2010). Participants' concerns about ineffective

curriculum design also align with literature indicating that ineffective teaching methods and poor classroom management can contribute to student misbehaviour (Habibi et al., 2018). The mismatch between general English curricula and students' need for technical vocabulary represents a specific manifestation of inadequate teaching materials, which has been shown to disrupt the learning process and lead to misbehaviour (Kamali et al., 2024).

While teacher-related factors such as poor communication styles, negative attitudes, and discriminative attitudes have been identified as causes of student misbehaviour in previous research (Alkurdi & Alghazo, 2021; Sa'd & Eames, 2021), participants in this study primarily focused on student-related and environmental factors rather than their own potential contributions to misbehaviour. This pattern may reflect a natural tendency for instructors to attribute misbehaviour to external factors, or it may suggest that the vocational school context presents such overwhelming student-related and systemic challenges that teacher-related factors become less prominent.

5.3. Coping Strategies Employed by EFL Instructors

The coping strategies identified in this study demonstrate a departure from traditional punitive approaches toward more relationship-based and adaptive methods. All eight participants emphasized relationship building as their primary strategy, including learning student names quickly, showing interest in their vocational programs, and connecting English to career paths. This approach reflects a shift away from the traditional classroom management perception that emphasizes strict rules, awards, and punishments (Swinson & Melling, 1995) toward more humanistic and student-centred approaches. The emphasis on building rapport aligns with contemporary understanding that punitive methods can lead to serious negative results such as

aggression and loss of learning motivation (Schneider, 1996). Adaptive teaching methods, employed by seven participants, demonstrate instructors' efforts to modify their pedagogical approaches to suit vocational students' learning preferences. The incorporation of hands-on activities, group work, and technology integration reflects a responsive approach to managing misbehaviour through engaging instruction rather than mere discipline. This finding is consistent with research suggesting that ineffective teaching methods contribute to misbehaviour (Habibi et al., 2018), implying that improving instructional quality can serve as a preventive strategy.

The behaviour management techniques described by six participants show a balanced approach that combines setting clear classroom rules with fair enforcement. While participants mentioned contacting parents or coordinators when necessary, this appeared to be a last resort rather than a primary strategy. This measured approach differs somewhat from the methods identified in previous Turkish research, which listed verbal warning, ignoring, punishing, and even resorting to violence as academic responses to misbehaviour (Erdem & Koçyiğit, 2019). The absence of aggressive or violent responses in the current study may reflect the specific characteristics of the vocational school context or the particular participant group. The use of communication and verbal warnings mentioned by participants aligns with previous research in Turkish contexts showing that teachers employ methods such as communicating with students clearly, warning verbally, and advising (Yılmaz & Şahinkaya, 2010). Additionally, the reported practice of contacting program coordinators corresponds with earlier findings that teachers inform management when dealing with misbehaviour (Yılmaz & Şahinkaya, 2010). Notably, some strategies identified in previous research, such as using body language and facial expressions, keeping silent, and asking questions (Akkar, 2019), were not

prominently featured in participants' descriptions of their coping strategies. This may suggest that vocational school instructors prioritize more explicit and direct strategies, or it may reflect differences in how instructors conceptualize and report their management techniques. The literature suggests that ignoring and remaining silent can help eliminate undesirable behaviour (Akkar, 2019; Scheuermann & Hall, 2011), yet participants in this study did not emphasize these passive approaches, possibly because the severity and frequency of misbehaviour in vocational schools require more active intervention.

The curriculum adaptation strategies employed by five participants represent a practical response to the mismatch between standardized EFL curricula and vocational students' needs. By making assignments more practical, incorporating vocational vocabulary, and prioritizing speaking and listening skills over grammar, instructors attempt to increase the perceived relevance of English, thereby addressing one of the root causes of misbehaviour identified in the study.

The finding that rewarding methods were not prominently mentioned by participants in this study contrasts with previous research showing that EFL teachers tend to use rewarding methods more than aggression and punishment (Rahimi & Hosseini, 2012). This difference may be attributed to the unique challenges of the vocational school context, where severe motivational deficits may limit the effectiveness of reward-based strategies.

6. IMPLICATIONS AND CONCLUSION

The findings of this study have several important implications for EFL instruction in vocational school contexts. First, the prominence of motivational issues as an underlying cause of misbehaviour suggests that addressing students'

perceptions of English relevance should be a priority. The curriculum adaptation strategies employed by some participants demonstrate a promising approach, but more systematic institutional efforts may be needed to align EFL curricula with vocational training goals. Likewise, the prevalence of technology-related disruptions calls for institutional policies and pedagogical strategies that productively integrate technology rather than simply attempting to restrict its use. Another key implication is that institutional support systems, including flexible scheduling for working students and academic support services, may be necessary to address the root causes of misbehaviour. Finally, the relationship-building strategies emphasized by all participants underscore the importance of teacher-student relationships in managing misbehaviour. Professional development programs for EFL instructors in vocational schools should emphasize not only classroom management techniques but also strategies for building meaningful connections with students who may feel marginalized or unmotivated.

This study contributes to the literature by providing insights into the specific challenges and strategies relevant to EFL instruction in tertiary vocational schools, a context that has received limited attention in previous research. The findings demonstrate that while many forms of misbehaviour are consistent across contexts, their intensity, underlying causes, and effective management strategies may vary depending on the educational setting and student population. As Doyle (1986) noted, unless misbehaviours are handled with care and with a positive attitude, they are likely to produce many negative results ranging from failure in learning to teacher burn-out. The strategies employed by participants in this study represent attempts to handle misbehaviour with such care, balancing

firmness with understanding and adapting instruction to meet students' needs while maintaining educational standards.

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