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Evaluation of Teachers' Opinions Towards Disapproved Behaviors of Students[1]

Öğretmenlerin İstenmeyen Öğrenci Davranışlarına Yönelik Görüşlerinin Değerlendirilmesi

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Abstract

The aim of the study is to reveal how primary, secondary and high school teachers define students' disapproved behaviors, how the teachers overcome these behaviors and how the teachers evaluate the support of school counselor for these behaviors. Additionally, in the study it is examined whether there is a significant difference between teachers' approaches (suitable/ unsuitable) to students' disapproved behaviors according to collaboration with school counselor, school level and gender. The sample group consists of 30 teachers serving at primary, secondary and high school levels in Istanbul. "Teacher Assessment Form" and "Personal Information Form" were used to collect data. Mixed research design was employed in the study. The collected data were subjected to quantitative and qualitative analyses. Frequency (f) and percentage (%) calculations were performed for quantitative analysis. Furthermore, bivariate chi-square (X^2) and Fisher Exact tests were performed using the crosstabs technique. Descriptive analysis was made for qualitative analysis. As a result, a significant difference between teachers' approaches towards disapproved behaviors of students was found out. Additionally, there is a significant difference between teachers' approaches towards disapproved behaviors of students according to collaboration with school counselor. But there is no significant difference between teachers' approaches according to teachers' gender and teachers serving school level.

Keywords: *Disapproved Behaviors, Teachers, Students, School Counselor, Classroom Management*

Özet

Araştırmanın amacı, ilkokul, ortaokul ve liselerde görev yapan öğretmenlerin okul ortamında karşılaştıkları istenmeyen öğrenci davranışlarını nasıl tanımladıklarını, bu davranışlara nasıl yaklaştıklarını ve bu konuda okul psikolojik danışmanının verdiği yardımı nasıl değerlendirdiklerini ortaya koymaktır. Araştırmada ayrıca, öğretmenlerin istenmeyen öğrenci davranışlarına yönelik yaklaşımlarının (uygun / uygun değil), okul düzeyine, cinsiyete ve okul danışmanı ile işbirliği yapmalarına göre anlamlı bir farklılık gösterip göstermediği de incelenmiştir. Araştırmanın çalışma grubunu, İstanbul ilinde, ilkokul, ortaokul ve lise düzeyinde görev yapan 30 öğretmen oluşturmuştur. Verilerin toplanması için "Öğretmen Değerlendirme Formu" ve "Kişisel Bilgi Formu" kullanılmıştır. Araştırmada, karma araştırma modellerinden "aşama boyunca karma model" kullanılmıştır. Toplanan veriler üzerinde nitel ve nicel çözümleme yapılmıştır. Nitel

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çözümleme için betimsel analiz yapılmıştır. Nicel çözümleme için frekans (f) ve yüzdelik hesapları (%) yapılmıştır. Ayrıca, çapraz tablo (crosstabs) tekniği ile iki değişkenli kay-kare (X^2) (Chi Square Test) ve Fisher Exact testi yapılmıştır. Araştırmanın sonucunda, öğretmenlerin istenmeyen öğrenci davranışlarına yaklaşımları arasında anlamlı bir farklılık bulunmuştur. Ayrıca, öğretmenlerin okul psikolojik danışmanı ile işbirliği yapmalarına göre istenmeyen öğrenci davranışlarına yaklaşımları arasında da anlamlı bir farklılık bulunmuştur. Ancak, öğretmenlerin cinsiyeti ve görev yaptıkları okul düzeyi ile istenmeyen öğrenci davranışlarına yaklaşımları arasında anlamlı bir farklılık bulunmamıştır.

Anahtar Sözcükler: *İstenmeyen Öğrenci Davranışları, Öğretmen, Öğrenci, Psikolojik Danışman, Sınıf Yönetimi*

1. Introduction

Students' disapproved behaviors in the classroom could be defined as attitudes that adversely influence the teacher as well as the rest of the class and disrupt learning and teaching, leaving the teacher having to devote most of his/her time and energy on dealing with such behaviors (Sayın, 2001). Certain disapproved behaviors harm the student himself/herself, while others harm other students (Akçadağ, 2009; Kaya, 2002). Managing such behaviors poses a serious challenge to teachers (Ünal & Ada, 2003). Disapproved behaviors performed by students cause stress and burnout in teachers (Cluniess-Ross, Little & Kienhuis, 2008).

Disapproved behaviors vary in terms of the age, gender, and psychological traits of the students who perform them (Aydın, 2008). Key factors resulting in disapproved behaviors include the family characteristics and personal traits of the student, the school's characteristics, and the teacher's traits. Individual traits and personality structures of students do also play a crucial role in the process (Çelikkaleli, Balcı, Çapri & Büte, 2009). A positive correlation was found between negative self-attitudes and delinquent behaviors in the literature (Leung & Lau, 1989). With regard to family structure, it is underlined that children of caring parents are generally interested in lessons throughout the teaching process, while children from uncaring or broken families are disinterested toward lessons (Çağlar, 2009). Teacher-related inadequacies include classroom management skills and organization of the teaching-learning process. School-related inadequacies, on the other hand, often involve school management, school structure, and its facilities (Ekinci & Burgaz, 2009). Türnüklü & Gemici (2001) argue that factors resulting in disapproved behaviors include overcrowded classrooms, curricula, course materials, social activities, playgrounds, canteen, school's social environment, teachers, the effect of guidance services, and students' personal traits. Among the disapproved student behaviors in the classroom environment are apathy toward the course, failure to perform one's duties (Öztürk, 2002), carelessness and sloppiness, failure to listen to the lesson, engaging in other tasks, preventing classmates from listening to the lesson, harming classmates and damaging things, lateness, poor attendance, cheating in exams, daydreaming, failure to observe the rules of hygiene and good manner, swearing, and smoking (Başar, 1997).

Disapproved student behaviors require effective management. The key factor in effective classroom management is the teacher's ability to take small actions before

more serious problems arise (Jones & Jones, 2010). A strategy used by a teacher to deal with disapproved behaviors should immediately stop such behaviors and minimize their negative effects (Çelik, 2003). Teacher responses to disapproved behaviors involve taking a break (Selçuk, 2001); ignoring, praising desired behaviors (Laitsch, 2006); trying to understand the problem; speaking with the student; assigning responsibilities to students; making changes in the lesson; warning the student (Başar, 1997); describing appropriate behavior (Mahony, 2003); contacting the family (Çandar & Şahin, 2013), school administration, and the guidance service (Aydın, 2008); taking advantage of peer group influence (Akçadağ, 2009); and offering social support (Çankaya & Çanakçı, 2011). A decline in disapproved student behaviors is achieved when teachers maintain emotionally supportive classroom management (Kandemir & Özbay, 2000). Furthermore, relevant studies have shown that it increases approved behaviors and decreases disapproved ones to systematically praise appropriate behaviors and reprimand inappropriate ones (Beaman & Wheldall, 2000).

1.1. Purposes Of The Study

The study aims to determine how primary, secondary, and high school teachers define and deal with the disapproved student behaviors they observe in school environment and how they evaluate the assistance offered by the school psychological counselors. It also examines whether teacher approaches toward disapproved student behaviors (appropriate / inappropriate) significantly differ with respect to school level, gender, and cooperation with the school counselor.

2. Method

Mixed research design was employed in the study. Mixed research design refers to the mixed use of quantitative and qualitative research approaches by the researcher in one or more phases of the research. The study employed the "across-stage mixed model", which is a mixed research design. In the across-stage mixed research model, quantitative and qualitative approaches are mixed across at least two of the stages of the research. For instance, after a questionnaire containing open-ended (qualitative data collection) items is administered, the researcher counts the number of times each response is repeated (quantitative data analysis). Moreover, the responses are reported in percentages and the relationships between the variables are examined through contingency tables (Balcı, 2010).

2.1. Participants

The sample group consists of 30 teachers teachers employed in primary, secondary and high schools in Istanbul.

2.2. Instruments

Teacher Assessment Form" and The Personal Information Form" were used to collect data.

2.2.1. "Teacher Evaluation Form":

The Teacher Evaluation Form was used to collect data. Developed by the researchers, the form contains three open-ended items. It consists of open-ended questions inquiring how primary, secondary and high school teachers define and deal with the disapproved student behaviors they observe in school environment and how they evaluate the assistance offered by school psychological counselors.

2.2.2. "Personal Information Form":

Employed to collect the information required for the study, the "Personal Information Form" contains questions about the faculties-departments from which the teachers graduated, their genders, their cooperation with school counselors, and the level of the schools they work at.

2.3. Data Analysis

The collected data were subjected to quantitative and qualitative analyses. Frequency (f) and percentage (%) calculations were performed for quantitative analysis. Furthermore, bivariate chi-square (X^2) test was performed using the crosstabs technique (Büyüköztürk, 2000). Descriptive analysis was made for qualitative analysis. This kind of analysis involves forming a framework for descriptive analysis, processing the data according to the thematic framework, and defining and interpreting the results. During descriptive analysis, a framework was first formed in line with the research question and the data were processed and defined according to the framework (Yıldırım & Şimşek, 2006). For the analysis, the teachers were assigned numbers from 1 to 30. Also, several codes were used for school level; such as P for primary school, S for secondary school, and H for high school. These codes are given in the form of P1, S1, H1, etc. at the end of the excerpts from teacher statements when presenting the findings.

3. Findings

This section presents the results obtained by a statistical analysis performed on the data collected to examine the research problem. Table 1 shows the frequency and percentage distribution of teacher definitions of disapproved student behaviors in school environment.

Table 1: Frequency and percentage values for the disapproved behaviors defined by the teachers

Disapproved Behaviors Defined by the Teachers	Total	
	f	%
1.Violation of School and Classroom Rules:	30	100
a. Disrespectfulness (P2,P3,P4,P10,S15,S16,S20,H23,H28,H29)	10	33.33
b. Violating uniform regulations (S14, S16,S19,H21,H22,H23,H30)	7	23.33
c. Talking without permission (P4, P6)	2	6.67
d. Talking a lot with classmates; making noise (P8,S14, S18,S19,H23,H27)	6	20
e. Name calling (P8,P10, S17, S19,H24)	5	16.67

Disapproved Behaviors Defined by the Teachers	Total f	Total %
f. Taking others' stuff without permission (P9)	1	3.33
g. Complaining about classmates (P9, S13,S19)	3	10
h. Lack of orderliness, cleanness, and hygiene (S12,S13, S15)	3	10
I.Bringing cell phones, cigarettes, and cameras to school (S16,H23,H24,H25,H29)	5	16.67
j. Reading newspapers, magazines, etc. (H24)	1	3.33
k. Late arrival to class (S18,H23)	2	6.67
2. Personality Traits	22	73.33
a.Bullying, Violence, and Aggressive Acts	20	66.67
• *Hitting* (P1,P2,P3,P5,P6.P7,P9,S11,S14,S15,S16,S17,S19,H28,H29, H30)	16	53.33
• *Verbal violence/ profanity /swearing* (P1,P2,P3,P4,P5, P7,P9,P10,S11,S14,S16, S17,S19,H21,H27,H28,H29,H30)	18	60
• *Playing violent games* (P4)	1	3.33
• *Harming classmates' property* (P7, S16, H21)	3	10
• *Harming school property* (P10,H28,H29)	3	10
• *Stoning street animals* (P7)	1	3.33
b. Selfishness (P2,H27,H28)	3	10
c. Lack of Self-Confidence (P3,P7,H21)	3	10
d. Fear of School (P3)	1	3.33
e. Sharing things (P5)	1	3.33
f. Lying (S13,H27,H28)	3	10
g. Petulance (S20,H28)	2	6.67
h. Lack of Sense of Responsibility (H21,H22,H28)	3	10
3. Academic Qualities	20	66.67
a. Lack of interest (P1,P4,P5,S11,S12,H25, H30)	7	23.33
b. Failure to fulfill one's academic obligations, e.g.; not doing one's homework, forgetting to bring or not bringing textbooks (P6,P8,P9,S11,S12,S13,S14,S16,S18, S19,H22,H23,H28,H30)	14	46.67
c. Not knowing how to study (S12, H22)	2	6.67
d. Failure to use time efficiently (S15)	1	3.33
e. Getting angry and not sharing during groupwork (S20)	1	3.33
4. Attention Deficit and Hyperactivity	6	20
a. Attention Deficit (P1, P4,P12,S14,H25)	5	16.67
b. Hyperactivity (P2)	1	3.33

As is clear from Table 1, 100% of the teachers stated that their students fail to conform to school and classroom rules. The distribution of behaviors in this category is as follows: 33.33% disrespectfulness; 23.33% violating uniform regulations; 20% talking and making noise during class; 16.67% bringing cell phones, cigarettes, and cameras to school; 16.67% name calling; 10% complaining about classmates; 10% lack of orderliness, cleanness, and hygiene; 6.67% talking without permission; 6.67% late arrival to class; 3.33% taking others' stuff without permission; and 3.33% reading newspapers, magazines, etc. As seen in Table 1, 73.33% of the teachers stated that their students exhibit negative behaviors in relation to their personality traits. Among

the behaviors in this category are profanity / swearing (60%); hitting (53.33%); harming classmates' property (10%) and harming school property (10%); playing violent games (3.33%); and stoning street animals (3.33%), all of which fall under the subcategory of bullying, violence, and aggressive acts (total 66.67%). The category of personal traits also include selfish acts (10%); lack of self-confidence (10%); lying (10%); lack of sense of responsibility (10%); petulance (6.67%); not sharing things (3.33%); and fear of school (3.33%). It is clear from Table 1 that 66. 67% of the teachers observed that their students displayed disapproved behaviors with regard to academic qualities. The behaviors in this category include failure to fulfill one's academic obligations (not doing one's homework, forgetting to bring or not bringing textbooks, etc.) (46.67%); lack of interest (23.33%); not knowing how to study (6.67%); failure to use time efficiently (3.33%); and getting angry and not sharing during groupwork (3.33%). Table 1 shows that 20% of the teachers observed negative behaviors in their students in terms of attention deficit and hyperactivity. This category includes 16.67% attention deficit and 3.33% hyperactivity.

Table 2 presents the frequency and percentage distribution of the teacher approaches toward disapproved student behaviors.

Table 2: Frequency and percentage values for the teacher approaches toward disapproved student behaviors

Teacher Approaches toward Disapproved Student Behaviors	Total f	Total %
1. Speaking with the Student	2 3	76.67
1a. Personally speaking with the student and inquiring into the cause of the behavior (P1, P2, P3, P4, P5, P10, S11, S12, S13, S14, S15, S16, S18, S19,S20,H21,H22, H24,H25,H27,H29,H30)	22	73.33
1b. Talking about appropriate behaviors (P1,P4, S16,H21,H22,H23,H24,H27)	8	26.67
2. Speaking with Parents (Meeting and cooperating with the student's parents and getting support from the family) (P1,P2,P3,P4,P5,P7,P9,S11,S12,S13,S14 ,S19,S20,H22,H25,H29)	16	53.33
3.Receiving Help from the School Counselor (P2, P3,P5,P7,P9,P10,S13,S16,S 19,20,H24,H25,H26, H29)	14	46.67
4. Warning (P6,P10,S11,S13,S17,H23,H24,H26,H28,H30)	10	33.33
5. Punishment	10	33.33
5a. Yelling, scolding, and threatening (P6, P18, H22,H23,H26,H28)	6	20
5b. Depriving the student of his/her favorite activity (P2,P5,P8)	3	10
5c. Threatening with grades (S17,H28)	2	6.67
5d. No recess punishment, (P8)	1	3.33
5e. Forcing them to fold over their desks (P8)	1	3.33
5f. Forcing them to stand facing the blackboard (P8)	1	3.33
5g. Sending off the student out of the classroom (H26)	1	3.33
6. Giving Positive Reinforcers for Desired Behaviors	7	23.33
6a. Rewarding a student's behavior (e.g.; giving assignments or names that the student will like; having the classmates applaud the student, giving them snacks, etc (P1,P2,P4,P5,P7,P11, S13)	7	23.33

Teacher Approaches toward Disapproved Student Behaviors	Total f	Total %
7. Roleplay /Drama (P1, P2,S12)	3	10
8 Highlighting a Student's Approved Behavior (P1, P2)	2	6.67
9. Ignoring Disapproved Behaviors (P5, S17)	2	6.67
10. Referring Parents to Counseling Research Centers (P7)	1	3.33
11.Encouraging Students toward Various Socio-Cultural Activities (P10)	1	3.33

As shown in Table 2, 76.67% of the teachers prefer to speak with the student who exhibits disapproved behaviors. Among the teacher approaches in this category, 73.33% speak personally with the student and inquire into the cause of the behavior, while 26.67% talk about how the student should behave. Table 2 reveals that 53.33% of the teachers meet and cooperate with the student's parents and get support from the family. 46.67% of the teachers receive help from the school counselor. 33.33% warn the student displaying undesired behaviors, while 33.33% prefer to punish them. Under the punishment category, 20% prefer yelling, scolding, and threatening; 10% deprive the student of his/her favorite activity; 6.67% threaten them with grades; 3.33% deprive them of their recess time; 3.33% force the students to fold over their desks; 3.33% force them to stand facing the blackboard; and 3.33% send the student out of the classroom. It is also clear from Table 2 that 23.33% of the teachers give reinforcers to the students who exhibit desired behaviors (e.g.; giving assignments that the student will like; having the classmates applaud the student, giving them snacks, etc.); 10% encourage students toward desired behaviors through drama depicting approved and disapproved behaviors; 6.67% highlight students' approved behaviors; 6.67% ignore disapproved behaviors; 3.33% refer the parents to Counseling Research Centers; and 3.33% encourage their students to participate in various socio-cultural activities.

Table 3 presents the frequency and percentage distribution of the teacher evaluations about the services provided by school counselors with regard to disapproved student behaviors.

Table 3: Frequency and percentage values for the teacher evaluations about the school counselors' services with respect to disapproved student behaviors

Teacher Evaluation of School Counselors	Total f	Total %
1. The counselor provides PCG services to students who exhibit disapproved behaviors	16	53.33
1a.S/he meets the students (P1, P3, P4, P7, S11, S12, S13, S14, H22, H23, H24, H25, H27,H30)	14	46.67
1b. S/he meets the parents (P1,P7,S11,S13,S14,H21,H23,H25,H29,H30)	10	33.33
1c. S/he informs the teachers (P1,P7,S11,S13,S14,H24,H25,H29,H30)	9	30
1d. S/he observes students (P1,P3,P7,S11,S13)	5	16.67
2. The counselor cannot provide his/her services sufficiently due to the high number of students (P5,P6,P8,P9,S15,S16,S19,S20, H26)	9	30
3. The counselor fails to provide PCG services to students who exhibit disapproved behaviors(P2, P10,S17,S18,H28)	5	16.67

As seen in Table 3, 53.33% of the teachers stated that the school counselor provided services to students exhibiting disapproved behaviors. Under this category, school

counselor's approaches include meeting students (46.67%), meeting parents (33.33%); informing teachers (30%); and observing students (16.67%). Table 3 also shows 30% of the teachers' observation that their school counselor cannot provide PCG services sufficiently due to the high number of students. 16.67% of the teachers, on the other hand, stated that their school counselors failed to provide PCG services to students displaying disapproved behaviors.

In order to determine whether the teacher approaches toward disapproved student behaviors significantly differed with respect to their cooperation with the school counselor, school level, and gender; a bivariate chi-square (X^2) test was performed, the results of which are presented in Table 4.

Table 4: Results of the Chi-Square Test on the difference in the teacher approaches and cooperation with the school counselor, school level, gender

	Teacher Approaches								
	Appropriate		Inappropriate		Total				
	f	%	f	%	f	%	X^2	df	P
Cooperation									.
Yes	22	88	3	12	25	100			
No	2	40	3	60	5	100	6	1	.01
Total	24	80	6	20	30	100			
School									
Primary	8	80	2	20	10	100			
Secondary	8	80	2	20	10	100	.37	2	.83
High School	7	70	3	30	10	100			
Total	23	76.7	7	3.3	30	100			
Gender									
Female	12	80	3	20	15	100	.19	1	.66
Male	11	73.3	4	6.7	15	100			
Total	23	76.7	7	3.3	30	100			

As seen in this table, the results of the bivariate chi-square (X^2) analysis revealed a significant difference between the cooperation of teachers with the school psychological counselor and their approach toward disapproved student behaviors ($X^2(1)=6$, $p<.05$). An examination of the frequency and percentage distributions will show that 88% of the teachers cooperate with school counselors and act appropriately in cases of disapproved student behaviors; 12% cooperate with school counselors and do not act appropriately; 40% do not cooperate with school counselors and act appropriately in cases of disapproved student behaviors; and 60% fail to cooperate with school counselors and act inappropriately.

As is clear from Table 4, no significant difference was found between the teachers' school levels and their approaches toward disapproved student behaviors as a result of the bivariate chi-square ($X^2(2)=.37$, $p>.05$) analysis. Similarly, Table 4 also shows that the bivariate chi-square ($X^2(1)=.19$, $p>.05$) analysis revealed no significant difference between the gender of teachers and their approaches toward disapproved student behaviors.

4. Discussion

In the study, failure to obey school and classroom rules ranked the first among the teacher definitions of disapproved behavior. The disapproved behaviors cited by the teachers in this category include disrespectful student behaviors; violating uniform regulations; talking and making noise during class; bringing cell phones, cigarettes, and cameras to school; calling their classmates names; complaining about classmates; lack of orderliness, cleanness, and hygiene; talking without permission; late arrival to class; taking classmates' stuff without permission; and reading newspapers, magazines, etc. When inquired about their opinions on disapproved student behaviors, the teachers cited complaining the teacher about their classmates; shouting at classmates; making unnecessary noise and talking without permission (Sayın, 2001); interrupting someone speaking; whispering; late arrival to class; walking about in the classroom; spreading in one's seat (Balay & Sağlam, 2008); talking loudly during class, making noise, speaking without asking for permission to do so (Çapri, Balcı & Çelikkaleli, 2010); disinterest in lessons, speaking without permission, failure to take responsibility for courses, cheating (Siyez,2009); talking, laughing, and failing courses (Erol, Özaydın & Koç, 2010) among disapproved behaviors. The results of the present research are similar to those reported in the literature.

Disapproved behaviors originating from personality traits of students ranked the second among the categories of disapproved behaviors stated by the teachers in the study. The participants defined various bullying, violent and aggressive behaviors, including swearing, profanity, hitting, harming classmates and school property, playing violent games, and stoning street animals. They also defined selfish behaviors exhibited by their students, lack of self-confidence, lying, lack of sense of responsibility, petulance, inability to share, and fear of school. The results of the study inquiring teacher opinions revealed that 6% of primary school students exhibited serious behavioral problems (Clunies-Ross, Little & Kienhuis, 2008); and students displayed undesired behaviors such as swearing, acting aggressively, lying, stealing (Danaoğlu, 2009); and verbal and physical violence (Çankaya & Çanakçı, 2011). At high school level, on the other hand, swearing, bullyragging, name calling, and physically harming classmates (Siyez, 2009) are among the disapproved student behaviors commonly observed by teachers. These results are in parallel with the research findings.

Ranking the third among the teacher definitions of disapproved student behaviors in the present research is academically disapproved student behaviors. In this category, the teachers defined behaviors such as failure to fulfill one's academic obligations (not doing one's homework, forgetting to bring or not bringing textbooks), lack of interest, not knowing how to study, failure to use time efficiently, getting angry and not sharing during groupwork. Fourthly, the teachers stated that their students exhibited disapproved behaviors due to attention deficit and hyperactivity. When asked to give their opinions in the research, the teachers defined not doing homework, failure to fulfill their responsibilities (Danaoğlu, 2009); lack of interest in class; and failure to take responsibility (Çankaya & Çanakçı, 2011) as disapproved student behaviors. These results are also in parallel with the research finding.

As revealed by the results of the study, the first method employed by the teachers to

deal with disapproved student behaviors is to speak with the student. This is followed by meeting and cooperating with the student's parents and getting support from the family; receiving help from the school counselor; warning the student who displays undesired behaviors and punishing them (yelling, scolding, threatening, depriving the student of his/her favorite activity; threatening them with grades; depriving them of their recess time; forcing them to fold over their desks; forcing them to stand facing the blackboard; and sending the student out of the classroom); giving reinforcers to the students who exhibit desired behaviors (e.g.; giving assignments that the student will like; having the classmates applaud the student, giving them snacks, etc.); encouraging students toward desired behaviors through drama depicting approved and disapproved behaviors; highlighting approved behaviors; ignoring disapproved behaviors; referring the parents to Counseling Research Centers; and encouraging their students to participate in various socio-cultural activities, respectively. In their research, Clunies-Ross, Little & Kienhuis (2008) found that teachers use proactive strategies like active listening more often than reactive strategies like threatening. Primary teachers were found to use guidance, confrontation, infusing responsibility, punishment, rewarding, offering social support (Çankaya & Çanakçı, 2011); verbal warning, inquiring into the cause of a particular behavior, making eye contact, ignoring, organizing behaviours (Danaoğlu, 2009); reminding someone of the rules, asking questions, oral warning (Girmen, Anılan, Şentürk & Öztürk, 2006); and often preventive disciplining method (Sayın, 2001) to deal with disapproved student behaviors. In a study conducted on primary school students, Boyacı (2009) found that when students failed to obey classroom rules, their teachers punished them by making them wait outside the classroom, face the trash bin or the wall, stand on one foot, getting mad at students, complaining the school director about them, and using various physical punishment methods. Research targeting high school level has revealed that high school teachers preferred referring students to the disciplinary committee, scolding them, warning them loudly, calling them to talk, not recognizing, trying to get insight into the problem, warning them silently, ignoring, refusing to accept them into the classroom / sending them outside the classroom, making eye contact, asking questions, assigning them responsibilities, drawing near to them, inflicting physical punishment, making changes in the class, touching (Çalışkan-Maya, 2004); speaking with the student, trying to enhance motivation, helping them like the school, providing enriched social activities, disciplinary action, yelling, admonishing (Siyez, 2009); as well as using preventive and reformative (Arslan, Saçlı & Demirhan, 2011) approaches. As a result of their research, Merrett & Wheldall (1987) found that 56% of the teachers employed appropriate methods (as cited in Beaman & Wheldall, 2000). In addition, the present study found no significant difference between the school levels of teachers and their approaches toward disapproved student behavior. In the light of the findings of the abovementioned research, there are similarities between the teacher approaches toward disapproved student behaviors with respect to school level. This could be the reason why no significant difference was found between how teachers deal with disapproved student behaviors and their school levels.

Similarly, the research revealed no significant difference between the teacher approaches toward disapproved student behaviors with respect to their gender. This finding implies that male and female teachers treat students displaying undesired behaviors in a similar way. Various studies in the literature reported that teacher opinions about disapp-

roved behaviors in the classroom (Sezgin & Duran, 2010); and their usage levels of the intervention methods to deal with such behaviors did not significantly differ according to gender (Balay & Sağlam, 2008). In another study, Yurtsever (2011) found that female and male teachers did not commonly use positive reinforcement, praise, and rewards. This finding also shows that teachers act similarly with regard to gender.

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