

Undesirable Student Behaviours and the Proposed Solutions Within the Context of Discipline Model Based on Reality Therapy in Classroom Management: A Case Study in Turkey

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Abstract:

This paper focuses on investigating undesirable student behaviours in classroom management at the stage of middle schools of Turkey and proposed solutions within the context of Reality Therapy. The specific objectives of the research focuses on identifying the application of Reality Therapy Discipline Model to solve problems in the class, according to teachers' points of views and the researcher's observations. The study relies on the method of case study and the phenomenological approach, which centers on the noted phenomenon, as well as the in-depth information that is not yet known (Yıldırım & Şimşek, 2013). The study group of the research consisted of 20 branch teachers who were voluntarily chosen and had worked in the middle schools of Ministry of National Education in Turkey, within the school year of 2019-2020. Before the data were collected, the participants were informed about the content of the research and data confidentiality and voluntary consent forms were signed. In this research, the teacher information form was joined to the interview form, the teacher interview form, the observation form, and the research diary, which were used as the instruments to collect the data. Content analysis method was used to analyse the data collected by means of the interviews with teachers, the research diary, and the observations made in two teachers' classroom environment. Expert opinions guided the transition from the draft to the final version of the interview form used in the study. A pilot interview was made with two teachers, who were not in the study group. The findings obtained indicated that the teachers did not accurately use all the steps of Reality Therapy Model to solve the discipline problems. It was determined that they used some steps of the model. The teachers first used the solution that should be applied in the end according to Reality Therapy Model, and those who chose to talk to the students at first initiated other steps before they developed a plan to solve serious problems, whose solutions needed to be made outside the class. In accordance with findings, to contribute to the field, some suggestions have been made.

Keywords: Reality Therapy, discipline model, undesirable student behaviours, classroom management

Introduction

In today's education system, model teachers need two major qualifications: the skill of highly developed classroom management and curricular mastery. Another required qualification is the ability to prevent undesirable student behaviours and other discipline problems which occurs in the process of teaching (Erdem, 2012). Efficient classroom management increases students' terminal behaviours and reduces undesirable behaviours (Yıldız, 2011). In relation to this issue, the discipline models that the teachers have adopted and used in classroom management vary. In student-centred classroom management, positive discipline model comes to the forefront (Güven & Cevher, 2005). In such a discipline model, the development of the students' positive behaviours in class is also expected. "Teachers are responsible for creating a discipline environment that is appropriate to the classroom in order to realize the aims, objectives, and intended learning outcomes of the education. If an appropriate discipline environment is not created in the classroom, realizing the aims, objectives, and intended learning outcomes of education will be difficult and nearly impossible" (Erdem, 2012, p.90). Teachers have to keep their classes in order by monitoring the events and reacting as quickly as possible when certain behaviours threaten the order in the class. This is in addition to the fact that they form an efficient management system like a conductor who directs the orchestra (Evertson & Harris, 1992; Weber, 1986). According to Ada and Çetin (2006), a lot of problems evolve within the educational institution, which obstructs the fulfilment of its aims. Teachers and school administrators try to maintain discipline in order to solve the problems that have occurred. The aim of maintaining discipline is to provide security for personnel and students and build an efficient environment for learning (Ada & Çetin, 2006; Çobanoğlu, 2021).

According to literature review, researches conducted are mostly related with the undesirable behaviours in the classroom and the reasons for these undesirable behaviours. Sadık and Öz (2015) conducted a study on middle school teachers and students, it was seen that teachers and students perceived discipline problems as behaviours which negatively influenced teaching and relationships. In the research results, the teachers mostly emphasized family, peer influence, the change in the social structure and culture, media, and students' qualities in relation to discipline problems. Dağlı and Baysal (2011) conducted a research on teachers working in middle schools, it was determined that "students' talking without permission", "making unnecessary complaints about each other", and "talking to each other about the topics that were irrelevant to the course" were three discipline problems that they encountered most in the class. Another important point related to teachers' coping with discipline problems is the precautions that are taken while problems have not occurred yet. In relation to this point, Güven and Akdağ (2002) studied students' perceptions about middle school teachers' classroom management activities, it was concluded that teachers generally explained the rules of their lessons at the beginning of school year.

There are various discipline models which teachers can use in classroom environment in terms of classroom management. Atıcı (2014) classified these discipline models according to the level of teacher's control. One of the models based on teacher control at a medium-level is Reality Therapy. The pioneer of Reality Therapy is Glasser. Glasser (1986) expressed that most of the students were satisfied with poor-quality activities and studies, and they were even satisfied with the fact that they did not participate in any activities and the studies at the school. However, he opined that an environment should be created to meet the students' needs and they should be oriented about the activities and studies in this environment.

Based on literature review, various researches employed different variables such as culture, seniority differences, and the stages of education to identify teachers' classroom management skills

and the discipline models used (Gage, Scott, Hirn & MacSuga-Gage, 2018; Gaias et al., 2019; Wolff, Jarodzka & Boshuizen, 2020; Lazarides et al., 2020; Voss et al., 2017). Furthermore, it was determined that the discipline models which the teachers used influenced the efficiency of teaching and academic success (Chamundeswari, 2013; Soheili et al., 2015; Rusk, 2016). In some researches, it was also concluded that the discipline model, which was used, influenced the students' commitment to the school (Lee, 2008; Wang, 2010; Yang, 2015). However, in the literature, there are very few researches conducted on the use of specific discipline model in the classroom. On the other hand, the fact that dealing with undesirable student behaviours in the classroom is investigated deeply by means of a qualitative method is important in increasing the efficiency of education and training process. Therefore, in this research, the use of Reality Therapy, which is one of the discipline models based on teacher control at a medium level, in middle schools in Turkey has been studied. Nonetheless, since this research has a versatile content within the context of the reasons, prevention, and solution of undesirable student behaviours in the class, it is expected that it will contribute to the field of classroom management. Furthermore, the fact that Glasser's Reality Therapy Model, including student and teacher control, is deeply investigated by means of a qualitative research method is important in filling a gap in the literature. It is expected that the findings of the research can provide important insights into the studies on curriculum development and teacher training. Thus, the teaching process, which is designed to prevent undesirable student behaviours, will directly influence students' level of learning and educational attainments.

The general aim of this research is to determine the branch teachers' application of Reality Therapy Discipline Model to the discipline problems in the classrooms of middle schools. Based on this general aim, the answers to the sub-problems below are sought:

- What is the teachers' application level of Reality Therapy Discipline Model in the classroom?
- What are the behaviours that have been observed in terms of teachers' using Reality Therapy Discipline Model?

Methods

Research Model

The general aim of this research is to determine the branch teachers' application of Reality Therapy Discipline Model to the discipline problems in the classrooms of middle schools. The research was designed according to qualitative research methods. The study relies on the method of case study and the phenomenological approach, which centers on the noted phenomenon, as well as the in-depth information that is not yet known (Yıldırım & Şimşek, 2013). Within this context, semi-structured interview with teachers were conducted. Thereafter, two teachers and their students, who were in the sample and were determined by means of purposeful sampling, were observed in the classroom environment and their behaviours were analysed comprehensively in terms of the stages of Reality Therapy Discipline Model. The branch teachers whose weekly course hours were the most were used as a criterion to select the teachers. A case study is a method where one case or cases are examined longitudinally and what happens in natural setting is examined (Subaşı & Okumuş, 2017). Similarly, in this research, the use of Reality Therapy Model for the discipline problems in the classroom was also analysed in its natural setting. The person who conducted the case study entered the natural setting where the research was done, accompanied the study group, and focused on the case or cases that was to be investigated. The researcher collected the data from the natural setting and tried to reflect personal perspectives and the participants'

perspectives (Gall et al., 1999; Büyüköztürk et al., 2014). The stages of Reality Therapy was determined as criteria for classroom observations, which enabled the researcher to generate a personal research diary. Also, teachers' and students' viewpoints were used in order to reflect the participants' perspectives.

Study Group

As in-depth data were collected while the study group of the research was determined, maximum variation sampling method was used. The study group of the research consisted of 20 branch teachers who were voluntarily chosen and had worked in the middle schools of Ministry of National Education in Turkey, within the school year of 2019-2020. The interviews were conducted with these teachers. Research data were collected in September, November and December, which was in the fall semester of 2019-2020.

Data Collection

McMillan (2004) stated that two or more data collection methods had to be used in order to describe the situation with depth and enable the research to be conducted appropriately, in terms of the aim of the research, while the case studies were being carried out. Consequently, the data were collected via observations of classroom and interviews with the teachers through open-ended question forms. Furthermore, the data of research diary, which the researcher kept while making observations about the classroom, were also used within the scope of the research. Before the data were collected, the participants were informed about the content of the research and data confidentiality. Thus, voluntary consent forms were prepared. For the first stage, which was designed phenomenologically, the interviews with 20 teachers were conducted through open-ended question forms and each of these interviews, which lasted for 20 minutes, was transcribed by the researcher. In the second stage, which was designed as a case study, the researcher observed two teachers' classrooms and each of these observations lasted for 12 hours.

Research Instruments (Instruments For Data Collection)

In this research, the teacher information form was joined to the interview form, the teacher interview form, the observation form, and the research diary, which were used as the instruments to collect the data.

Teacher Interview Form

Semi Structured Teacher Interview Form was prepared by the researcher. There were 15 questions in a question pool that were produced by means of the form. In relation to the interview form, expert opinion was obtained from two associate professors, who worked at the department of education curriculum and instruction and who studied the discipline problems in the classroom. First, the number of questions was reduced to 10 due to the expert opinions. Second, a pilot interview was made with two teachers, who were not in the study group. The data collected from the pilot interviews were evaluated alongside experts and the questions whose answers were similar were combined. Subsequently, the final form of teacher interview form was created, which included 8 open-ended questions.

Observation Form

The researcher prepared the observation form by using the literature in order to facilitate taking notes during the observations made in the classroom environment and to record the observed

behaviours related to Reality Therapy in orderly manner. In the observation form, there was descriptive information in relation to grade level, seniority, alma mater, gender, and the date of the week in which observation was made. In the observation form, there was detailed information related to the cases that would be observed, including explanation and examples of these cases. Expert opinion was obtained from two domain experts to create the final form of the observation form.

Data Analysis

According to Meriam (2013), data analysis was used to answer the research questions and reveal the meaning of the data. Content analysis method was used to analyse the data collected by means of the interviews with the teachers, the research diary, and the observations made in two teachers' classroom environment. The basic practice done in content analysis involves gathering the specific concepts and themes that resemble each other and interpret them by organizing them in a way that can be understood by the reader (Yıldırım & Şimşek, 2006). The data collected were recorded and transcribed into the computer, while the raw data collected from the interviews, research diary, and observation forms were categorized and analysed. When citing what the participants said, the letter "T" and the numbers assigned to participants such as "T-1, T-2" were used. To ensure the reliability of the analysis conducted, the codes and themes that were produced from the data of interviews and observations were given to two domain experts and the consistency between the analysis of two coders were analysed. According to the coder reliability formula described in Miles and Huberman (1994), the agreement between the coders were determined as 75 percent. It is accepted that reliable result was obtained when this percentage was higher than 70 (Miles & Huberman, 1994).

Results

In this chapter, the findings in relation to the cases where teachers used Reality Therapy Discipline Model in order to deal with undesirable student behaviours in the classroom are presented.

The Findings that Indicate the Data Collected from the Interviews with the Teachers

The Teachers' Viewpoints on the Behaviours Described as Discipline Problems in the Classroom

The findings related to the behaviours in the classroom, which the participant teachers described as discipline problems, are shown in Table 1.

Table 1. *The Behaviours which the Participants Described as Discipline Problems*

Subthemes	Codes	Frequency
Violent behaviours	Injuring each other physically	4
	Disrespecting the teacher	2
	Exercising psychological abuse to each other	1
	Swearing at each other	
	Making rude gestures at each other	1
	Vandalizing the properties of class and their friends	1
		1
Total	6	10

Individual behaviours	Answering questions without taking permission to speak	2
	Not listening to the teacher while lecturing	1
	Leaving the classroom without permission	1
	Total	4
The behaviours interrupting the flow of the lesson	Speaking without permission	9
	Talking to other students without permission	7
	Exhibiting behaviours distracting students	4
	Making noise by shouting	3
	Eating and drinking during the lesson	1
	Coming to the lesson without any preparations	1
	Total	25
Behaviours disrupting the classroom order	The students' changing places without permission	5
	Not keeping the classroom clean	1
	Coming to the class late	1
Total	3	7
The behaviours resulting from reasons outside the classroom	The students' parents' entering the classroom within the course time	1
	Total	1

It was determined that the behaviours which the participants defined as discipline problems were mostly seen under the theme of “The Behaviours Interrupting the Flow of the Lesson” (f=25). Speaking without permission (f=9), talking to other students without permission (f=7), and the students' changing places without permission were discipline problems that were mostly indicated by the participants. The observations and reasons which the participants provided in relation to the discipline problems are described below.

“The students sometimes walk inside the class; they can exhibit behaviours that influence the flow of the lesson. Sometimes, the students can't concentrate on the lesson when they are distracted” (T-12).

The participant teachers described these student behaviours as discipline problems and the findings that indicate the reasons for describing these student behaviours as discipline problems are presented in Table 2 below.

Table 2. *The Reasons for Describing These Behaviours as Discipline Problems*

Subtheme	Codes	Frequency
The reasons influencing the teacher	Making the teacher inefficient in the class	3
	Distracting the teacher's attention	2
	Creating difficulty in classroom management	2

Total	3	7
The reasons influencing the students	Disrupting the general order of the classroom	2
	Harming other students	1
	Creating chaos in the classroom	1
Total	3	4
The reasons influencing teaching-learning process	Interrupting the flow of the lesson	3
	Decreasing the efficiency of the lesson	3
	Distracting other students' attention	2
Total	3	8

According to Table 2, the reasons the participant teachers describe these behaviours as discipline problems are mostly seen under the theme of “the reasons influencing teaching-learning process” (f=8). Additionally, making the teacher inefficient in the class (f=3), interrupting the flow of the lesson (f=3), and decreasing the efficiency of the lesson (f=3) were the reasons which the participants indicated the most.

The Findings that Indicate the Reasons for the Behaviours Described as Discipline Problems

The findings related to the participant teachers' viewpoints on the reasons underlying the student behaviours described as discipline problems are presented in Table 3.

Table 3. *Possible Reasons for Student Behaviours Described as Discipline Problems*

Subtheme	Codes	Frequency
The reasons stemming from the teacher	Being unable to make the students adopt the rules	4
	Non-existence of sanctions following the behaviours	2
	The teacher's inexperience in classroom management	1
Total	3	7
The reasons stemming from the students	Being unable to adapt to the classroom	4
	The students idea based on “everything should be mine”	2
	Inadequate development of empathy	2
	Unwillingness to accept responsibility for the results of their behaviours	2
	The students' being distracted easily	1
	Insufficient development of the students' listening skills	1
	Negative attitudes towards the school and the teacher	1
		1

		1
Total	7	12
The reasons stemming from the parents	Parents' doing everything which students want	7
Total	1	7
The reasons stemming from teaching process	Students' losing interest in the lesson quickly	4
	Students' finding the course subjects boring	2
	Length of the course	1
Total	3	7

According to Table 3, the teachers perceived that the reasons for the student behaviours described as discipline problems were mostly based on the reasons indicated under the theme of “reasons stemming from the students” ($f=12$). The teachers also emphasized that parents’ doing everything which students wanted ($f=7$) caused the discipline problems to occur in the classroom. Some of the participants’ viewpoints on the possible reasons of student behaviours described as discipline problems are provided below:

“It can be mostly selfishness, the idea based on ‘everything should be mine’. Additionally, the parents spoil their children while raising them, they do whatever they want. Therefore, a generation without rules have been growing up” (T-6).

“They behave like that as the teacher doesn’t have the power of sanction related to the behaviour” (T-7).

The Findings Related to the Solutions Used for the Discipline Problems

The solutions which the participant teachers used to cope with the discipline problems are presented in Table 4.

Table 4. The Solutions Used For Discipline Problems

Subtheme	Codes	Frequency
Reactive solutions	Warning verbally	5
	Inflicting punishment	2
	Orienting them to school counselling service	2
	Changing the students’ places	1
	Ignoring the behaviour	1
	Writing an official report related to student and his/her behaviour	1
Total	6	12
	Making the lesson more enjoyable	4
	Using educational games in the course	
	Determining the classroom rules with	4

Preventive solutions	the students	
	Attaching importance to peer interaction in the classroom	2
	Becoming a role model with their behaviours for students	2
	Taking short breaks in the course	1
	Using different teaching methods	1
		1
Total	7	15
Developmental solutions	Attaching importance to empathizing and making students empathize	3
	Individual and collective interview with the students	3
	Giving responsibility to the students	
	Providing an opportunity for students to solve their own problems	1
	Becoming a guide for the solution of the problems	1
		1
Total	5	9

According to Table 4, the teachers indicated that they mostly used the solutions which existed under the theme of “preventive solutions” to address the students’ behaviours described as discipline problems (f=15). It was determined that warning the student verbally (f=5), making the lesson more enjoyable (f=4), and using educational games in the course (f=4) were the solutions which the teachers employed to solve the discipline problems. The viewpoints on the solutions which some of the participants used to cope with the discipline problems are described below:

“I divide the course hour into two parts without letting it last for a whole course hour” (T-5).
“First, I listen to the student. I expect him/her to solve the problem after he/she understands the problem. If he/she can’t solve the problem, I advise him/her. Finally, I phone the student’s parent when I am with the student” (T-18).

The Findings Related to the Cases whose Solutions Reflect Outside the Classroom

The solutions, which the participant teachers followed respectively for the cases outside the classroom, are presented in Table 5.

Table 5. Solutions Followed Respectively for the Cases outside the Classroom	
Solutions Followed Respectively	Frequency
Meeting with the parent→ Informing the school counselling service	5
Meeting with the student→Meeting with the parent	
Meeting with the student→Meeting with the parent→Informing the counselling service	1
Meeting with the student→ Informing the counselling service	1
Meeting with the parent→Visiting home	
Meeting with a parent	1
Informing the counselling service	1
	1
	1

According to Table 5, there were 9 teachers who experienced the problems whose solutions were outside the classroom. The solutions which these teachers followed respectively included meeting with the parent and informing the school counselling service (f=5). Some of the participants' viewpoints on the solutions which they used for the problems outside the class are described below:

“When it happened, I talked to the family, I talked to the school counsellor. One of my students was taking his/her classmates' properties to his/her own house. First, I talked to the family. Then I and the family talked to the school counsellor together” (T-7).

The Problems which the Teacher had Difficulty in Solving and Coping with and their Reasons

The findings related to the reasons for the discipline problems which they had difficulty in coping with are presented in Table 6.

Table 6. *The Reasons for the Discipline Problems that could not be solved*

Subtheme	Codes	Frequency
The reasons resulting from parents' attitudes and behaviours	The parents' inconsistency in their behaviours	4
	The parents' not accepting the undesirable student behaviours	4
	The parents taking over the students' responsibilities	1
Total	3	9
The reasons resulting from the attitudes and behaviours of school management	The lack of cooperation and communication between the school management and the teacher	4
Total	1	4
The reasons resulting from the students	The students' lack of intrinsic motivation	1
	The students' negative attitudes towards the school	1
Total	2	2
The reasons resulting from school counselling service	The lack of cooperation and communication between the school counselling service and the teacher	4
Total	1	4
The reasons resulting from the curriculum	The complication and difficulty of the subjects	1
Total	1	1

According to Table 6, the teachers perceived that the reasons for the discipline problems

which could not be solved were mostly caused by the parents' attitudes and behaviours (f=9). The parents' not accepting the undesirable student behaviours (f=4) and their inconsistency in their behaviours (f=4) were the reasons that were mostly expressed in relation to this theme.

Classroom Rules

The teachers, who were interviewed, were asked questions about their methods for establishing classroom rules, the number of classroom rules, and how they made the students adopt the rules. 15 of the teachers stated that they determined the rules with the students, 3 of the teachers stated that they established classroom rules related to the cases creating confusion, and 2 of the teachers stated that they set the classroom rules themselves at the beginning of school year. The findings that indicated the teachers' viewpoints on how they made the students adopt these classroom rules are presented in Table 7.

Table 7. The Methods Used to Make the Students Adopt the Classroom Rules

Subtheme	Codes	Frequency
Using rewards and punishments	Punishing the students who did not obey the rules	6
Total	1	6
Raising awareness by drawing attention	Putting up the classroom rules on the bulletin boards	3
	Posting the classroom rules at the classroom door	2
	Making the students write the classroom rules on the board	1
Total	3	6
Using teaching methods	Teaching the classroom rules by gamifying	3
	Using drama method	2
Total	2	5
Using effective communication skills	Avoiding the use of "You" language and judging	3
Total	1	3

According to Table 7, the teachers mostly used the methods of using rewards and punishments (f=6) and raising awareness by drawing attention (f=6) to make the students adopt the classroom rules. Punishing the students who did not obey the rules (f=6), putting up the classroom rules on the bulletin boards (f=3), avoiding the use of "You" language and judging (f=3), and teaching the classroom rules by gamifying (f=3) were the methods that were chosen by the teachers the most.

The Role of the Environment in Coping with the Discipline Problems

The findings collected from the participant teachers' viewpoints on their expectations from the environment and the people to cope with the discipline problems are presented in Table 8.

Table 8. *The Expectations from the Environment and the People to Cope with the Discipline Problems*

Subtheme	Codes	Frequency
Expectations from the parents	Respecting the teachers' decisions and cooperating with the teacher	9
	Being made aware of pre-school education	2
	Giving children responsibility within the family	2
	Valuing the children within the family	2
	Setting the rules within the family and the family members' obedience to these rules	2
Total	5	17
Expectations from the school counselling service	Respecting the teachers' decisions and cooperating with the teacher	2
Total	1	2
Expectations from the teacher	Imposing sanctions against undesirable behaviours	8
	Cooperating with the parents School management and school counselling service	3
	Being consistent and determined in their behaviours	2
Total	3	13
Expectations from the school management	Respecting the teachers' decisions and cooperating with the teacher	3
	Supporting the communication between the parent and the teacher	1
Total	2	4

According to Table 8, it was determined that the teachers had the most expectations from the parents in terms of coping with the discipline problems. ($f=17$). The teachers who had expectations from the school counselling service and school management also indicated their viewpoints on the attitudes and behaviours which they should display. The teachers mostly expected the parents to respect their decisions and cooperate with them ($f=9$). Furthermore, they stated that the teachers should impose sanctions against undesirable behaviours which were displayed in the classroom ($f=8$). Some of the teachers' viewpoints are described below:

“The student who is sent to disciplinary board should be punished so that the undesirable behaviour won’t happen again and this punishment will set an example for other students. Because the student has been warned several times before this punishment; at last he is sent to the disciplinary board. If the parents really value their children, they should accept the punishment and support the teacher. Because none of the teachers blame their students without a reason and cause their students to be punished unnecessarily” (T-2).

The Findings Obtained from the Observations in the Classroom

The findings determined by means of the analysis of the qualitative data, which were obtained from the observations in the classroom, were presented according to the order of the steps in Glasser’s Reality Therapy Model. In addition, the findings were supported by reporting the sample case and events related to each item as they happened without changing them.

Step 1 (Communication)

The findings obtained from the analysis were provided below. T-1 asked the students questions about the kind of rule that should be established when a situation that required a rule to be established occurred. Related to this, an anecdote recorded in the research diary is provided below:

“After lesson started, 7 or 8 minutes passed and then a student came to the class. The teacher and the students were demotivated. The student apologized to the teacher and the teacher asked the student why he was late. The student said that there were long queues at the school canteen and it came to his turn when the bell rang. The teacher told the student that he could be hungry as it was morning; therefore he could be right for this reason, but teacher and his classmates in the classroom were distracted due to his entering the class. The teacher turned to look at the class and told them that they had to find a solution to this problem.”

T-1 and T-2 indicated that they enabled the students to use the right to vote for the election of the class president. T-2 added that the discipline problems increased when the right to choose was totally given to the students. Consequently, it was concluded that both teachers gave the students the right to choose but the students were limited in using their rights to choose. It was seen that T-1 mostly used “I language” while communicating with the students. Nevertheless, “You language” was involuntarily used when intensities of the discipline problems continuously increased. It was also observed that the students could generally express themselves freely in T-1’s classes and were treated fairly in every sense. T-2 was more serious than T-1, and fun activities such as humour were hardly ever used. Additionally, the other students made jokes and used humour on their own. Consequently, T-2 also evaluated the groups through the project papers assigned to the students previously. It was determined that T-2 sometimes used both “I language” and “You language”. It was further observed that the students communicated by taking permission to talk and freely asked the teachers whatever heightened their curiosity.

Step 2

Most of the students in T-1’s classroom were interested in the lesson. However, some of the students lost their interest in the lesson for a short while. When the students’ interest in the lesson decreased, T-1 tried to make the lesson alive and dynamic by means of different and comic examples. When a problem occurred in the classroom, T-1 first made the student define the problem and then expounded the problem in a more constructive term.

Related to this:

“The student whose pen point was broken started using the pen that belonged to his friend sitting next to him without asking permission. The student who owned the pen got really angry at this situation and an argument broke out. T-1 first asked what happened. Both of the students defined the problem according to their own perspectives. Then, T-1 defined the problem by expressing what was understood”

In T-2's lesson, it was observed that the students were more distracted and they were interested in the things that were irrelevant to the lesson. With regard to this, T-2 tried the methods of using interactive whiteboard, activity, etc. in order to draw the students' attention to the lesson. These methods, however, did not achieve the desired results. Thereafter, T-2 gave the students verbal warnings such as “sit down”, “listen to the lesson” when a problem occurred. Nevertheless, these warnings provided solutions momentarily. When T-2 continued lecturing, the chats between the students started at an extremely high level. In relation to the undesirable behaviour during the lessons, T-2 asked the students “Is your behaviour right?”. Then, the students defined and interpreted their behaviours in reply to this question.

According to the observation findings collected, both teachers made the student define the problem. However, they did not use this solution for every discipline problem and they sometimes reacted to these problems by involuntarily shouting at the students.

Step 3

T-1 talked to the students when a problem occurred in the classroom. The teacher specifically addressed the students who made trouble in the classroom to identify the reasons for the chaos. Nonetheless, the solutions to the problem were provided by the teacher. When a student posed a discipline problem, T-2 approached the students with a stern warning. The teacher listened to the student's self-defense, but repeated the warning. When the same problem occurred, a statement was taken down. This event that happened in T-2's class is described below:

“The student, who changed his/her place in the class and who didn't get permission from T-2 while changing his/her place, tried to make the students speak. T-2 didn't ask the student why he behaved like that and warned him/her by saying “go and sit at your desk”. However, the students continued displaying the same behaviour. Therefore, T-2 took a statement down. Then, the student cried and left the classroom by slamming the door.

With regard to step 3, T-1 and T-2 exhibited behaviours which were appropriate to Reality Therapy. In some cases, they used traditional teaching methods by shouting and warning the students. However, the students were not given opportunity to evaluate their behaviours, which were discipline problems.

Step 4 and 5

T-1 behaved according to a frame of plan so as to solve the problem. However, the steps of this plan did not overlap the steps of Reality Therapy exactly. T-1 gave the students a chance to solve the discipline problem that occurred in the classroom. They were asked what they could do based on this issue. For example, T-1 asked the students what they should do to prevent undesirable behaviours of coming late to class and eating and drinking something at the time of the lesson. When the students did not answer, the teacher proffered a solution. On the other hand, T-2 did not behave according to a specific plan but produced spontaneous solutions to the discipline problems occurring in the class. T-2 identified the reason for the undesirable behaviour by asking the students “who caused the problem”, “Why are you displaying this behaviour?”. Therefore, it was observed

that T-1 and T-2 did not behave according to a specific plan in order to cope with the discipline problems and they differed in using the methods to cope with the discipline problems.

Step 6 and 7

T-1 checked the students' studies to observe their answers to the questions that were written on the board by walking in the classroom. By means of observations, T-1 saw the mistakes that the students made in solving the problems and intervened immediately. The students who solved the questions correctly were given rewards such as "well-done, high marks", and the students who gave wrong answers were punished. However, the students who displayed undesirable behaviours, which were defined as discipline problems, were given sanctions such as waiting in front of the board, sitting at the back of the class, solving extra questions, and taking a statement down.

Related to these items, T-2 helped the students who were called to the board while they were solving the questions, but the teacher did not directly tell the answer to the problem. The teacher asked questions which provided cues to solve the question. Also, the teacher used reinforcements such as "well-done, good" for the students who answered the questions correctly. Accordingly, T-2 imposed sanctions against students who created discipline problems such as making them stand for a few minutes, changing their places and making them sit at a desk, which was different from the desk next to their best friends. When a student continued creating a discipline problem insistently, the teacher made the students sign student behaviour contract.

Thus, it is possible to say that the appropriateness of the behaviours of T-1 and T-2 to the steps of Reality Therapy is at a medium level. Based on the findings obtained from the observations, it can be concluded that the data collected from the interviews were reliable.

Conclusion, Discussion, And Suggestions

The teachers, who were interviewed generally, described the behaviours preventing the teaching process as discipline problems. Although the behaviours which were described as discipline problems by the teachers interviewed were different, the reasons for which they were indicated as discipline problems were similar. According to some researches (Çapri et al., 2010; Dağlı & Baysal, 2011; Demir, 2013; Sadık & Öz, 2015; Uğurlu et al., 2015), similar results were determined. The teachers generally defined the behaviours preventing the teaching and learning activities as the discipline problems. To cope with the complication of the class and the variety of events in the class poses huge challenges and difficulties to classroom management (Wolff, Jarodzka & Boshuizen, 2020). Therefore, it is possible to evaluate the behaviours which the teachers regarded as discipline problems within the scope of "need for power and need for freedom", which are two of the unsatisfied needs in Glasser's Reality Therapy. According to Glasser, if a person feels unhappy, it means that at least, one of this person's basic needs is not satisfied (Glasser, 2005; stated by Türkdöğän & Duru, 2012). Accordingly, creating a classroom environment which meets the students' needs can be one of the efficient ways to cope with the discipline problems.

It is possible that the students' behaviours based on the teaching process and the features of discipline problems created in the classroom by the students can be related to the quality learning of Reality Therapy Discipline Model. The quality curriculum emphasizes that deep learning of a small number of subjects should be preferred to superficial learning of a very large number of subjects (Atıcı, 2014). Within this context, the subjects which will be taught should be discussed by getting the students' opinions. This will enable the students not to lose their interest in the lesson. Similarly, in Djigic and Stojiljkovic (2011)'s research, it was concluded that teachers' classroom

management styles were significant variables for efficient teaching.

It was also determined that teachers generally used preventive solutions to the discipline problems and applied a set of tactics to prevent the discipline problems from occurring. By considering the tactics used to solve the discipline problems, it is possible to say that some of the teachers used the steps of Glasser's Reality Therapy Model, which were related to undesirable behaviours. However, the solutions which these teachers used did not have the same order as the steps of Reality Therapy Model (The order of solutions which the teachers used was not the same as the order of the steps of Reality Therapy Model). Furthermore, there was no sufficient number of teachers who gave the students an opportunity to notice their behaviour and reflect on such behaviour. This situation that occurred required the determination of the reasons underlying it.

According to Glasser's Reality Therapy Model, meeting with the parents is used when the students do not raise awareness of their behaviour and when the solution plan does not work. If the behaviour continues even after the teacher's meeting with the parent, professional help will be provided to the students. Considering this principle of the model, it was seen that teachers first used the solution that should be applied in the end and teachers who talked to the students at first initiated other steps before they developed a plan for the solution.

In terms of Glasser's Reality Therapy Model, it can be said that teachers' enabling the students to take responsibility for their own behaviours by using the student-centered behaviours is an accurate and efficient method. This is because the student's being aware of the results of his/her behaviours and being responsible for these behaviours are the suggestions belonging to Reality Therapy. However, according to this model, it is possible to say that developing alternative methods to solve undesirable behaviours is preferred to using rewards and punishments.

According to Reality Therapy Model, classroom rules are necessary and teachers and students must establish these rules together (Aksoy, 2001). Within this context, it can be stated that most of the teachers who participated in the research appropriately established the classroom rules in terms of Reality Therapy Model and they used different methods to enable the students to obey the rules. Additionally, this situation can be accepted as an indication that the students participated in the classroom activities and decision making process related to the classroom. Thus, it can be evaluated that the teachers' that made students participate in establishing rules and their use of "I" language to communicate with the students are appropriate to the communication step of Reality Therapy Model. According to Glasser's Reality Therapy Discipline Model, help should be provided by the school counsellor and the parents when the teacher's help is no longer sufficient. Accordingly, it is possible to say that teachers' having expectations from the environment or people is an appropriate attitude. However, it should not be ignored that the teacher should get help from the environment or the people when the steps existing in Reality Therapy have been completed and there are still problems that can not be solved.

It was determined that the teachers, in whose classrooms the observations were made, used different tactics to maintain the discipline in the class. One of the teachers performed teaching in a way that was appropriate to the constructive approach and tried to use some steps of Reality Therapy. Nonetheless, the teacher did not know that the steps used were appropriate to Reality Therapy. The other teacher performed teaching more traditionally and displayed behaviours that were less appropriate to Reality Therapy Model. The fact that the teachers' seniority was low caused their level of occupational burnout to be at a low level and enabled them to be more energetic and interested in dealing with the discipline problems in the classroom, even if they used different methods. The fact that the classes where the teacher taught had few problems or a lot of problems may have caused these results. In accordance with these findings, to contribute to the

field, it can be suggested that:

- The researches in relation to investigating the relationship between the teachers' level of occupational burnout and the models that they use to cope with the discipline problems can be conducted.
- The teachers can be provided a performance oriented in-service training which teaches and explains to teachers all the models to cope with the discipline problems.

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