Prospective teachers' perception on possible classroom situations with problem behavior:
An investigation through discipline models

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Abstract

Coping with problem behaviour depends on teachers' perspectives of classroom management strategies, which can be regarded as discipline models teachers implement in the class. How teachers avoid problem behaviours or their strategies and techniques to deal with them may reveal teachers' understanding of discipline. To understand prospective teachers' views on discipline models, this study investigates how prospective teachers evaluate and respond to the situations that they may encounter in the classroom. This is a qualitative study with phenomenology design, and with 50 prospective teachers attending the Primary School Education Department of a state university in Türkiye as the participants. The data were collected through participants' reflection on two sample cases. The participants were asked how they would evaluate the given cases and how they would respond to them. The first case addressed the stereotype "the student is the source of the problem behaviour" and the second one was related to how prospective teachers perceived the difference between punishment and logical consequences. The findings revealed prospective teachers reported different responses to the given cases. For the first case, prospective teachers stated the source of the problem behaviour was teacher-driven. Their response was more on the discipline model in which the teacher control was high. As for the second case, the participants focused on the students' intentions while evaluating the behaviours. It was found that although the participants took the intentions into account, they evaluated the situations according to the consequences. Finally, the study showed that prospective teachers used interventionist strategies (high teacher control) in coping with problem behaviours.

Keywords: Classroom management, discipline models, problem behaviours, misbehaviour, prospective teachers, teacher education

Introduction

The classroom is a sample of real life, crowded, complex and potentially chaotic, thus it is dynamic and not isolated from life. That's why, it is highly possible to come across problem behaviors stemming from the dynamic structure of the class or physical, social, educational dimensions of the class, or students' characteristics and teacher's classroom management skills. Classroom management, is a teacher's greatest concern. Johnson (2004), stated that teachers have serious concerns with problem behaviours of students. Thus for most teachers discipline seems to be the biggest issue because problem behaviours are almost inevitable the positive learning environments and implementation of various instructional methods. Most of the problem behaviours that teachers encounter are mundane (seeking attention, calling out, daydreaming, not having responsibility, revenge oriented behaviours such as teasing, name-calling etc or showing inadequancy, damageing school or others properties) (Debreli & Ishanova, 2019; Shamnadh & Anzari, 2019). Yet, these behaviors could threaten keeping order and interrupt learning and activities in classroom. How to cope with these behaviours depends on teachers' perspective on classroom management. These perspectives can be regarded as discipline models teachers implement in their classes. How teachers avoid problem behaviours or what sort of strategies and techniques they use for these kinds of behaviours that disrupt the classroom atmosphere may inform us about teachers' understanding of the discipline. Different approaches related to discipline require using both different techniques and strategies for different purposes. In line with this, focusing on and evaluating discipline models seem to be of importance. These discipline models including Kounin's instructional management skills model, interventionists discipline models, and non-interventionists model are discussed in detail below (Behaviourist Model, Assertive Discipline Model, Positive Discipline Model, Glasser's Reality Therapy Model, and Gordon Teacher Efficacy Discipline Model).

Kounin's discipline model (Atıcı, 2014; Chance, 1985; Charles, 1998; Doyle, 1986; Jones & Jones, 2009) primarily focuses on instructional management skills and the use of effective teaching skills while managing the group, i.e. the classroom. He especially mentions the ripple effect and reported that the ripple effect can influence the classroom positively or negatively. Ripple effect is that when a student performs positive or negative behavior, the rest of the class will see what is taking place and tend to do the same (Chance, 1985). It is emphasized that problem behaviors can be prevented if the classroom atmosphere is created by teachers. However, teachers should take clear the measures to stop problem behaviours just after their

occurrences. One of the most important concepts of Kounin is referred as withitness, i.e., classroom awareness which indicates that teachers who are aware of what is happening in the classroom should show their awareness to students. Choosing the important behaviour and using time effectively are reported to be important management skills while approving the awareness. Another classroom management skill of a teacher is how to cope with more than one task simultaneously. In this model, the concepts such as momentum, smoothness, group alerting, and accountability were added to the classroom management literature (Atıcı, 2014; Chance, 1985; Charles, 1998; Doyle, 1986).

When we analyze the behaviorist discipline model, we see that it is especially influenced by the studies of Skinner. This view presenting the use of reinforcers in shaping behaviours or the use of punishment in preventing the occurrence of the behaviour is used to eliminate problem behaviours in classroom management. There are various reward and punishment systems in the classroom environment (Charles, 1998, Wolfgang, 2001).

The assertive discipline, which was presented by Canter, mentions the rights of teachers and students. The needs of the teachers are defined, classroom rules for the student's behaviours are set, and positive interest is shown to the students while creating the classroom environment. In this approach, the teacher is expected to be both a strong and decisive leader and build communication in a consistent, calm, and effective way. Defining the exact limits for the students in the classroom is seen as an important factor for the student to designate his own behaviours and consequences are imposed on the students who exceed these limits systematically (a discipline hierarchy list) (Atıcı, 2014; Charles, 1998, Wolfgang, 2001).

The positive discipline model was developed by Fredric Jones (Charles, 1998; Jones & Jones, 2009). Jones' basic assumption is that teachers should help the student with a positive attitude and make the students have control. For effective classroom management, the use of body language is an important skill. Most problem behaviour in the classroom can be eliminated by the physical arrangement of the classroom, classroom rules, and the use of body language. Effective practices include reducing the distance between the teacher and the student in the classroom's physical arrangement, arranging the classroom appropriately, defining as few classroom rules and some special procedures, and assigning as many classroom chores to students as possible. Besides, body language is defined as a quick way to show disapproval of problem behaviours when they occur in the classroom. Right breathing and trying to keep calm are the recommended body language practices. In addition, eye contact, physical proximity, effective posture, and using gestures and mimes correctly are reported to be other important

skills. Furthermore, various reward systems are used to prevent problem behaviours (Charles, 1998).

Another approach is the Social Discipline Model developed by Rudolf Dreikurs. This approach considers the source of problem behaviours as the mistaken goals of the students, that are expressed as "attention seeking", "power-seeking", "revenge-seeking" and "displays of inadequacy". He mentions three types of teachers to present the discipline understanding. They are autocratic, permissive and democratic teacher types. The basic assumption of Dreikurs is creating a democratic classroom and democratic teacher understanding. He dwells on how the teacher with a democratic attitude distinguishes the misbehaving goals in the classroom and how these misbehaving goals should be managed. Besides, Dreikurs presented the concept of logical consequences and emphasized that logical consequences should be used instead of punishment (Charles, 1998; Karahancı, 2013).

The Reality Therapy Model is based on the studies by William Glasser'Schools without Failure. The basic assumption of these studies is that the school must first be a good and fair place (rule formation). If problem behaviours are displayed, one should think that the program and educational activities are inadequate, boring and they do not meet the needs of the students. The students' needs in the classroom environment are expressed as "survival", "belonging", "power", "fun" and "freedom". When the programme and education do not fulfill these needs, the things that must be done for problem behaviours in the classroom are carried out step by step. After that prerequisite has been established, Reality Therapy steps include the followings; securing student involvement, identifying problem behavior, evaluating inappropriate behavior, planning new behavior, gaining commitment, accepting no excuses, and avoiding punishment. In this discipline model, classroom meetings and the plans that will be developed for the problem behaviours are especially elaborated (Atıcı, 2014, Charles, 1998, Wolfgang, 2001).

Then, the communication-based discipline model is the perspective that especially pays attention to the studies of Ginott and Thomas Gordon. These understandings which are based on communication skills suggest that the focus should be on the behaviour at that moment rather than the personality of the student. Also, communication skills should be used effectively while performing communication based discipline model. It focuses on the emotion in communication and shows understanding focusing on now and here and does not encourage a defensive manner. It recommends things that should or should not be done by the teacher in general. Among these recommendations, using "I" message and not judging or labeling the students are stressed in a crucial way (Charles, 1998; Wolfgang, 2001).

The discipline models are not limited to the ones listed above. Problem behaviors are intervened with various discipline models in the literature (Charles, 1998; Jones & Jones, 2009). Teacher training programs should aim to help prospective teachers have the full content knowledge and fulfill the occupational standards and to teach them how to keep pace with the new developments in education and adapt the knowledge they already have to realize "the best applications" (Franz, Hopper & Kritsonis, 2007) as being a teacher requires to make decisions continuously all the time (Doyle, 1986). According to Doyle (1986), a teacher must make 500 decisions on average every single day when s/he goes to school and s/he must make tough choices while making some of these decisions. Many of these decisions are about the implementation of behaviour management in the classroom. For prospective teachers, the reflections of the education that they got during their university life will be seen in these decisions about "coping with complex and dynamic world problems, making logical and reflective decisions and bringing the ethical values into prominence" (Choi & Lee, 2008). In this sense, this study is of great importance for teacher candidates to practice for real life. It is also crucial as it combines their responses to problem behaviours that they possibly encounter in their classes.

When we analyse the problem behaviours, we see that classroom environments differ from each other in terms of the frequency and level of these behaviours (Ada & Ölçüm, 2002; Swinson, & Harrop, 2001). The perception of a behaviour varies according to who displays the behaviour, to whom it is displayed, and when and how it is displayed (Şahin & Adıgüzel, 2015, p. 805). In this framework, it can be said that behaviour management is the determiner of educational life. The views of the prospective teachers who do not have any teaching experience about the problem behaviours and behaviour management in the classroom have been the issue of concern. Therefore, two cases were selected for this research. The first case addresses and aims to evaluate the common belief that "the problem behaviour derives from the student himself/herself". The second case is chosen to see how prospective teachers bring up the difference between punishment and logical consequence. The views of the prospective teachers about this issue and how they will deal with these two problem behaviours are the subjects of this research. In this context, our research question is "how do the prospective teachers perceive the problem behaviours that they might encounter in these two cases?"

The aim of the research

The main aim of this research is to reveal how prospective teachers perceive the possible classroom situations with problem behaviour and how their perceptions correspond with the discipline models. In line with this purpose, the following research questions were formulated:

1. How do prospective teachers perceive the possible classroom situations with problem behavior?

2. How do their perceptions correspond with the discipline models?

Method

Research design and data collection tools

The research was conducted by using qualitative research methodology with 50 prospective teachers studying their 6th semester at the Primary Education Department of a state university in Türkiye. Participating prospective teachers were asked to report their points of view about how they respond to possible classroom situations given as sample cases in this study and how they would cope with these situations. As the reports written by the prospective teachers were based on their own experiences and perceptions, the phenomenology design was used in this study. The phenomenology design focuses on how the participants define a case and combines the common elements and enables the experiences and perceptions to be presented holistically (Creswell, 2007). The studies with this design deal with how the individuals perceive the case which is being investigated, how they describe it, how they make judgements on it, and how they transmit these to others. The case might be real or imaginary, a feeling which can be measured or felt, a job, or a program (Patton, 2002).

This study's phenomenon is an imaginary situation that might have been experienced throughout the participants' education life. The researchers attempted to understand the meanings of events and responses of prospective teachers in particular situations. The researchers did not assume that they know what these situations meant to the prospective teachers. They attempted to explore the conceptual world of research participants to understand how and what meaning is constructed (Bogdan & Biklen, 1982) around the cases given. Although the data are generally collected through interviews in the studies with phenomenology design, sometimes views can be obtained in written forms, novels, poems and films (Van Manen, 1990; cited in Cresswell, 2007, p.61). In this study, the views of the prospective teachers regarding their perceptions about given cases and how they would respond to the behaviours in the cases were received in written form. Two different sample cases were used in the research.

The first sample case was as follows;

"*The students are working on a project individually. While the classroom is quiet and everybody is busy with their project, two students sitting next to each other in the back row of the classroom start chatting. When the teacher notices these two students from where he is sitting, he says "This*

project is the one on which you have to work individually. I want both of you not to talk to each other until you finish your projects" loudly and stops speaking after saying their names. While all these are happening, the other students stop working on their projects and look at the teacher and the students whose names were called". What is the situation that disrupts the classroom atmosphere? Why? What would you do if you were the teacher?

The second sample was as follows:

"*What would you do if a student broke an object in the classroom accidentally?*

"*What would you do if a student broke an object in the classroom on purpose?" Why?*

Two sample cases which were presented in italics above were given to the prospective teacher in written form. The prospective teachers were asked how they perceived the behaviour in these sample cases and how they would respond to these behaviours. They were instructed to write a report about their opinions.

Participants

The sample of this study consisted of prospective teachers attending the Primary School Education Department of a state university in Türkiye. The participants have already taken classroom management courses but have not experienced teaching practice yet. That's why, the criterion sampling method, one of the purposive sampling methods, was used in this study. Thirty-nine of the 50 prospective teachers who participated in this study were female and 11 of them were male. The age range of the participants was between 20 and 27.

Data collection and analysis

Fifty prospective teachers' points of view were elicited through written reports, which were then analysed by the researchers. Content analysis was used in the data analysis of this research. Qualitative data reveal individuals' experiences through their own expressions (Patton, 2002). As teacher candidates shared their own experiences in this study, content analysis was considered appropriate for the data analysis. The codes that emerged from the prospective teachers' reports were evaluated and internal relationships among codes were searched. Then, patterns (categories and themes) were obtained. Special attention was paid to links between the codes that emerged and codes from the related literature. In fact, codes based on the data are a way of listing important and meaningful quotations from the participants (Creswell, 2007). Therefore, meaning sets that others can also understand and which extend others' horizons are possible to develop. The codes which were obtained in this study were presented in themes (categories) in a manner of forming relevant and meaningful patterns with each other. Some excerpts were given in the findings to understand the participants' perceptions better. The themes

which were determined were interpreted concerning each other and the relevant literature. Then, they were presented in line with the purpose of the study (Maykut and Morehouse, 1994).

Lincoln and Guba (1985) have identified four criteria that are more convenient for reliability and validity in qualitative research: credibility, transferability, dependability, and confirmability. In line with these criteria, this study implemented researcher triangulation, theory and perspective triangulation, expert analysis, and detailed description. The analysis of qualitative data includes no rules and formulas. The insight and conceptual skills of the analyst are in the foreground. In this sense, it can be said that both researchers in this study are experienced and have insight. Codes and themes were identified in line with the participants' answers but concepts were shaped through classroom management and the theoretical structure of the teacher training.

In the analysis process, three reports of participants were first analysed individually by researchers. Later, a meeting was held for a discussion session in order to agree on the codes and categories. During this meeting, disagreements and different codes were taken into consideration. After reaching a consensus, the researchers decided to analyse both cases separately.

For the first case, the criteria were decided as follows:

- who is the source of the problem behaviour (i.e., teacher/students / both)

- what is the problem behaviour (i.e., warning in front of the class, etc.)

- what should the teacher actually do (i.e., eye contact, using proximity, gestures and facial expressions, etc.)

- problem behaviour perception (evaluating who is the source and what is the disrupting behaviours' codes in tandem)

- overall perspectives (evaluating all criteria for deciding discipline models, i.e., positive discipline)

For the second case, both questions were analysed separately and their criteria were decided as follows:

- broke an object accidentally

    - what should the teacher do (i.e.,cheering the student up, speeches emphasizing that the students should be more careful, etc.)

    - problem behaviour perception (i.e., natural consequences, problem behaviour, inconsistency, etc.)

    - other (i.e., no blaming, the collaboration of students, etc.)

- overall perspectives (evaluating all criteria for deciding discipline models,i.e., positive discipline)

-broke an object on purpose

-- what should the teacher do (i.e., questioning behaviour, one-on-one conversation, etc.)

- problem behaviour perception (i.e., natural consequences, logical consequences, punishments, etc.)

- other (i.e., accident, problem behaviour, inconsistent responses, etc.)

- overall perspectives (evaluating all criteria for deciding discipline models,i.e., social discipline).

Each participant's report was coded separately by two researchers and then these codes were discussed and agreed with at around six meetings held every week. Next, the codes on which the researchers agreed were shared with a third person (peer debriefing) to avoid researcher bias or to compensate for the effect of non-critical factors which disrupt the integrity of the research (Lincoln &Guba, 1985). Yaşar (2018) emphasizes that non-critical confirmation and dogmatic results can be prevented by self-criticism. He also mentions that it is important to handle both previous findings in the literature and new findings in tandem. The strategies used for transferability in qualitative research are purposive sampling and detailed description (Yıldırım&Şimşek, 2008). The sample of this study was chosen through criterion sampling, one of the purposive sampling methods. The data were reported in detail and the participants' comments were added to support the credibility and transferability of the study. Lincoln and Guba (1985) emphasize the importance of external validity as a way of providing transferability a detailed explanation of all research procedures. Therefore, this study performed detailed reporting of the data, detailed analysis of how the results were reached, and extra attention was paid to the participants' original sentences.

Results

When the data obtained from the prospective teachers were interpreted in general, it was revealed that the prospective teachers perceived both of the cases as problem behaviour and they applied strategies and techniques, which included various types of understandings of these behaviours. Each case and research question were approached below respectively.

Results of first case

When the prospective teachers' evaluations of the first case were analyzed, it was seen that they drew attention to the teacher and student behaviours as the source of the problem behaviour. Table 1 presents the result of the content analysis regarding the source of problem behaviour or how the classroom environment was disrupted.

As seen in Table 1, according to 38 prospective teachers, the teacher is the main source of the problem behaviour in the classroom. Twelve prospective teachers mentioned that both the teachers' and the students' behaviours were problem behaviours. Six of these twelve teachers added that the main source of the problem behaviour (attention distractor) was the students' chatting with each other and the teacher's wrong intervention (addressing students by their names and warning). In general, 44 teachers perceived calling students by their names and warning them in front of their classmates as a behaviour distracting the classroom atmosphere. A very limited number of prospective teachers regarded the students' chatting behaviour as mild problem behaviour or as tolerable behaviour. As a result, it can be said that most of the prospective teachers considered the behaviour affecting the classroom atmosphere negatively as teacher driven.

Table 1.

The prospective teachers' evaluations of the first case

The source of the problem behaviour	The behaviour that disrupts the classroom atmosphere from participants' statements
Teacher (n=38) Teacher and Student (n=12)	Warning in front of the class by calling out by name (n=44)
	The teacher's sitting and not walking around (n=1)
	Not informing about the rules in advance (n=1)
	The teacher's use of negative language (n=1)
	The teacher is the secondary source of the problem behaviour (as he reacted) (n=6)
	Talking with each other (The main source of the problem behaviour-it distracts attention) (n=6)
	Talking (the least problem behaviour) (n=3)
	A behaviour that can be ignored (n=2)

The prospective teachers who mentioned that the behaviour/situation disrupting the classroom atmosphere derives from the teacher and who added what they can do further revealed what kind of management approach they would follow in their classes. These approaches were analyzed considering classroom management discipline models. The findings are presented in Table 2.

Table 2.

The discipline understandings of the prospective teachers

Discipline model	N
Kounin'sdiscipline model	16
Behaviourist model	16
Positive discipline model	13
Assertive discipline (Canter) model	3
Communication-based discipline model (Ginott / Gordon)	2

Table 2 presents prospective teachers' views about what they would do as teachers in the first case.When their suggestions about what kind of a management approach they would follow in this case was found that their discipline models'. Discipline models, can be related to Kounin, behaviourist model, positive discipline model, assertive discipline model, and communication-based discipline model. Some excerpts from the prospective teachers' suggestions and the discipline model as it is linked by the researchers are given below.

The first quotation is linked to Kounin's ideology. Some of the important management skills of Kounin are withitness, choosing the important behaviour, how to cope with more than one task simultaneously, and using time effectively while approving the awareness.

"The teacher prevented the classroom order instead of ensuring it. He disrupted the attention of not only the talking students but also the other students. There should be some ways to follow in such a situation. The teacher has to display the most appropriate behaviour for the situation. ...Firstly, I would make my students feel that I was aware of the situation and I cared about what they were doing. The first thing that I had to do about the talking students would be making eye contact with them. If this does not work ...I would go near those students but I wouldn't warn them anyway. …if they insisted on their behaviours, I would warn them with a small contact. I would touch their hands or shoulders …(Female9-Kounin)".

Positive discipline suggests the use of body language and the physical arrangement as important strategies for effective classroom management. Most problem behaviour in the classroom can be managed by the physical arrangement of the classroom and the use of body language. Reducing the distance between the teacher and the student in the classroom's physical arrangement could reduce problem behaviour in the classroom. The following quotations could be linked with positive discipline.

"…The teacher noticed that these two students were talking from the place where he was sitting. The teacher has to walk around and monitor the students from time to time. This behaviour of the teacher might be the reason for students' talking. The action of talking can sometimes be a behaviour which was not planned before and can belong to that moment …the teacher should have warned the students nonverbally when the students kept on displaying the same behaviour. [Such as catching each other's eye and using different facial expressions, touching the student or the desk he is sitting at, etc.] If the nonverbal warnings are not enough, these questions can be asked to the students by sidling up to them. "Let's see what you are doing!", "How is your project going on?" or "Is there anything you don't understand?" I would say what they should do rather than what they shouldn't do. I would use positive language. I would remind them of the classroom rules that we had set before …(Female2-Positive discipline)".

Communication-based discipline model based on communication skills, i.e., active listening, suggests that the focus should be on the behaviour of the student at that moment rather than the personality of the student. Also, the feelings surrounding an issue that might cause the problem behaviour is often more important to address than the actual problem itself. Therefore, the following quotation could be linked with the communication-based discipline model.

"…I would walk towards their desk. When the teacher approaches the students, it means a warning for the students and they stop speaking …If I think they are talking about something important, I would sidle up to them and ask in a quiet voice "how is your project going?" and "You don't have any problems, do you?". I would say "If you have any problems, you can ask me" and I would have a look at their project. I would try to motivate them by saying such as "You really thought of this critically" …(Female50–Communication-based)".

Results of second case

The evaluation of the prospective teachers in line with the explanations for the behaviours of breaking an object accidentally and breaking it on purpose which was presented in the second sample case was reviewed in general. The students' behaviours of breaking accidentally and breaking on purpose were found to be separated from each other (39 prospective teachers). However, 11 prospective teachers dealt with these two behaviours of the students without separating from each other. Therefore, they expressed that they would use the same strategy no matter if the student broke an object accidentally or on purpose.

The prospective teachers' evaluations of each case were investigated separately and they are presented below respectively. The prospective teachers' evaluations of the behaviour of breaking an object accidentally are presented in Table 3. As seen in the table, the prospective teachers stated that they would generally give the responses of "Natural Consequences" (13), "Natural Consequences/Criticism/Advice" (15), "Criticism" (8) and "Natural Consequences/Criticism/Finding a solution together" (4) when the students broke an object accidentally. Some prospective teachers claimed that they would give some punishment. Although the prospective teachers believe that the behaviour is an accident and there are no sanctions for it, they expressed that they would criticize, warn or give advice to the students. In addition to this, some prospective teachers emphasized that a solution could be found together with the class and the problem could be solved by collaboration. Consequently, the prospective teachers mentioned that the behaviour of breaking an object accidentally is problem behaviour and they could use some strategies to prevent possible accidents in the future.

Table 3.

The perceptions of the prospective teachers about the behaviour of breaking an object accidentally

The thing that must be done	Participants' explanations of what to do	n
Natural Consequences	Cheering the student up, emphasizing that the student himself is more important	13
Natural Consequences/ Criticism/ Advice	Advice to prevent possible accidents in the future, speeches emphasizing that the students should be more careful, cheering them up	15
Criticism	Speeches emphasizing that the students should be more careful	8
Natural Consequences/Criticism/Finding a solution together	Cheering the students up, speeches emphasizing that the students should be more careful, collaboration	4
Criticism/Finding solutions together	Speeches emphasizing that the students should be more careful, collaboration	3
Natural Consequences/Finding solutions together	Cheering the students up, collaboration	2
Finding solution together	Collaboration	1
Finding solutions together/Logical consequence	Collaboration, ensuring the student compensates	1
Natural Consequence/Logical Consequence/Criticism	Cheering the students up, ensuring the student compensate, speeches emphasizing that the students should be more careful	1
Logical consequence//Criticism	Ensuring the student compensates, Speeches emphasizing that the students should be more careful	1
Criticism/Punishment	Speeches emphasizing that the students should be more careful, making the student apologize	1

The prospective teachers' evaluations of the students' breaking something on purpose in the second case are presented in Table 4. As seen in the Table, almost half of the prospective teachers (16) stated that they would give the reactions of "Punishment"and "Punishment/ Criticism / Finding solution together / Advice". Also, some prospective teachers (7) claimed that instead of giving punishment they would use logical consequences, yet some of them would reportedly use (8) both the punishment and logical consequences in tandem. In addition to this, some prospective teachers (12) emphasized that they could use "active listening" and "finding solutions together" for that problem behaviour.

Table 4.

The perceptions of the prospective teachers about the behaviour of breaking an object on purpose

The thing that must be done	Participants' explanations of what to do	n
Punishment / Criticism / Finding a solution together / Advice	Making the student apologize, pay, etc., Speeches emphasizing the students' problem behaviour, Collaborative strategies, Advice to behave well	10
Logical Consequence/ Finding a solution together /Criticism / Punishment	Ensuring the student compensates for the behaviour, collaborative strategies, speeches emphasizing that the students' problem behaviour, making the student apologize, pay etc.	8
Logical Consequence	Ensuring the student compensates for the behaviour	7
Active listening	Communication strategies	7
Punishment	Making the student apologize, pay, etc.	6
Active listening / Finding a solution together	Communication strategies, collaborative strategies	5
Criticism/Finding a solution together / Give responsibility to family	Speeches emphasizing that the students' problem behaviour, Collaborative strategies, let the family punish the child	5
Advice	Advice to behave well	1
Finding a solution together	Collaborative strategies	1

The prospective teachers' evaluations of the students' breaking something on purpose in the second case also include their responses to problem behaviours. Therefore, these responses by prospective teachers were considered in line with discipline models and are given in Table 5.

Table 5.

The discipline understandings of the prospective teachers

Discipline model	F
Positive Discipline	17
Behaviourist	14
Social Discipline (Dreikurs)	10
Communication-based discipline (Ginott, Gordon vs)	8
Reality Therapy (Glasser)	1

As Table 5 shows, the views of the prospective teachers about the behaviour of breaking an object on purpose are within the framework of positive discipline, behaviourist discipline and social discipline models the most and within the framework of communication-based discipline and reality therapy discipline models the least. Some quotations from the prospective teachers' views that are expressed within the framework of the discipline models they use are presented below.

The clue for positive discipline for the researchers included 'emotional control, understanding the underlying reason for the problem behaviour, and giving the responsibility of the problem behaviour'. The following quotation can be given as an example.

"…I would try to understand why my student attempted to display this behaviour. I would talk to him individually and try to find out why he behaved so angrily. I would try to make him notice that he couldn't solve his problems and handle his anger in that way. Besides, I would buy a new object instead of the broken one to make him understand his behaviour was so wrong. I would never make him pay for the broken object. I would ensure that he wouldn't use the new object for some time. My student would understand that he couldn't take revenge on objects … (Male12-Positive discipline)".

Behaviourist understanding slightly differs from positive discipline and prospective teachers' responses to the child breaking an object on purpose reflected this difference, related to punishment or negative consequences.

"…I would go near the students and ask why he broke the object. I would tell him that he was the wrong model for his friends. I would give him some slight punishment such as cleaning the board, staying in the classroom during the breaks as the student on duty (Female8-Behaviourist)".

Social discipline considers the source of problem behaviours as the mistaken goals of the students, which are expressed as "attention seeking", "power seeking", "revenge-seeking" and "displays of inadequacy". When a teacher distinguishes the mistaken goals of students in the classroom then s/he can manage problem behaviours in the classroom. Hence, the next quotation can provide a clear example on the social discipline model.

"…I would try to understand why he displayed behaviour like that. The student might have displayed it for various reasons. For example, one of the most important reasons can be catching others' attention. It can be a search for gaining power or a place in the classroom. The student might have wanted to take revenge on the teacher or he might have felt inadequate and wanted to prove himself. It is really important to find the reason of the behaviour correctly. I would act after understanding the reason for the behaviour. For example, if he wanted to catch others' attention, I would try to make him feel that I cared about him and was aware of him. (Female 24-Social discipline).

The communication-based discipline model recommends the use of I – message in which the focus should be on the behaviour of the student at that moment rather than the personality of the student. The following quotation could be linked to this model.

"…I would deal with the problem more than the student. I wouldn't criticize him with strong language, I would criticize his behaviour. I would try to use I language. For example, I would make sentences such as "I am very angry with you as you broke the object on purpose….." (Male23-Communication based)".

The data obtained from the prospective teachers showed that both sample cases were perceived as problem behaviours and they would perform various implementations to these behaviours. Reserachers also showed that prospective teachers' implementations corresponded with discipline models.

Discussion, Conclusion and Implications

The data obtained in this study revealed that the prospective teachers perceived both cases given as problem behaviours and they would apply implementations related to various discipline models for these behaviours. When the perceptions of the prospective teachers about the first sample case were considered, it was found that almost all of them expressed the teacher as the source of the problem behaviour. This shows that the prospective teachers might be aware that the problem behaviour can originate from the teacher (Atıcı, 2002,2003; Balay & Sağlam, 2008; Çetin, 2013; Demir, 2009; Demir, 2011; Güleç & Alkış, 2004; Karahancı, 2013; Kayıkçı, 2009; Pala, 2005; Sönmez & Diken, 2010; Şahin & Adıgüzel, 2015; Yüksel & Ergün, 2005, Zontul & Mert, 2015). The views of the prospective teachers who presented that the behaviour/situation that disrupted the classroom atmosphere originated from the teacher and their responses about what they could do differently as teachers reflected various understandings. Within the framework of these understandings, the strategies and techniques that prospective teachers could

use in the classroom come into prominence. These strategies and techniques are usually directed toward abolishing the problem behaviour by the teacher's control – authority. Besides, the prospective teachers asserted some views supporting that the classroom awareness of the teacher must be high. In this sense, it can be said that they verbalized the skills that the teacher must have to affect the classroom atmosphere positively. When we consider the findings, it is seen that the skills or the factors such as classroom awareness, ripple effect, and nonverbal communication skills they will affect the classroom atmosphere positively observed in among Kounin and positive discipline models (Ada & Ölçüm, 2002; Jones & Jones, 2009; Marzano, 2003; Okutan, 2006; Pala, 2005; Swinson & Harrop, 2001).

Some prospective teachers showed the students as the source of the problem behaviours. This is believed to happen because they focused on the students' behaviours and considered the sequence of problem behaviours. This can be explained by the prospective teachers' approaching the situation superficially.

In the second sample case, the majority of the prospective teachers were found to separate the behaviours of breaking an object accidentally and on purpose. However, some prospective teachers dealt with these behaviours without separating them. They stated that they would give the same response no matter if the student broke the object accidentally or on purpose. The findings revealed that the prospective teachers considered the behaviour of breaking an object accidentally as problem behaviour although it is not problem behaviour completely, and they used some strategies to prevent possible accidents in the future. This might suggest that the prospective teachers are worried about controlling the possible problem behaviours in the future. Accordingly, this reveals that maintaining order is the primary focus of prospective teachers and they can apply behaviour management strategies to maintain order in the classroom in even unpredictable natural events. However, the primary objective of the teacher should be reaching the student (Gardner, 1997; Kansızoğlu & Şama, 2015; Marzano & Marzano, 2003; Sueb, 2013). That's why, an unpredictable accident should be considered a natural event, and the strategies which can be associated with abolishing the problem behaviour should not be used. As these kinds of approaches of the teacher will cause negative things in terms of the classroom atmosphere, reaching the student will be restrained (Brown, 2003; Cemaloğlu & Kayabaşı, 2007; Chance, 1985; Pala, 2005; Ünver, 2002).

The discipline understandings in the context of the strategies and techniques that the prospective teachers can use in the classroom come into prominence in the explanations of the prospective teachers about the behaviour of breaking an object on purpose. Here under, it was found that the views of the prospective teachers were within the framework of positive discipline,

behaviourist discipline, and social discipline models at the highest level and within the framework of communication-based discipline and reality therapy discipline models at the lowest level. This result is believed to be the reason why the prospective teachers could not reveal the difference between punishment and logical consequence clearly since they apply the strategies which will make the child take on the responsibility of the problem behaviour and which can disclose the relationship between the behaviour and its consequences less (Cemaloğlu&Kayabaşı, 2007; Chance, 1985; Pala, 2005)

Consequently, it was observed in the first sample case that the prospective teachers did not support the general opinion which considers the student as the main source of the problem behaviour, and they regarded the teacher as the source of the problem behaviour. However, various strategies and techniques that came into prominence while the prospective teachers were presenting what else they could do were for abolishing the problem behaviour by means of 'authority' in which the control of the teacher was high. In the second sample case, it was found that the prospective teachers did not question the intention of the student as they would use the same strategy although they noticed the difference of intention between the behaviours of breaking an object accidentally or on purpose. This can be interpreted that the prospective teachers cared about the result of the problem behaviour more. The prospective teachers followed a similar strategy for the behaviour of breaking an object accidentally to the one they used for problem behaviours. This can be explained by the fact that the prospective teachers are worried about controlling the possible problem behaviours in the future.

Teacher training should especially aim to ensure that the prospective teachers have complete content knowledge of their fields. It should also aim at making them fulfill the occupational standards, cope with the developments in the field of education and learn how to adapt the knowledge they have to actualize the "best implementations" since a teacher's life in the classroom requires making a lot of decisions all the time to realize behaviour management and teaching. The reflections of the education that the prospective teacher received at university will be seen on these decisions in 'coping with complex and dynamic world problems, making logical and reflective decisions and bringing the ethical values into prominence'. Therefore, this study presents the responses of the prospective teachers to the sample cases about the real world. It was seen in both sample cases that the prospective teachers were in the tendency to keep control in their hands and intervene in the problem behaviours with high teacher control. In this sense, it is necessary to create environments in which the prospective teachers can acquire classroom management understanding which consists of strategies and techniques regarding minimum to maximum use of control i.e., power in which they can apply this approach.

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