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Behaviour management and developmental strategies in Turkish primary schools: A qualitative study from head-teachers' perspectives

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This thesis is dedicated to my family…

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ABSTRACT

Managing student behaviours in primary schools has been widely discussed in the literature. A great deal of strategies and several approaches have been implemented in schools in order to reduce problematic behaviours and develop positive student attitudes. Head teachers have crucial responsibilities and roles in implementing these strategies in schools. Moreover their opinions and attitudes regarding effective school management are among the key factors on behaviour management and development among pupils. This study aims to investigate the perceptions and practices of primary school head teachers who work in Turkey regarding to behaviour management and development strategies.

To accomplish the given goals and objectives of the present research, eight head teachers of Turkish primary schools and one head of local education authority were interviewed. The methodology utilises a qualitative paradigm associated with an interpretivist approach within the research design. Semi structured interviews were used as the main data collection tool and the data obtained through face to face interviews was analysed in though applying thematic analysis.

The results demonstrate that; comprehensive and efficient family-school collaboration, competent classroom teachers and school counselling service, positive school climate and curriculum with values based education lead students to gain positive behaviours.

Besides, it is worthy to highlight that an in-depth research that includes not only perceptions of head teachers but also other stakeholders such as; family, teachers and students can allow developing a more comprehensive understanding on this phenomenon which in turn contributes educators to know how to manage behaviours of pupils in primary schools successfully.

CHAPTER ONE

1. INTRODUCTION

The aim of this research study is to describe and examine the perceptions, attitudes and practices of head-teachers in Turkish primary schools regarding the behaviour management and development strategies. The methodology utilises a qualitative paradigm associated with an interpretivist approach within the research design. Interview data collected from nine participants (eight head teachers and a local education administrator) are analysed thematically.

This dissertation is formed in five chapters. Chapter one outlines the structure of the study and background information of the study. Moreover, significance, aims and research question are completed the first chapter. Chapter two includes the literature review. It presents literature relevant to behaviour management and development and educational management and leadership. Chapter three contains discussion on the methodological approach, design and instruments. Chapter four presents findings (themes-categories) by analysing the interviews that are gathered from nine participants. Chapter five discusses the findings that are shown and analysed in Chapter four. Besides, in-depth argumentation of findings, a few suggestions and recommendations for researchers and head-teachers are presented in Chapter five.

In this chapter I will start by providing the background of the study and the reasons why I have decided to investigate perceptions and practices of head-teachers regarding student behaviours. This first chapter also includes purposes of the study and the research question.

1.1. Background of the Research

This research study is about the behaviour management and developmental strategies in Turkish primary schools from the perspective of head-teachers. According to Gedikoglu (2005) Turkish education system has several deficiencies on quality of education as far as developed European countries. These deficiencies are lack of schooling rate on pre-school and higher education level, high population growth compared to European countries and insufficient budget allocated for education (Gedikoglu, 2005). As a developing country, primary schools in Turkey, need to

improve their quality in political as well as practices. By this reason, this study aims to contribute to the Turkish educational system and its stakeholders in primary schools such as; head teachers, families as well as educational researchers. It mainly aims to investigate how to manage and develop positive behaviour among primary school students by utilizing perceptions and approaches of head-teachers in Turkish primary schools. In postmodern societies, the role of schools is now highly contested. For example, what do the schools offer students and how? Do the aims of schools meet the needs of the students as well as society? (Charlton & David, 2003). Actually, education is a main director in every society and therefore, all countries attach importance to educational policies and practices. Ideally, policies about the physical situation of the schools, teacher training programmes, curriculum, executive training and values education aim to create the best educational systems for students and societies (Gedikoglu, 2005). Perceptions and opinions of the stakeholders and the elements of school cultures are quite important in forming social policies about education (Sheldon & Epstein, 2002). This research targets to reveal perceptions of head-teachers who are one of the most important stakeholders in school systems.

Education is not only about the basic (core) subjects such as mathematics, physics, and language. A quality education programme contains subjects on the various areas of child and student development while it includes more sense of experience, more sense of future, which is usually unforeseen, and more sense of life (Scherer, 2007). 'Behaviour' and 'misbehaviour' are crucial concepts popularly used which need to be operationalized carefully. Behaviour 'is the way an individual acts towards people, society or objects' (UNESCO, 2000, p. 6). Misbehaviour is, according to Kyriacou, (2009), 'any behaviour by a pupil that undermines the teacher's ability to establish and maintain effective learning experiences in the classroom' (p. 121). Challenging behaviour, according to Macfarlane (2007), is any unwanted behaviour which is harmful to child development as well as to their peers and adults around them. Problematic behaviours also put children at risk at later stages of their lives and may cause academic failure and social problems (Macfarlane, 2007). Discipline and management are key concepts in schools; ideally teachers are expected to discipline their classrooms and head-teachers are expected to discipline the whole school, which in turn will equip students with skills and the ability to discipline themselves.

This research was carried out in Turkey. The Turkish National Education Regulation (2014) describes a head-teacher as 'the leader and manager of the school' and claims that 'a head teacher is responsible to organize issues such as student activities, teaching, administration, staff, health and safety, paperwork, cleaning and hygiene, maintenance, public relations and the tasks given by the Ministry and local education authority' (p.60). According to the description, a head teacher is responsible to manage the school with the contribution of all stakeholders within the school system. Similarly, head teachers are responsible to help to establish a positive school climate in their schools and manage and develop positive behaviours among students. These responsibilities are in line with the report of Steer (2005), who identifies 10 ways of conducting a whole school approach in order to promote positive behaviour among students. These are;

a) A consistent consideration to learning, teaching and behaviour management
b) Strong school leadership
c) Classroom management
d) Rewards and sanctions
e) Behaviour development strategies
f) Staff development and support
g) Student support systems
h) Communication with parents and other related agencies
i) Managing student transition
j) Facilities and organization

The above guideline put forward by Steer (2005) presents an informed framework for head teachers to apply in their schools.

Most research studies in the Turkish as well as international literature are focused on perceptions and practices of students and teachers on the behaviour management and development (Merrett & Wheldall, 1993; Türnüklü & Galton, 2001; Atici & Merry, 2001; Sadik, 2002; Arbuckle & Little, 2004; Atici, 2006; Hempel-Jorgensen, 2009; Durmuscelebi, 2010; Gibbs & Powell, 2012). This study presents the practices and considerations of head teachers who hold the jurisdiction of giving directions and instructions. Becoming a perfect leader is a very important factor on managing and developing positive behaviours among students. This research is one of the few

research studies in Turkey that merges the areas of educational management and leadership, and behaviour management and development.

Currently, there are behaviour problems experienced in Turkish primary schools such as vandalism, bullying, violence, skipping school and communication problems between adults and pupils (Türnüklü & Galton, 2001; Atici & Merry, 2001; Alikasifoglu, Erginoz, Ercan, Uysal, & Albayrak-Kaymak, 2007), which can also be tracked in primary schools around the world (Hempel-Jorgensen, 2009; Luiselli, Putnam, Handler, & Feinberg, 2005). This study, therefore, aims to focus on the strategies that are employed to prevent and cope with such problems while aiming to develop positive behaviour among students. Supporting students with problematic behaviours has been an interesting issue and several strategies have applied for not only reducing misbehaviour, but also developing positive behaviours among primary school pupils (Evans, Harden, & Thomas, 2004). These strategies might be categorised under four subjects: behavioural model, cognitive-behavioural model, systematic model and psychotherapeutic model (Evans, et al. 2004).

In Turkey, school management policies are mainly prepared by the Ministry of National Education and implemented in Turkish primary schools with little autonomy given to schools for making new regulations and decisions (Sakiz & Woods, 2014). In Turkish primary schools, there is not a regulation or law for managing and developing behaviour. Each individual school forms a committee for observing and assessing student behaviour (MEB, 2014, p. 113). Head teachers or deputy head teacher chairs this commission and assess, observe, make decisions and give instructions for managing and developing positive behaviour and discipline in their schools. Otherwise, the Ministry of Education conducts a 'values education project', and all primary schools should implement this. This project aims to gain students' moral values such as humanitarianism, justice, respect, responsibility, respecting national values, saving the nature, honesty, tolerance, empathy, modesty, patience, confidence/self-confidence and peace (Çengelci, Hancı, & Karaduman, 2013).

1.2. Purposes of the study

The main target of this study is to describe and examine the perceptions, attitudes and practices of head-teachers in Turkish primary schools regarding the behaviour management and development strategies. Eight head-teachers of primary schools in

Turkey, and the head of the local education authority in Turkey participated in this research. This research aims to collect head-teachers' opinions and practices regarding behaviour management and development and investigate their school management and educational leadership abilities. This research will be one of the few studies in Turkey that allows researchers to understand opinions and beliefs of head teachers. Henceforth, this study aims to add a new perspective to the literature about behaviour management and development strategies applied in primary schools. Hence, one of the focuses of this study is the strategies that are employed by head teachers to prevent and cope with such problems while aiming to develop positive behaviour among primary school students.

Moreover, the head of the local education authority will contribute to the research by providing their perspectives about the ways behaviour management and development that are conceived and implemented in Turkish primary schools. Finally, this study aims to investigate the applicability of the related policy in individual schools.

1.3. Research Question

After reading the relevant existing literature about the research topic, making consultations with experts and key groups and being guided by my positionality, the question of this research is:

'What are the perceptions of Turkish primary school head-teachers regarding the behaviour management and development approaches and practices used in their schools?'

CHAPTER TWO

2. LITERATURE REVIEW

This section provides the review of relevant literature to this study. The literature review focuses on definitions related to behaviour, misbehaviour, management and leadership; and discusses the literature on perceptions of head teachers regarding behaviour management and development. It is organized into three sections. Firstly, literature about behaviour management and development is presented. Then, it is continued with the educational management and leadership. Finally, the literature on the combination of these subjects is presented. This literature work includes thirty eight books, nine book sections, fifty seven articles and eight policy reports that are accessed from 'Google Scholar', 'StarPlus online library of the University of Sheffield' and 'the University of Manchester online library'. While investigating the existing literature, the keywords included 'behaviour management', 'primary school', 'educational leadership', 'discipline' 'misbehaviour', 'educational management', 'school leaders', and 'school climate'.

2.1. Behaviour management and development

> "The true measure of a nation's standing is how well it attends to its children – their health and safety, their material security, their education and socialization, and their sense of being loved, valued, and included in the families and societies into which they are born" (UNESCO, 2007, p. 1).

Life quality of children is one of the basic rights and it should be a distinctive purpose of education in all schools. In the quotation above, UNESCO highlights that providing opportunities and developmental environments for children in order to gain positive behaviour must be societies' fundamental aim for shaping the future in order to constitute developed societies.

Such as the primary schools around the world, behaviour problems have been a big problem for centuries in Turkish primary schools (Atici & Merry, 2001; Turnuklu & Galton, 2001). Currently behaviour problems experienced in schools generally include violence, disruptive classroom behaviour, bullying, vandalism and communication problems between pupils and adults (Türnüklü & Galton, 2001; Luiselli et al. 2005;

Atici & Merry, 2001; Durmuscelebi, 2010; Hempel-Jorgensen, 2009). These problematic behaviours cause unsafe teaching and learning environment, hamstring education and expose danger (poor individual and communal outcomes) to school population (Luiselli et al. 2005).

Previous research has shown that school staff described behaviour management and developing positive behaviours as major concerns at the school (Hempel-Jorgensen, 2009). Schools need to invest much time and effort inside and outside the classrooms to prevent problematic behaviours and deal with misbehaviour (Hempel-Jorgensen, 2009). Defining 'behaviour' and 'misbehaviour' need to be operationalized carefully because of their popularity in social and also educational contexts. In general meaning, education is 'educating people with specified aims' (Fidan, 2012, p. 4). Bringing students into expected behaviours is one of the main targets of education process. Behaviour 'is the way an individual acts towards people, society or objects' (UNESCO, 2000, p. 6). Misbehaviour is, according to Kyriacou, (2009), "any behaviour by a pupil that undermines the teacher's ability to establish and maintain effective learning experiences in the classroom" (p. 121). Defining an action as problematic is differentiated by particular contexts and people's opinion. Loud shouting for example can be tolerated in football matches, on the contrary in classrooms it is unwanted (Emerson & Enfield, 2011). With reference to the Emerson and Enfield's interpretation and the definition of misbehaviour teacher perceptions and interpretations, and the context are effective in naming an action to 'misbehaviour'.

With regards to behavioural education, discipline and behaviour management are essential concepts. The concept of discipline can sometimes be misunderstood; its meaning can vary to an extent. Disciplinary coordination and implementation should involve understanding the reasons of the behaviours of children and guiding them to improve self-control and self-discipline skills (Osher, Bear, Sprague, & Doyle, 2010). It is expected that head teachers discipline the school; the teachers discipline the classrooms having the students that are also expected to discipline themselves. According to Durkheim (2012), there are two main objectives of disciplinary actions. The first is promoting an exact regularity in people's behaviours and the second is eliminating unexpected behaviour. Disciplining a school is easier when democratic consideration is applied and pupils accept the rules of school community and transform the rules into their own decisions than someone forces to children to obey the rules

which is not adopted by them. In this situation, their inner voice reminds them about which behaviour is appropriate and which is not appropriate.

According to the descriptions above, what do we want to observe in a disciplined pupil? Turkish Ministry of National Education (2014) explains expected behaviours from students in 15 entries. The Turkish Ministry and National Education expected that students should:

1) Regularly attending classes and being successful
2) Respecting all friends on their honour and rights
3) Being respectful and tolerant to friends, teachers, managers, school staff and all other around them
4) Being honest and avoiding lying
5) Being kind and avoiding being offensive and rude
6) Attending the social and cultural activities that are presented by school
7) Reading, saving and loving books
8) Saving natural, historical and artworks and making contribution to them
9) Being successful needs hard work and time. Saving the time for success
10) Protecting school and materials of school like as their own things
11) Avoiding to use cigarettes, alcohol and other addictive items
12) Avoiding to the partisan activities which are aiming to harm country's solidarity and order
13) Using mental, physical and emotional powers for nation and society
14) Adhering to Ataturk's principles and reforms
15) Obeying the law, regulations and ethical rules of society.

Policy makers and researchers have mostly developed sociological, philosophical and psychological patterns for overcoming behavioural problems. However, unfortunately, they have overlooked to add cultural background, upbringing, and disciplinary practices of students and teachers (Flicker & Hoffman, 2006). Pupil behaviour is strongly linked to student characteristics such as gender, social or emotional disorders, parental style like parental background and family characteristics, school climate, classroom management style of teachers and school management style of head teachers (Green, McGinnity, Meltzer, Ford, & Goodman, 2005). Socioeconomic statuses of families and some factors like family poverty, ignorance, violence, homelessness, and

substance abuse affect parents' mental structure. What is more, this stressful situation of parents influences their ways of raising a child and as well as children's school life (Flicker & Hoffman, 2006). For understanding pupil behaviour, policy/decision makers and researchers should add every stakeholder's statuses and situations to the context. This will allow them to assess and solve behaviour problems of children at primary schools.

There have been studies investigating behaviour management and development and these have been yielding varying findings. Subjects such as pupils' misbehaving, how teacher deal with problematic behaviours and comparisons between various schools on behaviour management and development are general focuses in the studies in Turkey related to behaviour management and development. In the study of Durmuscelebi (2010) a comparison on public and private primary schools in terms of student misbehaviour is examined. He collected the data in Kayseri, Turkey by using questionnaires within 245 primary school classroom teachers. In this study, most encountered problematic behaviours were "complaint about friends, talking without permission, studying without a plan, not listening to the teacher, doing other things during the lesson and fighting with friends" (Durmuscelebi, 2010, p. 380).

Another study in Turkey was about the views of teachers for getting help from school counsellors in regards to deal with students who have misbehaviours (Atici & Cekici, 2012). This qualitative study took place in Adana, Turkey, with a total of 60 participants. This study indicated that teachers looked for help from school counsellors to deal with students with misbehaviours. Counsellors helped teachers by meeting with students, teacher, and parents, giving information, providing resource materials, and giving advice. In addition, conducting classroom guidance activities, doing collaborative work with classroom guidance teachers, acting as a mediator in resolving student conflicts, and conducting group guidance activities were among strategies counsellors used to help students (Atici & Cekici, 2012, p. 3).

For instance, Gibbs and Powell (2012) talked about the relationship between teachers' individual and collective beliefs in terms of their efficacy with students' behaviours. They used a questionnaire with one hundred ninety seven primary and nursery school teachers from the north-eastern part of England. After that, they came up with three factors 'Classroom Management', 'Children's Engagement', 'Instructional Strategies'

that signifies the efficacy of teacher's individual beliefs. Similarly, Leflot, Lier, Onghena, and Colpin (2010) conducted a study about the "role of teacher behaviour management in the development of disruptive behaviours". Researchers observed five hundred seventy pupils from second to third grade. As a result of this study, they stated that "the reduced use of negative remarks of intervention teachers predicted children's increase in on-task behaviour and decrease in talking-out behaviour" (Leflot et al., 2010, p. 869).

Epstein and Sheldon (2002) had a study related to how including families and communities could improve student behaviour. Families, and specifically parents, know their child's needs best, and are therefore positioned to assert their child's interests and make decisions as to what is educationally appropriate for him or her. Parents are able to provide educators with insight into how their child functions and how to best approach him or her to succeed as they know about their own child's strengths and challenges from years of nurturing them. The results of this study showed that constructing more connections within family and schools improve student behaviour positively.

Furthermore, Atici and Merry (2001) conducted a study related to the comparison of misbehaviours in British and Turkish primary classrooms. Misbehaviours change because of the cultural difference between Britain and Turkey. The main concern for British teachers was aggressive behaviours, seeking for attention and yelling to the teachers. On the other hand, Turkish teachers were generally complaining about inattention, talking at wrong times, and making noise (Atici & Merry, 2001). They also found out one of the most significant reason misbehaviour was students' family background regardless of their country or culture. These issues were marriage problems, poverty and lack of parental interest and care (Atici & Merry, 2001). Related to this study, Türnüklü & Galton (2001) have another study about comparison of schools between these two countries. They interviewed and observed 20 primary school teachers. In this study, researchers found out more similarities rather than differences even though the culture is very different. The most common problems in both countries were noise, shouting out and talking without permission.

Hempel-Jorgensen (2009) explored the differences between low-socioeconomic and high-socioeconomic British primary schools in terms of misbehaviours. Hempel-

Jorgensen found a significant difference how different schools perceive the ideal student. According to Hempel-Jorgensen (2009) the expectations from an ideal student in low-socioeconomic school "was rendered more passive, conforming to school discipline and the perceived wishes of teachers" (p. 446); however, in high-socioeconomic school "ideal pupil was a more equal and active learner based on a competence-based pedagogy" (p. 446).

2.2. Educational management and leadership

The significance of effective management and leadership in order to managing schools has successfully been recognized in the last two or three decades (Bush, 2008). It is mostly assumed that the process of education is between teachers and students (Bush, 2008). Teachers and students are the main actors in education; however, other elements in this process play a significant role. These actors are governors, parents, staff of the school and head-teachers. Teachers and other actors of education process, emphasize the significance of head-teachers' role in both informal conversations and formal research (Southworth, 2003).

Head teachers have a significant effect on school climate, teacher's, student's and school's functioning, as well as an indirect influence on educational welfare of schools (Devos, Bouckenooghe, Engels, Hotton, & Aelterman, 2007). Since this study took place in Turkey, according to Turkish National Education Regulations (2014), the definition of a head teacher is that; a head teacher is the leader and manager of the school and head teacher is responsible to organize the works about student, teaching and instructing, administration, staff, health and safety, paperwork, cleaning and hygiene, maintenance, public relations and also the missions are given by Ministry and local education authority.

'What is the definition of being leader? Is the leadership just about power and authority? Is the aim of the leader only organizing and operating the schools? What is the difference between leader and manager?' For answering these questions we should know the descriptions of leadership and management. Being a leader and being a manager looks similar; however, every leader can be a manager; we cannot say that every manager is a leader (Hamachek, 1966). Managers are mostly responsible for conducting the tasks they are required within their authority, and whether they are successful depends largely on if they carry out these tasks properly. On the other hand,

leaders add value to both their life and the people's life around them while carrying out their management roles. There are various definitions of leadership and management in the literature (Southworth, 2003). Secretan (2004) stated that leaders are the main actors who act as fundamental people to inspire, support, ensure personal development and lead the people around them. Educational management is about the administrative function of the policies that are agreed by governments (Bolam, 2004). Educational leadership involves clear vision of the head teacher by equilibration on active staff, student involvement in decision-making, and adoption of school community's climate and ethics (Cowie & Jennifer, 2007).

The difference between management and leadership has been argued for years. A clear explanation about interpretation of these subjects by Cuban is below:

> "By leadership, I mean influencing others' actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Frequently they initiate change to reach existing and new goals … Managing is maintaining efficiently and effectively current organisational arrangements. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change" (Cuban, 1988, p. xx).

Southworth (2003) categorizes leadership theories in five ways. The first theory is 'situational leadership' which is about the place and people affect leading style. The second one is 'instrumental and expressive leadership'. According to this theory, head-teachers should achieve the goals of the school as well as its mandatory requirements. The third theory, 'cultural leadership', discusses the culture of the school region, and according to this theory, school leaders should manage the school by taking into account its own distinctive culture. The fourth one is 'transactional leadership'. In this theory, head-teachers do not intrude the work of any staff in school community. The fifth one, 'transformational leadership', suggests that head-teachers seek new actions to forward the school community, while responding the interests and needs of the actors of the school.

Flicker and Hoffman (2006) came up with eight key roles of a head teacher as a leader and manager in primary schools. These roles are; a) Creating a school working culture where key components include academic perfection, safe teaching environment and

maximized learning opportunities, b) setting an environment in which communication is regular and meaningful with all actors of the school community, c) designating the best environment for education in school buildings, and ensuring maintenance for holding the quality at the top level, d) administering the school's requirements, e) preparing appropriate classes for students, f) communicating with parents in issues such as child reports, g) regulating and attending meetings as a professional adviser for considering recommendations, supporting staff, advising parents, encouraging students, and reporting back on actions taken, h) developing a safe school environment with the help of parents, staff, governors and the community (Flicker & Hoffman, 2006). While they fulfil their roles, head-teachers must not only establish connection between policies and the school actors, but they also investigate new ways to make the school more attractive and quality (Moore, George, & Halpin, 2002).

Head-teachers bring their positionality to their work every day just like all other people. For providing effective leadership, emotional intelligence of the school leader is important (Moore, George, & Halpin, 2002). The role of the head-teacher in successful education has been acknowledged for years (Bush, 2008). Because of that, the personal development of head-teachers is important for successful, dynamic and effective leadership (Flicker & Hoffman, 2006). Flicker and Hoffman (2006) also stated the components of emotional intelligence as a) intrapersonal (self-actualization, self-regard, independence, assertiveness, emotional self-awareness), b) interpersonal (social responsibility, interpersonal relationships, empathy), c) adaptability (flexibility, problem solving, acting proactively, reality testing), d) stress management (stress tolerance, impulse control), and e) general mood (optimism, happiness, self-confidence).

In Turkey, rules of the schools are generally formed by the general governmental and local governmental policies, but in some cases individual schools can establish their own rules (MEB, 2014). Consistent with emotional intelligence, foreseeing the ability and leadership skills of head teachers, it can be argued that head-teachers in Turkey have an opportunity to specify some regulations for behaviour in their schools. For instance, in Turkish primary schools, head-teachers can identify some rules in consultation with parents and students (Gumuseli, 2001).

2.3. Role of educational managers/leaders in behaviour management/development

Developments in the attempts to reduce unwanted working consequences through health and safety instructions in almost all working sectors have been facilitated by effective management and reduced such consequences to a considerable extent. Similarly, reduction of consequences, unwanted behaviours of students in specific schools may be reduced by effective management and leadership by head-teachers (Gumuseli, 2001). Studies prove that positive social and character development in students, reduction of problematic behaviour and improved positive school climate are significant factors of a school environment (Luiselli et al. 2005). In consideration of these elements, head-teachers work as managers and also as leaders to keep the school running precisely by conducting policies, procedures, regulations, rules, resources, programs, standards, and activities (Peterson & Skiba, 2001).

One of the regulations that mentioned the above paragraph is that; head teachers form a committee for observing and assessing student behaviours In Turkish primary schools. 'Student behaviour assessment committee' aims to develop positive behaviours and to reduce problematic behaviours among children in primary schools (MEB, 2014, p. 112). Head teacher or a vice head teacher who is employed by head teacher chairs this committee and other members of this commiittee are head of school-family council, school counsellor service, and coordinator teacher of every grades (MEB, 2014, p. 113). This committee targets to organise a positive school climate in schools and for this members of this committee prepare a plan for reducing problematic behaviours. Besides this they spesify the students who is a good model (successful on both academic and behavioural skills) for other children.

Another important role of head teachers is implementing values education project that suggested and prepared by Ministry (Cihan, 2014). In Turkey, values education project is started to apply since 2011 and this project is adopted from UNICEF's living values education programme (Doganay, Seggie, & Caner, 2014). An institution called; Association for Living Values Education International (ALIVE) explores and develops positive values with participation of educators from sixty countries (ALIVE, 2015). This association declared their vision by saying that;

> Living Values Education (LVE) is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education (ALIVE, 2015).

Ministry of National Education (2010) described values education such a way that: Education is the most influential factor on conducting communal life, consolidating relationships between humanity, providing economic development, social happiness and peace, guarding society from risks and threats, and transferring moral, social and cultural norms. Values education is a project in which the above targets can be succeed. A study by Hassan and Kahil (2005), investigated the applicability of this values education programme into the curriculum. Findings of its showed that; values education based lessons had significant positive effects on children's behaviours.

Whether educators accept children as 'students', they acknowledge that education is a work just for schools. Family, community and other stakeholders should be separated. However, whether educators accept students as 'children', they support that family, community and all stakeholders collaborate in pupils' education and development (Epstein, 1995). One of the most important duties of head teachers is forming collaboration between family, school and community (Gumuseli, 2001). Effective school management and leadership strategies may reduce behaviour problems in primary schools by implementing whole-school approaches. Children education and development is a process happening not only within school buildings, but it also goes on within the family, school community and briefly school environment. This school environment includes children, teachers, parents, head-teachers, non-teaching staff members, the local community, governors, and external organizations (Cowie & Jennifer, 2007). All these stakeholders should work together in order to gaining children positive expected behaviours and also academic success.

According to pre-school and primary schools regulation by Ministry of National Education of Turkey (2014) student behaviours can be assessed by ten criterions. a) adaptation to the school culture; b) self-care; c) self-awareness; d) social connection and interaction; e) conformance to the communal values; f) being solution oriented; g) attention to social activities; h) team work and taking responsibility; i) studying effective and j) care about the environment. These criterions allow teachers as well as head teachers to assess children behaviours in schools by observing them (Kepenekci,

2004). A well-designed and consistent with a whole-school approach behaviour policy in schools can provide effective behaviour management (Dake, Price, & Telljohann, 2003; Carney & Merrell, 2001; Weare, 2000). In the context of a whole school approach in dealing with problematic behaviours, we must look at not only classroom rewards and punishments, school philosophy and rules, communicated internal and external systems, staff liaison and responsibilities, but also effectiveness and activeness of school leadership and management systems, support systems for teachers and other staff, and the organization and presentation of the curriculum (Charlton & David, 2003).

Creating positive school climate is an important element for decreasing the rate of unwanted behaviours. As the leaders of schools, head-teachers are responsible for creating positive school climate in their schools. A school climate is considerably affected by school managers' attitudes In addition to that; it is related to the feelings and opinions of students and school staff about the school environment (Peterson & Skiba, 2001). Definitions display that, a school climate is not about only individual experience, it is established with group experiences. A school climate persists the characteristics of people's like values, experiences, opinions, feelings, while it involves teaching and learning environments and rewarding organizational structures (Cohen, McCabe, Michelli, & Pickeral, 2009).

In proportion to the head-teachers' power in regulating the school culture, it is argued that a school climate may affect the learning environment positively or negatively. A school climate can either motivate pupils and teachers to achieve or it can be a sustainable obstacle to learning (Freiberg, 1998). Positive student behaviour and effective teaching and learning environment can be possible with a comfortable school climate; on the contrary, negative school climate that triggers fear, insecurity, concern, and loneliness can have a negative influence on student behaviour (Peterson & Skiba, 2001). Schools with positive climate have some characteristics such as a) academic performance; b) physical structure of the school building, classrooms, materials; c) The quality of interactions between adults and students (Kuperminc, Leadbeater, & Blatt, 2001); d) the school personality or all school elements' perceptions about the school environment (Johnson, Johnson, & Zimmerman, 1996); e) safety, security and school size (Freiberg, 1998); f) respect and feelings of trust by adults and students (Manning & Saddlemire, 1996).

In Turkish schools, head-teachers have the power to direct school staff so that, they can implement behaviour development and management policy. By laws and regulations, mainly school counselling units responsible to design and implement behaviour management programs through several techniques including individual and group counselling, family and professional consultation, and seminars etc. (Dölek & Sart, 2006). However, recent research (Sakiz, Woods, Sart, Ersahin, Aftab, Koc & Saricam, 2015) has shown that school counselling units have fallen short of carrying out this task properly often due to ambiguous role definitions and lack of effective school leadership. Hence, this study is an attempt to investigate the implications of this situation from the perspective of head-teachers in Turkey.

CHAPTER THREE

3. METHODOLOGY

The main aim of this study is to describe and examine perceptions, approaches and perspectives of Turkish primary school head teachers regarding to behaviour management and development strategies. As it is seen in the previous chapter the role of head-teacher as a manager, leader, decision-maker, and practitioner is complex. Head-teachers face difficulties in managing and developing positive behaviours among primary school students. This chapter explains the methodological approach of the research design, methods used for conducting and collecting data, interview questions, participants, and data analysis procedures to answer the research question. Finally, I conclude by presenting the ethical consideration in this study.

3.1. Methodological Approach

Firstly, conducting social research needs a methodological approach to enlighten knowledge. Wellington (2015) defines methodology as 'the activity or business of choosing, reflecting upon, evaluating and justifying the methods you use' (p. 33).

Qualitative research and quantitative research are two main groups in social sciences. For years, the question 'What is the best methodological design for educational research?' has been argued by the research community. In this debate, the qualitative paradigm supports the profundity of words with open-ended questions; while the

quantitative paradigm defends the power of numbers with close-ended questions (Creswell, 2014). While studies with quantitative designs aim to test objective theories by describing and examining the relationship among variables through numbers in a deductive way; qualitatively designed studies aim to explore and understand the meaning of human and social problems in an inductive way (Creswell, 2014). Basically, on one hand, studies with quantitative design try to answer 'what?' questions. On the other hand, qualitative based studies try to answer 'why?', and 'how?' questions.

Another common debate in the methodological literature concerns the position of the philosophies pertaining to each paradigm. The positivist approach is lined to the quantitative paradigm, and the interpretivist approach is often associated with the qualitative paradigm. An argument relates to which one is more appropriate for educational research. Interpretivist researchers support the view that the researcher targets to explore perspectives, to search for personal knowledge and to develop insights into situations (Wellington, 2015). On the other hand, positivist researchers defend an opinion about whether the knowledge should be value-free, objective, generalizable, replicable and or whether the study should be independent from the observer/researcher (Wellington, 2015).

Qualitative and quantitative research designs and interpretivist and positivist approaches have advantages and disadvantages particularly about the research topic. Considering the strengths and weaknesses of each paradigm and situating my research within these, I base my study on the qualitative research paradigm and its associated principle of interpretivism.

Quantitative research design is focused on analysing the statistical and numerical data to explore specific and certain facts (Creswell, 2014). However, this research aims to examine what head-teachers understand, think and feel while they manage the school in terms of behaviour management and development strategies. I need much more explanation than numerical data. According to Denzin and Lincoln (2005) qualitative research design aims to investigate the essence of the case and find out the main reasons of a human behaviour or social stance. Examining behaviour is a complex situation and it requires an in-depth understanding that is connected with researcher's positionality and views. Collecting the data that shows just 'what', 'when', 'where' answers from participants is not enough for educational studies because of its

comprehensive structure. Actors in education often assume a certain position and perceive education through their own lenses. Interpretivist phenomenology allows researcher to understand participants' 'practical worlds, skilled know-how, situated understanding, and embodied lived experiences' (Benner, 2008). For this reason, qualitative research paradigm with interpretativist phenomenology is suitable for this dissertation and this study is conducted in the procedure explained above.

3.2. Participants

As far as the perceptions of head-teachers are concerned, the participants of this research are head-teachers working in Turkish primary schools and the head of the local education authority. Eight head-teachers as main participants, head of the local education authority as an expert participate this study.

Nine participants joined this research and participated in interviews. All head-teachers and head of local education authority are actually working in institutions of three different cities which are associated by the Turkish Ministry of National Education. I identified the schools by using my networks. Non-probability sampling strategies that I explained next paragraph was used in this study and the schools were had similar characteristics on their socio economic statuses. Participants of the research who had been chosen with purposive and convenience sampling strategies, identified and in the light of ethical considerations they answered semi-structured interview questions. All individual interviews continued around 25 – 30 minutes. The interviews were audio taped and transcribed later by the researcher. Audio taping allowed me to focus on the interaction between the interviewees instead of noting all conversations. After recording, transcription allowed me to deduce key themes, which cannot be realised during the conversation (Longhurst, 2003).

In qualitative research, participants are selected intentionally to reflect special characteristics of the research; which is often done through use non-probability sampling (Ritchie, Lewis, & Elam, 2003). Participants of this study were identified by using a combined approach of 'purposive sampling' and 'convenience sampling' strategies. According to Berg (2008), in the purposive sampling strategy, which is sometimes called 'judgemental sampling' (p.32), the researchers use their prior knowledge about the people who are related to the topic, purposeful for aims of the study and represent the population. I use this strategy to realize the goals of the

research and save time. The second strategy in this research is convenience sampling, which is sometimes referred to as 'accidental or availability sampling' (p.32). This strategy is based on available participants who are easily accessible (Berg, 2008). This sampling strategy helps to access participants who have suitable time and suitable place to join the study.

The head of the local education authority participated in this research. They have a key role in schools as policy and decision makers. Understanding their perceptions and practices about the policies and strategies about behaviour management and development as well as their views on head teachers will enrich the quality of the research.

3.3. Method

Snape and Spencer (2003) emphasize that there is not an agreed upon procedure for designing and conducting qualitative research. Nevertheless, the ontological and epistemological position of the researcher, the research aims, the nature of participants and the researcher influence the chosen method. According to Wellington (2015), ontology is defined as 'the study or theory of 'what is', i.e. the characteristics of reality' (p.343); while epistemology is defined as 'the study of the nature and validity of human knowledge, e.g. the difference between knowledge and belief' (p.341). The qualitative researcher has a chance to collect the data in many ways. Different types of methods such as observation, focus groups, images, interview, life history and audio-video records can be used in qualitative studies.

In accordance with the epistemological and ontological positions as well as the nature of the research question which requires in-depth analysis of participants' perspectives, I deemed semi-structured interviews as the most appropriate data collection method. The importance of interview is cited by Wellington (2015):

> Observation can allow us to study people's behaviour in 'strange' situations … documents can allow a researcher to see the way an organization portrays itself in print and in images. But interviewing allows a researcher to investigate and prompt things that we cannot observe (p.137).

One of the advantages of interviews is that they allow researchers to discover the interviewee's opinions and perceptions in response to the interview questions, as well

as the reasons why they think in a particular way (King & Horrocks, 2010). Researchers who use interviews have the opportunity to tap into participants' perspectives, emotions, opinions, feelings, perceptions, values and biases. Atici, (2007) for example, examined student teachers perceptions in classroom management and methods for dealing with misbehivour. She made two interviews – pre-practice and post-practice – to participants. She indicated that it is important to understand biases of participants for helping and providing positive considerations to their opinions (Atici, 2007). For data collection, face to face verbal interview, which is one of the interview methods, is used in this study. Face to face verbal interview allowed me to observe interviewee's first reaction and expressions towards research questions. This is along similar lines with my study aim which looks into the behaviour management and development strategies used by head-teachers and under favour of the features of the interview method. Thus, I will have an opportunity to understand not only interviewee's actions but also their sensations, opinions and biases.

The chosen type of interview depends on availability of interviewees (Creswell, 2014). Arranging the interviews in an appropriate time that suit interviewees is a factor on choosing the suitable interview type. The data collection tools in this research are face to face verbal, individual, semi-structured interviews. According to Creswell, semi-structured interviews are located between completely structured and completely unstructured interviews. Interviewers can supply enough free time with semi-structured interviews for interviewees to explain their opinions, while they save time by avoiding unimportant questions (Bell, 2014). This type of interviews includes predetermined questions or topics in which the interviewer asks questions in a systematic order and the interviewer directs the interview in a context which the interviewee cannot digress or completely probe (Berg, 2008). Semi-structured interviews also allow a flexible method that provides a chance to share beliefs and actions without being restricted by the orders of specific questions (Bryman, 2012). During interviews, I was careful to stay focused on the interview questions while recognizing the potential opportunity for newly emerging ideas. The interview questions (see appendix 1) sorted in a contextual order and interviewee's answer for the fourth question, for example, need to be asked fifth question by interviewer. This allowed me and participants to stay focused and to avoid peregrination.

Interview questions and research questions should be overtly associated, and the two sets of questions must serve and feed one another (Wellington, 2015). To understand my research question/purpose, I identified several interview questions in relation to my research topic, such as behaviour management and development of students, educational management and leadership skills of head-teachers. In this identification process of deciding interview questions, firstly, I read the relevant literature which included similar concerns with my topic (Jenner & Gravenstede, 1998; Hempel-Jorgensen, 2009; Atici, 2007; Ozkilinc-Nezihoglu & Sabanci, 2010; Turan, Yildirim, & Aydogdu, 2012; Camadan & Sezgin, 2012; Cowie & Jennifer, 2007; Durmuscelebi, 2010; Evans, Harden, & Thomas, 2004). These studies explain that, teachers or head teachers' perceptions and strategies that used for preventing misbehaviours in their classrooms and schools respectively. Also some of them include strategies of head teachers for creating a positive school climate in their schools. Furthermore, family involvement in education process of children is examined in some of them. After I read existing research, I prepared a set of questions. I had a discussion with people such as; head teachers, parents, researchers on the field of education and my supervisor about the pilot questions. Finally I brainstormed with them I came up with the questions that I would ask to the participants (see appendix 1).

3.4. Data analysis process

Data analysis is 'the process of making sense out of the data' (Merriam, 2009, p. 175). In relation to the nature of the qualitative research paradigm, the researcher collects huge amount of data and sometimes this makes researchers feel overwhelmed. After the data is collected, it does not have clear meanings without examination and interpretation. Analysis makes the row data readable and understandable. Wellington (2015) describes the unreadable row data with two questions: "I cannot see the wood for the trees!" and "What am I going to do with all these data?" (p.260). Tesch (1990) identified ten main principles for organizing row data in a meaningful way:

1) Analysis is not the final part of the research; on the contrary it starts with data collection and runs simultaneously (Glaser & Strauss, 1967; cited by Tesch, 1990).

2) Analysis is comprehensive and systematic, but it is not rigid. Analysis ends when there is not any new data can emerge (Glaser, 1992; cited by Tesch, 1990).
3) 'Memos' as analytical codes are formed after data analysis starts and these guide the process.
4) Data are segmented into meaningful units so that the analyst can focus on homogeneous chunks of the total data.
5) The data segments/units are categorized to organize materials into topically named categories.
6) Comparison is the main intellectual tool for all phases of the analysis process.
7) Categories remain flexible and they are tentative and not rigid until the data is exhausted.
8) In qualitative data analysis, there is not a certain way described by the researcher. Any phenomenon can be analysed in a few alternative ways.
9) 'The procedures are neither scientific nor mechanistic; qualitative analysis is intellectual craftsmanship' (p.96).
10) Coming up with the results is a big deal. It needs a detailed work to see the main task in the big picture.

In the light of above principles remarked by Tesch (1990), I started to analyse after transcription. Transcription was brought me huge amount of data and in this dissertation, the following six steps were taken for analysing the qualitative data thematically:

1) Each part of the transcribed data was openly coded and I also took notes. In this open coding process, I assigned categories and concentrated on these preliminary themes for making row data in a neat situation. Then, I wrote an initial label and highlighted it with a colour that symbolised the categories. During this process, preliminary codes were ready for forming new themes in subsequent analysis. This process was guided by a theoretical framework (Neumann, 2007).
2) Initial themes/categories that emerged out in the open coding process were re-investigated. In this step, I tried to seek similarities and differences of themes between participants (Miles & Huberman, 1994).

3) After the previous steps, I made out generalizations of consistent themes in the light of findings that emerged out from the data. Generalizations were led to generate the concepts from the findings (Miles & Huberman, 1994).
4) I created three levels of themes: basic themes; *"most basic or lowest-order theme that derived from the textual data"* (p.388); organising themes; *"middle-order theme that organizes the Basic Themes into clusters of similar issues"* (p.389); and global themes; *"super-ordinate themes that encompass the principal metaphors in the data as a whole"* (p.389) (Attride-Stirling, 2001).
5) After the creation of theme levels, I scrutinised the emerging concepts and theories against relevant literature (Miles & Huberman, 1994).
6) I repeated the above steps until I felt confident that there was no newly emerging data left. Until uniformity and consistency of findings were achieved and researcher feel that no new information can be derived from the data, above steps repeated (Charmaz, 2006).

This research employs thematic analysis to analyse qualitative data because of its common usage in qualitative based research and its flexibility and theoretical freedom (Boyatzis, 1998). Thematic analysis allows researchers to identify, describe and organise in detail, analyse, examine and report themes within the collected data (Braun & Clarke, 2006). In this dissertation, thematic analysis is used as the main analysis method to provide a substantial account of the comprehensive data. Thematic analysis provides an opportunity to the researcher on searching for the themes in the textual data and it is primarily a descriptive strategy (Ayres, 2008). After separating the raw data into patterns, thematic coding helps the researcher to make the data more meaningful. The coding process in thematic data analysis allows researchers to organize patterns into main codes (Joffe & Yardley, 2004). All in all, using thematic analysis allowed me to 'see the wood inside of the trees' (Wellington, 2015, p. 260), and helped me to derive answers to my research question from the data.

Analysing and presenting qualitative data is flexible. Three steps are cited in the analysis that guide analysis; these are organising, summarising and interpreting. These steps are not crisply and distinctly separated, but they are integrated and these steps are just used as a facilitator of the analysis process (Ary, Jacobs, Sorensen, & Walker, 2013). In thematic analysis, data is selectively coded in the light of research question and its prevalence. Broader themes emerge after setting connections among codes and

sympathising with relevant literature for gathering meaningful findings (Braun & Clarke, 2006).

Themes, sub-themes and categories that derived from the data, are shown in a map. I used qualitative analysis software called 'NVivo' which helps researchers to handle the rich textual data and to code it visually (Richards, 1999). Relationship between 'basic, organising and global themes' (Attride-Stirling, 2001) are presented in a visual, colourful and neat way with the help of software.

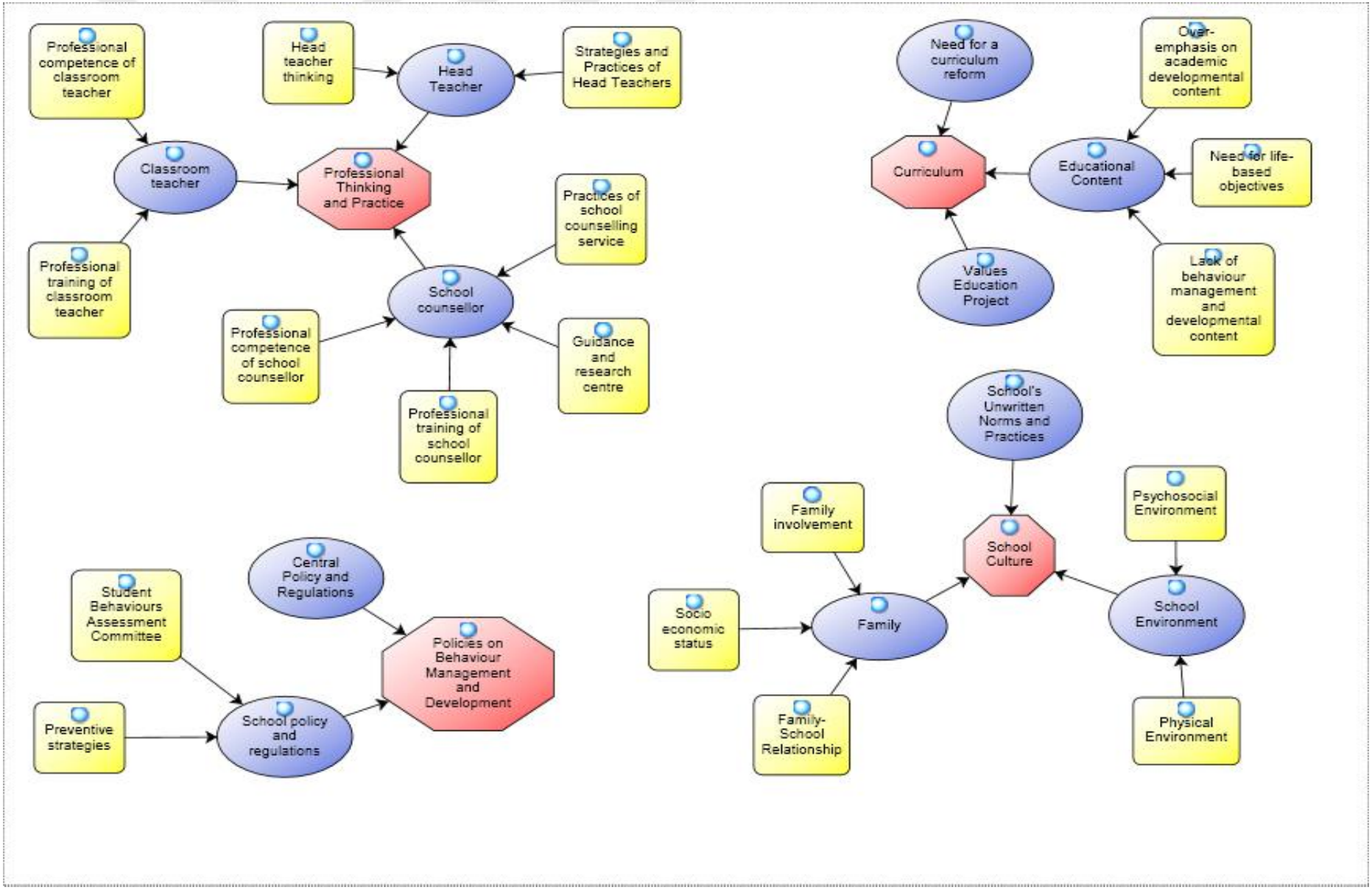
3.5. Ethical considerations

Educational research includes the study of human beings and 'ethical concerns should be at the forefront of any research project and should continue through to the write-up and dissemination stages' (Wellington, 2015, p. 4). In order to protect participants' privacy, I submitted an ethical consent form that is gathered online from The University of Sheffield website (see Appendix 2). During the interviews, I did not ask interviewees any sensitive and offensive questions and I presented their rights both by using form and verbal explanation. Moreover, while I was writing up my dissertation, I kept the names of the participants and institutions anonymous. I coded their names as "HT1, HT2, HT3…" instead of real ones. I used head of local education authority likely with the head teachers because of anonymity.

CHAPTER FOUR

4. FINDINGS

This chapter provides detailed information about the findings. Row data that gathered from 9 participants was analysed and organized by thematic analysis. After thematic analysis procedure which explained in chapter three, four main themes was emerged. These themes are; a) policies on behaviour management and development; b) school culture; c) curriculum and d) professional thinking and practice. Also all themes have sub-themes and categories. I present findings under four themes and the thematic map drawn out of the qualitative analysis software is presented in the following figure.


Professional competence of classroom teacher
Head teacher thinking
Head Teacher
Strategies and Practices of Head Teachers
Classroom teacher
Professional Thinking and Practice
Practices of school counselling service
Professional training of classroom teacher
School counsellor
Professional competence of school counsellor
Guidance and research centre
Professional training of school counsellor
Need for a curriculum reform
Over-emphasis on academic developmental content
Curriculum
Educational Content
Need for life-based objectives
Values Education Project
Lack of behaviour management and developmental content
School's Unwritten Norms and Practices
Family involvement
Psychosocial Environment
School Culture
Socio economic status
Family
School Environment
Family-School Relationship
Physical Environment
Central Policy and Regulations
Student Behaviours Assessment Committee
Policies on Behaviour Management and Development
Preventive strategies
School policy and regulations

4.1. Theme One – Policies on Behaviour Management and Development

Participants of this study indicated that educational policies are the main regulation in educating children in Turkey. Some countries make policies more school-based and some of them make it more central; however, in Turkey, school management policies are mainly prepared by the Ministry of National Education and implemented in Turkish primary schools with little autonomy given to schools for making new regulations and decisions (Sakiz & Woods, 2014). In this study, head teachers' opinions reveal the operability and effectiveness of the policies in Turkish primary schools.

According to views of head teachers in this study, central and individual school policies and regulations are implemented in Turkish primary schools. I present these practices of regulations in two sub-themes: School policy and regulations and central policy and regulations.

4.1.1. School policy and regulations

In this study, head teachers' opinions indicated that schools have individual rights on managing and developing behaviours among students. They stated that they used a certain number of preventive strategies and set a committee called 'student behaviours assessment committee'. I present these regulations in two sub-categories under the first sub-theme: preventive strategies and student behaviours assessment committee.

4.1.1.1. Preventive strategies

According to head teachers, all schools in this study use preventive strategies among students for avoiding problematic behaviours. Findings remarked that, likewise usage of vaccine is very common for preventing diseases in hospitals by medics, preventive practices are quite effective on decreasing misbehaviours in schools. One of the head teachers emphasized the practices that are used in his schools and importance of them in the following words:

> Preventive work in the critical period is so important. For example, there are studies for preventing bullying at 2nd grades. Also, there are some studies related to anger management at 4th grades. We aim to inform our students by inviting experts about these topics if necessary (HT5).

These preventive strategies organized by a committee called student behaviours assessment committee that formed in schools and next sub-category includes structure and duties about student behaviour management, of this committee.

4.1.1.2. Student Behaviours Assessment Committee

> We create student behaviours assessment committee in our school. We have a team including school administration, school counselling service, and coordinators act as ultimate decision makers for managing student behaviour (HT4).

Similarly the quotation above, findings of this study shows that head teachers and head of the local education authority stressed the student behaviours assessment committee's structure and role as a decision maker and assessment mechanism that works in managing and developing behaviour in the school building. One head teacher highlights the assessment procedure by saying that:

> At the end of the school year, we organize meeting for the assessment of the year. As student behaviour assessment committee, we evaluate which students have negative behaviours, which strategies were implemented, and if those strategies worked or not. Furthermore, we make decisions about what practices we are going to use for the next year (HT3).

4.1.2. Central Policy and Regulations

Participants of this study stated that policies except discipline regulations on behaviour management and development of pupils in Turkish primary schools were mainly prepared by Ministry of National Education. Head teachers said that discipline regulations are not specified by the Ministry, they use their own strategies which emerged from school traditions. One of the head teachers explained written norms prepared by Ministry of National Education, it also similarly confirmed by the head of local education authority, in the following words:

> The general objectives of Turkish National Education, curriculum, values education project and certain days and weeks are the written resources we use that are determined by Ministry of National Education (MEB) in Turkey (HT1).

4.2. Theme Two – Curriculum

In this study, head teachers' views indicated that content of the curriculum is directed managing and developing behaviour among students. Ministry of National Education uses curriculum as the material for using educational policies in the schools. Teachers and students make real their academic and social targets by using the curriculum that is formed by Ministry. Most of the head teachers thought that curriculum should be developed in both academic and behavioural contents. I present these thinking in three sub-themes: educational content, values education project and need for a curriculum reform.

4.2.1. Educational Content

Head teachers in this study mostly laid emphasis on the quality of educational content. One of them found curriculum sufficient by saying that:

> If curriculum is adopted and applied properly by instructors, that is teachers; it can be helpful regarding developing positive behaviours among students (HT4).

I present head teachers' opinions which come together in clumps in three sub-categories: over-emphasis on academic developmental content, lack of behaviour management and developmental content and need for life-based objectives.

4.2.1.1. Over-emphasis on academic developmental content

Distribution of academic and social content in curriculum is highly associated with managing and developing positive behaviours among pupils in accordance with head teachers' views. Head teachers indicated that over-emphasis on academic developmental content in following words:

> The curriculum is emphasizing academics more than enough and I think it needs to be reduced. Educators always load students with academic knowledge. I believe curriculum should emphasize behaviour development more than academic knowledge (HT7).

4.2.1.2. Lack of behaviour management and developmental content

Head teachers believed that primary school ages are very critical in a child's life. One head teacher stressed this in an indirect critique to curriculum by saying that:

> If a child cannot learn 4 times 4 equal to 16 at the second grade, he or she will learn that at the 3rd of 4th grade. However, if a child cannot learn lying is not good at the first grade, it will be difficult to learn it later. Unfortunately, there is lack of behaviour development in the curriculum (HT5).

4.2.1.3. Need for life-based objectives

Education is not only implementing in schools but also it is located in every part of a child's life (Akyuz, 2008). A head teacher stated the need of a more life-based curriculum by saying that:

> It's not true that education can be done only at schools. Curriculum should include out of school activities, and objectives should be related to learning through experience (HT6).

4.2.2. Values Education Project

In Turkey, 'values education project' has started to use for gaining students predetermined values and norms specified by ministry, schools, parents and students since 2012 (Cihan, 2014). Head teachers and head of local education authority strongly supported this project and they indicated that if instruments of project apply properly, it will be successful on behavioural education of primary school students. A head teacher explained the values education process:

> Each month, we aim to teach a value. For example, this month's theme is the helping each other. The commissions consist of volunteer teachers and students prepare posters and exhibit various locations of school. In the school entrance, constantly videos are showing on TVs associated with the importance for helping each other (HT1).

A head teacher also expressed the content of actions to be taken about 'responsibility' value in detailed by following words:

> We hang articles related to responsibility in school. We have a responsibility tree at the entrance of our school. We gave different responsibilities to each class and each class prepared a report about the activities in this particular period. Students prepared posters and banners. We showed presentations at the school entrance about the importance of responsibility. Both parents and students watched the presentations. We visited nursing home at Osmaniye, Turkey with parents for teaching about the responsibilities for old people. We gave them presents. Our students showed them presentations that they already prepared and sang songs. At the nursing home, we talked about responsibilities for elder people. We aimed to teach our students be responsible for the people who are needy in our society. (HT8).

4.2.3. Need for a curriculum reform

Some head teachers support a total reform on current curriculum. A head teacher explained its consideration in following words:

> In recent years, there are positive changes in curriculum. However, this is done by piece by piece. A complete system change is necessary. A new curriculum should be prepared based on our society, country, traditions, and culture (HT7).

4.3. Theme Three – School Culture

Students are one of the main stakeholders of the school culture. In this study, it has been shown that head teachers believe that students' behaviours are shaped by the school culture in accordance with its own customs. According to school culture instruments, I present this theme in three sub-themes: family, school environment and school's unwritten norms and practices.

4.3.1. Family

Family is one of the most important stakeholders in raising children and in this study head teacher perspectives stressed that family plays a key role in behaviour management and development of children. Socio economic statuses of families remarked important by head teachers and involvement of families is highly associated with educating students in accordance with opinions of the head teachers.

4.3.1.1. Socio economic status

Socio economic status of families is widely studied in social as well as educational research (Bradley & Corwyn, 2002; Hempel-Jorgensen, 2009; Seven, 2007). Income, parental education and occupational status have quite influential power on children's behaviour management and development. Findings of this study show that head teachers thought that family socio economic status was highly associated with management and development of children behaviour. For instance:

> If there's a problem with the family of students, children will have behaviour problems. When parents send their children to get cigarettes or alcohol, these kids might have start using these harmful substances (HT3).

A head teacher explained the whole actions on reducing misbehaviours regarding to socio economic status of families. He explained their practices by saying that:

> People who live in a close region to the school are mostly Romans (gypsies). We established a team including administrators, school counsellors, a classroom teacher and a special education teacher. We examined families who have life conditions below average. We visited all homes in our neighbourhood and we tried to help those families. We found out that mostly those children who lived in those conditions have problematic behaviours. As a result of these family visits with our team, problematic behaviours of children decreased dramatically (HT8).

Participants stated that children without mothers or fathers who are either dead or separated have some risk on their raising duration because of lack of interest of one of them. A child needs both their attention and compassion and if one of them is missing, children might have problematic behaviours probably. Head teachers stressed that:

> The frequency of negative behaviours for the students who have single parents is higher than other students (HT5, HT7).

4.3.1.2. Family-School Relationship

Local education administrator indicated that:

> ‘Cooperation between family and school is an undeniable need in child education.’

Head teachers’ opinions clearly showed that quality education needs active participation of all stakeholders. A head teacher stressed the importance of this partnership on behaviour management and development of children in the following words:

> Education has three important pieces including schools, students and families. We as educators will be role-model for students, and families will reinforce the positive behaviours we teach at schools. When all school staff use a common language for stopping negative behaviours, collaboration with families would be much easier (HT5).

4.3.1.3. Family involvement

In similar lines with the former sub-category, family should actively involve the behavioural management and gaining positive behaviour process of their children. A head teacher mentioned a risk regarding the extinction of positive behaviour. He said:

> Reinforcing positive behaviours that students learned at schools is another major point. When families do not reinforce the positive behaviours, extinction might occur (HT4).

4.3.2. School Environment

School environment is one of the constituents of the school culture. Physical and psychosocial forms of environment develop different behaviours among students. Head teachers believe that economic and social status of the school region, physical situation of the school and its efficiency for quality education and main beliefs and traditions are main criteria that affect both teaching and learning. One of them highlighted this by using the following words:

> Children decide school rules by themselves and we call this school rules as school constitution. We have democracy in our school. Instead of some other person’s insisting rules, children obey the rules they have decided (HT6).

Above head teacher emphasized that democratic understandings of the stakeholders took a part in the school culture and they believe in the power of the democracy for management and development of behaviour. Besides this, this sub-theme is presented in two categories: physical environment and psychosocial environment.

4.3.2.1. Physical Environment

> The neighbourhood where school is located affect student behaviours. We can stop negative behaviours at school but when they are out of school, they can get these negative behaviours again (HT1).

Above head teacher stressed the importance of cooperation between the school and environment out of the school borders. For HT1 targets should regulate with the accompaniment and collaboration of all elements of the school environment.

4.3.2.2. Psychosocial Environment

Participants of this research mostly emphasized that climate of the school should be welcoming. One of the head teachers explained this by using rhetorical questions:

> First of all, children should like school. How embracing is the school climate? Do children feel happy at school? Do children like their teachers and administrators? If they like, they're open for gaining positive behaviours. If not, it's very difficult to make the students gain positive behaviours (HT4).

4.3.3. School's Unwritten Norms and Practices

Participants of this study indicated that there is not a regulation for discipline in Turkish primary schools. According to their opinions, school traditions mainly drive the practices and strategies that used for managing and developing behaviours. Head teachers and head of the local education authority strongly stressed these school customs in similar words:

> At primary schools, there is not a binding, compulsive, and enforcement legislation. Generally, traditions that come from incentive and awarding school culture regulates behaviours (HT1).

School staff have key role in raising children in expected way and their professional and personal development quite important in accordance with head teachers and head of local education authority. Next theme presents these beliefs of participants of the research.

4.4. Theme Four – Professional Thinking and Practice

Findings of this study shows that stakeholders of school culture who works professionally in schools such as; head teachers, teachers, and school counsellors has a key mission in developing positive behaviours and managing behavioural actions among primary school pupils. Participants of this study clearly stated that all

stakeholders must collaborate in educating children. A head teacher explains the collaboration that used in their schools:

> Our school counselling service diagnoses problems by getting opinions of the classroom teacher. After that, we inform the parents about the issue and we prepare report about the student. Teachers at school and families at home observe the students who show behaviour problems. Moreover, we work on to find the cause of the problem related to behavioural issues. We determine if it is financial problems or family problems. We try to reveal the causes underlying the negative behaviours and after that we try to end it. Classroom teacher, parents, school counsellors and draws up a team with our participation as administrators, try to reduce the negative behaviour with this cooperation (HT4).

In this study, head teacher opinions indicated that personal and professional development of staff was highly associated with behaviour management and development of students. Besides development of school staff, head teachers' opinions shows these stakeholders' thinking and practices change the strategy that used in behavioural raising of children. I present these beliefs and actions by stakeholder by stakeholder in three sub-themes: head teacher, classroom teacher and school counsellor.

4.4.1. Head Teacher

Head teachers are the manager and leader of the schools (MEB, 2014) and they stated that they have duties not only managing school but also gaining positive behaviours on pupils. In this study head teachers mostly indicated they are in an important position to gain both academic and behavioural development of students. I present head teachers' practices and opinions in two sub-categories: head teacher thinking and strategies and practices of head teachers.

4.4.1.1. Head teacher thinking

This study presents that head teacher beliefs strongly direct their implications in schools. Head teachers and head of local education authority supports that school must be welcoming with its all elements:

> Our children are in need of compassion and care. When a student realizes he or she being loved by their head teachers and teachers, they quit their negative behaviours (HT5).

4.4.1.2. Strategies and Practices of Head Teachers

> Head teachers are decision-maker and applicator in schools.

Head of local education authority emphasized above that head teachers' strategies and practices are quite important because of their key role in schools. Most head teachers supported that being welcoming is key on primary school pupils. A big number of them stated that:

> I use rewarding and encouragement methods in my school. With rewarding we make the positive behaviours permanently. In addition, a nice competition occurs between kids (HT6).

One head teacher provided a strategy that used for reducing problematic behaviours in following words:

> We focus on social and cultural activities. We give responsibility to students exhibiting problematic behaviour. Students who take responsibility show less negative behaviours (HT7).

4.4.2. Classroom teacher

In this study head teachers indicated that classroom teachers are the main role model for a child in school culture. A head teacher stated this by saying that:

> Students reflect the character of the classroom teacher as well as lifestyle. When a teacher pay attention to his or her daily life, personal hygiene, dressing up, relationship with friends; their students will become the same way (HT1).

In connection with classroom teacher's professional competency their emotional health is quite important and HT7 briefly stressed that 'if a teacher unhappy, it is impossible to educate successful students in that setting':

> Classroom teachers know their students really well. When teachers establish rapport with their students, they can be really effective to solve students' emotional and behavioural problems. Because of this important role teachers' play, we need to make teachers happy. We can establish the best system with nice schools, classrooms with ten students, and highest technology. But when teachers are unhappy, and do not like their jobs it is impossible to have successful students in that setting (HT7).

Head of local education administrator emphasised that professional competence and professional training of classroom teachers are important in developing positive behaviours among students and ongoing sub-categories include head teachers' opinions.

4.4.2.1. Professional competence of classroom teacher

In this study, views of head teachers indicated that how professionally school staff develop is a critical element in their ability to cope with difficult behaviour and develop

positive ones with children. In this study, the competence of teachers was considered to be important by head teachers, such as the following:

> Mostly primary school teachers are with the children. When the primary school teacher develop well himself or herself academically and socially, it affects positively of students' organization, discipline, doing their homework and the proportion of school attendance (HT1).

4.4.2.2. Professional training of classroom teacher

In Turkey, school staff are mainly trained via bachelor's pre-service education provided in universities and through in-service training provided by the Ministry of Education (Akyuz, 2008). In almost all schools, the quality of the pre-service education provided at universities was judged by head teachers. For example, one head teacher was critical of the education given to classroom teachers:

> Inadequate policy is not the reason of the current problems; the reason is inadequate teacher training (HT7).

A head teacher opinion was in a different way from most of the participants. In addition, teachers are often expected to improve and update themselves in order to provide quality education. However, these points were contested in the following head teacher's statement:

> Unfortunately, we cannot always keep up with the changes. If a teacher or a principal who has been in the office for 30 years do not work for self-development, professional blindness might occur. There is a huge difference between 30 years ago and now in terms of the understanding of education, teaching and disciplinary. If we don't keep up with the changes and update ourselves, failure in both academic and behavior development will be inevitable (HT5).

4.4.3. School counsellor

School counsellors have taken a responsibility in guiding all stakeholders of education in certain ways since 2000's (MEB, 2001). This is a central policy and a head teacher said about the necessity of school counsellor policy:

> Since the 2000s, as a government policy, all schools have school counsellors. Because it's necessary and all schools must have school counselling services. These school counsellors must be good quality people (HT3).

4.4.3.1. Professional competence of school counsellor

In addition to the competence of classroom teachers, school counsellors were also perceived to have a critical role in behaviour management and development among pupils. For example, a head teacher said:

> A school with good quality school counselling service has the trouble-free education and teaching environment. School counsellors can look at a more professional way to the issues related to student behaviours compared to us (HT8).

A head teacher compared school counsellors in the counselling service in his school. He stated the importance of professional competence of school counsellors and said that:

> There are two counsellors in our school counselling service. One of them loves her job. She is good at; involving family in raising process, following recent research about counselling strategies, providing support from specialists (doctor, psychologist, educational specialist), and choosing the appropriate strategies and using them for reducing problematic behaviours. Other counsellor works passive and she does not considerate enough for managing behaviours among students (HT2).

4.4.3.2. Professional training of school counsellor

> The role of the school counselling service is so crucial. However, self-development is so significant for school counsellors. Unfortunately, our in-service counsellors do not improve themselves. In addition, there is lack of in-service training that should be done by the government (HT3).

Above quotation from a head teacher shows that in-service improvement of school counsellors is important in students' behaviour management. He also stated that school counsellors need a training programme that should be provided by Ministry. However, another head teacher stressed that pre-service training which provided by universities is more important than in-service training. He said:

> School counsellors try to use strategies for reducing misbehaviours. However, in my opinion, they trained inadequate in bachelor. Counsellors have enough knowledge in theory, but they do not know how to use them in the field (HT7).

School counsellor services have a strong relationship with guidance and research centres. They have collaboration on developing positive behaviours and guide them for decreasing unwanted behaviours. I present them in two sub-categories: practices of school counsellor service and guidance and research service.

4.4.3.3. Practices of school counselling service

School counsellor service is the main director of the 'student behaviour assessment committee' and they prepared annual plans about the activities, seminars, conferences and so forth. One head teacher explained the programmes made and applied by school counsellors in following words:

> Our counselling service have a seminar calendar including domestic communication, addiction struggles, keeping away children from bad behaviour, keeping away physical and verbal violence. Also, collaborating with parents, we work on to gain students positive behaviours (HT8).

4.4.3.4. Guidance and research centre

Guidance and research centre is an indirect and supportive institution that helps schools for guiding and managing behaviours of children. Head teachers stated that guidance and research centre is in a position in which specialists work and solve the problems that cannot be solved by school counsellors.

> When the strategies we applied at school for problematic behaviours do not solve the problems, we need support from experts. In this situation, we refer students to Guidance and research centre with the approval of mine and families (HT1).

Head of local education authority indicated that guidance and research centre not only help schools for solving behavioural problems but also they guide and educate school counsellors:

> At the beginning of the school year, guidance and research centre send advice decisions related to managing behaviours and developing positive ones to the schools. In addition, at the certain times of the year they give teacher training seminars and conferences.

CHAPTER FIVE

5. DISCUSSION

Chapter five discusses the findings that are shown and analysed in the Chapter Four. Analysed data gathered from semi structured interviews were presented in the previous chapter. This chapter aims to discuss the findings. Besides, in-depth argumentation of findings, relevant suggestions and recommendations for researchers and head-teachers are presented in this chapter. I discussed emerging issues paragraph by paragraph. Every paragraph has a similar structure. Firstly, I present the issue that emerges from data analysis and I indicate perceptions of head teachers about the issue. After that, I compare, match and confirm the findings with the existing literature. Lastly, I present the whole argumentation and make conclusions at the end of the paragraphs. After discussions, this chapter presents reflexivity and positionality of the researcher. Chapter Five is formed in five sub-headings: discussion of the emerging issues, limitations, further recommendations, reflexivity and personal inspiration for the research study.

5.1. Discussion of the Emerging Issues

One of the most important elements that emerged in this study was school counselling services. Head teachers' perceptions indicated that the role of school counsellors is highly associated with decreasing problematic behaviours, and improving success in behaviour management. A certain number of studies in the literature show that role of the school counsellors is not known well by head teachers, teachers and students. Thus head teachers thought that the school counselling services should be more effective (Erdur-Baker & Çetinkaya, 2007; Tuzgöl-Dost & Keklik, 2012). In this study, head teachers stated that school counselling services must play an important part in schools when it comes to manage behaviours among students, as shown in several studies in the relevant literature (Atici & Cekici, 2012; Ozcelik, Iskender, & Palanci, 2000; Camadan & Sezgin, 2012). Moreover, school managers indicated that school counsellors helped to reduce problematic behaviours in schools since they started working in primary schools. Similarly, Atici (2006) explained that most of the teachers agreed that cooperation between counsellors and teachers provides positive results in reducing unwanted student behaviours and both sides were satisfied with the collaboration. Furthermore all head teachers and the head of local education authority supported the

current central policy about school counsellor services which aims to assign at least one counsellor in all primary schools (MEB, 2001). All in all, head teachers emphasized that if a school has a hardworking and a competent school counsellor, it will be successful on reducing students' misbehaviour. Also, head teachers thought that managing school and achieving the target is easier with the help of school counsellors.

In this study, family emerged to be an important element associated with the behaviour management and development in primary schools. This was confirmed by previous studies (Bradley & Corwyn, 2002; Seven, 2007; Epstein, 1995). For example, single parent families were perceived to be at risk by head teachers because they were understood as potentially raising children with behavioural problems. Similarly, Tayli (2009) found that families with mothers or fathers only found it difficult to manage the behaviour of their children. Furthermore head teachers strongly suggested that parents should care about their child and they should make self-sacrifice on their students' education. Therefore, it is very important that single parent families are assisted in their child-raising practices by either schools or other governmental or non-governmental organizations. As a consequence, participants of this research indicated that pupils with single-parent families are at a potentially risk of acting disruptive behaviours and these students and families should be supported with associated institutions such as; guidance and research centres.

According to head teachers, this study shows that competence of professionals is a major theme regarding managing students' behaviour and developing positive behaviours among them. Previous research presents importance of staff competence on managing student behaviours (Jennings & Greenberg, 2009; Sunbul, 1996; Sisman, 2002). Jennings and Greenberg (2009) highlighted that teachers with effective classroom management skills and sufficient social and emotional development are more successful on positive behavioural and academic outcomes among pupils. Therefore, the creator of 'social learning theory' Albert Bandura (1969) explained that teachers' competence affects pupils' social, mental and emotional development. Similarly, head teachers stressed the importance of teachers' efficacy in raising children, and they supported that if a teacher is not competent enough, his or her students will not be able to exhibit expected behaviours as well as academic success. To conclude, if teachers and school counsellors develop successfully via pre-service and in-service training, they will be more helpful for students' behavioural development.

Collaborative work between all stakeholders of education is quite important in accordance with head teachers' and local education administrator's opinions. When we say stakeholders we should include every single person or organization that is related with students' development and education. These stakeholders are children, teachers, parents, head teachers, non-teaching staff members of school, the local community, governors, and communal assistant institutions (Cowie & Jennifer, 2007). Similarly, Epstein (2001) highlighted and emphasized the importance of this collaboration towards behaviour management and gaining positive behaviours among children by suggesting six involvement types: a) establishing a home environment that supports children as students; b) forming an effective model that increase communication between home and school; c) organizing some activities that include family volunteering for involving and helping schools and pupils; d) providing families presentations about learning at home and encouraging them for helping students at home; e) including parents on decision making process and specifying parent leaders; and f) working together with communal services and institutions for helping students, families and teachers. As a result head teachers indicated that forming effective collaboration between school, family and community provides success in behaviour management and decreases unwanted behaviours among primary school pupils.

Another important emerging issue in this research was discipline policies used in primary schools. Participants remarked that there were not written norms to discipline student behaviours. Unwritten norms and laws derived from traditional practices and considerations were used for managing pupil behaviour in Turkish primary schools. Relevant literature has similar findings (Ozkilinc-Nezihoglu & Sabanci, 2010; Kepenekci, 2004). A few head teachers criticised deficiency of discipline regulations. However the great majority of them supported this by saying that 'in primary schools there is not a binding, compulsive, and enforcement legislation for disciplining students'. They strongly support that pupils in primary schools can be disciplined by taking care of them and forming a welcoming school environment. To sum up, regulations with compulsive and enforcement clauses are not appropriate to children in the age of primary school. On the contrary school rules for disciplining children behaviour should be in a sympathetic and compassionate way. This provides conveniences to head teachers on raising children.

‘Values education project’ was mostly emphasised by head teachers. Head teachers thought that values education project is quite helpful for helping students to develop positive behaviours. UNESCO has been conducting a programme called ‘living values education’ for developing universal values for all children.

> ‘Living Values Education (LVE) is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education’ (ALIVE, 2015).

In Turkey, Ministry of National Education has implemented ‘values education project’ since 2011. Existing literature about values education project is insufficient in Turkey. Relevant research confirms the findings of this study (Doganay, Seggie, & Caner, 2014; Cihan, 2014). Hassan and Kahil (2005) found similar findings in which values education based lessons had significant positive effects on children’s behaviours. To sum up, in this study, head teachers strongly supported values education project and its implementation in primary schools. Most of them stated that they could easily help students develop positive behaviours such as; hygiene, helping each other, being aware of responsibilities to the society and respect.

In this study, opinions of head teachers showed that over emphasis on the academic developmental content in the curriculum is a drawback for pupils’ behavioural development. Head teachers indicated that content of the curriculum is based on academic success and the curriculum is loaded with themes for academic concerns. In a similar way, Inal (2006) asserted that the new curriculum which was started to be used in 2005 is filled with mass academic skills, themes and disciplines and personal qualification. Kurudayioglu and Cakici (2013) discuss lack of content on behavioural development by giving numbers of offenses committed by children. They presented number of crimes between 2008 and 2011; 62.430 and 84.916 respectively (p. 43). Like the opinions of head teachers in this research, existing literature showed the over emphasis on academic content rather than behavioural and value development content in curriculum (Inal, 2006; Kurudayioglu & Cakici, 2013; Gozutok, 2005). Participants of this research also criticised that expectations of families and teachers concentrate on academic success instead of behavioural development. Educational system in Turkey is based on exams (Büyükbaş, 1997). In connection with this, head teachers emphasized that families and teachers want their students to be successful academically because of the system and the over-emphasis on academic content in the curriculum. To

summarise, there is a need for change among both parents and teachers' perspectives regarding the idea that in primary schools, behavioural development is more important than academic success. It goes without saying that central curriculum should include more gains that support students' behavioural development.

5.2. Limitations

The data in the present research was obtained through conducting semi-structured face-to-face interviews with head teachers. Even though head teachers are one of the key stakeholders in education because of their key roles in leading and managing schools, there are also other stakeholders such as students, teachers and families whose perceptions should also be considered. Taking other stakeholders' perceptions into the research context could deepen our understanding on how to manage student behaviours and what is the best way for stimulating positive behaviours of children. Hence, a potential research avenue for the further research might be bringing other stakeholder's opinions and experiences into the research context.

Lack of time was another important constraint for the current research. The researcher conducted eight interviews with head teachers and one with local education authority. Even though the interviews provided rich data and significant outcomes, the generalisability of the findings might be limited. Further research might focus on a larger sample in both number of respondents and geographical coverage. Moreover, a longitudinal study can sharpen our knowledge about the evolution of behaviour management and development among primary school students over time.

Another direction for future research could be supporting existing findings with quantitative research. A questionnaire can be developed and conduced with a larger sample. This can enable the researcher to compare and contrast the findings from qualitative and quantitative research and develop a more robust understanding.

5.3. Further Recommendations

My recommendations are formed in three paragraphs. The first paragraph includes recommendations for researchers, the second includes suggestions for school staff and the last one includes advices for families.

Findings of this study show that management and leadership styles of head teachers are fundamental for reducing the rate of problematic student behaviours in primary schools. In the light of these findings, an in-depth study about practices of head teachers and its effects on pupil misbehaviour might be helpful for revealing which practices of head teachers are more effective on decreasing unwanted student behaviours. Moreover, socio economic status of families is highly associated with behaviour development of children in accordance with head teacher opinions. Head teachers indicated that if school environment insists on medium or high income families, problematic behaviours might be fewer. Setting better links between family income and behaviour development of children might allow researchers to find helpful results about behaviour management of students.

Findings of this study show me that the schools with head teachers, who are managing the school out of the standards, are more successful on developing behaviours among students. What I mean by out of standards? In Turkey, school management policies are mainly prepared by Ministry of National Education. Head teachers are accepted done their work, when they implement the central policies in their schools. However, number of unwanted behaviours in their school can be rated average. Conversely, several head teachers in this research applied different implementations that were out of common. They succeed to reduce unwanted pupil behaviours in their schools with the help of these unstandardized strategies. All in all, in the light of the findings of this research I can give an advice to the head teachers that if the usual implementation is not helpful on developing positive behaviours in your schools, you might try unusual practices which are examined by researchers. Beside head teachers, school counsellors and teachers have key roles in developing both behavioural and academic skills. Findings showed me that preparing a long term plan with participation of all stakeholders for reducing problematic behaviour is quite significant. Teachers and school counsellors should do their part for achieving specified targets.

Family involvement level is founded a main issue in this research. Head teachers emphasized that educating a child needs for participation of all stakeholders. If one of them has disruption the education of a student might be interrupted. According to head teachers, family should take more responsibility on gaining their children positive behaviours and support school's instructions at home. Supportive actions both on academic and behavioural development at home were named a key role of families by

head teachers. They stated that if family know our targets and practices towards succeeding our targets, and they support our implementations at home, we might be more successful on gaining positive behaviours.

5.4. Reflexivity and personal inspiration for the research study

The researcher is the key actor in social and educational research, and this situation is mostly accepted even if it was argued at earlier times of the educational research (Wellington, 2015). In this qualitative study, I cannot ignore my own subjectivity especially during the design and interpretation processes of this research study. I take part in the co-construction of knowledge necessary to answer the research questions. The main threats to reliability of the study are prejudices of interviewer and lack of standardisation; and handling these issues requires researcher professionalism (Robson, 1993). First of all, I explained in a detailed way the goals of interview and why I investigate research topic. In order to minimise this bias problem, I asked interview questions to all participants in a similar way. For instance, every single interviewee was asked word by word exactly the same questions in the same order in order to ensure consistency and standardisation. Furthermore, several pioneer books on literature about interviewing were guided me during the processes of determining interview questions and making interviews (Bryman, 2012; Denzin & Lincoln, 2005; Seidman, 2013; Creswell, 2014).

In this part, I start by providing the inspiration that led me to carry out this research study, while I explain why I felt to research the topic and the reasons why I have decided to investigate perceptions and practices of head-teachers regarding to student behaviours.

Education is process of transferring knowledge, values, beliefs and skills through means such as teaching, research, discussion and several other processes and techniques. It is a lifelong movement. This philosophy has been one of my motivational forces in taking important decisions in my whole life as well as my educational life. A policy report by Brighouse and Tomlinson (1991) shows the relationship between education and society, saying:

> If the worst of schools can be brought to the standard of the best, or even of the good, many of the problems of our society will be removed (p.7).

With the many knowledge inputs feeding the layers of the education system, such as research, pedagogy, policy and personal contribution from stakeholders, I believe that we can build societies that continuously develop and put individual development at the centre. I am in agreement with Brighouse and Tomlinson (1991); I adopt the view that quality education favours human development as an end, rather than as a means, creating happier, inclusive and economically active societies in which primary education plays a substantial role. This research, therefore, puts student development at the centre and aims to understand the behavioural factors that enable/limit this development.

My educational background and work experience have mainly directed this research. I have a bachelor's degree in primary school education. Primary school education is one of the most important educational phases in a student's life. Along similar lines with Jean Piaget's (1971) cognitive development (concrete operational 7-11 years) and Lawrence Kohlberg's (1981) moral development (pre-conventional and conventional morality 4-18) , children in the ages of primary education develop key moral and cognitive skills. Both the bachelor's education I received and the work experience I had in primary schools allowed me to observe the key stages and developments of students, especially with regards to moral and academic development. Furthermore, I had a chance to reflect on the question 'how can I do the best for developing positive behaviour and academic success of children as a teacher?'

Beside my qualification as a primary class teacher, I have a special education teacher certificate and this allows me to understand developmental and behavioural difficulties of students with and without disabilities. I worked as a primary school teacher, special education teacher and head-teacher after my graduation and had an opportunity to see what students feel and what they need. I had a chance to observe students' moral and academic development. I witnessed the importance of classroom ethos and management of student behaviours while I was studying as a class teacher. And also, I had the opportunity to see the importance of school regulations in discipline and behaviour management. While I was working as an educator, I always felt that I needed improvements on my educational skills for being more helpful to my students and to the school system. Like myself, Turkish schools need improvements in regard to the educational content but also behaviour development (Gedikoglu, 2005).

While I was teaching, I had a chance to see and assess pupils' behaviours in my classroom. After starting to manage a primary school, I had an opportunity to observe the behaviours of students within a particular school climate. With the elements of school culture, I tried to contribute to the establishment of a positive school climate in which appropriate education takes place. Also I have investigated what the best way to manage a school with the least number of problems is. These professional experiences directed me to research behaviour management and development strategies in primary schools.

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APPENDICES

Appendix 1 – Interview Questions

1. Is there a policy/regulation/decision implemented in your school regarding the likely occurrence of behaviour problems? If yes, how was it prepared and who was involved? How is it implemented?
2. Are there any preventive studies or programs in your school aiming at eliminating likely behaviour problems?
3. How do you develop positive behaviours among students?
4. At the actual time of any behaviour problem, what are the strategies used in your school to eliminate the problem and its negative consequences? Who are involved in these strategies?
5. What are the strategies implemented after the behaviour problem occurs? Who are involved in these strategies?
6. How are the whole strategies, programs and studies regarding behaviour management and development evaluated? How is the short-term and long-term effectiveness of these studies assessed?
7. What is the role of the school counselling unit in the behaviour management and development?
8. How does content of the curriculum enable/limit behaviour management and development in your school?

Appendix 2 – Consent Form

DRAFT Model Participant Consent Form

Title of Project:

Name of Researcher:

Participant Identification Number for this project:

Please initial box

1. I confirm that I have read and understand the information sheet/letter (delete as applicable) dated *[insert date]* for the above project and have had the opportunity to ask questions. ☐
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. *Insert contact number here of lead researcher/member of research team (as appropriate).* ☐
3. I understand that my responses will be anonymised before analysis. I give permission for members of the research team to have access to my anonymised responses. ☐
4. I agree to take part in the above research project. ☐

Name of Participant (*or legal representative*)	Date	Signature
Name of person taking consent (*if different from lead researcher*) *To be signed and dated in presence of the participant*	Date	Signature
Lead Researcher *To be signed and dated in presence of the participant*	Date	Signature

Copies:

Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form, the letter/pre-written script/information sheet and any other written information provided to the participants. A copy for the signed and dated consent form should be placed in the project's main record (e.g. a site file), which must be kept in a secure location.