

**A SYSTEMATIC APPROACH MODEL IN DIAGNOSING AND
SOLVING DISCIPLINE PROBLEMS IN CLASSROOM**

Assistant Professor

O. TOLGA ARICAK, PhD

27th ISPA COLLOQUIUM

THE UNIVERSITY OF ATHENS

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E-MAIL: tolgaaricak@hotmail.com

Phone: +90 2120808

Fax: +90 284 2146279

Address: Trakya University

Egitim Fakultesi 22030 Edirne/Turkey

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PART I

Introduction

Classroom discipline is one of the main study topics of contemporary educators. Even in developed western countries it is regarded as the primary problem of education. Classroom discipline is one of the many conditions that are necessary for reaching educational targets. Many factors like desired and undesired student behaviors, student-student, student-group, student-teacher, group-teacher relationships, students' level of readiness, students' attitudes towards lessons, students' social milieu outside the school, teachers' style of establishing relations with students, teachers' lecturing style and physical conditions have a direct or indirect affect on classroom discipline. This makes clear that classroom discipline is actually an issue of relationship and requires a particular importance. So before dealing with the subject in detail, maybe the basic notion that should be defined is what discipline is. Then what is discipline?

What is Discipline?

Discipline does not create a positive impression on most people. It refers to the concepts such as pressure, authority, distress, rules to be obeyed and punishment on people (Aricak, 1997a:14). Maybe since discipline does not create a positive impression, it is frequently violated. At least in our society, whether in family or in school and in other official institutions, discipline means compelling someone to act according to some certain forms, in which naturalness does not exist. As long as the person, regarded as the authority, is present and serves as a threatening factor, individuals can be controlled. But when the authority is absent, individuals may lose their self control. Most of us witnessed similar experiences during our education years (including the university and master students). If the teacher is apt to leave the classroom during the lesson; we know what will happen next. Students will make a sudden noise, shout, quarrel, throw rubbers to each other, walk around the classroom, and write different things on the blackboard etc. If the teacher leaves the classroom during an exam, probably the students will cheat, talk to each other silently and open their books and

notebooks. But why is this difference in the classroom? What changed in two minutes? Is it just the presence or absence of teacher? What is it that tightly places education to teacher's and school management's agenda for years? Is it the fact that students are monsters with serious defects and problems, which should be put in order? And unfortunately, even after an education of 15 years, there are some adults who still need an authority figure in order to obey the rules when they are in business. So does it mean that education of such a long time is in vain? What is the problem?

In social sciences nothing is so simple to be explained only by one variable. Many related variables come together and form some main factors. So when we try to find an answer to the questions that we mentioned before, we come across too many variables instead of only one variable. One of these variable groups is discipline which is a common structure.

Although discipline as a word seems like just one thing, in fact it is the result of many variables due to its content. This multidimensional side of discipline makes harder to define it but not impossible. Actually the humanities because of their structure are similar to a room with lots of mirrors. A concept related with human, may get lots of different forms according to the angle that you are looking at the mirror. And discipline is such a term. It gets new forms according to the problem that we deal with and even it may be regarded as something other. If we want to define discipline with only one sentence, we can say that it is a unity of principles, rules and values, which arrange individual's relationship with himself and others while guaranteeing freedom, individual and social rights (Aricak, 1997a: 14).

If we pay attention to the definition, discipline not only arranges individual's relationship with society but also with himself. It is called as self-discipline and becomes the heart of all the discipline systems on its own. In fact this concept is so broad that it is possible to write many things on it because it is directly related with individual's cognitive, personal and moral development.

Discipline has three main purposes. These are;

1. Improving love and trust relationship
2. Forming a basis for self-worth
3. Acting like a model by understanding others and respecting to their personality (Yavuzer, 1998: 91).

When these purposes are achieved, children are expected to develop desired behaviours and habits. The most significant part of all is the fulfilment of self-discipline/self-control which is also called as moral development and intrinsic feeling of responsibility (Selcuk & Guner, 2003: 107).

Classroom Discipline

Classroom management is a multidimensional subject. It is related with all the elements of school, and students' and teachers' personalities. Generally teachers regard discipline as an extra activity which has no place in teaching activities that they feel responsible for. Discipline should be a part of teacher's establishing effective teaching environment in the classroom because the situation of classroom discipline seriously influences the process of teaching and its quality. Besides, teacher should not be left alone in establishing classroom discipline. Not only teacher's effect but also school's attitude as a whole is important for classroom discipline. The cooperation among teacher, school management and other members of school, content of the lesson, teaching method and school-family cooperation are the factors which determine the validity of both classroom and general discipline (Tan, 2002: 229-230).

After defining discipline as a unity of principles, rules and values, which arrange individual's relationship with himself and others while guaranteeing freedom, individual and social rights, in that context we can define classroom discipline as the unity of principles, rules and values which arrange student's self and classroom relationship while guaranteeing freedom, individual and classroom rights.

If we focus on the definition, discipline not only deals with the students but also gives responsibilities to teachers together with their students. But how does positive discipline develop? And how can it be constructed? For answering these questions it will be useful to deal with the basis of human behaviour, shortly.

PART II

Some Origins of Human Behaviour

Human Behaviour is a Function of Nervous System

Human is a biopsychosocial being. The main point which distinguishes human from other beings is his neocortex formed in central nervous system during evolution process and his different frontal and prefrontal lobes from other mammals. So due to these constructions in basis and other central nervous system and physical functions in detail, we get our characteristic of being an human. Abstract thought, language, personality, moral values, belief systems and all the civilizations are developed and placed by means of this system. What we call intelligence is, in terms of ability, an expression of complex neurological processes such as upper level brain and body functions, attention, perception, memory and judging. Our behaviours are formed and developed in the control of our brain and our peripheral nervous system. If we want to summarize, whether they are controlled or uncontrolled or whether they are clear or unclear, all behaviours are functions of our nervous system (Rosenzweig & Leiman, 1989; Dalkara, 1989).

Human Behaviours are Expressions of Needs

Every individual behaves because of a need, which he is aware or unaware of (Rogers, 1951: 491). Needs are the motives which set behaviour into action. Needs may be too concrete and their origins and targets may be clear but at the same time, they may be quite abstract, complex and their origins may be in very deep and targets may be deceptive and unclear. For example, the need of a hungry person is clear; it is eating. Taking the food required by the body will eliminate the feeling of hunger and at the same time it will provide the food necessary for physical health. In this example the need, its source and target are fairly concrete. But there are some other complex situations. Suppose that a person is hungry and at that point eating can be regarded as his concrete need. But even after eating if the person still feels a necessity for eating and a psychological non-satisfaction, this means that we come across a complex need pattern. For a person who chooses eating whenever he is bored or miserable as an emotional satisfaction tool, physiological satiety does not create satisfaction. At that point, the behaviour of eating appears as a reflection of complex

emotional needs whose origin is unclear. In daily life and especially in education, there are some behaviours whose origins are unclear at first sight. These behaviours are complex and even individual is unaware of them due to various reasons. While this does not constitute a problem for the desired behaviours, it causes serious problem in dealing and correcting the undesired behaviours.

The Basic Needs of Human

One of the systematic studies related with the needs of human is the study of Abraham Maslow (1970) who is a well-known humanistic character in psychological history. Especially in his book “Motivation and Personality”, he clearly brings up the needs and the hierarchical progress of human, during the developmental process. Like all other theories, naturally also in Maslow’s theory, there are some deficiencies. Therefore an expression which is based on only Maslow’s needs hierarchy was not taken into consideration, but an approach which includes different needs was chosen. What are the basic needs of the student like all other human beings?

1. Basic Physiological Needs

As Maslow (1970) stated; basic physiological needs are the necessary physical needs which enable human beings to survive just like any other living organism does. Nourishment, preservation of body heat at a certain level, sufficient level of sleep and body security can be listed as the primer basic physiological needs. Although security is considered by Maslow as an upper level of need, actually it is primer in terms of survival. Perhaps it is possible to deal with the psychological security need in the same direction with Maslow; but mainly it is also a feeling which emerges as a result of human’s physical security. Sexuality, physical pleasure and physical cleanness can be defined as secondary physical needs. Therefore as a teacher, it is helpful for knowing the students better to determine how and to what extent the basic physiological needs of students in our classes are met. There can be acute and chronic health problems with the children and youngsters who are not getting enough or healthy nourishment. For instance, the iron deficiency anaemia that is common among children causes attention, perception and memory problems, therefore it affects learning negatively. Also the real problem of a student who is indifferent and inattentive might be insomnia problem because of inappropriate house conditions. A student who is sitting at a desk in the back row

and who can not write well might be experiencing this problem not because of his mental retardation or laziness but because of his sight defect. A child whom we have doubts that he can not understand what we say might in fact have an audial defect which was not realized before. It is better to check whether these and similar problems are because of physiological reasons before deciding that they are because of indifference and laziness of the student. For this reason we should send the child to a doctor.

2. The Need of Existence

For every person born, immediately after the physiological needs are met, the first most important thing is the need of existence. Whether human being is aware or unaware of it, he struggles for making this need come true until death (Yalom, 1999; Dökmen, 2000). Every time and in every condition, he wants his existence to be approved. There is not any difference between a child who shows the picture he draws to his parents and a writer who introduces his book to people. Both of them want to be approved and to exist. In serious psychopathologic conditions, we may come across expressions of this need that are not suitable even for withdrawal from society and individual insulation. A young person, who decides to commit suicide due to his psychological loneliness, thinking that the significant people in his life do not approve his existence, tries to approve his existence by his suicide in a pathological form (Yalom, 1999: 203, 216). A student, who is branded as lazy and absorbs this brand, naturally will not participate in the lessons due to his lack of understanding. But how can this student make the teacher and other students to approve his existence in the classroom? Certainly, this situation will change according to the personality, mental development and education of the student; but when we have a look at the same instances in the schools, we see that these children generally struggle to exist by performing negative behaviours. These students try to become either the laziest and harmful student of the classroom or they keep themselves away from school and in this way they aim to exist and seldom they behave as an introverted and isolated student and thus they aim to draw the positive attention of the teachers (by being the good boy). So as a teacher our most important message for our students is; whoever they are, we accept them as they are and approve their existence. Rogers (1951; 1980), one of the forerunners of Humanistic Psychology, focuses on the positive and unconditional approval of individual, in his theory.

3. The Need To Be Meaningful

The human whose existence is approved and who makes himself exist with his behaviours is in the need of adjoining a meaning to his existence. Perhaps, it is the hardest never-ending struggle of the mankind. The student in the classroom wants to find a meaning in this place and the part of his life. What is his position in the classroom? Does it have a meaning? What are the meanings of the school and each course? Are all these things some kind of procedure which should be completed at once? So these must be countered in the mind of the student or maybe firstly in the teacher's. If the information makes a sense for the person, beyond the cognitive level, it also takes a place in the affective level according to Bloom's taxonomy. Therefore, after giving the message indicating the existence of the place and the importance of each student, teacher must tell his micro and macro objectives of his courses and what they also mean except passing and failing, with his attitudes and speech in an underlining way during the process.

4. The Need To Be Valuable/Important

Another need related closely with the need to exist and to be meaningful is the need to feel oneself important. The need to be important, in the emotional level above the knowledge of feeling valuable, is the need to feel it in the individual inner world. Therefore, although some students know that they are hardworking and successful in the classroom, they cannot feel themselves valuable and important in the emotional level. Besides the inability to satisfy the need to exist and to be meaningful, the fact of not receiving positive messages about the individual's physical, emotional and mental characteristics and abilities from the people who are revered by him, such as parents, sibling, peers and teacher, may cause in feeling invaluable and low self-esteem. A teacher who criticizes the student's personality not his behaviours, or who criticizes his intelligence not his mistakes or who does not emphasize his positive sides as well as his deficits will cause the student to feel invaluable and inadequate. The pupil who is always compared with a more successful friend of him both academically and behaviourally will feel that there is oddness with him and will struggle for impossible, like a frog that always eats something in order to become a great cow. This uncorrected feeling of defeat and strangeness will result in the acceptance of worthlessness. So after accepting their students as they are, it is of great importance for teachers to send their students the message that they are valuable and important beyond the academic criterion. Negative and

unsuccessful behaviours should be criticized without referring to the personality and intelligence of the student, and even a little success and positive quality should be reinforced.

5. The need for Loving and Being Loved

Love is maybe the most beautiful feeling in the universe. The most beautiful feeling that connects one to another, creates the feeling of belonging, strengthens the respect and feeds human being physiology...

Love feeds and strengthens the relation only if it is unconditional love. If it becomes a conditional one, it steals more things from both itself and relation and causes serious conflicts (Cuceloglu, 1995: 280, 286). For instance, the approach of “I will love you as long as you study your lessons and keep being a well-behaved boy. Otherwise, just like I do not like you, I won’t be your father/mother/teacher” is a situation in which the love is presented conditionally and it spoils the nature of love. The conditional love captures all the body like a poison by passage time; soften up the individual and the relation. It results in the thought of “I deserve being loved not because of who I am but I am the one my teacher wants me to be. I shouldn’t be myself, I should be the person or behaviour asked for.” If it is steadily repeated, it can lead the person to alienate himself. For this reason, the teacher should send the students the message that she/he loves and accepts them as they are; it is necessary in respect of the emotional health of the student and also the child will learn to love his friends and other people unconditionally. He/She will learn that it is not necessary to have a provision or benefit to love somebody. However, the point which should be paid attention is that the teacher should not only tell this as a verbal message but also show it with his/her attitudes and behaviours.

6. The Need for Respect

It has been said that love is the most beautiful feeling in the world. Respect can be defined as the most protective feeling in the universe. What does the respect protect? Of course “the borders.” The respect is an important feeling that protects the borders of both lifeless and living beings (Cloud and Townsend, 1997: 86). The respect is not a right to gain afterwards as it is thought, but a right beginning from the birth. Cosmos and all the human beings who were

born and will be born are worth to be respected. It is based on the unity in essence and individual differences in the display.

The respect is one of the most important guarantees of discipline. If you want to make a positive and strong discipline system, the respect should be a priority at home, class and school. As the respect is a right from the date of the birth, it causes serious problems individually and socially not to pay attention to this need and not to meet this requirement. It also leads serious discipline problems in the schools and classrooms. If a child does not have the required respect in the family, he/she will grow up with an insufficient respect to himself/herself and other people. One of the most important reasons for low self-esteem is that the person has insufficient respect for himself especially from the people who are important for himself/herself (Calhoun & Acocella, 1990). The child who is not listened by his/her mother, father and teacher will learn not to listen in the course of time. His/her prior aim will be not to listen but to be listened. The child who is held in derision and lost face might use the same behaviour to be predominant. The individual who has respect and love conditionally thinks that the respect is a value that will be shown in accordance with some conditions. If a teacher presents the respect in case of a condition based on an academic success or any other condition which is important for himself/herself, the students who are unsuccessful because of any reason can behave disrespectfully as if they want to make their selves approved.

In the future, as it will be specifically discussed, if a positive discipline is required in the school and classroom, the most important concept that should be focused on is “the respect”. It is not only the respect to the student but also to the teacher himself/herself. LoVette (1997) and Lewis (1988) state that the teacher’s respect to himself/herself is very important and a teacher with an insufficient respect can be only a poison for a classroom.

7. The Need for Creativity and Success

The creativity and being successful are needs that have important parts in meeting the requirements and keeping the satisfaction. The person creates to make his/her being eternal, meaningful, valuable and respectful and consequently aims to have success both physically and spiritually.

Every age has different specifications of creativity one by one. In the period of growing up, the creativity of the children and teenagers is a preparation to real life rather than an economical attempt. The games, hobbies, social and academic activities develop the creativity, make people taste the success and create the feeling of production. In this respect, it is probable that children and the young people feel the success at least in one area. Additionally, since the dominant value in the school and the classroom is academic success and especially in specified courses, the possibility of student's success decreases.

If the teacher realizes the integrated importance of this need in respect of other needs, he/she will do his/her best to meet this aspect of student's needs. In order to do this, he/she should get rid of usual teacher approach and accept the thought of that students are individuals who have different abilities and knowledge and learn in different ways. The intelligence is not only the ability fields of classical oral scientific fields. The teacher should approach the students by accepting that there are eight and maybe more different ability fields as Gardner defined (Selcuk, 1999: 56). It should be based not on success determination based on comparison and contrast by being aware of individual differences but the achievement of every individual on the way of his/her own effort and endeavour. Otherwise, a student who did not taste the feeling of success in the classroom at all will behave in the way of spoiling the discipline in order to satisfy this feeling.

The fields of need examined up to now, of course, are not the unique determining points. Everybody knows that human being is a complicated problem and it is difficult to solve. However it is hoped that this info will be illuminating to identify and solve the discipline problems in the classroom. And if the behaviour is the expression of needs, what kind of a systematic way should teacher follow to understand the behaviours that spoil the discipline in the classroom and to identify the problems?

PART III

DIAGNOSING

The Importance of “Approach” to Discipline Problems

It has been stated that every behaviour is an expression of a need. The most important point here is to discover the source of the behaviour. The traditional punishment methods decreases the possibility of these behaviours but it fails to abolish the behaviour (Hilgard, Atkinson & Atkinson, 1979: 206). The requirement is not only the abolishment of the behaviour in your class, but also the generalization of the required behaviour to the other aspects of life.

As it is known, education is the process in which individual creates the required behaviours by the way of his own experiences (Kaya, 1991: 11). From this respect, the teacher cannot state that he/she is not a psychologist or counsellor to have responsibilities of abolishing the problem behaviours.

The teacher does not only teach, but also educates and should properly serve his responsibility of creating the healthy person model that national education aims. It should be done with not ordinary methods but scientific methods of educational psychology. Are there any specified principles and methods common for every teacher to provide the classroom discipline?

There is a famous saying in the medicine: “There is no illness but patient”. It means that the responses of people suffering from the same illness differ depending on their immunity, the response of their body to that illness, environmental conditions and the period of treatment even if they have the same diagnosis. Accordingly, there is no problem in the field of education but there are problem individuals.

As if they seem to be in the same problem field, the lives fed from different sources may require different solutions and approaches. It should be appreciated that writing a book to produce solutions and certain diagnosis for every individual is almost impossible. At least, it surpasses the limits of this paper exceedingly.

You see, for all these reasons, in this paper, it is aimed to present a basic approach model to be used for handling problematic behaviours faced when trying to keep the discipline in the class. In the detail, reaching the diagnosis and solution, as always, according to the type and size of the problem includes class teacher, family, other teachers, close friendships, counsellor, and when needed, an expert doctor (child psychiatrist) and alike.

By taking all this information into consideration, matters to be paid attention and be followed should be these:

1. Know about the discipline applications at school and in classroom

- How long have you been a teacher in this class? It is better not to be impatient in a class where you are the new teacher. It is quite important for the first impression to have a controlled, confident, reliable, respectful and consistent approach.
- What kind of discipline is formed in the present school atmosphere and in that class? Is it fed by pressure, authority and fear or by respect and democratic values?
- Does the discipline at school include the rules obeyed consistently by the management and all the teachers in agreement? Not obeying the rules and principles applied at school causes students to tend to have negative behaviours (Erdogan, 2000: 97).

School discipline regulations do not guarantee that the undisciplined behaviours will decrease. There is only a little relation between the application of school discipline rules and the level of students' showing the desired behaviours or the teachers' stress levels (Tan, 2002: 230).

If your answer to the questions related to the application of discipline at your school or in your classroom is negative, this will not mean that you will be unsuccessful although it will make the solutions for your classroom harder. Your success is related to your knowledge, being open to learning, how much you show effective communication skills in your behaviours, your respectful approach, how confident, convincing and consistent you are in your right applications.

2. Try to discover the problematic behaviour objectively

- Did the problematic behaviour suddenly occur or has it been present since you were the teacher of that classroom?
- Is the same behaviour or are the same behaviours seen in other teachers' classes as well?
- Is there a behaviour which especially stems from the teacher's negative attitude?
- Is there another student or are there any other students acting in the same way? If there is/are, is it present on its own or is there a leader whose behaviour is stimulating it?
- When does the problematic behaviour especially occur?

In behaviour management, the main focus is on negative, undesired behaviours. An undesired behaviour in a classroom setting is a behaviour which hinders the teaching and the learning process, which means all the behaviours which affect the academic life negatively, can be defined as undesired behaviours (Erdogan, 2000: 95).

3. Know your student physically and cognitively

- Are the student's basic physiological needs met enough? Does he/she have enough food and sleep?
- Are there any health problems that the student has? Does he/she have an audio or visual problem?
- Do you have any doubts about the student's cognitive abilities? Is his/her attention span enough? Does he/she have any perception problems? Do you have any doubts about his/her memory? Does he/she easily forget something he learns? Does he/she have any problems with the activities requiring hand and eye co-ordination?
- Is his/her speech developed enough in terms of expression and meaning for his/her age? Does he/she have a speech problem?
- How is your student's school success? At which lessons is he/she successful and unsuccessful? What is the reason for being unsuccessful is it because of his/her poor abilities or does it stem from other reasons?
- What are his/her most developed abilities and what are the least developed ones?

4. Know your student's family

- What kind of a family does your student live with? Is it a nuclear family or a crowded family?
- Are his/her parents alive and together? If the parents are divorced, who does the child stay with?
- What is the socio-economic situation of the family?
- Does your student have enough opportunities at home for studying?
- What kind of a parental attitude is your student being brought up with?
- Does he/she get enough messages from the members of the family that he/she is present, meaningful and valuable?
- In the family, do they show enough respect to your student's individuality?
- Is there a discipline present in the family where the agreement of opinions and consistent behaviours are dominant? Or do they live in a setting where there are arbitrary and inconsistent behaviours?
- What is your student's private relation with her parents like?

The answers we give to these and similar questions will help us in defining the problem more clearly. The important thing is being able to give objective and sincere answers to the questions in these four areas.

What should be considered while evaluating these questions?

Evaluating the school, the teacher, the family and the student as a whole forms the most basic stage in understanding and solving the problematic behaviors. The behaviors we perceive as problems in actually are not the real problem itself. As our focus here is the behaviors that disturb the classroom discipline, it is better to understand the reason of these behaviors primarily. As mentioned before, each behavior is a result of a need. Then, the primary purpose is to understand from which need(s) the problematic behavior comes. It is not always easy to find the reason of the problem. As mentioned before, there can be complicated past experiences that even the individual is not aware of. Besides, it is better to determine the situations which cause the problematic behavior and increases the possibility of its occurrence. The point that should be considered while evaluating the questions taking

place above as four headings is to discover and define correctly the factors and the possibilities that cause the problematic behavior increase the possibility of occurrence or support these behaviors. In this process, when the teacher is not efficient, school guidance service, Guidance Research Centers and doctors should be asked for help. Especially in solving the problems requiring expertise, the student and his/her family should definitely be guided to an expert of the related field. It shouldn't be forgotten that the teacher doesn't have the authority to diagnose illnesses or defects. However, he/she is one of the most important parts of the solution. The process of defining the problem can be considered, in a sense, as the process of knowing about the student. In this process, avoiding a judging and blaming attitude towards the student and his/her family will help us to establish co-operation with them in solving the problems.

Assumed Reasons of Most Frequently Faced Discipline Problems

There are various discipline problems in every school and classroom. The reasons of these problems may be in close relation to one or more of four research fields mentioned above. The frequent discipline problems are:

I. Reasons related to the family and private life

1. Not appealing to the needs of students in the family (inadequacy of stimuli such as you exist, you are meaningful and valuable).
2. Developing self-discipline at an inadequate level, since there has not been well organised discipline within the family.
3. Application of wrong/inconsistent reward and punishment approach.
4. Preventing child/adolescent in the family from taking responsibility which is suitable for his/her age. Fulfilment of all his/her expectations in a wrong way.
5. People or friends taken as wrong models apart from the school.

II. Reasons related to school and teacher

1. Inconsistent attitudes of school administration and teachers about the rules, not in an agreement.
2. Teacher's misuse of reward and punishment approach in the classroom.

3. Supposing the course success as the most important criteria. Thus the successful student feels his existence, meaning and value; the self-undervaluing of unsuccessful student.
4. Teacher's comparison among students via oral or physical behaviours.
5. Without considering students' individual differences (such as multiple intelligence) forcing them to learn everything in the same way.
6. Not giving students responsibilities out of the class appropriate for their level.
7. Teachers' and peers' discriminating unsuccessful or problematic students in short time.
8. Discriminated, unsuccessful or problematic students gathering together and motivating themselves in a negative way.

Family and private life oriented reasons will not be mentioned since they are not the main concern of this study. On this concept the studies of Yavuzer (1988) and Aricak (1997a, b) can be helpful. Especially general and practical suggestions to teachers can be found when the reasons mentioned above are taken into consideration. But the important point is that; it is not possible to apply these suggestions to each student like patterns. The teachers should know their students, assess the conditions and try to find solutions to problems by using their creativity.

PART IV

SOLVING

Some Suggestions for Classroom Discipline Problems

You may be a teacher of a class for a short or long time. You may be a primary school teacher or a branch teacher. There may be serious discipline problems in your class or school. Many of your applications, whether on purpose or not, may be wrong or correct. But the most important point is that your relation style (communication-interaction) is the most crucial tool. This tool can be used for creating problems and also solving them. First of all we should be a good model for the students to create a sufficient classroom atmosphere. Our behaviours and speeches will affect the behaviours of the students. The effects of our positive and negative behaviours depend on our belief and sincerity when we perform them. Behaviours which seem positive but compulsory or artificial will not only create expected effect, but also harm both teachers and students in terms of inconsistency of the relationship in this process. This will lead to a serious confidence crisis. Then as a teacher which behaviours do we define as criteria for managing classroom discipline and solving problems?

1. The first principle should be “not giving harm”

The first principle in the field of medicine, psychology and education is not to give harm. Not to give harm is more important than being help. A teacher can be a good teacher and could teach enough in his own academic field. His students could get the best grades in the exams. But if this teacher also insults his/her students or over-assigns them by ignoring their developmental stages, just to make them successful, this means that he gives harm to the students. The teacher, who in a competing way with his colleagues, and tries to make his/her students literate in a very short time, also gives the students harm. If the teacher's definition of success is merely “course and learning success” then it is inevitable that it will be harmful for the students. It is very normal to regard that students not fulfilling teacher's expectations are the reasons of discipline problems due to their being unsuccessful.

2. We should take individual differences into consideration

Being respectful to individual differences is another aspect of not giving harm. Each individual is unique and different from each other even if they are twins or clones. The most important sign showing that individual differences are neglected in the classroom is the teacher's comparison among students. Though it is not mentioned orally, students are classified as lazy and hardworking. Especially unsuccessful students are compared with successful ones. When they are not like successful students, they are given the message that they are worthless and unimportant. These messages make the unsuccessful student feel bad and weird. Though, there is a problem with the student himself. To feel normal, he/she should be like friend or sibling who is shown as a model. As a result, when the child whose personal interests and abilities are neglected, does not fulfil teacher's academic and behavioural expectations, although he/she can not prove himself/herself in terms of success, he/she proves his/her existence negatively by breaking discipline and drawing attention of his/her teacher.

3. We should show unconditional respect and acceptance

The students in the classroom are from different families. There could be various students with different mother tongue, colour, nationality and religion. They could come from different socio-economic levels. Whatever their environment and nationality are, our students deserve respect and they are all important individually. Whenever the student feels that there is a negative behaviour toward himself, he would probably lose his confidence to his teacher. It is difficult for the ones whom are not accepted by the important individuals for them such as mother, father and teacher to accept themselves.

The most crucial sign of respect is to listen to the person for understanding. If a teacher wants his students to listen to himself, he should firstly listen to them with patience. Listening does not only mean "hearing", but also correct understanding of what the speaker says and responding him correctly. Especially the most affective approach in the solution of discipline problems in long term is "the respect shown constantly to each student as an individual". Respect is also an expression of the limits. Whoever we are, it is not our responsibility to teach the others their limits. We can only teach our own limits to others. If a student disturbs us and peers in the classroom; the expression of this problem in terms of us does not mean that the student is going beyond his limit, but it means that our limits are harmed by these

behaviours. So in this situation the one who is hindered is not the student himself but us. When we try to teach him his limits, the one who would feel the sense of being hindered will be the student himself. The feeling of being hindered always creates anger. Once we give him the sense that the one being hindered is us, then it will be clearly understood that we have more acceptable reason to diminish undesired behaviour.

The teacher's respect towards his students is indeed like a medicine for student who needs it and whose existence and importance is not considered in the family. Thus the existence of individual is accepted, he is given importance whatever his success in the classroom is. This attitude makes the student come closer to his teacher and the class. Then at least the solution to the problems will be easier, otherwise the student would behave badly and disturb discipline to get the respect he needs.

4. We should use appropriate reward and punishment approach

Reward and punishment are like medicine when they are used according to the principle, but when the principles are misused, their harms will be more than their benefits. Therefore they should not be used randomly and without purpose.

Reward is the stimulus which increases the probability of emergence of desired behaviour (Akman & Erden, 1995). Both a teacher's look with shining eyes to his student and an expensive present may be a reward for the positive behaviours of the student.

Punishment is the stimulus which decreases the probability of emergence of undesired behaviour and is not liked by the student (Akman & Erden, 1995). Both teacher's look in an upset way to his student and hitting the student violently may be a punishment for the negative behaviour of the student. So both reward and punishment have a wide spectrum in themselves. Something may possess the quality of reward for one student, but not for the other one (Ersanli, 2003: 181). It is the same with the punishment. The criteria which determines the quality of reward and punishment is related to the quality of reward and punishment of which the student has got till that time. The level of satisfaction and habit determines the response to the stimuli which is given as punishment or reward. For instance, a candy which is given to the child who is used to getting chocolate of good quality would not be a reward for his desired behaviour. Similarly it would not have a punishment effect on a

child who is being shouted after an undesired behaviour since he is beaten everyday. Therefore we should know which type of reward and punishment satisfaction our students have. Another point determining the effect of reward and punishment is giving both of them immediately after behaviour and explaining the student for which behaviour he is punished or rewarded (Akman & Erden, 1995). Otherwise if the student can not understand for what he is being punished or rewarded, this may result in other behaviours beyond our purpose.

Another point that should be taken into consideration is that punishment especially physical punishment in education does not change undesired behaviour permanently but temporarily. Punishment is not enough and useful tool in discovering the desired behaviour (Hilgard, Atkinson & Atkinson, 1979: 206-207).

According to Kohn (1994), punishment and reward are like two sides of a locket. He claims that making the students get good and right behaviours are more affective than reward. Nelsen et al. (2001) who share the same ideas with Kohn argue that neither reward nor punishment is the required stimuli for the change in behaviour; it is more important to develop the feeling of responsibility, to get good moral values and improving the ability of the child to see the results of wrong behaviours and solve them.

So from the statement of Kohn, Nelsen and his friends we can understand that physical reward and punishment are away from establishing self-discipline and they create external controlled individuals. Although it may not be called as a reward by children, moral appreciations of the child, his being honoured is factors which stiffen the behaviour. Although it may not be called as a punishment, being embarrassed due to the results of undesired behaviour decreases the probability of behaviour repetition. The point that we should focus on is that, love, respect and appreciation should not be given as a reward and at the same time should not be deprived of with the aim of punishment. So teachers' moving to the target with wish and belief by using his creativity is the important point. Certainly serious and unsolvable problems will come up. But these kinds of situations are of minority in all education system and they should not be taken as an excuse for unsuccessfulness. So it is important to deal with the problem with good intentions, right knowledge and creativity.

5. Teachers should be aware of the feeling that he gets because of a problematic behaviour

It is very important for a teacher to have emotional awareness in the crisis situations. This awareness will help to protect the feeling of his self and class' control. Teacher should not lose his intellectual personality and should not behave in an emotional or ill-tempered manner in terms of his relations with the students. When the teacher becomes ill-tempered, he loses the respect of the students and reveals his weak sides. The student who discovers this may use weak side of the teacher to disturb the authority (Erdogan, 2000: 104). Teacher may not like some students because of various reasons even he is not aware of them. Especially a teacher may feel obliged to love his all students in order to be an ideal teacher. But if the teacher can not accomplish this and escapes from self-criticism, this will result in suppression of his negative feelings. Finally, a teacher is a human being and love is a natural feeling. Teacher may love or not love some students because of some positive and negative transference. If the teacher acts with his feelings and not behave respectfully, this will give harm to students and their relationship.

If the teacher does not like a student who has problematic behaviours or another ordinary student, he should be aware of the reasons for it. Is it the behaviour or the personality of the student that he does not like? Are there any students who the teacher likes although they violate the rules of discipline? Is it because of the dirty clothing of the student that the teacher does not like? Is it the family of the student that the teacher does not like? Or does the teacher resemble the student to someone in the past who he does not like? The right answers to these questions may not create the feeling of love, but at least they will prevent the teacher from acting in an unjust, disrespectful and unsolvable manner.

6. Our criticisms should not be directed to the students' personalities but to their behaviours

One of the basic contributions of Humanistic Psychology to education is the reality that a person has a potential to tend towards good, truth and development, under normal conditions. Therefore education should serve as a tool in bringing this potential into light. According to Rogers who is a forerunner of Humanistic Psychology, human is a good being in his essence. What makes a person bad is not his personality, but behaviours (Gectan, 1988:

255). If we resemble human's potential to a seed; the best way to make it a tree is to provide the suitable soil, water and sunlight for it. There is not any reason for it to become a tree, when we protect it against the risks. So human education is not interference but a facilitating process in which right stimulus and suitable factors for education are provided. Interference means forcing someone to make changes which are not suitable for his potential and character. Trying to turn black cherry into cherry is an effort of disturbing its nature. Forcing a student, who we define as stubborn, to turn into an easygoing individual can not be defined as education. Education is directing the student's stubbornness towards more productive behaviours by using his own will.

If we deal with the issue from this point of view, we can say that undesired behaviours are actually the result of a wrong education. Especially in family and school, wrong interferences and applications result in problematic behaviours. Individual needs are provided in a wrong way; reward and punishment applications give birth to wrong behaviours. As a result of this, these behaviours are regarded as the personality of the individual and what becomes bad in the end is the individual not his wrong behaviours. The individual identifies himself in the aspect of his behaviours and the brands given by the people around him because there is no other option is given to him.

When we start working with the students who have discipline problems in the classroom or outside of it, we should give that message to them that wrong or bad is not his personality, but his behaviours. So this creates the message: "Since you are a good person in the essence, you can change your image if you change your behaviours. What we want to change is not you, but your behaviours". This will strengthen the wish of behaviour change in student and it will provide hope for him. Besides this approach, desired behaviours should be stiffened by effective reinforcements for the student in the right time. As long as an alternative is not provided for undesired behaviour, it is not possible to reach to the aim.

7. Internal/self discipline is of priority, not external discipline

The most reliable way of protecting and carrying on classroom discipline is to bring up individuals who have developed self-discipline. Treating the students as a potential danger which will disturb the discipline and implementing excessive pressure and control on them,

will wear both the teacher and students down. Continuous external control will hinder the development of internal discipline.

Children perform some undesired behaviours during their attempts of getting life experience. Some adults implement pressure and punishment on students in order to restrict these behaviours. By such an approach, we can only bring up children with external discipline. In an environment where discipline is considered as an external inspection and pressure, child will have feelings of fear, anger and rage. The child learns to become aggressive and solve problems by violence. So inadequate conscience and moral development become a matter of fact (Selcuk & Guner, 2003: 107-108).

Improving self-discipline is an education which should be put into practice at an early age. It's most important principles are love, respect, trust and honesty. First of all it should be experienced in the family, then in the first years of primary education, it should be stiffened. Children, who are brought up with external discipline, face difficulties in developing internal discipline when they come to the puberty in such a way. At that period, since problems and conflicts that are peculiar to puberty rise in number, one can face more serious discipline problems. Besides, it is not impossible to establish discipline in secondary school, due to the approach of the teacher and student's level of readiness. This will be facilitated if love, respect and trust relationship between the teacher and student is settled and strengthened.

Conclusion

In spite of all these factors, teachers are not hopeless and helpless. The final target of education is the change of behaviour in a positive direction. It is not an easy process to teach thousands of complex behaviours to thousands of students. Perhaps the most significant behaviour which the students should be taught is the ability of controlling themselves when they are on their own (Nelsen et al., 2001: 20). After teaching this and making them get self-discipline, the other parts will develop more easily. Then there will not be much difference between a classroom of 10 students and 80 students in terms of positive discipline.

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