Exploring the relevance of an Attachment Theory perspective for effective behaviour management in primary school classrooms: Perceptions and practices of primary school teachers in Turkey and educators in England

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ABSTRACT

Effective behaviour management in primary schools is an important aspect of providing successful education to pupils and it has been one of the major topics researched by scholars in the field of education. A wide range of strategies and approaches have been implemented in schools to reduce disruptive behaviours and develop positive student attitudes to learning. This research is an exploratory study and aims to offer an in-depth understanding of pupils' behaviour from an Attachment Theory perspective. Moreover, this research examines the relevance of an Attachment theory perspective for effective behaviour management of challenging students in primary schools in Turkey and England.

In this attempt, this study investigates perceptions and practices of Turkish primary school teachers (interview: n=20, questionnaire n=130) and educators (interview: n=13) in England regarding the effective behaviour management of challenging pupils. This study is guided by a pragmatic approach with a mixed-methods research design. Data collection and analysis were qualitatively oriented (semi-structured interviews) with quantitative data (online questionnaire) collected to enrich the interpretation of qualitative findings. Qualitative data were analysed thematically, and quantitative data were analysed descriptively using Statistical Package for Social Sciences (SPSS).

Findings of this study present that such awareness and understanding of different social, emotional, behavioural and attachment difficulties potentially help teachers to manage disruptive behaviours of challenging pupils effectively. Moreover, understanding underlying reasons for disruptive behaviours in primary classrooms, helps schools to provide a support system for challenging pupils. As behaviour and learning are strongly linked, findings show that improving behaviour can potentially improve not only learning, but also creating an optimal classroom environment for every pupil and classroom teacher. Findings of this study highlight the need for improving the current behaviour management policies in both countries, for instance school exclusion and Sanctions and Rewards system, criticised by participants regarding their limitations for supporting pupils with social, emotional, behavioural and attachment difficulties.

ACKNOWLEDGMENTS

DEDICATION

I dedicate this thesis to my mother for her unconditional love, support and prayers.

AUTHOR'S DECLARATION

I declare that this thesis is a presentation of original work and I am the sole author. This work has not previously been presented for an award at this, or any other, University. All sources are acknowledged as References.

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LIST OF ABBREVIATIONS

AAS   Attachment Aware Schools

ATP   Attachment Theory perspective

DfE   Department for Education, UK

GRC   Guidance and Research Centre, Turkey

LA   Local Education Authority

MoNE   Ministry of National Education, Turkey

Ofsted   Office of Standards in Education, Children's Services and Skills

SENDCo   Special education needs co-ordinator

SERC   Special Education and Rehabilitation Centre

SLT   School leadership team

UNESCO   United Nations Educational, Scientific and Cultural Organisation

CHAPTER ONE: INTRODUCTION

1.1.   Introduction

This thesis aims to identify the perceptions and attitudes of primary school teachers who work in Turkey and of educators who work in England, on the effective behaviour management of challenging students. This research aims to offer an in-depth understanding of primary school pupils' behaviour from an Attachment Theory perspective. The thesis examines the potential contributions of an Attachment Theory perspective for the behaviour management of challenging students in Turkish primary schools. This research study is composed of two phases; the first phase explores the perceptions and attitudes of Turkish primary school teachers, regarding the behaviour management of challenging pupils in primary classrooms. The second phase investigates the perceptions of educators in England who work in research, policy and practice positions and promote an Attachment Theory perspective. In other words, the first phase aims to develop a clear picture of how Turkish primary school teachers manage the disruptive behaviours of challenging pupils in their classrooms and what the challenges are in managing these disruptive behaviours. The second phase concerns exploring an Attachment Theory perspective to manage disruptive behaviours in primary classrooms and the relevance of this perspective in managing these behaviours effectively (see Table 1.1).

Table 1.1 A brief description of study phases

	Conducted in	Participants	Data Collection Method	Aims
PHASE ONE	Turkey	Primary school teachers	Semi-structured interview (n=20) (Appendix D) and online questionnaire (n=130) (Appendix F & G)	Exploring the efficacy of behaviour management in Turkish primary schools
PHASE TWO	England	Key Educators	Semi-structured interview (n=13) (Appendix E)	Investigating the relevance of ATP for effective behaviour management

In addition to teacher and educator perspectives, this thesis consults the behaviour management policies in Turkey and England. In this attempt, this thesis is centred upon theory, policy and practice as the main foci, as well as their relationships with the educational systems of both countries. Moreover, theoretical interpretations will be made by consulting Attachment Theory.

The methodology of this thesis utilises mixed methods that gather the principles of qualitative and quantitative paradigms associated with a pragmatic study design. Data collection is conducted using both qualitative and quantitative tools, namely, semi-structured interviews and an online questionnaire. The gathered data is analysed descriptively using computer-based software SPSS and thematic analysis. This introduction chapter begins by presenting the thesis structure and then attention is given to the rationale for the study. This is followed by presentation of personal motivations and experiences for conducting this research study. The chapter concludes with the research aims, and research questions are presented.

1.2. Structure of Thesis

This thesis comprises eight chapters (see Figure 1.1). After this introductory chapter, in which the rationale and background information of the thesis are provided, Chapter 2 presents

background information for the conceptual and theoretical context of this research study. Relevant literature and key concepts are presented in Chapter 3. Chapter 4 contains the process of developing a research strategy in addition to the research design and methods. In Chapter 5, the findings from the questionnaire and semi-structured interviews conducted with Turkish primary school teachers are presented. Chapter 6 contains findings from the thematic analysis of semi-structured interviews with educators in England. After the findings are presented in Chapters 5 and 6, the discussion of these findings is presented in Chapter 7. Lastly, Chapter 8 concludes the research study.

Figure 1.1 Thesis structure

Chapter One Introduction	**Chapter Two** Study Context	**Chapter Three** Literature Review
Chapter Four Methodology	**Chapter Five** Research Findings (Turkey)	**Chapter Six** Research Findings (England)
Chapter Seven Discussion	**Chapter Eight** Conclusion	
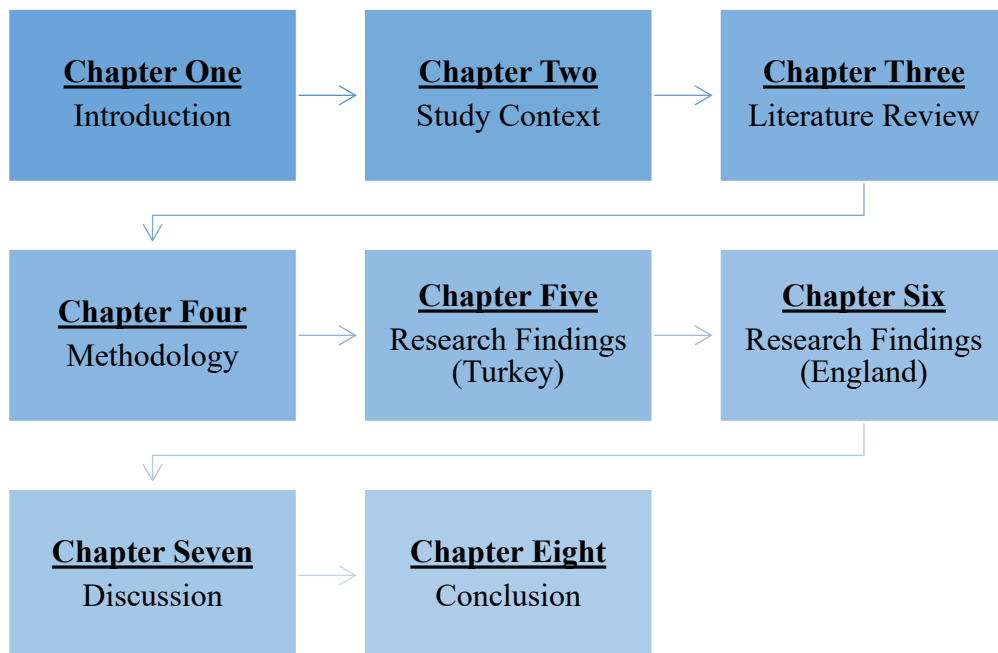
1.3. A Brief Introduction to Key Concepts

Education is not only about teaching the basic (core) subjects, such as mathematics, physics, and language. A quality education programme contains subjects on the various areas of student development while it includes more sense of experience, more sense of future, which is usually unforeseen, and more sense of life (Scherer, 2007). Researchers and policy makers in the education field have increasingly highlighted that improving the quality of teaching is not enough to meet the required standards in school performance (Barker, 2008). According to a report from the Department for Education (DfE) (2016a) in addition to improving the quality of teaching, school behaviour management policies must be enhanced in a

compherensive way to minimise the risk factors that potentially adversely affect pupils' well-being. Pupil well-being is considered as a major factor that needs to be improved in school settings, and pupil well-being composes of 'gaining the strenght and capacity to lead a full and productive life and having the resilience to deal with change and unpredictability' (AIHW, 2009, p. 60). To improve pupil well-being in school settings, a group of developments are needed for instance, promoting positive adult-pupil relationships, improving pupil self-esteem and self-regulation, encouraging the sense of belonging by providing opportunities and giving responsibilities to pupils and involving pupils in decision-making (Anderson & Graham, 2016).

In a perfect world it is expected that every pupil would be highly motivated, academically successful, enthusiastic, hardworking, eager to expand their knowledge and be intellectually curious (Hendricson & Kleffner, 2002). On the contrary, in the real world every student does not present with these expected skills and behaviours. 'It is apparent from evidence and experience that a significant number of children underachieve in school or seem unable to learn despite expert remedial intervention and curriculum changes and developments' (Geddes, 2003, p. 231). The existing literature shows that there are many different disruptive behaviours experienced in schools that are challenging in teachers' views, namely bullying, vandalism, violence, fighting, distracting peers and/or teacher, skipping school and so forth (Nash, Schlösser & Scarr 2016; Geddes, 2006; Atici & Merry, 2001; Hempel-Jorgensen, 2009; Luiselli, Putnam, Handle, & Feinberg, 2005; Türnüklü & Galton, 2001). Focus of this study is on high level disruptive behaviours in primary schools that potentially end with high level sanctions such as school exclusion.

Maintaining order in the classroom to enable learners to reach the goals of the school is a difficult and complex task that becomes more stressful with challenging students with disruptive behaviours (Daniels, 1998). In addition, research indicates that managing disruptive behaviours of students has been repeatedly cited as the one of the main stressors for teachers (for example, Kyriacou, 2009) and one of the most likely reasons for teachers to resign from their profession (Chapman, 2002; Kyriacou, 2009).

Attachment Theory initially developed by John Bowlby (1969; 1973; 1980), focuses on the primary relationship between the infant and mother/primary caregiver, and the effects of this relationship on future behaviours, interactions in the social environment, and the education

of the child. Bowlby (1980) argues that a child who has a secure attachment with their mother/primary caregiver 'is likely to possess a representational model of attachment figure as being available, responsive and helpful and a complementary model of the self as a potentially loveable and valuable person' (p. 242). Students with attachment issues have problems settling into the classroom environment (Geddes, 2006); however, in policy and practice, there is a lack of awareness of the impact of social, emotional and attachment difficulties on pupil behaviour (Geddes, 2017; Bombèr, 2007; Golding, et al., 2013). To support every individual in the classroom effectively, schools need to design behaviour management provision which focuses diverse needs of pupils, and the existing literature shows that behaviour policies and practices of classroom teachers should be enhanced in different ways for different children (Atici & Merry, 2001; Geddes, 2006; Leflot, Lier, Onghena, & Colpin, 2010; Durmuscelebi, 2010). Abovementioned key concepts will be defined and examined further in the Literature Review chapter.

1.4. Terms used throughout the thesis

This section explains the terms used throughout the thesis namely, challenging pupil, disruptive behaviour, an Attachment Theory perspective, Attachment Aware school and high-performing primary school and under-performing primary school.

In this study, a *challenging* pupil refers to the pupil who has difficulties in regulating their feelings and emotions and who persistently behaves undesirably in school settings. There are variety of definitions for pupils who behave undesirably in the literature, such as, problem pupils, challenging pupils, troubled pupils and most commonly disruptive pupils. A challenging pupil may be defined as pupils who 'don't respond to the routine strategies and behaviour expectations that work with the rest of the class' (Boynton & Boynton, 2005, p. 121). This study is concerned with perceptions and practices of primary school teachers and key educators, so that these pupils are defined as challenging pupils by considering educators' views. Common undesirable behaviours displayed by challenging pupils in the classroom may include, but are not limited to, defiance, disobedience, noncompliance, attentionseeking, physical and verbal aggression, talking out of turn and inattentiveness. Relevant literature highlights that pupils' abovementioned behaviours are strongly linked to their early experiences, feelings and emotions (Geddes, 2006).Throughout this study these undesirable behaviours of challenging pupils are defined as *disruptive behaviours*.

An *Attachment Theory perspective* is an approach to managing disruptive behaviours of pupils and to support those challenging pupils to handle the struggles of the school environment, by providing an effective teacher-pupil relationship (Geddes, 2017). An Attachment Theory perspective is a whole school approach and includes a group of strategies for helping school staff to manage undesirable behaviour and for supporting pupils in their school life. These strategies are namely, Emotion Coaching, Nurture Group provision, and fostering a key attachment figure at school (Rose & Gilbert, 2017). Moreover, receiving support from key specialists, such as educational psychologist, clinical psychologist, family support worker or educational psychotherapist, is a key part of an Attachment Theory perspective in schools (Solomon, 2017). A growing number of Attachment Aware schools are becoming established in adopting an Attachment Theory perspective to support school staff and challenging pupils.

An Attachment Aware school promotes 'nurturing relationships that support the socio-emotional development, the learning and the behaviour of all children' by employing an Attachment Theory perspective (Rose & Gilbert, 2017, p. 65). The Attachment Aware school project focuses on enhancing self-regulation, attachment and trauma-informed practices to support pupils' needs and to make school policy more comprehensive by considering difficulties that pupils potentially suffer from such as attachment difficulties. Moreover, by using the abovementioned strategies, these schools aim to improve pupils' self-regulation skills to help them to control their feelings and emotions, which will potentially be acted out as disruptive behaviour. Existing literature suggests that an Attachment theory perspective which lies at the centre of Attachment Aware schools, can improve academic achievement and reduce undesirable behaviours, by supporting pupils' socio-emotional wellbeing and behaviour (Rose & Gilbert, 2017).

The terms *high-performing* and *under-performing* primary schools in Turkey are used throughout this thesis, to characterise Turkish primary schools according to performance indicators. One of the performance indicators is the outcome of a self-evaluation system designed by the Turkish Ministry of National Education. This self-evaluation system seek for opinions of school stakeholders about their school's performance and this evaluation made by the students, parents/carers, school leadership team and all teaching staff. Another school performance indicator that used to define is opinions of education authorities. In

Turkey, there is no equivalent to OFSTED which operates in England as an independent evaluation agency. Furthermore, there is no comparison to England where OFSTED rates schools according to key performance indicators (Inadequate to Outstanding) (detailed information about the school systems and accountability in both countries is explained in Chapter Two: Study Context). Based on these indicators, the terms high-performing and under-performing to define Turkish primary schools were chosen by the researcher, because a published school performance classification in Turkey does not yet exist. Whilst high-performing primary schools are mainly found in urban and developed areas; under-performing primary schools are mostly located in rural and undeveloped areas of Turkey.

1.4. A Brief Introduction of the Educational Systems in Turkey and England

Primary education in Turkey is free in state schools and is compulsory for all aged between 5 and a half and 13. The objective of primary education is:

> …to ensure that every Turkish child acquires the necessary knowledge, skills, behavior and habits to become a good citizen and is raised in accordance with the concept of national morals and that he/she is prepared for life and for the next level of education in accordance with his/her interests, talents and capabilities. (MoNE, 2016, p. XIV)

The principles of Turkish Education Policy are determined as:

> providing education that aims productivity in life and occupation in accordance with national structure, geography, culture and customs, preparing suitable education programmes and text books, establishing modern schools with scientific opportunities, providing materials required for education and forming the necessary management and training staff who can carry out education and training services at the highest level. (MoNE, 2001, p. 13)

The Turkish Ministry of National Education (MoNE) (2014 p.16-17) identifies fifteen desirable pupil behaviours which should be demonstrared in schools:

i)   Regularly attend classes and be successful

ii)   Respect all friends on their honour and rights

iii)   Be respectful and tolerant to friends, teachers, managers, school staff and all other around them

iv)   Be honest and avoid lying

v)   Be kind and avoid being offensive and rude

vi)   Attend the social and cultural activities that are presented by school

vii)   Read, save and love books

viii)   Save natural, historical and artworks and making contribution to them

ix)   Be successful needs hard work and time. Saving the time for success

x)   Protect the school and materials of school like as their own things

xi)   Avoid using cigarettes, alcohol and other addictive items

xii)   Avoid the partisan activities which are aiming to harm country's solidarity and order

xiii)   Use mental, physical and emotional powers for nation and society

xiv)   Adhere to Ataturk's principles and reforms

xv)   Obey the law, regulations and ethical rules of society.

The Turkish Education System is centralised; in other words, every policy is designed, implemented and reviewed by the MoNE (Demir & Paykoc, 2006). Moreover, student admission, staff employement, school inspection, school funding, and the National Curriculum are designed and implemented by the MoNE (Akyuz, 2018). The national behaviour management policy, which is examined in this research study, is comprised of an inclusive/integrated education strategy and requires that every school in Turkey must form a committee to manage pupil behaviour (MoNE, 2014). This committee is responsible for preparing, following and evaluating school behaviour management policy. If a pupil behaves contrary to the abovementioned expected standards, this committee must use the procedure determined by the MoNE. Pupils who show desirable behaviours get rewarded by the schools. On the other hand, undesirable behaviours are sanctioned with a warning after the first incident and then, if the pupil continues to behave undesirably, a formal letter of reprimand is issued. If the pupil continues behaving disruptively they are transferred to another school for a short term. Challenging pupils are referred to the Guidance and Research Centre to understand the reasons for the disruptive behaviour. If the pupil has social, emotional and behavioural difficulties, the pupil may be referred to a Special Education and

Rehabilitation Centre or join a special education classroom in the school. School exclusion does not have a place in the Turkish Education System.

Across England there are five stages of education: early years, primary, secondary, further education and higher education. 'Education is compulsory for all children between the ages of 5 (4 in Northern Ireland) and 16 … The primary stage covers three age ranges: nursery (under 5), infant (5 to 7 or 8) (Key Stage 1) and junior (up to 11 or 12) (Key Stage 2)' (DfE, 2016c). In England, primary schools generally cater to 4-11 year olds. Some primary schools may have a nursery or a children's centre attached to cater for younger children. Most public sector primary schools take both boys and girls in mixed classes (DfE, 2016c).

'The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics and other subjects' (DfE, 2016c, p. 2). The three goals of the educational system in England are specified by Department for Education in 3 entries:

1) Safety and wellbeing: All children and young people are protected from harm and vulnerable children are supported to succeed with opportunities as good as those for any other child

2) Educational excellence everywhere: Every child and young person can access high-quality provision, achieving to the best of his or her ability regardless of location, prior attainment and background

3) Prepared for adult life: All 19-year-olds complete school, college or an apprenticeship with the skills and character to contribute to the UK's society and economy, and are able to access high-quality work or study options. (DfE, 2016c, p. 5)

The process of behaviour management in England which might end with school exclusion, starts with a group of in-school strategies to manage the disruptive behaviour. A consistent, disciplinary, Sanctions and rewards system is advised by policy documents (for example, Behaviour and Discipline in Schools, 2016b). Internal and external support systems intervene to manage the disruptive behaviour of challenging pupils. If a pupil has social, emotional and behavioral difficulties, an Education, Health and Care plan might be prepared by the relevant Local Education Authority after referral from the school. If the pupil fails to make adequate

progress regardless of the support provided fixed-term school exclusion may be decided. If the pupil continues to persistently break the school rules after the fixed-term exclusion, permanent school exclusion may be decided, and this might include transferring the pupil to another school or to alternative provision, pupil referral unit.

1.5.   Personal Experience and Motivations of Researcher

The educational background and work experience of the researcher have mainly directed this research. The researcher holds a bachelor's degree in primary school education and believes primary school education is one of the most important educational phases in a student's life. Both the researcher's education and work experience in primary schools, allowed for the observation of these key stages and the relevant development of students, especially with regards to social, emotional and behavioural development. Furthermore, throughout teaching career the researcher intentionally reflected on the question: How can I do the best for developing positive behaviour and academic success of children as a teacher?

Besides qualification as a primary school teacher, the researcher holds a Special Education Teacher Certificate which has deepened his understanding of emotional and behavioural difficulties of students, with and without disabilities. Working as a primary school teacher, special education teacher and head teacher after graduation in Turkey with opportunity to observe what students feel and what they need, the researcher has had the chance to observe students' social, emotional and behavioural development and to witness the importance of classroom ethos and management of student behaviours on pupils' engagement with learning. In addition, the researcher has had the opportunity to understand the importance of school regulations in behaviour management on student engagement with learning. While working as an educator, he felt the need to expand of his educational skills to become more helpful to future students and to the school system. Similarly, Turkish schools need improvements with regard to the educational content but also in behaviour management (Gedikoglu, 2005). These professional experiences have directed the researcher to focus on studies of effective behaviour management of challenging students in primary schools.

After completion of the PhD, the researcher will work as a policy maker in the Turkish Ministry of National Education. This career plan led to the investigation of the behaviour policies in primary schools and to a comparison between the education systems in Turkey,

as a developing country, and England, as a developed country. The key components of a PhD study such as reviewing the relevant literature and consulting the policy documents will be part of the researcher's future work. These research experiences provide an opportunity to the researcher to expand his knowledge which will help for contributing to policy changes regarding the behaviour management of challenging pupils.

1.6.   Research Aims, Questions and Objectives

Studies conducted different parts of the world on pupil profiles in school settings present that ten to twenty percent of pupils in a typical classroom are dealing with different types of stressors, such as poverty, trauma, abuse, neglect, domestic violence and these are considered the most challenging students in primary school classrooms (Minahan & Rappaport, 2012). There are two phases of this thesis. The first phase aims to explore the perceptions and practices of Turkish primary school teachers regarding the behaviour management of challenging pupils in schools. The second phase aims to investigate the relevance of an Attachment Theory perspective for effective behaviour management in primary classrooms. In the first phase, by investigating the perceptions and practices of Turkish primary school teachers, it is intended that this thesis explores:

- The ways that Turkish primary school teachers manage disruptive behaviours of challenging pupils,

- The effectiveness of current behaviour management policy (school and national) in Turkey by considering the perceptions and practices of Turkish primary school teachers, and

- The nature of disruptive behaviours in primary school classrooms.

In investigating the relevance of an Attachment Theory perspective for effective behaviour management in primary school classrooms by considering the perceptions of educators in England, it is intended that this thesis explores:

- The impact of social, emotional, behavioural and attachment difficulties on pupil behaviour and the importance of understanding the underlying reasons for disruptive behaviours in primary classrooms and

- The relevance of an Attachment Theory perspective on managing the disruptive behaviours of challenging pupils.

Exploring the current stance of behaviour management in the Turkish Education system and investigating the relevance of an Attachment Theory perspective for the effective behaviour management in primary school classrooms; it is also intended to find implications for the Turkish education system by considering its current limitations in behaviour management in schools.

After reading the existing literature on the research topic, consulting with the research supervisor, experts and key groups and being guided by personal interests, the research questions for this study are:

1. How do Turkish primary school teachers manage the disruptive behaviours of challenging students?

    1a) What are the perceptions of Turkish primary school teachers regarding the nature of disruptive behaviours from challenging students?

    1b) How effective is the behaviour management policy of the Turkish education system regarding managing disruptive behaviours and developing positive student attitudes in primary classrooms?

2. What is the relevance of an Attachment Theory perspective regarding the behaviour management of challenging students?

    2a) Why does understanding the reasons for behaviour matter in managing the disruptive behaviours of challenging students effectively?

    2b) How effective is an Attachment Theory perspective in re-shaping the behaviours of challenging students?

In adressing the research questions, this study also investigates: (i) the perceptions of primary school teachers and educators on the usage of a Sanctions and rewards system in classroom management, as well as the efficacy of this system in use with challenging students; (ii) the perceived effectiveness of internal and external sources of support (for example, school counselling services) received by primary school teachers regarding the behaviour

management of challenging students; (iii) opinions of primary school teachers and educators on the impact of mother-child relationships on children's transition to the school; (iv) school behaviour policies regarding effective classroom and behaviour management in primary schools; and (v) the influence of national policies and educational system in Turkey and England, on attempts to manage challenging pupils' behaviour effectively.

A series of research objectives are employed in order to perform the research aims and answer the research questions, namely:

- To employ an interpretive/constructive paradigm while working on data and considering a pragmatic approach to research the subject and to answer the research questions;

- To investigate through semi-structured, face-to-face interviews, Turkish primary school teachers' perceptions and practices related to the behaviour management of challenging pupils;

- To explore through a bespoke online questionnaire, Turkish primary school teachers' views of behaviour management of challenging pupils;

- To investigate through semi-structured, face-to-face interviews, perceptions of educators based in England regarding the relevance of the Attachment Theory perspective for effective behaviour management in primary school classrooms;

- To analyse collected data through thematic analysis and descriptive analysis; and

- To relate research findings to policy and practice aspects of the behaviour management of challenging pupils.

On the basis of the in-depth analysis of the data gathered from primary school teachers in Turkey and educators in England, this study creates an opportunity for teachers and head teachers to reflect on and develop their current practices in the area of behaviour management of challenging students. In addition, the conceptual and methodological approaches that are used in this study aim to propose new perspectives and considerations for managing the behaviours of challenging students. Furthermore, the comparison between high-performing primary schools and under-performing primary schools in Turkey allows an opportunity to

see the similarities and differences between these schools and which specific strategies make a group of schools high-performing, while making others under-performing. In England, findings from Attachment Aware School project highlight that an Attachment Theory perspective improves self-regulation skills of pupils who struggle to adopt school life and helps school staff to be aware of and understand difficulties that pupils face (Rose, McGuire-Snieckus & Wood, 2016). As mentioned, an Attachment Theory perspective does not have a place in policy and practice in Turkish school settings, and this research also aims to explore participants opinions about the potential impacts of mother-child attachment in primary schools. Moreover, it is aimed to explore the relevance of participants' awareness on Attachment Theory at school classification in Turkey namely high-performing and under-performing primary schools. Outcomes of this research contribute to the body of literature evaluating recent national educational policies and their effectiveness, in terms of the behaviour management of challenging pupils.

1.7.   Summary

This chapter presented a brief introduction to the research topic, the theoretical perspective and the methodology used, with a note on personal motivations and experiences that inspired the researcher to study this topic. The research aims, questions and objectives which underpin this research study have also been presented. Attention is subsequently given to the study context, which involves examining the educational contexts of Turkey and England, the theoretical framework of this study and reviewing pertinent literature on effective behaviour management in primary classrooms is presented.

CHAPTER TWO: STUDY CONTEXT

2.1.   Introduction

This chapter introduces the conceptual and theoretical framework of this research study. It is organized into three sections. Firstly, a brief description of education systems in Turkey and England is presented. Secondly, current behaviour management policies and approaches that guide the preparation of these policies in both countries are presented. Lastly, theoretical interpretations will be made by consulting Attachment Theory and this section also provides information about Attachment Theory, attachment styles and the relevance of Attachment Theory in learning.

2.2.   Education Systems in England and Turkey

This section focuses on the structure of school systems of both countries and provides an understanding of which is necessary for appreciating the different educational contexts. School inspection systems in both countries are also detailed with supporting statistics.

2.2.1.   Education system in England

England has a population of approximately 56 million and there are 4,727,090 students in primary classrooms and 221,100 primary school teachers (DfE, 2019a). The total number of primary schools in the England is 20,800 and the net schooling ratio at the primary school level is 99.85%. According to the EFA Global Monitoring Report (UNESCO, 2015), the England is one of the 13 countries in the world which achieves 97% or above attendance from students from the first to the last grade. Recent statistics on special educational needs in England, show that 14.9% of pupils are in need of special education in schools (DfE, 2019b).

The major goal of primary school education is 'achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics and other subjects' (DfE, 2016c, p. 2).

The national government and Department for Education (DfE) manage education in England. However, unlike in Turkey where the control of education is centralised, education in England is mostly decentralised. The Local Education Authorities (LAs), governing bodies,

churches, charity foundations, voluntary bodies and head teachers are responsible for administering schools.

Schools in England are divided into two main types namely, mainstream and independent schools. Mainstream schools, which are free for all students, and independent schools, which charge education fees to parents/carers of students. The School Standards and Framework Act 1998 divides primary schools into three categories;

1) *Community schools* (maintained schools-formerly county schools) are established and funded by LAs. The LA owns the school buildings and lands, and employs the school staff. Moreover, the LA is responsible for deciding the admission of students in this type of schools.

2) *Foundation schools* are also funded by LA but owned by a school governing body or a charity foundation. The governing body or the foundation appoints the majority of governors and owns the school buildings and lands, and also has the responsibility for the admission of students.

3) *Voluntary schools* can be divided into two types; Voluntary Aided and Voluntary Controlled. Most of the Voluntary Aided schools are linked with faith groups such as the Church of England and the Roman Catholic Church. School lands and buildings are owned by a charitable foundation and the governing body employs the staff and is responsible for deciding the admission of students. Voluntary Controlled schools are almost always church schools and funded by a charitable foundation like aided schools. Staff employement and student admission is controlled by the LA.

Academies are another form of school in England and the number of this school type has been increasing all over England in the past few years due to government funds being made available to schools. Academies do not have to follow the National Curriculum and they are publicly funded independent schools, but these schools must follow DfE's guidance on the special education needs of pupils, school exclusion policy and admissions. The National Curriculum is a statutory guidance which is prepared and published by DfE. All maintained schools must required to follow the National Curriculum and the National Curriculum aims to 'provide pupils with an introduction to the essential knowledge that they need to be educated citizens' (DfE, 2014b, p. 6). Teachers working in state funded schools can use the

National Curriculum as an outline of core knowledge to promote students' knowledge (DfE, 2014b). An Academy Trust is founded and responsible for staff employment (DfE, 2019a).

There are also so-called alternative provisions in operation in England. *Pupil Referral Units* aim to provide education for students (for example, pupils excluded from school, teenage mothers, school phobics) who may not receive suitable education from the schools mentioned above and these are established, funded and maintained by LAs (Soc Trends, 2009). Another type of schooling is *grammar schools*, in which admission of students is largely dependent on academic ability. Students often take an exam to get into grammar schools.

Most state funded, maintained primary and secondary schools, except academies and independent schools, in England are required to follow the National Curriculum as set out by The Education Reform Act of 1988. The National Curriculum aims to standardise the subjects in every school for every student. Organisation of the National Curriculum is formed into blocks of years called *Key Stages*. In the primary school years there are three key stages; (i) Foundation Stage, (ii) Key Stage 1 and (iii) Key Stage 2. Firstly, the Foundation Stage covers the children aged from three to five. This stage is delivered at the pre-school level and nurseries and reception classes in primary schools follow the Foundation Stage curriculum. Secondly, Key Stage 1 encompasses the children aged five to seven and the subjects of National Curriculum is delivered to year 1 and year 2 of primary schools. Lastly, Key Stage 2 incorporates years 3 to 6 and this stage covers the children aged from seven to eleven (DfE, 2016c).

England has remained at the same level regarding the PISA exams. According to PISA 2015 England Report (Jerrim & Shure, 2016, p. 4), 'there has been no significant change in England's absolute score, our performance relative to other countries has changed since 2012 as they improve or decline around us'.

2.2.2. The Turkish education system

In contrast to England, Turkey has a population of 80 million and there are 5,104,599 students in primary classrooms with 297,176 primary school teachers. The total number of primary schools in Turkey in the 2015/2016 academic year was 24,967 and at this time the schooling ratio was 94.87% for the primary school phase (MoNE, 2016). Education for All Global

Monitoring Report (UNESCO, 2015), reports that Turkey is one of the countries that has been progressing significantly in terms of universal primary education.

In 1923, after the First World War, the modern nation-state The Republic of Turkey replaced, the Islamic theocracy of Ottoman Empire after an internal revolution (Demir & Paykoc, 2006). The Turkish Revolution ended with a new country, but it was not only a political event. There were also social, economic and cultural alterations and new ideologies transformed. Throughout the transformation several reforms in education were made, such as; the unification of education, which aimed to close religion based schools and to establish new secular primary schools; to implement the same modern western-style National Curriculum while teaching basic knowledge skills and societal values in every school; and the reform the alphabet from the Arabic alphabet to Latin alphabet (Koc, Isiksal, & Bulut, 2007; Demir & Paykoc, 2006). After all these educational reforms and the Turkish Revolution, Turkey is the only secular and democratic country within the Muslim world.

Within the last twenty years, the duration and implementation of compulsory education phases has changed in three different formats. Until 1997, primary school education was compulsory, and the duration of primary education was 5 years, which involved the education of children aged 6 to 12 years. In 1997 the duration of compulsory education was extended to 8 years (five-year primary school and three-year lower secondary school) and encompassed those aged 6-15 years until 2012. By 2012, compulsory education in Turkey was 12 years duration; which includes four-year primary education, four-year lower secondary education and four-year secondary education. This 4+4+4 system provides the education of children aged 5 to 18.

According to MoNE (2016) Formal education in Turkey is provided and controlled centrally by the government and five phases are included in the schooling system, they are:

1) *Pre-school* involves the education of children in the age group of three to five (children aged between 36-66 months) and aims 'to ensure that children develop physically, mentally and emotionally, acquire good habits, that they are prepared for primary education, that a common environment of upbringing is provided for children who come from a disadvantaged background and that they speak Turkish properly and correctly' (MoNE, 2016, p. XIII).

2) *Primary school institutions* are compulsory and consist of four-year primary school and four-year lower secondary school. This phase covers the age group between five (children older than 66 months) and thirteen years. The objective of primary education is 'to ensure that every Turkish child acquires the necessary knowledge, skills, behaviour and habits to become a good citizen, is raised in accordance with the concept of national morals and that he/she is prepared for life and for the next level of education in accordance with his/her interests, talents and capabilities' (MoNE, 2016, p. XIV).

3) *Secondary education* includes all the teaching institutions, general vocational and technical education institutions requiring at least four years of compulsory formal or non-formal education, based on primary and lower secondary education. The objective and aims of secondary education in compliance with the general purposes and basic principles of Turkish National Education according to MoNE (2016, p. XIV) are:

- Enabling all pupils to have the awareness and knowledge to solve the problems that might be faced in future life and acquire the conscious of contributing to country's economic, social and cultural development and power.
- Preparing students for higher education or for life and job fields in accordance with their interests, aptitude and abilities through various programs and schools. While these missions are accomplished, a balance is set between students' expectations and abilities and the needs of the society.

4) *Higher Education;* All phases before higher education are supervised and controlled by Turkish Ministry of National Education (Turkish: Milli Egitim Bakanligi, MoNE), whereas public and private schools in higher education level are controlled by the Higher Education Council (Turkish: Yükseköğretim Kurumu, HEC). Higher education is based on secondary education and includes all the educational institutions that provide at least two years of higher education (MoNE, 2016, p. XV).

In Turkey, the MoNE controls every policy and administrative function of the education system. The MoNE designs and decides the policies on the employment of teachers, head

teachers and other school staff, subjects for the curriculum and the selection and publishing of textbooks. All private and public schools must follow the National Curriculum and the inspection of the schools as described in section 2.2.3 made by inspectors and supervisors appointed by MoNE (Cakiroglu & Cakiroglu, 2010).

In 2003, Turkey joined the Programme for International Student Assessment (PISA) to improve the quality of education, enhance pupil achievement and evaluate the impact of educational policies on pupils. After the first outcomes obtained from the assessment of PISA, the MoNE revised the educational programme and curriculum in the 2004/2005 academic year (Çelen, Çelik, & Seferoglu, 2011). This revision of the curriculum claimed to embrace a constructivist and cognitive paradigm that emphasizes skills such as entrepreneurship, inquiry, communication and the use of information technology, instead of the traditional knowledge-based approach which put teachers at the centre of the learning process (Altınyelken & Akkaymak, 2012). In addition to these, as a candidate for European Union membership, the new curriculum of the Turkish education system was revised in terms of the European Union standards and educational stance (Altınyelken & Akkaymak, 2012).

2.2.3. School inspection in England and Turkey

In England an agency of the central government called the Office of Standards in Education, Children's Services and Skills (Ofsted) has been investigating schools since 1992 (Rosenthal, 2004). The motto of Ofsted, *Improvement through Inspection*, describes the general philosophy of the agency's approach for improving school standards. Ofsted is a type of policy by the government and the agency plays a substantial role in today's England schooling system. One of the key roles of Ofsted is helping to put national educational reform into action by systematically monitoring schools' strategic plans and to increase the accountability of actions of schools (Chapman, 2002). The remit of Ofsted is 'to improve standards of achievement and quality of education through regular independent inspection, public reporting and informed independent advice' (Steele, 2000, p. 1).

Regarding Ofsted's aims, regularity and independence are key concepts for achieving the main goal which is 'make sure that organisations providing education, training and care services in England do so to a high standard for children and students' (Ofsted, 2019, https://www.gov.uk/government/organisations/ofsted/about). According to the School

Inspection Handbook (Ofsted, 2015, p. 33) during the inspections for gathering the aims of the Ofsted, 'inspectors will make key judgements on the following areas;

- overall effectiveness
- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils'.

Schools are graded on five aforementioned areas by the inspectors and all inspectors follow the school inspection framework. They are expected to look carefully at: 'a) the way pupils are taught; b) what the pupils achieve in their lessons; c) the school's test and examination results especially in English and mathematics; d) how the school is led and managed; e) pupils' attitudes and behaviour; f) how well the school cares for its pupils; g) how well the school works with parents and h) the quality of lessons, clubs and other opportunities provided for pupils' (Steele, 2000, p. 2). After all the judgements, Ofsted inspectors use a four-point scale to grade schools by; 'Grade 1: Outstanding; Grade 2: Good; Grade 3: Requires improvement; Grade 4: Inadequate' (Ofsted, 2015, p. 33).

In Turkey, primary schools are assessed according to criteria which are determined by the MoNE (MoNE, 2015). One of the criteria is inspection of the schools by MoNE inspectors. School inspections are made by inspectors who are employed by the MoNE, which means they have close links with the MoNE unlike the inspection in England made by the independent agency Ofsted. According to the regulation of inspections (MoNE, 2017, pp. 8-12) the role of inspectors in the Turkish education system includes:

- *'Counselling* to guide schools to form reactive, instructive plans for achieving the school aims;
- *Inspection* to judge schools' performance in terms of beforehand established aims and quality standards. Inspection duty covers not only school inspection (school budget, buildings, administration work), also school staff, lessons and exams;
- *Investigation* to inquire reports and complaints about school staff;

- *Reporting and supervising* to save the inspection judgements and inform related departments and to compare the reports from inspection to inspection for following the improvement of schools.'

Primary schools in Turkey are inspected in four main areas. These are:

- teaching and learning activities,
- leadership and management activities,
- school budget activities and
- overall inspection evaluation (MoNE, 2017, p. 12).

The inspectors' judgement aims to expose the evaluation of the schools in terms of educational and administrative efficiency. After the judgement, inspectors guide and supervise school staff to find ways to minimise the weaknesses of their schooling practices (MoNE, 2017). Inspectors aim to help school staff improve the quality of schooling activities instead of grading them.

Other inspection criteria in the Turkish education system include the School Standards of Pre-schools and Primary Schools (Okul Oncesi Egitim ve Ilkogretim Kurum Standartlari) (KS). KS aims to assess the quality of education in the pre-schools and primary schools by considering the views of students, parents, teachers and head teachers. Opinions of the stakeholders allow the system to evaluate not only the education quality of schools in a region but also self-evaluation and self-criticism (MoNE, 2015). The KS policy formed by the MoNE was founded in the view of the importance of the school transformation regarding the information age and information society. KS is described in the regulation as, 'a policy which describes pre-school and primary school standars in terms of effective school management and leadership, the quality of teaching, learning and assessment processes in schools, the schooling system that is highly designed for children's rights, behaviour, personal development and welfare' (MoNE, 2015, p. 21).

KS aims to gather information from school actors, namely students, parents, teachers and school administrators. The information gathered from participants to evaluate school quality is made by the KS and divided into the three following areas:

- Educational management

- Teaching and learning
- Support services

Opinions of school stakeholders about schooling system allow educators to identify the school's effectiveness level from different aspects. By using these views, the school's current level of standards can be comparable to the ideal school standards. For instance, the opinions of parents, which are mostly unobserved, find a place in their children's school system and their views find place in the school's improvement process (Öztürk, 2014). Moreover, the results of the KS inspection grade schools and allow an opportunity to compare the overall quality of schools in a particular region and the whole country.

2.2.4. Behaviour management policy in Turkey and England

Providing a safe and secure school environment for all pupils is one of the main aims of education systems and managing the behaviours of pupils with social, emotional and behavioural difficulties is one of the main challenges that schools face. There is not a commonly accepted definition for social, emotional and behavioural difficulties in the relevant literature and definitions differ in different contexts. In educational settings it is used to define pupils who have social, emotional and behavioural difficulties which lead to severe and persistent interference with pupils' development, learning and relationships with others (Macnab, Visser & Daniels, 2008). Moreover, Cooper (2010) describes the construct social, emotional and behavioural difficulties as an metaphor to understand 'the experience of marginalisation, helplessness and experiences of despair by people who find themselves cut off from the comforts and rewards that come with relative educational success, stable employement and forming part of an aspirational community' (p. 9). Disruptive behaviours in the classroom directly affect learning and are considered one of the main challenges that causes stress on pupils, teachers and parents/carers (Kyriacou, 2009). Governments aim to reduce undesirable behaviours in order to create an optimum environment for learning and teaching and for this aim statutory and non-statutory reports and policy changes are made frequently by Education ministries.

In England, the 1988 Education Reform Act created a school system in which performance tables were introduced and schools were in a performativity culture (Hallam & Rogers, 2008). This includes excluding pupils who were underachieving and were affecting learning and teaching in classrooms. The focus of the parents, governments, media and Ofsted was

overall academic performance on national examinations. In this culture, pupils with social, emotional and behavioural difficulties have three times higher exclusion numbers than their peers without those difficulties (Armstrong, 2014). It is understood by policy makers that using a strict sanctions and rewards system is not effective enough because of the number of students at risk of being out of education and not able to be a valuable member of society. As such, there were a group of policy changes focused on decreasing the number of exclusions in schools (Hallam & Rogers, 2008).

For instance, the context of social, emotional and behavioural difficulties was part of legislation for the first time in 2001 in the document Special Educational Needs Code of Practice (DfES, 2001). In 2004 and 2005, several government documents involved concepts such as educator perceptions towards pupil behaviour and the underlying reasons for disruptive behaviours in the classroom (DfES, 2004a; DfES, 2004b; DfES, 2005). The Steer report supports the importance of promoting positive behaviour rather than focusing on undesirable behaviours and sanctions (Armstrong, 2014). Moreover, this report proposes using Nurture Group provision widely, a whole school approach and mentoring for pupils with social, emotional and behavioural difficulties (DfES, 2005). In 2010 and 2012 (DfE, 2010; DfE, 2012) legislation documents involved components of reports from 2004 and 2005; however, discipline became more apparent and prioritised by mentioning the power of educators in the school. On the other hand, participation of parents/carers in their children's education, the importance of early identification of children's difficulties, and the effective and active co-operation between school and other support organisations were highlighted in the legislation documents (DfE, 2012).

Recent legislation documents about behaviour management in schools in England continues to follow the previous approach by increasing the power and authority of school staff (DfE, 2016b). The pupil should be included in the decision-making process and parents/carers should be actively informed and allowed to participate in the process. Schools and local authorities should take a person-centred approach while reviewing, planning, doing and assessing the process (DfE, 2015b). Although promoting positive behaviour is a main characteristic of the policy, a consistent discipline approach with a Rewards and Sanction system is used for managing pupil behaviour in schools. Attachment awareness has been mentioned in policy documents in recent years. For instance, in the guidance report Mental

Health and Behaviour in schools, there is significant reference to attachment awareness by mentioning it as one of the influencers of a child's mental health (DfE, 2015a). Moreover, attachment awareness is mentioned as an important concept in initial teacher training (Carter Review, 2015; DfE, 2016a).

In Turkey, the national behaviour management policy is in an inclusive/integrated education form in which pupils with social, emotional and behavioural difficulties receive support mainly in schools. The behaviour management approach of the MoNE is a behaviourist approach which works with a Sanctions and rewards system (MoNE, 2015). The Turkish Education System is centralised, and schools must follow policies published by the MoNE. All schools must organise a committee to manage pupil behaviours in schools and this committee must follow the procedures that are written in the MoNE's statutory documents. Based on the designated behaviours, this committee should reward desirable behaviours and sanction undesirable behaviours.

2.3. Theoretical Interpretations

John Bowlby's Attachment Theory guides this study to make theoretical interpretations. Before looking at the Attachment Theory and its components, namely attachment styles and attachment and learning, a brief description of theoretical approaches reagarding the social, emotional and behavioural development of the child is presented in the following section.

2.3.1. Models of social, emotional and behavioural development

The social, emotional and behavioural development of a child is one of the main areas that has taken the interest of many scholars. It is evident that genetic, biological, parental and environmental factors affect a child's development and well-being (Gibbs, Barrow, & Parker, 2014). Especially in the 20th century, many different assumptions have been made, and different approaches have been used to explain how a child develops socially, emotionally and behaviourally. Five main approaches explained below support different points related to child development and this difference in ideas creates a theoretical conflict (Colley & Cooper, 2017). Different approaches offer different ideas that might contradict, challenge or reject the others. Each approach outlined below has valid points to understand child development and in schools it is helpful for educators to utilise effective points of each approach while managing challenging behaviours (Colley & Cooper, 2017). For instance,

using radical behaviourist approaches in schools is challenged and criticised by many in the field of education. However, using sanctions and rewards for behaviour management in schools is an effective, well-experienced, well-known and well-researched strategy. But it has limitations, for instance, in behaviourist approaches the roles of interpersonal, emotional relationships, human personality and several cognitive factors are overlooked. Psychodynamic and systematic approaches offer insight into these missing points in behaviourist approaches (Colley & Cooper, 2017). In the light of abovementioned discussions, five main theories which are commonly studied and examined in the relevant literature are explained in the following paragraphs to explain the social, emotional and behavioural development and functioning of children.

1. *Behaviourist approaches* (for example, Pavlov, 1960; Skinner, 1938) are psychological approaches and the premise of the aforementioned Sanctions and rewards system. Behaviourism supports that consequences essentially modify someone's behaviour (Mackintosh, 2004). In other words, this theory exploits by encouraging desired behaviours and annihilating undesired behaviours using several interventions (Colley & Cooper, 2017). Conditioning is the basis of behaviourist approaches. Skinner's operant conditioning aims to increase desirable and decrease undesirable behaviour by using reinforcement and punishment, respectively. In the classroom, a behaviourist approach supports using positive reinforcement, such as rewards and praise, negative reinforcement and aversive interventions such as sanctions, punishments and detentions (Colley & Cooper, 2017).

2. *Psychodynamic approaches* (for example, Bowlby, 1997) are psychological and support that human behaviour and social, emotional and behavioural engagement with others are modified by early interpersonal relationships (Shaver & Mikulincer, 2002). John Bowlby's Attachment Theory, which provides the theoretical framework for this study, is influenced by psychodynamic approaches and supports that that emotional bond between child and key attachment figures promotes the social-emotional health of the child (Bowlby, 1997). In the classroom, psychodynamic approaches focus on developing high-quality relationships between the pupil and teacher, and understanding and awareness of the child's early experiences are the reasons for disruptive behaviours (Colley & Cooper, 2017).

3. *Systemic approaches* (for example, Bronfenbrenner, 1979) are a combination of psychological, social and biological approaches and focus on the systems that a child belongs to and state that a child's behaviour is modified by the context that s/he is part of (Bronfenbrenner, 1979). In other words, disruptive behaviour of a child might be best understood by looking at the contexts around the child, such as the home, the school, the neighbourhood, the society and relationships with parents, teachers or peers. In the classroom, systematic approaches support the view that a pupil's disruptive behaviour might occur because of the problematic relationships in the social contexts and that trying to understand the reason for the undesirable behaviour by just examining the pupil might be useless (Colley & Cooper, 2017). If external systems are the source of the problem, finding a solution could be possible through active participation of all systems around the child.

4. *Cognitive approaches* (for example, Bandura, 1977; Meichenbaum 1977) are another psychological approach stating that new behaviours are cognitively formed by using memories that are already stored in children's brains (Payne, 2015). In other words, behaviour of a human is an outcome of inner mechanisms in mind operation rather than extrinsic motivations such as sanctions and rewards. In the classroom the cognitive approach supports that focusing on the thinking/interpretation that causes negative feelings which lead to disruptive behaviour might help us to handle the situation (Colley & Cooper, 2017). The cognitive approach claims that with the right kind of support by experts it might be possible to change or control the negative feeling that leads to disruptive behaviour.

5. *Humanistic approaches* (for example, Maslow, 1954; Rogers, 1951) are social psychological and centre the uniqueness of every human and focus on developing self-concept through interpersonal relationships, empathy, wellbeing and happiness (Black, Bettencourt, & Cameron, 2017). In the classroom, while managing the disruptive behaviours of challenging pupils it is important to focus on the pupil as a whole person and be aware of the challenging pupil's social, emotional, physical and spiritual existence (Cameron, Jackson, & Connelly, 2015). Having a counselling, non-judgemental, caring attitude towards a challenging pupil might be helpful to understand the reason for the disruptive behaviour (Colley & Cooper, 2017).

These five approaches/theories will be examined again in the Literature Review chapter (see section 3.3) again in the context of their relevance in the classroom and behaviour management. The impact of the attachment relationship on pupil behaviour in the classroom is the focus of this study and now attention is given to Attachment Theory.

2.4. Attachment Theory

John Bowlby formed a hypothesis which is one of the foundations of Attachment Theory; 'variations in attachment quality were the foundation for later individual differences in personality' (Sroufe, 2005, p. 349). In his studies, Bowlby highlights that if the relationship between mother and child during the first few critical years of life has problems (for example, seperation or loss) it could result in psychological damage (Bowlby, 1951). The quality of an attachment experience which is warm, intimate and continuous between mother/caregiver and child is crucial for the social, emotional and intellectual development of the child and later in life (Bowlby, 1952). In a similar vein, many studies assert that a warm, satisfying, safe, calm, protected attachment experience results in not only a healthy emotional and intellectual development but also self-regulation and social competence (Geddes, 2006; Bergin & Bergin, 2009; Bombèr, 2007; Main & Cassidy, 1988).

The development of attachment is described by Bowlby (1997, pp. 265-268) in four stages which are not strictly separated but are predictable:

1) The first stage is identified as *pre-attachment* and covers the first two months after birth. In this stage infants display behaviours such as crying, smiling etc., and seeking proximity to their mother.
2) The second stage is between two and seven months of age and is identified as *attachment-in-the-making*, where the developing child has achieved recognition memory and begins to become familiar with the mother and other caregivers and their responses.
3) The third state is *clear-cut attachment* and lasts between seven months and two years of age. At this stage an enduring relationship has been established between the mother and child and the absence of the mother causes the child distress.
4) The last stage, *goal-corrected partnership*, covers the age two years to three years. In this stage, the child can substitute attachment behaviour to another for outcome safety

or exploration. The child is more able to plan, to behave intentionally and to understand others' feelings and goals.

Based on the experiences in these stages, the child develops several functioning and skills. Any inadequate response by the primary caregiver to the child's needs might create attachment difficulties (Geddes, 2017). The importance of the quality of these early experiences and four identified patterns of attachment are presented in the following section.

2.4.1. Attachment styles

In classrooms, pupils with attachment difficultues might be labelled as 'attention-seeking, troublemakers, compliant, shy, problem children or simply those without hope' (Golding, et al., 2013, p. 9). As awareness of attachment difficulties has been increasing among educators, understanding the reason for disruptive behaviours in schools has taken greater importance. Infants are born immature and need the presence of others as their brain develops significantly after birth (Gerhardt, 2015). This makes infants vulnerable and providing a caring, nurturing and supportive environment in these early years is crucial. If caregivers are not able to provide this environment to the baby it potentially affects not only brain development but also emotional, social and behavioural development (Geddes, 2017).

When babies are born, they need an attachment figure who provides a secure base to help them feel safe, secure, cared for and nurtured. A secure base is one of the core concepts of Attachment Theory provided by attachment figures. A child naturally faces tiredness, distress, discomfort, fear so forth during their exploration of the outside and these times when a secure base is provided by the mother become crucial for gaining confidence to go on (Geddes, 2006; Golding, et al., 2013). In the school setting, teachers take the responsibility for providing a secure base for students, especially anxious ones, and they become a specific attachment person (Barrett & Trevitt, 1991; Rose & Gilbert, 2017). In students' view a school is a secure base which should reflect a system which includes respect for all students in a non-discrimantive and non-differentiative way, safe, sensitivity and good model relationships, and a non-abusive behaviour management policy which is fair to all students and include proactive strategies rather than reactive ones (Geddes, 2006).

All young children need a caregiver to meet their needs and tend to attach mostly to their mother throughout infancy. Geddes (2006) explains this attachment process as; 'human

infants are biologically predisposed at birth to seek and make strong emotional bonds with another and seek safety in their presence. This occurs with a figure who gradually becomes the significant attachment figure' (p. 38). However, the quality of attachment differs. There are four commonly accepted attachment styles identified by psychologists using a variety of measures. For instance, Mary Ainsworth's pioneering work 'Strange Situation Procedure' (Ainsworth, Blehar, Waters, & Wall, 2015), identified three attachment patterns, namely secure, insecure avoidant and insecure ambivalent attachment. Later, a fourth attachment pattern was identified, insecure disorganised, which is the most challenging and difficult to identify (Main & Solomon, 1986). These attachment styles can be described as:

- Secure attachment – I am ok you are there for me
- Insecure avoidant attachment – It is not ok to be emotional
- Insecure ambivalent/resistant attachment – I want comfort but it does not help me
- Insecure disorganised attachment – I am frightened (Bergin & Bergin, 2009).

2.4.1.1. Secure attachment

A definition of secure attachement by Taylor (2010) highlights the importance of happiness and satisfaction of both mother and child. Secure attachment is 'a long-enduring, emotionally meaningful bond to a particular individual who returns those feelings, in which both adult and child find happiness and satisfaction' (Taylor, 2010, p. 28). A child with secure attachment experience can be ready to develop; 'resilience, independence, compliance, emphaty, control over their feelings, social competence, positive feelings and healthy self-esteem' (Taylor, 2010, p. 28).

During their early childhood, a securely attached child has experienced and learned that 'they are OK, adults are OK and that the world is OK' (Bombèr, 2007, p. 27). Children who have experienced secure attachment with mothers have confidence for exploration and understand that their attachment figures are there for them in case of discomfort. According to Bowlby (1973), a child with secure attachment experience is likely to 'approach the world with confidence and, when faced with potentially alarming situations, is likely to tackle them effectively or to seek help in doing so' (p. 208). Furthermore, again in Bowlby's (1980) words, a securely attached child 'is likely to possess a representational model of attachment

figure as being available, responsive, and helpful and a complementary model of himself' (p. 242).

A mother's sensitivity to the child is a core factor that might lead to secure attachment. A sensitive-enough mother can clearly understand and interpret her child's signals and respond appropriately, promptly and adequately to the needs of the child (Geddes, 2006). In the classroom, the child who has experienced secure attachment has a high level of self-esteem and productivity and these skills allow a securely attached child to think up solutions, rather than get angry and avoidant (Bombèr, 2007). Securely attached children are confident to discover the world but also seek help when needed (Golding, et al., 2013).

2.4.1.2. Insecure avoidant attachment

The reason of the of name insecure avoidant is given to this attachment style because of the child's tendency to avoid contact with his/her mother in moments of distress, unlike in secure attachment where a child seeks contact with their mother (Geddes, 2006). If the child's signals are not understood, and needs, comfort and reassurance are not met in a sensitive way by the mother, this will cause an insecure avoidant attachment (Geddes, 2006). Children who experienced insecure avoidant attachment mainly cope with distress on their own because of negative early attachment experiences with mothers such as insensitive, rejecting and depressed. According to Bombèr (2007, p. 30) children who experienced this style of attachment 'can present as shut down or emotionally distant, and some can actually blank out or dissociate.'

Like all humans, children who have experienced insecure avoidant attachment need body contact in stressful and discomforted times during infancy. At these times the attachment system is activated, however, if mothers are not sensitive-enough and reject the need for body contact of their children fail to remove the distress the child will avoid closeness (Geddes, 2006). In Bowlby's (1973) words the unwanted/rejected child believes that 'likely not only feel unwanted by his parents but to believe he is essentially unwantable' (p. 204).

For children with this attachment style, tasks and accomplishments are more important and valued than closeness with peers or teachers. In other words, these children are very "task-oriented" rather than "relationship oriented" (Bombèr, 2007). They become independent and overly self-reliant and try to hide their feelings from others (Taylor, 2010). High levels of

anxiety and anger may drive their responses and behaviours, and seeking help may be difficult for them.

2.4.1.3. Insecure ambivalent/resistant attachment

According to Bombèr (2007) the reason for the ambivalent/resistant attachment pattern is the inconsistency of the mother and this attachment style is presented when 'a child becomes so tuned into a significant adult that they seem continually on edge, attempting to get their needs met by constantly working out how the other is feeling or doing' (p. 33). During the key attachment years the child experienced and developed an attachment system in which the mother was sometimes emotionally and physically available and sometimes was not. Because of this inconsistency, the behaviour pattern of insecure ambivalent child is dominated by 'seperation anxiety' (Geddes, 2006, p. 87).

The mother's failure to remove distress and discomfort in a constant way may cause feelings of uncertainty. This uncertainty turns into behaviour towards adults that is both clingy and rejecting (Bombèr, 2007). Clinging behaviour may be result of fear which they have experienced before and, in Bowlby's words, 'the infants may be responding to fear of the absence of the loved one, by making sure they do not go away' (Bowlby, 1973, p. 107). Fear directs the child's behaviours at home and in the classroom and these children strongly want to get adults' attention in order to survive (Bombèr, 2007). In classrooms, ambivalent attached students may present as hyperactive and attention-seeking, and recovering from upset is difficult for them.

2.4.1.4. Insecure disorganised attachment

Children who have experienced disorganised attachment are usually from a chaotic, abusive and neglectful home environment (Bombèr, 2007). Disorganised attached children are the most challenging because of the attachment figures are the source of fear, unlike in other attachment styles. The source of the fear of child may be a consequence of phsyical, emotional and/or sexual abuse, drug-use related problems, unresolved grief and mourning, psychiatric illness and violence at home (Geddes, 2006; Taylor, 2010). Fairbairn (1994, p. 68) describes this child with a striking sentence, 'he was ravenously hungry; and he knew that the pudding contained deadly poison.' If child ate the pudding s/he will face poisoning, on the contrary s/he will face starving.

Because of a disorganised attached child's early experiences they do not imagine that there is someone who will genuinely take care of them and they can not relax in relationships with others (Bombèr, 2007). Children in this group tend to behave like a parent and in the way their attachment figures behaved, and they try to punish and embarrass others (Bergin & Bergin, 2009). In classrooms, teachers may find shocking and unmanageable extremes, and unpredictable and distressing behaviours from these children, and these children will be labeled problem children and their school experiences often end with exclusion (Geddes, 2006).

2.4.2. Attachment and learning

School is a source of stress for all pupils, especially for those who have social, emotional and behavioural difficulties. In the school environment pupils should handle a group of challenges, namely handling the pressure of leaving the attachment figure, tolerating the demands of being in a structured environment, sharing the support and interest of the teacher with other pupils, dealing with relationships with friends and school staff, and the pressure of trying to learn and discover the unknowns (Golding, et al., 2013).

Attachment Theory provides an understanding to the complex difficulties of challenging and vulnerable students during their educational years. As Geddes (2006, p. 15), stated educators' awareness and understanding 'contributes to the emotional health and well-being of all pupils'. Understanding the relationships between mothers and young children and identifying attachment experiences of children provide a comprehensive reckoning to see what drive school age children's behaviours, expectations and responses in classrooms (Geddes, 2006). Bergin and Bergin (2009, p. 142) mention two functions of attachment, which are related to classrooms.

1. Attachment provides feelings of security, so that children can explore freely. While all children seek to feel secure, attachment helps them balance this need with their innate motivation to explore their environment.
2. Attachment forms the basis for socialising children. As children and adults are drawn together and interact harmoniously, children adopt the adult's behaviour and values.

In schools, students with behavioural, emotional and/or social difficulties are at risk of under-achieving and exclusion. As it is reported in Timpson Review (2019c, p. 10), 78% of

excluded children either had special educational needs, or classified as children in need or, were eligible for free school meals. Underachievement is another common characteristic of pupils with social, emotional and behavioural difficulties which is frequently examined by scholars and education departments (to see a recent review, Carroll & Hurry, 2018). Moreover, Rose, McGuire-Snieckus and Wood (2016) mentioned that an Attachment Theory perspective is effective in supporting pupils not only for their behaviour management but also academic achievement. However, schools systems can be designed in a way to avoid these results. According to Bombèr (2007), schools can faciliate the adaptation and engagement of challenging students into the system 'by valuing the importance of relationships in all the work we do with them' (p. 9). Through relationships, schools can help challenging students learn how to adapt smoothly into the learning environment and how to control their feelings and behaviours (Bombèr, 2007).

2.5. Summary

In this chapter the study context is drawn out and background information about education systems in Turkey and England, as well as Attachment Theory, were presented briefly. The following chapter will present the review of the existing literature related to the topic of this research.

CHAPTER THREE:LITERATURE REVIEW

3.1. Introduction

This chapter contains a review of relevant literature related to pupil behaviour management in primary schools, to assist in addressing the following research questions:

Research question 1: How do Turkish primary school teachers manage the disruptive behaviours of challenging students?

> *1a)* What are the perceptions of Turkish primary school teachers regarding the nature of disruptive behaviours of challenging students?

> *1b)* How effective is the behaviour management policy of the Turkish education system in managing disruptive behaviours and developing positive student attitudes in primary classrooms?

Research question 2: What is the relevance of an Attachment Theory perspective regarding the behaviour management of challenging students?

> *2a)* Why does understanding the reason for behaviour matter in managing the disruptive behaviours of challenging students effectively?

> *2b)* How effective is an Attachment Theory perspective in re-shaping the behaviours of challenging students?

This chapter is organised into three sections. Firstly, key concepts pertinent to the current study are explored and reviewed. Secondly, relevant literature on effective behaviour management strategies is investigated, discussed and reviewed. Thirdly, studies on the behaviour management of challenging students considering an Attachment Theory perspective are reviewed and the relevant studies are presented.

The review of the relevant literature is, in Creswell's (2012) words, the written summary of '… journal articles, books and other documents that describes the past and current state of information' (p. 80) related to the research topic. Reviewing the literature helps researchers to:

- explain how the current study contributes to the existing literature,

- provide evidence for why educators need the current study,

- develop skills for investigating and exploring the library and online library (Creswell, 2012),

- provide a background (historical and geographical) on the topic of the current study, and

- explore and discuss the approaches taken by other studies related to the topic (Wellington, 2015).

The literature to be reviewed for the current study is organised according to five steps identified by Creswell (2012): (i) Identifying key concepts pertinent to the research topic. As mentioned above, this research focuses on the terms such as disruptive behaviour, behaviour management, primary school pupils, and attachment. (ii) Placing the existing studies within the current study's topic by investigating several types of documents in the literature such as journal articles, handbooks, books, reviews, official and conference reports, theses and dissertations. In this research, existing literature was reviewed by consulting the relevance of the topic. (iii) Developing a critical evaluation of the relevant literature and pinpoint selection of related sources. (iv) Categorisation and organisation of the selected literature documents. Finally, (v) Writing a report in the form of a literature review on the topic of the current study.

3.2. Key concepts Pertinent to Current Study

Pupil behaviour management and challenging behaviour in primary schools are the main focus of this study. In searching for pertinent research literature, concepts such as misbehaviour/disruptive behaviour, discipline, social, emotional and behavioural difficulties, possible reasons for disruptive pupil behaviour, attachment and challenging pupil, definition of pupil with special educational needs are helpful to understand the wider implications of the study. Effective behaviour management in primary schools has been widely discussed in educational research (for example, Reid & Morgan, 2012).

3.2.1. Nature of disruptive behaviour

According to Kyriacou (2009, p. 121), misbehaviour is 'any behaviour by a pupil that undermines the teacher's ability to establish and maintain effective learning experiences in the classroom'. Similarly, Moles (1990) describes misbehaviour as a key concept in the classroom, because it affects the classroom environment in an undesirable way; so it is important to create optimum classroom environment for teaching and learning. Balson (1992) describes disruptive behaviour broadly as an undesirable action which often includes physical, emotional, and social violence and refusal to follow orders and collaboration. Disruptive behaviour in the classroom, the focus of this study, can be defined as 'any behaviour that is sufficiently off-task in the classroom, as to distract the teacher and/or class peers from on-task objectives' (Nash, Schlösser, & Scarr, 2016, p. 1-2). In similar vein, disruptive behaviour is defined in the classrooom setting, as an action which interferes with the teaching process and upsets the classroom stakeholders (pupils, teachers and other available support staff) and normal running of the classroom (Lawrence, Steed, & Young, 1983).

It is understood that in accordance with the aforementioned definitons, disruptive behaviour is an action of the student in the classroom which distracts classroom stakeholders from objectives of education, interrupts the teaching and/or learning process, causes stress for teachers and requires the disciplining of the student behaviour concerned. Most of the time, intervention is needed in education in response to a pupil behaviour which potentially challenges the order of the classroom and the control of the teacher (Geddes, 2006). Whereas discipline in a classroom context sounds inappropriate to some educators, Goldstein and Brooks (2007) describe discipline as a '… teaching process rather than as a process of intimidation and humiliation' (p. 192). In spite of the potential connotations of the word discipline, such as punishment, control and sanctions, effective and positive discipline practices do not involve only punitive functions (Atici & Cekici, 2012). An efficient coordination and implementation of discipline system in the classroom should involve principles to understand the reasons for the student behaviours and to guide them to improve self-control and self-discipline skills (Osher, Bear, Sprague, & Doyle, 2010). Improving self-discipline skills helps students to hear their inner voice, which reminds them a behaviour is either approriate or inappropriate. However, every pupil in the classroom is not able to

repsond appropriately to abovementioned disciplinary interventions. Pupils with social, emotional, behavioural and attachment difficulties who might not have necessary self-regulation skills to control their behaviour may potentially fail to present desired behaviours in the classrooms.

There are various definitions for social, emotional and behavioural difficulties (SEBD) in the literature. A comprehensive description below shows that pupils with SEBD;

> … may fail to meet expectations in school and in some, but by no means all, cases may disrupt the education of others. Such difficulties may result, for example, from abuse or neglect; physical or mental illness; sensory or physical impairment; a specific learning difficulty; or psychological trauma. In some cases, they may arise from, or be exacerbated by, circumstances within the school environment. They may become apparent in a wide variety of forms, sometimes depending on the age of the child − including withdrawn, depressive or suicidal attitudes; obsessional preoccupation with eating habits; school phobia; substance misuse; disruptive, antisocial and unco-operative behaviour; and frustration, anger and threat of or actual violence. (DENI, 1998, p. 74)

It is important to note that pupils with SEBD are not a threat to others and SEBD cause more damage to the pupils who have it than others in the classroom environment. It is crucial that educators have an understanding and awareness of SEBD in order to minimise potential harms (Geddes, 2006). Behaviour is formed by a process which includes thinking first, which awakens emotions and these emotions are acted-out as behaviours (Black, Bettencourt, & Cameron, 2017). Reading and understanding the meaning (thoughts and emotions) behind a pupil's behaviour before taking a reactive stance helps teachers to take more specific and targeted actions. Existing literature shows that a school experience in which pupils with SEBD are seen, heard and understood by others has positive impacts for those who have inadequate support from other support systems (Cooper & Jacobs, 2011).

The existing literature shows that there are many different disruptive behaviours that are considered to be challenging by teachers in primary schools, namely bullying, vandalism, violence, fighting, cursing, distracting peers and/or teacher and skipping school (Nash, Schlösser, & Scarr, 2016; Geddes, 2006; Atici & Merry, 2001; Hempel-Jorgensen, 2009;

Luiselli, Putnam, Handle, & Feinberg, 2005; Türnüklü & Galton, 2001; Osher et al. 2010). Maintaining order in the classroom in order to fulfil the educational goals of the school is a difficult and complex task and this task becomes more stressful with challenging students who behave disruptively (Daniels, 1998).

3.2.2. Risk factors related to disruptive behaviours

The Department for Education in England published a report entitled *Mental health and behaviour in schools* in 2018. The report identifies a wide range of risk factors which may be related to problematic behaviour at school in the child, in the family, in the school and in the community. Table 3.1 below, shows the potential risk factors in these four different environments.

Table 3.1 Risk factors in four environments that potentially related to pupil disruptive behaviour

In the child	In the family	In the school	In the community
Genetic influences	Overt parental conflict including domestic violence	Bullying (inluding online/cyber)	Socio-economic disadvantage
Low IQ and learning disabilities	Family breakdown	Discrimination	Homelessness
Specific development delay or neuro-diversity	Inconsistent or unclear discipline	Breakdown in or lack of positive friendships	Disaster, accidents, war or other overwhelming events
Communication difficulties	Hostile and rejecting relationships	Deviant peer influences	Discrimination
Difficult temperament	Failure to adapt to a child's changing needs	Peer pressure	Exploitation
Physical illness	Physical, sexual, neglect or emotional abuse	Poor pupil to teacher relationships	Other significant life events
Academic failure	Parental psychiatric illness	Peer on peer abuse	
Low self-esteem	Parental criminality, alcoholism or personality disorder		
	Death and loss		

Table 3.1 illustrates a comprehensive list of potential risk factors that affect pupils' thinking, which can lead to negative feeling/emotions and, finally, to outbursts of disruptive behaviour.

These risk factors potentially disadvantage the child at school. However, the impact of these risk factors on the child's behaviour depends on how the school is able to identify and support these challenging pupils. Existing literature on the reasons for disruptive behaviour in primary classrooms also present similar risk factors and specify reasons for disruptive behaviour in four main groups, namely the pupil's psychological/psychodynamic stance (for example, Baving, Laucht, & Schmidt, 2000; Satchwell-Hirst, 2017), the pupil's home/family life (for example, Geddes, 2006; Bunting, 2010), the pupil's school life (for example, Valdebenito, Eisner, Farrington, Ttofi, & Sutherland, 2019) and social factors (for example, Zastrow & Kirst-Ashman, 2006), such as community, society and a combination of two or more risk factors.

Risk factors in the family and their potential consequences in the child have relevance with Psychodynamic approaches. An Attachment Theory perspective aims to give insight why these risk factors potentially have impacts on child's behaviours. Risk factors, for instance, *hostile and rejecting relationships* or *failure to adapt to a child's changing needs* might ends with insecure attachment and potentially disruptive behaviours in the classroom. A clear understanding and awareness are needed in school settings to interpret why a child behave disruptively. Attachment Theory perspective promotes supporting pupils and educators to form effective and nurturing relationships in classrooms, and aims to manage disruptive behaviours in classrooms by applying approapriate strategies to eliminate impacts abovementioned risk factors. Moreover, risk factors in the child strongly related with Cognitive approaches have also relevance with abovementioned risk factors in the child. For instance, *low IQ and learning disabilities* or *specific development delay or neuro-diversity* might potentially ends with disruptive behaviour in classrooms. By focusing on these risk factors and intervening with cognitive behavioural therapy to manage disruptive behaviours and to improve emotional regulation helps, cognitive approaches might increase pupil well-being in classrooms.

Classification of risk factors that are presented in Table 3.1 show similarities with Bronfenbrenner's Ecological Systems Theory. Bronfenbrenner's (1979) theory highlights four environments that have impact on a child's behaviour, namely the microsystem (first layer; direct impact on child behaviour, child's close relationships such as parents/carers), the mesosystem (second layer; direct impact on child behaviour, relationships between

child's parents/carers and school teachers/administrators), the exosystem (third layer; indirect impact on child behaviour, relationships between parents/carers and their workplace or policy changes that might effect family members) and the macrosystem (fourth layer; indirect impact on child behaviour, relationships between child and norms, values and cultural beliefs).

3.2.3. Potential explanations for disruptive behaviours

Disruptive behaviours in the classroom might be related to a neurodevelopmental or psychological disorder such as Attention Deficit Hyperactivity Disorder, but many studies in the literature present that disorders are not the sole cause for disruptive behaviour in the classroom (Esturgó-Deu & Sala-Roca, 2010). Neurodevelopment is one of the important notions that effects a child's psychological and social development. The brain is developing and changing from birth to adulthood and provides many basic reactions, such as survival and reflex (Satchwell-Hirst, 2017). To make the impact of the brain clearer, for instance, adolescencents usually have more over-reactivity and risky behaviours as prefrontal cortex in the brain, which is responsible for planning and future thinking tasks, is not fully developed until the age of 25 (Casey, Getz, & Galvan, 2008).

During infancy, the brain is programmed for surviving and several issues that children meet, such as fear, hunger, or needing a caregiver, in most cases the mother (Geddes, 2006). Children who experience trauma, abuse or neglect in early childhood may have delayed development of their neocortex (Satchwell-Hirst, 2017). In the classroom, these detrimental early experiences may have an impact on learning, attention and emotional control and self-regulation (Gus, Rose, & Gilbert, 2015). However, an awareness and understanding of brain development with effective early intervention may help children with delays in brain development because of detrimental experiences. According to Satchwell-Hirst (2017, p. 55) 'children's brains are plastic, meaning that they are very adaptable, and early intervention may be able to reverse negative changes that may have occurred in a child's neurology as a result of adversity'.

A growing range of literature highlights that disruptive behaviour might be associated with fear, trauma, or loss in early childhood attachment difficulties (for example, Geddes, 2006; Delaney, 2009; Nash, Schlösser, & Scarr, 2016). Attachment can be described as '… a

significant affectional bond [which] develops between infant and carer' (Geddes, 2017, p. 38). Attachment experiences in the early years between the infant and primary caregiver (in most cases the mother) can have profound impact on pupil behaviour in the classrooms (Geddes, 2017). In order to form a secure attachment, the infant must know that mother is there for him/her when s/he feels hunger, cold or fear. A sensitive enough mother should understand what the infant needs and should meet the infant's needs and remove the distress of the infant (Geddes, 2017). The mother's presence and reliability in the early years helps the infant to develop skills, not only discovering the world and being familiar with others (for example, father and siblings) but also core self-skills, such as self-confidence and self-regulation (Bowlby, 1980). In the classroom, a pupil who experiences secure attachment to their primary caregiver is able to understand rules and to handle tasks with confidence or to seek help from the teacher in doing tasks (Geddes, 2017). However, pupils with insecure attachment experiences may potentially face difficulties in understanding rules, handling tasks, and sharing or refusing the presence of teacher (Geddes, 2006). Potential links between attachment experiences and classroom behaviour will be examined in-detail in the section 3.5.

3.2.4. Sanctions and rewards and classroom management

It is important to mention the Sanctions and rewards system which is a universal strategy and commonly used in Turkish and English education systems for pupil behaviour management (see policy documents, in Turkey MoNE, 2014; in England DfE, 2016b). In daily life, people behave in accordance with the sanctions and rewards that they might receive after taking particular actions. For instance, if someone is a good driver, they will be rewarded and s/he can get a no claim bonus and discount to insure his/her car next year. However, punishment may ensue if that person uses a bus lane unlawfully, as s/he will get a penalty ticket immediately. Skinner's operant conditioning which focuses on rewarding desirable behaviour and punishing undesirable behaviour widely used in school settings as well. Teachers often manage disruptive behaviours in the classroom by employing a behavioural discipline strategy, which works in a way that if pupils follow the rules they will be rewarded and if they break the school rules they will face negative consequences or sanctions and be disciplined for their inappropriate behaviour (Woods, 2008).

The DfE report Behaviour and Discipline in Schools (2016b) highlights the importance of proper application of sanctions and rewards, and advises schools to apply protective strategies for different children, for instance students with attachment difficulties. Providing ideal school environment has been increasingly taking interest of educators, researchers and policy makers and many different strategies have been applied in schools to develop positive behaviours among students. However, research indicates that managing the disruptive behaviours of students has been repeatedly cited as one of the main stressors for teachers (Kyriacou & Sutcliffe, 1978; Kyriacou, 2009) and one of the most likely reasons for teachers to resign from their profession (Chapman, 2002; Kyriacou, 2009). The question 'How effective is a sanction and reward system in managing disruptive behaviours of challenging students?' arises after reviewing the relevant literature on the amount of detentions, exclusions, the failure of students and teacher dissatisfaction.

On one hand, the effective use of a Sanctions and rewards strategy for behaviour management in primary classrooms might be very useful for many students. However, if this strategy is the only approach for designing the behaviour management programme a significant group of pupils might suffer (Geddes, 2006). On the other hand, a wide range of studies concerning the use of sanctions and rewards for pupil behaviour management show that extrinsic motivators like sanctions and rewards have limited impact on pupil behaviour (for example, Kohn, 1999; Deci, Koestner, & Ryan, 2001; Bombèr, 2007; Golding, et al., 2013; Geddes, 2017). Deci, Koestner and Ryan (2001), for instance, supports the idea that expected rewards such as material rewards like pizza parties for reading books or symbolical rewards such as gold stars or good pupil awards, significantly undemines the intrinsic motivation. Intrinsic motivation and effective learning is strongly linked. In order to motivate pupils to learn and behave desirably, teachers should be more aware of diversity of students, use more interesting learning activities rather than offering a group of expected rewards (Deci, Koestner, & Ryan, 2001). Having an approach which aims to understand the reasons for disruptive behaviours and has an awareness of the different kind of difficulties that potentially cause disruptive behaviours, might be useful for pupils who are not able to respond to the foundational use of sanctions and rewards (Colley & Cooper, 2017). However, sanctions and rewards are still very widely used in schools.

3.3. Approaches to Managing Disruptive Behaviour in Classroom

Providing an ideal classroom environment and effective classroom management is substantial in today's primary classrooms because of the diversity of students. Classroom management refers to the practices and strategies of teachers, as well as schools, to build an optimum and sustainable classroom environment for fulfilling the targeted academic aims and the moral and cognitive development of children. In the literature, definitions of classroom management vary; for instance, Doyle (1986, p. 397) summarises classroom management as 'the actions and strategies teachers use to solve the problem of order in classrooms'. In a wider sense, these actions and strategies during a lesson from teachers aim to keep students on task, focused, organised, orderly and academically productive. According to Wilks (1996), in a classroom with an effective management system: (i) more time is allocated to teaching-learning activities, (ii) students spend more time on task and actively participate on teaching-learning tasks, and (iii) students are more self-disciplined and learn how to manage their behaviours.

There are some factors that may influence classroom management, namely the school and/or classroom environment, behaviour management policies and practices, phsyical organisation, classroom routines and the usage of time (Friend & Bursuck, 2019). Effective classroom management constitutes a number of key elements namely rules, reinforcement of appropriate behaviour, response to undesirable behaviour, staff-students relationships and interactions, expectations, procedures for persistent misbehaviour and the classroom environment (Hart, 2010). These elements show that effective pupil behaviour management and a productive and positive teacher/pupil dynamic are key for effective classroom management.

While designing behaviour management policies in school and at the national level, policy makers and implementers benefit from a group of theoretical psychological approaches. Looking at these approaches can provide background information on how the strategies are conceptualised and employed with challenging students. There are five common approaches to manage disruptive behaviour in the classroom: behavioural, psychodynamic, systemic, cognitive and humanistic approaches.

3.3.1. Behavioural approaches

Behavioural approaches founded on behaviourist principles (for example Skinner, 1938) and mainly associated with sanctions and rewards in educational settings, aim to increase desirable pupil behaviour by rewarding them, and to decrease undesired behaviour by sanctioning students in the classroom. In Turkish and English schools, contemporary thinking on behaviour management is designed by clearly designated targets and a behaviour checklist which involves sanctions and rewards for specified behaviours (for example, DfE, Charlie Taylor's Behaviour Checklist, 2011). By awarding positive reinforcements and rewards for desirable pupil behaviour, and using sanctions, detentions and negative reinforcements for undesirable pupil behaviour, it is expected that pupils will behave in a desirable way in the classroom (Hart, 2010). Behavioural approaches in the classroom focus on the outcomes and, to gain a desirable performance, use extrinsic motivators (Ryan & Deci, 2000).

3.3.2. Psychodynamic approaches

Psychodynamic approaches in the classroom are mainly based on an Attachment Theory perspective and focus on the importance of self-regulation, trust and secure relationships between pupils and teachers (Hart, 2010). Psychodynamic approaches aim to develop high-quality relationships in the school and assert that educators must have an understanding and awareness of a pupil's past experiences, which create their internal model of the world (Colley & Cooper, 2017). An Attachment Theory perspective has relevance with a group of strategies in the school for the behaviour management of challenging pupils, such as whole school approaches, Nurture Group strategies (see section 3.6.2) and Emotion Coaching (section 3.6.1). Relevant literature shows that developing a classroom environment which is effective for challenging students (Bombèr, 2007; Rose & Gilbert, 2017; Geddes, 2017; Gus, Rose, & Gilbert, 2015; Sanders, 2007), needs to incorporate:

- teachers are nurturing, stable, responsive and caring,
- tasks are clearly designed,
- interaction is not reactive but aims to focus on emotions through self-regulation and
- physical structure is organised in a preventive way

3.3.3. Systemic approaches

Systemic approaches focus on the pupils' social interactions (Frederickson & Cline, 2009) and operate on the assumption that disruptive behaviours are the result of social interactions between the individual, family, school and community (Daniels & Williams, 2000; Hart, 2010). Systemic approaches in the classroom are supported and influenced by behavioural and psychodynamic approaches. Sanctions and rewards have a place in systematic approaches, but this strategy should be used in a more preventive way rather than in focusing on the outcomes (Hart, 2010). In systemic approaches, the emphasis is on the quality of social interactions in a broader perspective, from the individual to the wider society, promoting a positive classroom climate and encouraging pupils to improve their self-discipline and sel-regulation skills (Bear, 1998).

3.3.4. Cognitive approaches

Cognitive approaches assume that behaviour is an outcome of an internal thought process rather than external factors (Colley & Cooper, 2017). Essentially, cognitive approaches focus on thoughts because it is assumed that thoughts are the basis of emotions/feelings and that emotions/feelings are acted out as behaviours. Cognitive behavioural therapy, focuses on providing an informative and supportive key person (for example, an educational psychologist) for the challenging pupil, to focus on changing the negative thinking, which potentially leads to negative feelings and then to undesirable behaviours (Colley & Cooper, 2017).

3.3.5. Humanistic approaches

Humanistic approaches focus on the individual by considering that self-concept and motivation are formed by social and interpersonal relationships (Colley & Cooper, 2017). The main idea of humanistic approaches is that a caring, empathetic, encouraging and learner-centred attitude from the educator, motivates pupils which results in the desired behaviour (Nie & Lau, 2009). It is also asserted that providing autonomy and encouraging pupils to create their own processes on handling tasks or to participate while deciding classroom rules, reduces the occurrence of disruptive behaviour (Shogren, Faggella-Luby, Bae, & Wehmeyer, 2004). In the classroom, developing pupil self-motivation by considering

an approach that includes counselling, active listening, empathy and non-judgemental support is important to decrease undesired behaviours (Colley & Cooper, 2017).

All these approaches have strengths and limitations in considering how to manage disruptive behaviours of challenging students in primary schools. While behaviourist approaches use extrinsic motivators such as sanctions and rewards, and schools have benefitted by using a standard behaviour framework for behaviour management, these approaches can be criticised because of its fundamental principle which claim that consequences are the main reason of a behaviour. However, a group of other components potentially lead undesirable behaviour, namely social environment, early experiences, attachment quality and cognitive development. By considering these theoretical approaches to behaviour management in classrooms, the following sections will present relevant literature regarding effective classroom management and strategies for effective behaviour management. Furthermore, the Attachment Theory perspective and its relevance in the classroom will be discussed.

3.4. Effective Classroom and Behaviour Management

The Education systems of Turkey and England adopt a performativity culture in which the most important outcome is student achievement (Ball, 2003). Effective classroom management has substantial importance in terms of today's educational purposes, such as academic success. The existing literature suggests that managing disruptive behaviours is one of the main problems in managing a classroom effectively to meet the educational purposes. Previous research has shown that school staff described behaviour management and developing positive behaviours as major concerns at school (Hempel-Jorgensen, 2009). Schools need to invest much time and effort inside and outside the classroom to prevent problematic behaviours and to deal with misbehaviour (Hempel-Jorgensen, 2009). Effective classroom management is key for creating an ideal environment for pupils to learn effectively and behave desirably. Bohn, Roehrig and Pressley (2004) conducted a study to investigate effective classroom management practices of primary school teachers and they assert that pupils in effectively managed classrooms are more academically engaged and productively working. Teachers who can effectively manage their classroom:

- Spend more time to provide on-time and efficient help to pupils and use more diverse instructional techniques such as, small group or individual working.

- Motivate pupils effectively by making learning more interesting, promoting positive behaviour, assigning tasks by considering pupil abilities
- Encourage pupils to participate in establishing classroom rules
- Support pupils to improve their self-regulation skills (Bohn, Roehrig, & Pressley, 2004).

Disruptive behaviours from challenging students can disrupt learning and teaching in the classroom for all concerned (Carter, 2015). In a similar vein, Nash et al. (2016) highlight disruptive behaviour at school, especially in the most troubled pupils, 'often masks underlying processing and learning difficulties' (Nash et al., 2016, p. 4). According to Geddes (2006), social, emotional and behavioural difficulties of students can cause student underachievement and there are negative ramifications of these difficulties for students, teachers, families and schools. Firstly, for the student, underachieving can lead to withdrawal and social exclusion. Secondly, for the teacher, student underachievement can cause stress and they can feel de-skilled. Moreover, disruptive behaviour in the classroom is cited as one of the main stressors for teachers and their reasons for leaving the profession (Kyriacou, 2009), Thirdly, families can feel helpless and desperate because of complaints about their children. Lastly, the school's overall performance may decrease (Geddes, 2006).

Current school behaviour policies in Turkey and the UK generally favour a behaviourist approach in which a sanctions and rewards guideline is defined for specific behaviours, and all staff and pupils are expected to follow this framework for behavioural management (Rogers, 2012). For years, principles of the behaviourist aproaches have been used in designing behaviour management policies, and teachers have been implementing these principles effectively to create an optimum classroom environment, whereby desirable behaviours are rewarded and undesirable behaviours are punished (Rogers, 2012; Delaney, 2009). It is very clear that providing a better school environment for students who have social, emotional and behavioural difficulties can potentially help the student to engage more with learning. Likewise, it is obvious that current schooling approaches with challenging, vulnerable, and troubled students are not in their ideal conditioning when examining the amount of exclusions and detentions in schools (Golding, et al., 2013). According to Tomlinson (2017), schools are important organisations in society with their roles in training and educating young people to be skilled as a part of today's industrial system in the world.

These expectations of industrial societies create pressure in schools and schools give more importance in pupils who have capacity to be skilled and trained enough as a workforce for the needs of industrialised society. As a result of this, school systems are designed in a way where pupils who behave desirable are part of the 'normality' (Tomlinson, 2017, p. 128), while others who have difficulties and present undesirable behaviour are part of the 'defective' (Tomlinson, 2017, p. 33).

Several studies in the existing literature claim that the sanctions and rewards system is an effective strategy to modify pupil behaviour in schools. For instance, Payne's (2015) study focused on pupils' perceptions regarding the usage of sanctions and rewards in their school, highlights that using sanctions for 'working hard' (p. 498) on academic tasks is ineffective. However, using rewards for 'behaving well' (Payne, 2015, p. 499) such as contacting parents or carers with positive or negative feedback (Miller, Ferguson, & Simpson, 1998; Payne, 2015) or school trips, are valued by pupils and so they try to behave desirably to get those rewards (Payne, 2015).

In the existing literature, from the teachers' perspective, using sanctions and rewards for pupil behaviour is useful, especially in rewarding desirable behaviours of pupils (Shreeve, et al., 2002; Pisacreta, Tincani, Connell, & Axelrod, 2011). Shreeve and her colleagues (2002) investigated the effectiveness of using sanctions and rewards for pupil behaviour perceived by pupils and teachers, and they found that rewarding desirable behaviours is effective for pupil behaviour modification. For instance, rewarding students with sweets, school visits, pleasurable leisure activities, in giving one-on-one feedback or sending positive feedback to parents or carers were valued as effective by teachers. However, teachers tend to talk with students one-on-one when they behave undesirably. Teachers believe that sanctioning through the school behaviour management system takes time and many different actors are involved, and sometimes this makes the situation worse. Moreover, overuse of sanctions might become ineffective for pupils who persistently behave disruptively (Geddes, 2003; Hempel-Jorgensen, 2009; Shreeve, et al., 2002).

According to Miller, Ferguson and Simpson (1998), parents and carers believed that using sanctions and rewards in primary schools is a useful technique for developing positive behaviours among pupils. On one hand, informing parents and carers of positive feedback on their children was perceived as very effective by those parents and carers. However,

informing parents about their children's undesirable behaviours causes a conflict between parents and carers and teachers. In this point, parents, carers and teachers might start to blame each other for the pupils' undesirable behaviour and the need for support from experts such as educational psychologist, psychologist, or a special education needs coordinator arises (Solomon, 2017; Miller, Ferguson, & Simpson, 1998).

Two studies that focus on the perceptions of educational psychologists (Hart, 2010) and special educational needs coordinators (Nye, et al., 2015), assert that positive reinforcement is key for behaviour modification. According to Hart (2010), rewarding and reinforcing pupils who behave desirably encourages other students to behave appropriately. Verbal praise and tangible rewards are valued as effective extrinsic motivators by educational psychologists (Hart, 2010). Similarly, Nye and colleagues (2015) highlight that special education needs coordinators believe that rewarding appropriate behaviour is an effective way to encourage every student in the classroom. However, they believe that sanctions should be used as the last resort.

Research studies investigating behaviour management in the classroom have yielded varying findings. For instance, Gibbs and Powell (2012) focus on the relationship between teachers' individual and collective beliefs in terms of their efficacy for altering students' behaviours. They used a questionnaire with 197 primary and nursery school teachers from the north-eastern part of England. Their study subsequently identified three factors that signify the efficacy of a teacher's individual beliefs, namely Classroom Management, Children's Engagement and Instructional Strategies.

Similarly, Leflot, Lier, Onghena, and Colpin (2010) conducted a study on the role of teacher regarding behaviour management of disruptive behaviours. Researchers observed 570 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).

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 differences between Britain and Turkey. The main concern for British teachers was aggressive behaviours, seeking attention and yelling at the teachers. On the other hand,

Turkish teachers generally complained about inattention, talking at wrong times, and making noise (Atici & Merry, 2001). They also found that one of the most significant reasons for 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) conducted another study comparing schools in these two countries. They interviewed and observed 20 primary school teachers. In this study, researchers found more similarities than differences, even though the culture is very different. The most common problems in both countries were noise, shouting 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 in how different schools perceive the ideal student. According to Hempel-Jorgensen (2009) the expectations for an ideal student in a low-socioeconomic school 'was rendered more passive, conforming to school discipline and the perceived wishes of teachers' (p. 446); however, in a high-socioeconomic school 'ideal pupil was a more equal and active learner based on a competence-based pedagogy' (p. 446).

Effective behaviour management in primary classrooms needs a specifically formed behaviour management strategy that recognises diverse needs of pupils. Awareness among educators as to why some students can not reach their learning potential, despite good teaching practices, has been increasing (Golding, et al., 2013). The existing literature shows that behaviour policies and practices of primary school teachers should be enhanced in different ways for different children (Atici & Merry, 2001; Geddes, 2006; Leflot et al. 2010; Durmuscelebi, 2010).

Current policies with the behaviourist approach and the structure of sanctions and rewards system include defined targets and reactive strategies (Nash et al., 2015), for instance, sanctionising unwanted behaviour after it has occurred. However, teachers who use reactive strategies feel more stressed than those who use proactive strategies, for instance, meeting student's needs without them requesting (Clunies-Ross, Little, & Kienhuis, 2008; Nash et al., 2016). Moreover, being proactive helps the teacher in the identification of the disruptive behaviour and employement of the appropriate strategy for preventing behavioural difficulties from occuring (Levin & Nolan, 2014). The existing literature highlights that

disruptive behaviours of challenging students are the main problem regarding the effective behaviour management in classrooms and it can be interpreted in a way that every child is unique and may suffer from vulnerability for different reasons. According to Geddes (2006), there are some factors that cause undesirable behaviours as well as vulnerability. These can be classified as:

- 'low socio-economic statuses
- conduct disorder
- being a boy (black or race differences)
- single parent families' (p. 8-9).

In another study Atici (2007), divides the factors which cause disruptive behaviours into three categories: teacher related (for example, McNamara & Moreton, 2001), family related (for example, Jones & Jones, 2015) and student related factors. One of the important aspects of the management of disruptive behaviours rely on teachers' responses to behaviours of students who have emotional and behavioural difficulties. Responses and perceptions of teachers affect the quality of the teacher student relationship, which has implications on both sides; on one hand is teacher's emotional and professional satisfaction, and on the other is student achievement and transition to the school (Nash et al. 2016). The role of the teachers in behaviour management is crucial and teachers should provide a quality bond with students who struggle to adopt the norms of school life and also to minimise restrictions which are inappropriate for challenging students. According to Cornwall & Walter (2006) teaching intervention that is sensitive and proactively structured has benefits, both social and academic, for challenging students with behavioural, social and emotional needs.

Teachers should be aware of the reasons for underachievement and follow current research to enhance their knowledge and skills about developing positive behaviours in challenging students. Teacher training programmes that are provided by universities should be organised in a way not only depending on theoretical information (for example, identification of disruptive behaviours, reasons of disruptive behaviours and effective management of these behaviours in classrooms, ideal communication skills and classroom management models that includes different ways for managing different behaviours), but also including practical acquisitions and opportunities. In similar veins, Youell (2006) highlights the importance of teacher training arguing that clear understanding of the reasons behind disruptive behaviours

and sufficient experience in management of them, could facilitate a more informed and appropriate response to the disruptive behaviours of challenging students. With regard to improvement of teacher training, Geddes (2006) mentions that ' … teachers are not expected to become therapists! But teachers can work therapeutically with greater insight into and understanding of pupils' difficulties and experiences' (p. 2-3).

All in all, schools, as well as teachers, can effectively manage classrooms and behaviours of challenging students by providing optimum circumstances. According to Greene (2009), schools need a reorganisation if their system is clearly not working for all pupils and explains,

> Three massive shifts are required; firstly, a dramatic improvement in understanding the factors that set the stage for challenging behaviour in kids. Secondly, creating mechanisms for helping these kids that are predominantly proactive instead of reactive; and lastly, creating processes so people can work on problems collaboratively. (p. xii)

3.5.   Relevance of an Attachment Theory Perspective for Classroom

This section outlines an Attachment Theory Perspective (ATP) and its relevance in classroom behaviour management as it is a key theoretical framework for this research study. The literature was reviewed for the possible contributions of an ATP and it is found that a project called Attachment Aware Schools is a good example of how ATP works for behaviour management in the classroom.

Existing literature on behavioural difficulties and their association with educational unachievement asserts that in different parts of England the percentage of pupils with special education needs is 14.6% (DfE, 2018b). In an attachment perspective, Bergin & Bergin (2009) mentions that between 33% to 50% of children have a background of attachment difficulties with at least one parent or caregiver. Moreover, four out of five children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) have attachment problems (Clarke, Ungerer, Chahoud, Johnson, & Stiefel, 2002). Another study highlights that the quarter of children who experienced traumas in their early life have behavioural and/or emotional disturbances (O'Connor & McCartney, 2007).

Over the last forty years, researchers have been using Attachment Theory as a major paradigm in terms of understanding the social and emotional development of humans

(Geddes, 2006). Attachment Theory was developed by John Bowlby, regarded as the 'father of Attachment theory' (Geddes, 2006, p. 3), and his theory states that 'infants develop a strong emotional attachment to a primary attachment figure (usually mother) over the course of the first year of their lives, based on a biologically rooted pattern of behaviour' (Brisch, 2009, pp. 9-10). In simple words, fundamental behaviours of an attachment system are 'survival' and 'proximity' (Taylor, 2010, p. 16) in situations when a child experiences fear, pain, or threat. These situations create inner conflicts and Bowlby's Attachment Theory explains these conflicts emerge 'not from the internal fantasy life of the young child but from the child's real lived experiences in vital relationships' (Sroufe, 2016, p. 998). According to Geddes (2006, p. 40) the aim of attachment behaviour is 'proximity or contact with the attachment figure with the associated feelings of security and safety'. If the need for attachment in difficult situations for a child is ignored or met with in an unreliable or unpredictable manner it may result disappointment, anger and aggressive behaviours towards the attachment figure (Brisch, 2009). Later, these interactive conflicts between mother and child and the quality of attachment relationship sets the foundation of future personality formation (Sroufe, 2016). An attachment figure who is sensitive-enough to signals from the child and adaptive-enough to the child's environment can understand signals of the child's feelings, such as being cold or hot, hungry or tired, and so forth (Geddes, 2006).

Moreover, Dozier and Rutter (2016) mention the importance of mother-child attachment by focusing on children in foster care and saying that 'children … raised by someone other than birth parents … [experience] challenges include institutional care, change in caregivers, early experiences of maltreatment, and prenatal or genetic factors that confer vulnerability.' (p. 696).

Pupils with attachment issues have a group of typical attitudes in the classroom. Table 3.2 below presents functioning of pupils in the classroom who have experienced insecure attachments.

Table 3.2 Attachment styles and their functioning in the classroom (Geddes, 2006)

Attachment styles	Approach to school/classroom	Response to the teacher	Response to the task	Skills and difficulties
Insecure Avoidant-attachment	apparent indifference to uncertainty in new situations	• denial of need for support and help from the teacher • sensitivity to proximity of the teacher	• need to be autonomous and independent of the teacher • hostility towards the teacher is directed towards the task • the task operates as an emotional safety barrier between the pupil and the teacher	• limited use of creativity • likely to be underachieving • limited use of language
Insecure Ambivalent-attachment	high level of anxiety and uncertainty	• need to hold onto the attention of the teacher • apparent dependence on the teacher in order to engage in learning • expressed hostility towards the teacher when frustrated	• difficulties attempting the task if unsupported • unable to focus on the task for fear of losing teacher's attention	• likely to be underachieving • language may be well developed but not consistent with levels of achievement • numeracy may be weak
Insecure Disorganised-attachment	intense anxiety which may be expressed as controlling and omnipotent	• great difficulty experiencing trust in the authority of the teacher but may submit to the authority of the head of the school • may be unable to accept being taught, and/or unable to permit the teacher to know more than they do	• the task may seem like a challenge to their fears of incompetence, triggering overwhelming feelings of humiliation and rejection of the task • difficulty accepting not knowing • may appear omnipotent and to know everything already	• may seem unimaginative and uncreative, and find conceptual thought difficult • likely to be underachieving and possibly at a very immature stage of learning

As mentioned in earlier sections, having a better understanding and awareness of causes of disruptive behaviours in the classroom has positive impact on teachers' attitudes and responses to behaviour (Rose & Gilbert, 2017). Literature about ATP in the classroom draws a clear picture of how ATP positively affects not only the quality of the teacher-pupil relationship, but also the behaviour and learning outcomes. Bergin and Bergin (2009), for instance, looked at the attachment relationship between teacher and pupil, and suggest that teacher and pupil need to have an 'attachment-like relationship' (Rose & Gilbert, 2017, p. 70) in a more professional manner, because the teacher is a key adult in a pupil's life. They also indicate that a secure teacher-pupil relationship ends with higher test scores, greater academic motivation and fewer special education referrals and detentions than with an insecure teacher-pupil relationship (Bergin & Bergin, 2009).

A group of studies at different levels of schooling show that early attachment experiences have significant impacts on learning and behaviour in the classroom. At the pre-school level, Lyons-Ruth, Alpern and Repacholi (1993) found that 71% of incidents related to disruptive behaviour involved pupils with an insecure attachment history. At pre-school level securely attached pupils perform better on cognitive tasks, have longer attention spans, explore the world confidently, are eager to communicate and play with peers and have an ability to handle unknown situations with the presence of a key adult, such as a teacher (Moss & St-Laurent, 2001; Main, 1983; Golding, et al., 2013). Securely attached pupils in primary school have more positive perceptions toward school, more engagement in communicating with teachers and peers, are eager to discover unknown tasks and can regulate emotions which leads to avoidance of disruptive behaviours (Geddes, 2006; Geddes, Attachment Behaviour and Learning, 2017; Golding, et al., 2013; Bergin & Bergin, 2009; Parker, Rose, & Gilbert, 2016). Insecurely attached pupils at the pre-school and primary school levels show potentially more disruptive behaviours than securely attached peers (NICHD, 2006; Granot & Mayseless, 2001; Rose & Gilbert, 2017; Nash, 2017) and insecurely attached pupils' behaviour is considered disruptive, aggressive, withdrawn and argumentative (Hodges, Finnegan, & Perry, 1999). Furthermore, Williford, Carter and Pianta (2016) present that attachment quality between mother and child improve school readiness skills (academic and socioemotional) of the child. For instance, when teachers provide 'warmth, sensitivity and support' to pupils in their classroom, this action enables the feelings of secure base in the securely attached child and child becomes more open to interact and eager to know (Williford, Carter & Panta, 2016, p. 967).

Figure 3.1 illustrates Geddes's model that describes the interpersonal interactions of teacher, pupil and task which is entitled 'The Learning Triangle' (Geddes, 2006, p. 53). In Figure 3.1 Double arrows symbolise a well-balance interaction and engagement, single arrows symbolise a one way engagement and dashed lines represent a lack of/no/avoidant of engagement.

Figure 3.1 Geddes's Learning triangle associated with four attachment patterns (Geddes, 2006)
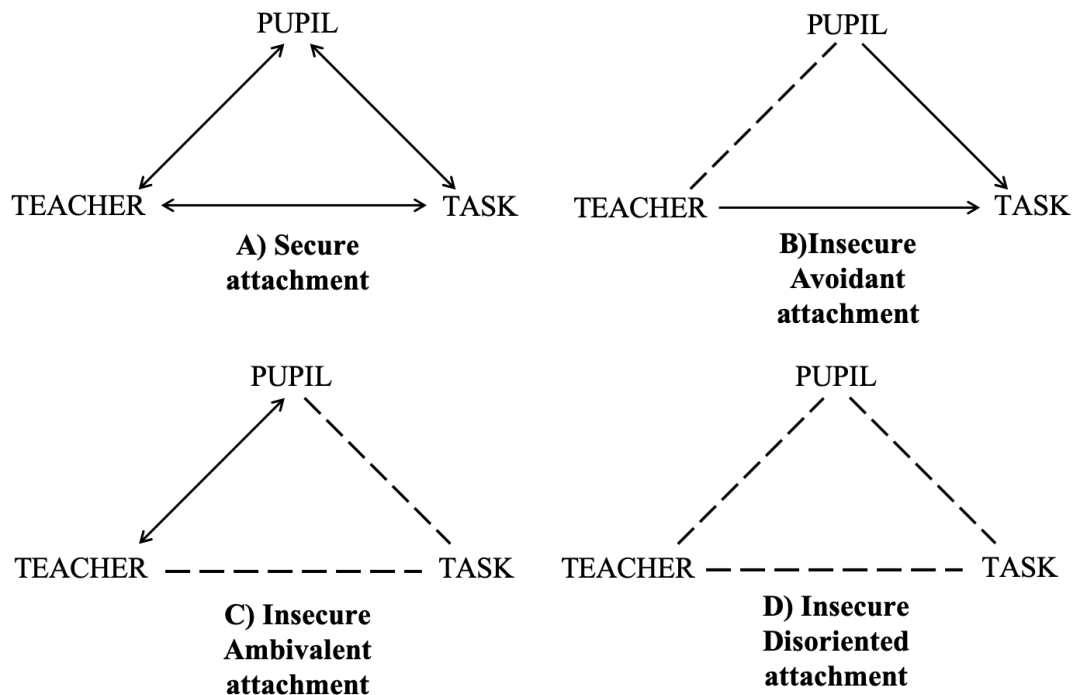
3.5.1. Secure attachment pattern and engagement with the classroom

Engaging with the unknown, the task, and trusting someone for help and support, the teacher, are two main parts of successful learning (Geddes, 2017). Figure 3.1 illustrates that, for the securely attached pupil, there is an active, dynamic and effective relationship with teacher who is caring and supportive. The pupil is also well-engaged with the task and eager to learn, play, socialise and discover (Golding, et al., 2013). Even if the teacher's reliance and support dimisinhes in later school years, the pupil has self-reliance and self-regulation skills which help the pupil to be independent in the classroom (Geddes, 2006). In the classroom a securely attached pupil is able to 'tolerate not knowing, ask for help when needed, tolerate the challenge of making mistakes, persist when the task gets difficult and accept that others can do things he/she cannot yet do' (Geddes, 2017, p. 40). Moreover, securely attached pupils are more socially competent,

more empathetic, more co-operative, more willingness to discover, explore, play and learn than insecurely attached pupils and these skills of securely attached pupil help them to engage with school and learning actively and effectively (Bergin & Bergin, 2009; Bombèr, 2007; Geddes, 2017; Main & Solomon, 1986).

3.5.2. Insecure/Avoidant attachment pattern and engagement with the classroom

Pupils with insecure/avoidant attachment, avoid interaction and relationship with the teacher and focus on the task. Early experiences remind the pupil that presence of an adult, the teacher, creates uncertainty and the teacher's attempts to support or help the pupil may be ignored (Geddes, 2006). In early years, mother's lack of presence, care and emotional support in times that the pupil need support such as hunger and fear, ends with rejection of the adults. For this, the insecurely attached pupil do not trust the presence of the teacher, becomes rels-reliant and focus on the task (Geddes, 2017). The secure base for the pupil is an environment in which there is a very little relationship with the teacher because of uncertainty and the pupil is self-reliant in this environment. This avoidant and rejective attitude might distress the teacher and the teacher can be reactive. This relationship between the pupil and the teacher potentially ends with underachieving because of the fact that the pupil cannot engage in the classroom. The task might be the main focus of the pupil, but without getting enough support, the pupils might be unsuccessful to involve with the task. Geddes (2017) suggests that, it is important to be aware of why the pupil is avoidant and showing ignoring behaviour towards the teacher. Moreover, a group of interventions can be helpful for the pupil namely, creating a do-able task which is well-designed with all necessary information that the pupil might need and acknowledging the success after completing the task; being caring and supportive to other pupils in the classroom and especially showing the impact of help and support; forming a peer mentorship which potentially help the pupil who ignores and avoids the teacher because of the uncertainty (Geddes, 2006; Bombèr, 2007; Geddes, 2017; Bergin & Bergin, 2009).

3.5.3. Insecure/Ambivalent attachement pattern and engagement with the classroom

The anxiety of seperation directs the behaviour of pupils with insecure/ambivalent attachment because in early experiences mothers were not sensitive enough to understand babies needs and signals of these needs and this insensitivity ends with a lack of

confidence in babies to the presence of mothers (Ainsworth, Blehar, Waters, & Wall, 2015). In Ainsworth's words (1982, p. 18) 'when the attachement system is highly activated, babies are doubtly upset because they have learned to expect to be frustrated rather than comforted'. These pupils focus on forming a secure base in which there is an adult who has full attention towards the pupil. Pupils with this pattern aim to manipulate the teacher to get his/her attention and have the anxiety of loss of adult attention and presence (Golding, et al., 2013). This pupils ignores the task and this potentially ends with underachieving. The teacher can feel distracted by the pupil and cannot focus on the task (Geddes, 2006). In order to intervene with this behaviour pattern, a group of techniques are suggested (Bombèr, 2007; Geddes, 2017). Forming a task for the pupil which involves gradual seperation with the teacher or teacher assisstant might help the pupil to learn to become self-reliant. Moreover, the pupil might feel noticed, valued and worthy by allocating responsibilities.

3.5.4. Insecure/Disoriented attachment pattern and engagement with the classroom

Pupils with disoriented attachment pattern are considered the most challenging pupils and these pupils are frequently excluded from schools (Geddes, 2017). These pupils experienced frightening early experiences and may abused physically, emotionally or sexually (Geddes, 2006). The pupil find it very difficult to form relationship with the teacher and engage with the task because of the classroom environment which might be threatening to the pupil because of early experiences that full of anxiety, uncertainty, fear and pain. The pupil's behaviour is a form of survival and defending that caused by overwhelming emotions of fear and uncertainty, which might be irrational and difficult to understand the meaning (Golding, et al., 2013). Figure 3.1 illustrates that the interaction between the pupil, the teacher and the task has lack of engagement and as the anxiety level of the pupil high, it is difficult for the teacher to support the child and direct the pupil's attention towards the task. An early identification of difficulties that the child has, is crucial to support the pupil and for the teacher receiving help from experts who have more understanding about how to help the pupil is recommended (Geddes, 2006). Clearly designed reliable and predictable routine may help the pupil to understand there is no fearful surprises in the classroom. Existing literature mention that abuse and neglect in early years might affect the brain development (Satchwell-Hirst, 2017; Perry, 2006) and the brain of the pupil organised by fear and uncertainty and as a result of this anger might be the main emotion that directs behaviour (Geddes, 2017).

Geddes (2006, p. 127) describes securely attached pupil as who has 'a capacity to tolerate frustration and uncertainty, a sense of self as worthy of affection and respect, a capacity to relate to others with sensitivity and respect, and a sense of personal agency'. On the other hand, an insecurely attached pupil has low self-esteem, difficulties in tolerating frustration and uncertainty, lack of trust in adults, is unable to regulate emotions, has low self-regulation and insensitivity (Geddes, 2006; Bombèr, 2007; Parker, Rose, & Gilbert, 2016; Nash, 2017). If teachers do not have an understanding and awareness of the impact of pupils' attachment experiences on behaviour, it is possible that they can misinterpret behaviours as aggressive, demanding, unpredictable and withdrawn (Geddes, 2017; Kennedy & Kennedy, 2004). These behaviours may be manifestations of emotions, previous relationships with attachment figures and interpersonal inner experiences (Rose & Gilbert, 2017). In England, currently, attachment difficulties and the emotional development of pupils are part of teacher training programmes (DfE, 2016) and it is advised that all educators need to have a better understanding of pupils' attachment difficulties including how to recognise them, how it will affect behaviour and learning and how teachers can support pupils with attachment difficulties (NICE, 2015). The study by Parker, Rose and Gilbert (2016) also highlights that all educators must have Attachment awareness because:

- Attachments with primary caregivers are the basis of socio-emotional well-being and learning motivation,
- As key adults in a pupil's school life, teachers are in a position where they can establish an 'attachment-like relationship', especially with challenging and vulnerable pupils in order to support them
- Secure attachment is strongly correlated with well-being, self-regulation, social competence and academic attainment (Parker, Rose, & Gilbert, 2016, p. 466)

As disruptive behaviours of challenging students cause problems for school settings and the current approach, the Sanctions and rewards system, for behaviour management can not completely handle these problems, a group of strategies based on ATP are suggested in the relevant literature to tackle these problems in primary schools. ATP is integrated in a project named Attachment Aware Schools which has recently been implemented in some schools in the United Kingdom. The next section starts with explaining the relevance of Attachment Aware Schools regarding pupil behaviour management,

followed by a discussion of a group of strategies, namely Nurture Group provision and the Emotion Coaching.

3.6. Attachment Aware Schools

The Attachment Aware Schools (AAS) project aims to promote a better understanding and awareness related to the social, emotional and attachment needs of pupils that can lead pupils' behaviour (Rose & Gilbert, 2017). The AAS project was conducted and evaluated by Bath-Spa University, Rees Centre – University of Oxford, Bath & North East Somerset Council, City of Stoke on Trent and several organisations such as the National College for Teaching and Leadership and the Attachment Research Community by aiming to improve the wellbeing of vulnerable pupils in schools (Rose, McGuire-Snieckus, & Wood, 2016). As an Attachment Theory Perspective (ATP) is at the centre of the AAS project, all school staff receive specific training related ATP and the main aim of the AAS project is making school a safe and secure place. In order to make school a secure place for all, especially those who have social, emotional, behavioural and attachment difficulties, the AAS project focuses on 'the importance of attachment, attunement and trauma-informed practice to address children's individual needs' (Rose & Gilbert, 2017, p. 65).

In Turkey, there are no studies about the implication of ATP in the classroom. The literature regarding AAS is limited. However, the outcome of three projects conducted by Bath, Stoke on Trent and Leicestershire Councils show that AAS has positive impact on the well-being of pupils (Rose, McGuire-Snieckus, & Wood, 2016). Moreover, Williford, Carter and Pianta (2016) mentioned that 'evidence suggests that the attachment quality a child develops with an adult who plays a significant role in that child's experiences within one of those ecological systems, such as the home, may transfer to another system, such as the school, leading to an association between a child's attachment to a caregiver and the quality of attachment to a teacher' (p. 970). Having a clear understanding and awareness of this association is one of the key components of AAS project and key findings of the AAS project are classified by Rees Centre in Oxford as follows:

- *Impact on educators*: receiving training about the ATP helps teachers to reflect and change their attitudes towards pupil behaviours. For instance, as they are aware pupil behaviour is an outcome of emotions and unmet attachment needs,

they change their language towards pupils and they use Emotion Coaching (discussed in-detail at the next section), which is an evidence-based strategy that helps pupils to self-regulate their emotions and feelings.

- *Impact on school*: both educators and pupils highlight that the school environment has become more nurturing and calm, and the number of undesirable incidents decreases.

- *Impact on pupils*: AAS has a positive impact on pupil well-being, including increased self-regulation and better control of behaviours with the existence of trusted, responsive, empathic, consistent and nurturing key adults (discussed in-detail below).

In the AAS project three types of support are illustrated as a 'pyramid of support' (Rose & Gilbert, 2017, p. 67) provided, namely, from base to top of the pyramid, whole-school support, targeted support and specialist support, respectively. Whole-school support focuses on all pupils in the school and aims to support them to recognise their feelings by using the Emotion Coaching strategy. Targeted support centres on children with unmet attachment needs by supporting them key-adult and nurture group provision. Specialist support is for those who experienced severe trauma or neglect and are supported by a specialist mental health services.

Preliminary research findings highlight that AAS with ATP can improve behaviour and learning (Rose, McGuire-Snieckus, & Wood, 2016; Parker, Rose, & Gilbert, 2016; Riley, 2009; Bergin & Bergin, 2009). It is also noted that using ATP significantly increase academic scores in Maths, English and Reading (Rose, McGuire-Snieckus, & Wood, 2016). Moreover, findings related to teacher perceptions show that teachers are better in coping with disruptive behaviours in the classroom and naturally this helps them to feel more calm and less stressed. Now, the attention is given to the strategies that are related to ATP and each of them will be explained in detail in the following sections.

3.6.1. Emotion Coaching

It is recognised in the existing literature regarding pupils' school experiences that pupils who can understand and are able to regulate their emotions have higher academic success and a more enjoyable school life (Geddes, 2017; Bombèr, 2007; Linnenbrink-Garcia & Pekrun, 2011; A.Graziano, Reavis, Keane, & D.Calkins, 2007). Emotion Coaching is a practical, evidence-based strategy to help those pupils who cannot understand and

recognise emotions or feelings to become aware of their emotions and the effective management of emotions (Rose, McGuire-Snieckus, & Wood, 2016). In the Turkish literature, there is not any study related to implications of Emotion Coaching. However, it is suggested in anger management studies in Turkey, Cognitive Behavioural Therapy was an effective technique to support teenagers to control their anger emotion (Serin & Genç, 2011; Şahin, 2006).

Emotion Coaching is based on John Gottman's (1997) research on a parenting style. Gottman defines Emotion Coaching as a process of identifying and empathising with negative emotions of children, discussing them and trying to suggest alternative responses to change undesirable behaviour to desirable behaviour. Managing emotions is strongly linked with early attachment experiences when safe and secure relationships are formed, when a responsive and caring caregiver is there when needed, and a nurturing environement is established, so that essential skills such as self-regulation can be developed (Rose & Gilbert, 2017). In their research Gottman, Katz, and Hooven (1996) found that Emotion Coaching is an effective technique to help children regulate their emotions, and that children who experienced Emotion Coaching are better able to sooth themselves in cases of being upset and angry. Their study also implies that children who experienced Emotion Coaching displayed fewer disruptive behaviours, were more resilient when unknown life events occurred and achieved more academically than other children who did not experience Emotion Coaching (Gottman, 1997).

Potential implications of Emotion Coaching in the classroom environment were investigated by Rose, McGuire-Snieckus, and Gilbert (2015) and they found that Emotion Coaching, when successfully applied, is practical in improving learning, decreasing the occurance of disruptive behaviours and increasing pro-social behaviour in pupils.

Emotion Coaching is a practical, natural form of communication that is delivered by a competent teacher who can use this strategy in the classroom or in the play-garden, whenever it is noticed that a pupil cannot able to regulate their emotions (Rose & Gilbert, 2017). There are four steps explained by Rose and Gilbert (2017, p. 92) that will be useful in emotion coaching pupils in schools as follow.

Becoming aware of empathising with the emotion is the first step in which teachers notice low-level indicators of a negative emotion, such as verbal and physical signs, and empathise with the pupil to understand the reason for the negative feeling.

Labelling and validating the emotion after noticing the signs of negative emotions, labelling and validating the emotion takes place where the pupil might be more aware of what kind of emotions drive him/her to act out in an undesirable way. Supporting the pupil to label and validate emotions develops a trusting relationship with the teacher and helps to re-engage the prefrontal cortex and social engagement system (Torre & Lieberman, 2018).

Limit setting is the third step after the pupil is soothed and this step involves a discussion of the desirable behaviour that is expected. An example of a teacher response in this step is, 'You are angry that I have taken the phone away from you, but you cannot use your phone in the class. These are rules everyone has to follow. I will keep it safe for you' (Rose & Gilbert, 2017, pp. 93-94).

Problem solving is the last step and involves helping the pupil think about what to do next time if the same negative emotions occur. It involves a discussion about the situation and it is important to let the pupil find a solution for her/himself or to work with the teacher/coach to find solutions if the negative feelings arise again.

3.6.2. Nurture Group provision

It is acknowledged in the literature that emotions are inextricably linked with learning (Colley, 2017). Pupils with attachment and emotional difficulties have difficulties to engage with not only the learning activities but also conforming to the classroom environment and these difficulties are more likely to continue in adult life (Parker, Rose, & Gilbert, 2016; Hughes & Schlösser, 2014). In order to support these pupils, schools employ a group of in-school interventions, one of which is the Nurture Group strategy which is 'a form of provision for children with social, emotional, behavioural and learning difficulties' (Cooper & Whitebread, 2007, p. 171). The Nurture Group provision was developed by an educational psychologist, Majorie Boxall, a half century ago, and John Bowlby's Attachment Theory (1997) and Abraham Maslow's Hierarchy of Needs (1954) guided the development of the Nurture Group practices (Vincent, 2017).

In Turkish school system, nurture group provision has its place in a somewhat different form in which pupils with similar special education needs share a classroom in supervision of a special education teacher. However, time these pupils spend in special education classroom is limited and they return their classroom to have classes with their ordinary peers. In Turkey, statutory documents related educating pupils with special

education needs assert that schools are required to have a special education classroom if there is more than one pupil has special education needs (MoNE, 2018b). However, Inclusive/Integrated education is the main characteristic of the education of pupils with special education needs in the Turkish Education System. Pupils with special education needs are in the same classes with ordinary peers and they have a personalised education programme (similar to Education, Health and Care plan in England). Existing literature about inclusive/integrated education show that neither teachers nor parents/carers, nor school management team do not supportive of this education system and they support that pupils with special education needs should be in a special classroom with teachers who have more expertise in supporting them (for example, Sucuoğlu, 2004).

Common characteristics of a nurture classroom in the school include a small number of pupils (8-12) with a range of attachment and emotional difficulties who receive special support from two specialist adults while the classroom is equipped with 'a soft seating area, books and games corner, role-play materials, a dining table and food preparation facilities' (Vincent, 2017, p. 304). In this specifically equipped classroom, to support pupils, key features of Nurture Groups are a focus on attachment needs and the emotional development of pupils, parental involvement, professional reflection and formal training (Colley, 2017). There are six principles of Nurture group provision (Colley, 2012; Lucas, Buckland, & Insley, 2006), as outlined below.

Principle 1 – Learning is understood developmentally, asserts that nurture group staff are trained for responding to pupils, not with relation to the National Curriculum but in their developmental progress, which means that they have a better understanding and awareness regarding the nurturing of pupils have unmet emotional needs in their early life (Colley, 2017).

Principle 2 – The Nurture classroom offers a secure/safe base, indicates that nurture classrooms offer a necessary secure and safe environment for pupils to develop emotionally, socially and cognitively (Boxall, 2002). Having a trusting, reliable, consistent, encouraging and predictable approach towards pupils lets them feel safe and secure in the nurture classroom (Colley, 2017).

Principle 3 – The importance of nurture for the development of wellbeing, highlights that low self-esteem affects pupils' wellbeing in schools and commonly pupils with social, emotional and attachment difficulties have low self-esteem (DfE, 2015b). Nurture Group

provision aims to improve the self-esteem of pupils by promoting learner autonomy through choice-making and cooperative learning (Lucas, Buckland, & Insley, 2006).

Principle 4 – Language as a vital means of communication, mentions that emotions are acted out as behaviours and if a pupil is able to express negative or positive emotions by talking, the occurence of disruptive behaviour potentially decreases (Lucas, Buckland, & Insley, 2006). Relevant studies confirm that Nurture Group provision help pupils verbally express their feelings and emotions and this attitude enhances pupil self-esteem (Colwell & O'Connor, 2003; Bani, 2011).

Principle 5 – It is understood that all behaviour is communication, indicates that Nurture Group staff is well aware that every behaviour is a form of communication and they do not respond reactively against disruptive, provocative, or aggressive behaviours from pupils (Colley, 2017).

Principle 6 – The importance of transition, Nurture Group staff give special attention to the transition from one activity to another by preparing clear instructions for transitions (Lucas, Buckland, & Insley, 2006). Relevant studies present that nurture classrooms are successful in supporting pupils to prepare for transition to mainstream classrooms and higher school levels, as well as for adult life (Cooper & Tiknaz, 2005).

The positive impact of Nurture Group provision on the social, emotional and behavioural development of challenging pupils has been recognised by many studies in the relevant literature (for example, Cooper & Tiknaz, 2005; Cooper & Whitebread, 2007; Colwell & O'Connor, 2003; Bani, 2011; Hughes & Schlösser, 2014) and also acknowledged by statutory documents (for example, DfES, 2005; Ofsted, 2011).

3.7. Summary

This chapter has sought to review pertinent literature related to this study. The existing literature was investigated using key terms on the topic of current study and effective classroom and behaviour management, approaches for behaviour management, the relevance of the Attachment Theory perspective in behaviour and classroom management, Attachment Aware Schools and strategies related to the Attachment Theory perspective were presented in this chapter. The next chapter will present the methodology and research design of this study.

CHAPTER FOUR: METHODOLOGY

4.1. Introduction

This chapter explains the process of developing a research strategy for the current study. The process is presented in 3 main sections, namely (i) philosophical assumptions, research paradigms and methodological approach, (ii) development of the research process and (iii) procedure for data collection.

There are different types of approaches in terms of conducting social research. *Figure 4.1,* which is adapted from Neuman (2007), presents the visualisation of the research process and the steps taken in this research study. These are simplified and discrete steps in the current study, because each step was inter-related with others. In order to create meaningful findings from the interpretation and construction of the data, steps on Figure 4.1 were taken more than once.

Brief description of the steps on the Figure 4.1 starts with the selection of the topic of the current study, which focuses on the management of the disruptive behaviours of challenging students in Turkish primary schools and the relevance of an Attachment Theory perspective for effective behaviour management. Identifying a research process is one of the important parts of social science studies (Charmaz, 2014), and this initial, tentative process of the study may change during the project (Creswell, 2012). Designing the study after identifying a research process includes delineating the research problem and questions that lead to the appropriate data collection. After getting ethical approval from the Ethics Committee in the Department of Education at the University of York a data collection process was implemented. In educational research, interviewing is widely used by researchers in order to gather data about the experiences of participants in their own words (Creswell, 2012). Twenty primary school teachers in Turkey and thirteen educators in England were interviewed for this study and interview data is supported with questionnaire data obtained from one hundred thirty primary school teachers in Turkey. Moreover, documents from relevant institutions were used to develop a clear understanding of their circumstances.

The data analysis begins at the data collection step and the researcher interacted with data persistently to make sense of data and to interpret findings in light of research questions. 'Data collection and analysis proceed simultaneously, and each informs and streamlines

the other' (Bryant & Charmaz, 2007, p. 1). Lastly, but not a definitive end point because of the inter-relation of all steps, disseminating the findings enables the research to be shared with academic and professional communities.

Figure 4.1 Steps in social research (Neuman, 2007)
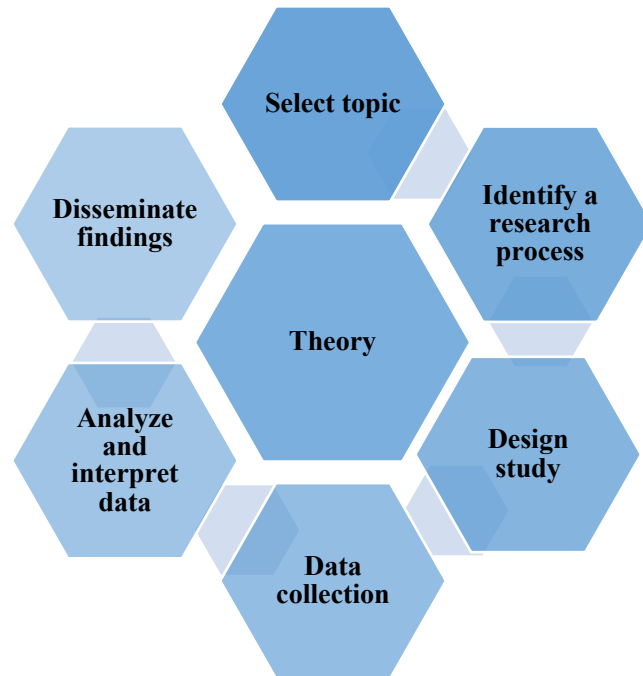
4.2.　Philosophical Assumptions and Methodological Approach

This research is an exploratory study and aims to offer an in-depth understanding of children's behaviour from an attachment perspective. Moreover, this research examines the relevance of an Attachment Theory perspective for the behaviour management of challenging pupils at Turkish primary schools. In order to understand the Turkish context, this study aims to identify the perceptions and attitudes of primary school teachers who work in Turkey. In order to understand the relevance of an Attachment Theory perspective for effective behaviour management, this study focuses on the perspectives of educational experts related Attachment Theory in research, policy and practice. In order to fulfil the aims of this research, pragmatic philosophy guided this study with an interpretivist theoretical perspective. A mixed method research design was conducted. The rationale for adapting this approach is explained in the following sections.

4.2.1. Pragmatic philosophy and mixed method research design

Pragmatic philosophy has relevance in addressing how the aims of this study are to be achieved. As Mertens (2009) explains: 'In pragmatists' eyes, the lines of action are methods of research that are seen to be most appropriate for studying the phenomenon at hand' (p. 36). This approach allows the researcher to find an answer to the research question(s) in a suitable way by using both qualitative and quantitative methods. In a similar vein, according to Teddlie and Tashakkori (2009), pragmatists decide the topic of their studies based on their personal value systems, and they design their studies in a flexible way that allows using any methods that potentially enhance the quality of the research. For the purpose of answering the research question(s), the pragmatic approach provides an opportunity to use multiple methods, consider different assumptions, different views and different types of data collection and data analysis tools in the mixed methods study (Creswell, 2012).

In today's academic world, there is a trend among social scientists to integrate qualitative and quantitative research designs regarding the benefits of both approaches. A combination of both research designs is used in this research study. The strength of integrating both research designs is highlighted by researchers, for instance, Feuer, Towne and Shavelson (2002), '… when properly applied, quantitative and qualitative research tools can both be employed rigorously and together often can support stronger scientific inferences than when either is employed in isolation' (p. 9).

Similarly, Robson and McCartan (2016), mention that one of the duties of research design is transforming the research goals into a suitable study in which research goals can be reached. The common trend in the usage of research designs is mainly formed in three ways. On one hand, predominantly qualitative and flexible research designs take place and this type of design collect data usually in a vocable form. On the other hand, predominantly quantitative and fixed research designs collect usually numerical data (Robson & McCartan, 2016). A combination of these two designs allows the researcher to use the methods and data of qualitative and quantitative research designs (Flick, 2018). While studies with quantitative research designs aim to test objective theories by describing and examining the relationship between numerical variables in a deductive way, qualitatively designed studies aim to explore and understand the meaning of human and social problems in an inductive way (Creswell, 2012).

Burns (1997) mentions that, prior to the 1960s, educational research traditionally followed an empiric objective scientific model. Conversely, scholars favouring a constructivist approach promote that the research should be qualitative, subjective and naturalistic. One of the most common debates in educational research is that '…educational research divided between two competing methods: the scientific empirical tradition, and the naturalistic phenomenological mode' (Burns, 1997, p. 3). In today's world, some educational researchers support a combination of the two research designs (Creswell, 2012; Robson & McCartan, 2016; Flick, 2018). Flick (2009) argues that combining both approaches allows the researcher 'to obtain knowledge about the issue of the study which is broader than the single approach provided' (p. 30).

Along similar lines, regarding the benefits of mixed methods research design in educational research, Robson and McCartan (2016) mention that the combination of the two approaches and their flexibility allows the researcher the usage of two or more data collection methods. In light of the aforementioned views, this study employs a combination of qualitative and quantitative methods. Whilst the collected data were predominantly qualitative via semi-structured interviews, numerical quantitative data were also be collected via an online questionnaire. It is anticipated that the numerical data will contribute to the interpretation of the qualitative data.

4.2.2. Constructivisim and Interpretivisim

This research study aims to understand educators' perspectives and practices among challenging students and their behaviour management, and focuses on the personal experiences, emotions and motivations of participants. Investigating social practices requires an indepth understanding of not only actions, but also the emotions and motivations that determine action. To fulfil the aims of the current study, in the qualitative component of this research study, interpretivist and constructivist approaches guided the study philosophically, and Charmaz's (2014) thematic analysis was utilised by the researcher in the data construction and analysis.

The interpretivist approach centres the social construction of the reality, by focusing on the perceptions and experiences of both the researcher and participants (Husserl, 1970). This approach provides an opportunity for the researcher to construct the information by interpreting subjective understandings, in other words, constructing meanings of actions. Researchers who utilise the interpretivist approach need to acknowledge their own

motivations and prejudices while constructing the information obtained from participants (Charmaz, 2014).

People engage in the world with their own understandings and actively construct the meanings that they are experiencing and interpreting (Crotty, 1998). The assumption of constructivist grounded theorists is that data and analysis of data are social constructions of the information and they take a reflective position in the research process (Charmaz, 2014; Bryant & Charmaz, 2007). In this research, it is acknowledged that there is no universal consensus on understanding of managing behaviours of challenging pupils in primary school classrooms. Principles of interpretivism help the researcher to understand the meaning of participants' actions, by interpreting their perspectives and practices while constructing the data. The researcher is part of the construction as Charmaz (2014) mentions researchers are '… part of the world we study and the data we collect. We construct our grounded theories through our past and present involvements and interactions with people, perspectives, and research practices.' (p. 10).

This research study focuses on the disruptive behaviours of pupils with attachment difficulties in primary classrooms. The guidance of interpretivism and constructivism potentially helps the researcher to work with a research method that fits into a setting that participants and the researcher might be part of, and one that is sensitive to individuals in that setting (Creswell, 2012).

The next section explains the development of the research process, by explaining the sampling procedure used for selecting participants and to ethical considerations.

4.3. Development of the Research Process

As mentioned in earlier sections, this research was guided by a pragmatic philosophy with an interpretivist approach. The development of the research process is explained in the following sections by detailing the sampling, selection of participants and ethical considerations.

4.3.1. Sampling

Having worked in different cities and schools in Turkey as an educator in various positions, the researcher has established relationships with a wide range of people and institutions. These relationships afforded the researcher the opportunity to connect with teachers, head teachers, local education authorities and policy/decision makers.

The purpose of sampling is 'to make inferences about some larger population from a smaller one - the sample' (Berg, 2008, p. 30). The aforementioned circumstances led the researcher to employ a combination of purposeful sampling, convenience sampling and snowball sampling for recruiting appropriate participants. According to Berg (2008), purposeful sampling is sometimes referred to as 'judgemental sampling' (p. 31), because researchers use their preliminary knowledge or expertise related to the case or people and purposely select particular ones that provide valuable data to the research.

The second strategy used in this study is convenience sampling, which is sometimes referred to 'availability sampling' (Berg, 2008, p. 32), for the selection of participants based upon their accessibility and availability. After the researcher gained permission and access to primary schools from the Turkish Ministry of National Education (MoNE), primary school teachers were selected due to their accessibility and availability.

Lastly, snowball sampling is another strategy that was implemented in this study, especially for the online questionnaire. Mertens (2009) mentions that in using snowball sampling, the researcher starts with some key participants who have been selected through the aforementioned strategies (purposeful and convenience sampling) and asks them to recommend other people as potential participants for the study. The process starts with a relatively short list of participants and the list grows 'like a snowball' (Mertens, 2009, p. 322). In this study, the researcher applied snowball sampling to find participants for the online questionnaire, which is presented through online software called Qualtrics. Different types of communication tools, such as email and social media platforms including Facebook and WhatsApp, were used to distribute the link to the online questionnaire.

4.3.2. Participants

This study has two phases and the Phase One focuses on the perspectives and practices of primary school teachers in Turkey. Phase Two focuses on perspectives and reflections of educators in England. As far as the perceptions of primary school teachers and educators are concerned, the participants in this study were primary school teachers working in primary schools in Turkey and educators in England (see Table 4.1 and Table 4.2).

Table 4.1 Profile of Turkish participants (Phase One)

Phase One Participants	School type	Size of classroom (mean)	Teaching Experience (mean)	Gender
Semi-structured Interviews (n=20)	High-performing (Urban Area) (n=10)	27	22 years	Female: 5 Male: 5
	Under-performing (Rural area) (n=10)	37	6 years	Female: 4 Male: 6
Online Questionnaire (n=130)	Snowball sampling (across the country) (n=130)	25-29	1-10 years	Female: 56 Male: 74

For the first phase of this study, the researcher conducted semi-structured interviews and distributed an online questionnaire for data collection. Twenty primary school teachers in Turkey were invited to participate in the one-to-one interviews, ten of whom worked in a high-performing primary school and the other ten worked in an under-performing primary school. For the questionnaire, a total of one hundred thirty primary school teachers subsequently completed and submitted the online questionnaire (see Table 4.1).

In the second phase, educators in England who were actively involved in promoting an Attachment Theory perspective regarding effective behaviour management in primary schools were invited for interview. While choosing the key educators in England, the researcher investigated their positions and works regarding an Attachment theory perspective. Moreover, attending a group of conferences such as, Attachment Reseach Community (ARC) Annual Conference and Social Emotional and Behavioural Difficulties Association (SEBDA) National Conference, allowed the researcher to meet key educators in person and to discuss and invite them for participation of the study as interviewees. These educators works in three different levels of the education process namely, research, policy and practice. Interviewees were affiliated to a wide range of

institutions from schools, universities, health organisations, city councils and policy commissions. In total 13 educators were interviewed across England (see Table 4.2).

Table 4.2 Profile of participants in England (Phase Two)

Participant	A1, A2, A3, A4	HT1, HT2	EP1	EPT1	PT1	FS1	EY1
Profession	Academic	Head teacher	Educational Psychologist	Educational Psychotherapist	Primary school teacher	Family support worker	Early years specialist
Place of Work	University	Specialist intepedendent primary school, Attachment Aware primary school	County Council	Educational institution	Attachment Aware primary school	Attachment Aware primary school	Attachment Aware primary school

The researcher selected the schools according to their convenience and by considering the purposes of the research by identifying selection criteria. In Turkey, primary schools are assessed according to criteria which are determined by the MoNE (MoNE, 2014). One of the assessment criteria for the selection of suitable participants is called 'Okul Oncesi Egitim ve Ilkogretim Kurum Standartlari (School standards of Pre-schools and Primary Schools)' (KS). KS aims to assess the quality of education in the pre-schools and primary schools by considering the views of students, parents, teachers and head teachers. Opinions of the stakeholders allow the system to evaluate not only the education quality of schools in a region, but also self-evaluation and self-criticism (MoNE, 2015). KS has a numeric grading system which is between 100 (outstanding) to 0 (inadequate). There are five categories in the grading schedule, namely 'Grade A: 100-81, Grade B: 80-61, Grade C: 60-41, Grade D: 40-21, Grade E: 20-0' (MoNE, 2015, p. 267).

Another criterion that was used for assessing the primary schools in Turkey was opinions of education authorities in the Education Department of Ministry. Their perceptions about the schools and their suggestions matched with KS reports and these criteria led the researcher to identify the participating schools. Following selection of the schools, twenty primary school teachers participated in this study as interviewees. Ten of them from

primary schools which were judged by KS to be high-performing and ten primary school teachers from schools which were judged by KS to be under-performing.

In sum, this research was planned to be carried out in primary schools in Turkey and with educators in England. In the light of the reports from KS, the researcher investigated perceptions of primary school teachers who work in high-performing primary schools and in schools that were under-performing. This thesis was designed not only to investigate the relevance of an ATP for effective behaviour management in primary school, but also to understand how high-performing and under-performing primary schools in Turkey were able to manage the disruptive behaviours of challenging students and what impact behaviour management has on the school's reputation. With regards to the criteria the researcher examined (i) how do primary school teachers in high-performing schools act regarding the behaviour management of challenging students and (ii) how do primary school teachers in under-performing schools act regarding the behaviour management of challenging students.

4.3.3. Ethical considerations

According to Wellington (2015), educational research can be very enjoyable because of its interactive nature, which includes aspects such as 'travelling around, encountering different schools, hearing new accents, meeting employers, seeing how the other half live' (p. 3). This interaction includes human participation in different aspects of the research, and individuals who participate in the study have certain rights. Creswell (2012, p. 23) classifies the rights of the participants as follows;

- Participants have the right to know clearly the purposes and aims of the research before participation.
- Participants have the right to know how the results will be used and possible social consequences of the study on their lives.
- Participants have the right to refuse participation or withdraw at any time.
- Participants have the right to be guaranteed regarding anonymity of their personal identity and information.
- Participants have the right to gain benefits from a study due to time they spend for participation.

According to the British Educational Research Association (BERA), respect is one of the most important aspects of conducting ethical research. Individuals should be treated

'fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice regardless of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant difference' (BERA, 2011, p. 5).

This study is considered educational research and as such 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 consider ethical concerns in this study, the researcher took a series of actions throughout the study from beginning to submission, and will take others after submission. Firstly, the researcher applied for ethical approval to the Ethics Committee of the University of York. Secondly, a consent form (see Appendix B – Phase One; Appendix C – Phase Two) to inform participants in the study of their rights and the research was prepared. This consent form includes the rights of the participants which are mentioned by Creswell (2014). Preserving the anonymity and privacy of the participants was a high priority throughout the research process and the researcher guaranteed to protect personal identity of the participants by using codes (for example; T1, A2…) in place of real names. The questionnaire and interview questions did not include any discriminative, sensitive or offensive questions and participants' rights were acknowledged by the researcher through using a consent form and verbal explanation.

4.4. The Rationale for Methods Chosen for Data Collection

This section aims to present the rationale behind using mixed methods tools for data collection in the current study. Qualitative data collection methods, specifically semi-structured interviews and documentary evidence, were used in this study as the main data. Findings gathered via qualitative data collection tools were supported by quantitative data, gathered via an online questionnaire.

4.4.1. Interviews

Semi-structured interviews were conducted with twenty primary school teachers in Turkey at the first phase of this study. In the second phase, thirteen educators promoting an Attachment Theory perspective in England were interviewed. The main purpose of using interviews in this study was to explore the perceptions and experiences of primary school teachers and educators in both countries regarding effective behaviour management of challenging students.

Robson and McCartan (2016) mention that interviews can be a useful and effective qualitative data collection method, if they give the interviewees the opportunity to state their opinions with few restrictions. During the interview, a skilful researcher has a chance to gather and follow-up on ideas, explore feelings and emotions, and investigate the opinions of the participants (Bell, 2014). Additionally, interviews allow the researcher to engage in the community and to build good relationships with stakeholders. In this study, interviews gave participants an opportunity to state their perceptions, beliefs, expectations, observations and concerns about the educational system and policies on behaviour management via a comprehensive range of questions.

Interviewing in this study positions the interviewer in a active role in the data collection process, but the interviewer is '… there to listen, to observe with sensitivity, and to encourage person to respond' (Charmaz, 2014, p. 26). The role of the interviewee is to reflect and interpret experiences by doing most of the talking during the interview. Hence, in this conversation the questions should be open-ended and non-judgemental as this will provide the opportunity for unanticipated responses and comments to emerge (Charmaz, 2014). One of the benefits of interviewing is that it allows the researcher to explore not only the interviewee's opinions and perceptions, but also the reasons behind their opinions and why they think in a particular way (King & Horrocks, 2010). In a similar vein, Wellington (2015) argues that interviews are helpful tools for researchers:

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

With this in mind, individual face-to-face, semi-structured interviews were conducted in this study. Face-to-face interview (one-on-one interview) is a type of interviewing, in which the researcher has an opportunity to personally interact with participants. Face-to-face interviewing allows the researcher to observe the interviewee, and the researcher has a chance to glean important information from nonverbal (for example, gestures or facial expressions) communication (Neuman, 2007). Creswell (2014) puts emphasis on the response rate and claims that the one-on-one interview is the most time-consuming and expensive interview type. However, it allows the researcher to obtain a high rate of response.

Several types of interviews can be used in qualitative research studies, namely structured, semi-structured and unstructured interviews and focus groups. The structured interview type is not suitable for the aim and methodological approach of this study (Charmaz, 2014). As this study is concerned with the perceptions and practices of participants, it was important to understand the feelings and emotions behind the verbal explanations. Unstructured interviews are informal conversations and it is challenging to analyse the data that are gathered from this type of interviewing (Cohen, Manion, & Morrison, 2005). Focus group interviews are required when the time is limited and interaction between participants is needed (Kitzinger, 1995).

Semi-structured interviews allow the researcher flexibility and control. This type of interviewing is located between completely structured and unstructured interviews (Creswell, 2014). According to Bell (2014), by using semi-structured interviews, the interviewer provides sufficient time for interviewees to express their opinions, while the researcher avoids time lost on less relevant points that emerge during the interview. King and Horrocks (2010) claim that the traditional interview schedule 'with fixed questions in a predetermined order' (p. 35), is not appropriate in qualitative interviewing. Instead of this, researchers are encouraged to use an interview guide, which briefly describes the main topics of the study with a flexible way of phrasing and wording the questions and their order.

In a similar vein, Berg (2008) claims that predetermined questions or topics allow the researcher to gather information about the aim of the study and the researcher prevents the interviewee from discussing unnecessary information. Using semi-structured interviews is a beneficial and relevant method when (i) a particular phenomenon is emphasized to the participants; (ii) exploring personal perceptions within a social unit (for example, school); and (iii) personal opinions and experiences are gathered to understand the phenomenon that is being researched (Robson & McCartan, 2016). Additionally, the interviewee has a chance to add more data which was unforeseen and unanticipated during the preparation of the interview questions (King & Horrocks, 2010).

The aforementioned circumstances were applied in this study. Firstly, the focus of the study was identified as the behaviour management of challenging students. Secondly, perceptions of teachers and educators were explored on an individual basis within schools and relevant institutions in Turkey and England. Lastly, the perceptions and experiences of primary school teachers and educators were collected in order to understand the

behaviour management of challenging students in primary schools. In sum, semi-structured interviews were conducted in this study to provide the researcher with a more comprehensive and systematic data collection process.

4.4.2. Online Questionnaire

In this study, an online questionnaire was used for gathering information regarding the effective behaviour management of challenging students from primary school teachers. Mertens (2009) mentions that 'Surveys are good because they allow collection of data from a larger number of people … however … surveys rely on individuals' self-reports of their knowledge, attitudes, or behaviours' (p. 173). Thus, integrating quantitative methods to interpret participants' perceptions, experiences and knowledge will provide more evidence to complement the evaluation of governmental behaviour policies, school behaviour policies, teacher practices and the relevance of these policies and practices regarding the behaviour management of challenging students.

Neuman (2007) claims that a questionnaire is the most common tool for data collection in many fields of research. Researchers generally use questionnaires for: (i) asking about many aspects at one time; (ii) measuring many variables with multiple indicators; and (iii) examining the validation of several hypotheses in a single questionnaire (Neuman, 2007). Questionnaires are based on written information and the data collected via questionnaires contain facts or opinions (Denscombe, 2014). One of the main aims of an online questionnaire in this research, was to collect information on the perceptions and attitudes of a large number of primary school teachers, which would be difficult to collect via interviews.

According to Denscombe (2014), a comprehensive questionnaire should ensure three criteria. Firstly, the questionnaire should be designed in such a way to enable the collected information to be subjected to analysis. Secondly, it should include a written list of questions in a logical and clear sequence. And lastly, the questionnaire should collect information directly from participants. An online questionnaire was used in this study to meet the aforementioned criteria of Denscombe (2014).

The development of technology and its effects on communicational ease allow researchers to use web-based survey techniques. Some of the potential benefits of web-based questionnaires are 'convenient access to samples; reduced costs; faster responses; more interactive or tailored formats; quick troubleshooting; automated data collection,

scoring, and reporting; and access to larger samples' (Converse, Wolfe, Huang, & Oswald, 2008, p. 99). A group of online tools were used in this study to collect information through the questionnaire. The online questionnaire was developed using Qualtrics computer software (https://www.qualtrics.com), which is a web-based questionnaire design software. The questionnaire link was distributed to participants online through social media including Facebook and WhatsApp, and through e-mails.

The questionnaire data were interpreted in relation to the findings emerging from qualitative data. The questionnaire data in this study provided complementary findings to the qualitative data and offered insight into the experiences and perceptions of primary school teachers in Turkey with respect to the behaviour management of challenging students.

4.4.3. Policy documents

The educational researcher can gather data from two different sources: (i) primary sources and (ii) secondary sources. Whilst data from primary sources might include interview, questionnaire and observation checklists, secondary sources might comprise documents (Wellington, 2015). In educational research, written material can be found in a variety of forms such as letters, annual reports, government or inspection reports, curriculum documents, inspectors' reports, government papers, policy documents, web pages, leaflets, prospectuses, for example, school, college, contracts, certificates, statistics and photographs and amongst others (Wolff, 2004; Wellington, 2015). In this research, governmental and school behaviour policies and regulations are considered secondary sources of data and the role of documents in this study is providing and consulting local and national official/formal data for supporting the interpretation of interview and questionnaire findings to answer the research questions. Moreover, using policy documents was helpful to gain insight into the perceptions and practices of participants. This research study includes a consultation of relevant policy documents (for example, school and national behaviour management policies) to provide additional and official meaning to data collected via interviews and questionnaires (Patton, 1990; Stake, 1995; Creswell, 2014).

Denscombe (2014) claims that consulting government publications, national statistics and other official documents is common among social researchers and can contribute to the exploration of the phenomenon under investigation. In this study, the documents

consulted were national and local policy statements, reports from the Ministry of National Education in Turkey and Department for Education in England, and school behaviour management policies, which provided a framework to understand and evaluate the effective behaviour management of challenging students in primary schools in Turkey and England. In this study, the policy documents to be studied include regulations, bylaws and laws, drawn up by the government and educational departments in Turkey and the relevance of an Attachment Theory perspective in England. Examining and comparing these official policy documents and interview and questionnaire data from teachers and educators added meaningful information in examining the consistency of professional practice regarding the behaviour management policies and implementation of these policies in primary school classrooms.

4.5. Data Collection

As mentioned earlier, data collection in this study involved three methods; semi-structured interview, questionnaire and consultation of policy documents. The following sections present the details of the development of these methods.

4.5.1. Developing the instrument and collecting data by using semi-structured interview

Interview questions were prepared specifically for this research study by the researcher by considering the available relevant literature. While preparing the interview questions aims of the research and a group of issues about the research topic were considered as follows:

For primary school teachers in Turkey;

- Understanding and awareness of different disabilities and difficulties (for example, attachment difficulties)
- Understanding of disruptive behaviours that disrupts the learning environment
- Understanding and awareness of the reasons of disruptive behaviours in the classroom
- Support for behaviour management and learning of pupils with difficulties
- Role and professional competence of support sources internal and external (for example, school leadership team, school counsellors, the Guidance and Research Centre)

- Comprehensiveness and efficacy of current behaviour management policies in Turkey, government and school policies.
- Reflection of previous experiences regarding the behaviour management of challenging students

For educators in England;

- Reasons for disruptive behaviours in the classroom
- Professional competence of teachers and other staff in schools
- Comprehensiveness and efficacy of current behaviour management policies in England, government and school policies.
- Understanding and awareness of effective behaviour management strategies regarding attachment related difficulties
- Reflection of previous experiences regarding the behaviour management of challenging pupils

For example, in order to understand Turkish primary school teachers' perceptions and practices regarding developing desired behaviours among challenging pupils, the question *"How do you develop positive behaviours in the most challenging students?"* was asked. Similarly, in the second phase the question *"What do you think about the possible reasons for undesirable and disruptive behaviours of primary school pupils?"* was asked educators in England to investigate their perceptions regarding understanding possible reasons for disruptive behaviours in primary school classrooms. The pre-set questions and the semi-structured design of the interviews helped reduce interpersonal bias during interviews. As an interviewer, the researcher tried to prevent the constraining of the participant's expression and disclosure by applying the interview schedule. The flexible nature of the interviews was utilised throughout the research to achieve this aim and to collect detailed conversational data for analysis (Langdridge, 2004).

One of the barriers to conducting a reliable interview is the possibility of giving socially desirable answers and hiding information by lying or twisting the facts. In order to overcome this barrier, Robson (2002) proposes that (i) the researcher should listen more than they speak, (ii) questions need to be listed in a clear manner, (iii) cues that lead to particular responses should be eliminated, and (iv) the researcher should enjoy the process and appear at ease. The researcher's professional and research experience as a teacher

and postgraduate student in a range of educational settings and situations have enabled him to adhere to the points highlighted above.

All of the interviews in Turkey and England were audio-recorded. The researcher utilised a protocol to enhance ethical conduct and facilitate the interview process. The protocol entailed that (i) the researcher explained who he was and what he was doing in the school, (ii) the researcher reminded the participant of their rights (as written on the participant information sheet) and collected the signed consent form, (iii) the researcher reminded the interviewee that the interview would take approximately 40-60 minutes, (iv) the researcher reminded the participant that he was asking them for permission to audio record and assured them of anonymity, and finally (v) the researcher asked the participant if they had any questions before proceeding with the interview. All interview records were saved and stored right after the interviews, and then transcribed verbatim. Transcriptions and Turkish to English translations are checked by another person to increase the accuracy.

4.5.2. Developing the instrument and collecting data by using online questionnaire

In this study, an online questionnaire was used to gather information on the views and experiences of primary school teachers in Turkey (see Appendix F). There is another online questionnaire was developed to collect data from English primary school teachers, however it was not used due to the very low response rate (see Appendix G). It was developed using Qualtrics computer software, which is a web-based questionnaire designing tool. A combination of purposeful sampling and snowball sampling strategy was used to reach participants through circulation on Facebook, WhatsApp and emails, and were used to distribute the questionnaires to participants. Using social media in research, which has been growing in popularity, helps the researcher to communicate with participants easily, and potentially increase the number of people involved in the research and enable participants to participate in the research when convenient for them (Thomas, 2017).

By using an online questionnaire, the researcher aimed to gather quantitative numerical/descriptive data about Turkish primary school teachers' perceptions and attitudes regarding:

- Common disruptive behaviours that occur in the classroom
- Potential reasons for disruptive behaviours in the classroom

- Relevance of support systems internal and external (for example, school counsellors, Guidance and Research Centre) regarding the behaviour management of challenging pupils in the classroom
- Efficacy of the support received from school counsellors and the school leadership team
- Efficacy of parent/carer involvement and school-parent/carer collaboration
- Efficacy and comprehensiveness of government and school policies regarding the behaviour management of challenging students

Moreover, the questionnaire comprises several open-ended questions to understand participants' views for instance who might take part in designing the ideal behaviour management system and how their ideal behaviour management system works for challenging students.

In this study, the questionnaire was designed in a descriptive theme for gathering descriptive data to summarise the sample characteristics in relation to the behaviour management of challenging pupils. According to Oppenheim (2000), there are two types of questionnaire designs; descriptive survey design which aims to describe participants' views and attitudes regarding a particular topic and analytic survey design which aims to explore specific statistical hypotheses. Data gathered via a descriptive questionnaire could be used for making 'predictions' (Oppenheim, 2000, p. 12), by comparing the findings with similar studies or triangulation with data collected via different tools.

In order to explore participants' opinions on the topic of the current study, the online questionnaire was designed thematically to gather participating teachers' perspectives and practices, school dynamics (school leadership team, parents/carers school collaboration, school counsellors), teacher/pupil dynamics (understanding of pupil behaviours, classroom practices and experiences), and current behaviour management policies (national policy and school policy). Grouping questions thematically was started by investigating similar studies in the existing literature (for example, Nash, Schlösser, & Scarr, 2016; the question is To what extent do you think a student's disruptive behaviour at classroom is related to? See Appendix F & G), and a pool of questions was prepared by considering the research questions and aims of the current study. The questionnaire is composed of 21 indicators and 82 statements under the indicators measured on a 4-point Likert scale. Moreover, a group of open-ended questions, for instance, *'Q.19. To what extent do you think good teacher-student relationships are key*

to effective behaviour management with respect to the most challenging students in your school?' aimed to collect data regarding participant teachers' opinions in their own words about how they position themselves in their relationships towards pupils regarding effective behaviour management.

After the preparation of the questionnaire items, the questionnaire link was sent to two experts (who were academics working on similar interests of this research study) and four primary school teachers (two was working in Turkey and other two was working in England) for piloting. Their feedback in relation to the online questionnaire was considered for the final version. In the process, the researcher was aware of the possible limitations posed by the nature of the questionnaire. For example, the questionnaires may not fully reflect the experiences, feelings and opinions of the participants. However, under existing conditions, the research was made available to as many participants as possible, which enabled the collection of data.

4.5.3. Examination of policy documents

In this study, several documents were selected to support the interpretation of interview and questionnaire data. Using documents in social sciences provides invaluable information for researchers. For instance, in this study, policy documents, regarding the behaviour management that schools are obliged to prepare by laws and regulations, were used (school behaviour management policy). Two types of documents were consulted for the purposes of the current study; government statutory and non-statutory regulations and school policy documents prepared by considering those statutory and non-statutory guidelines. For instance, in Turkey, the national behaviour management regulation (MoNE, 2018b) that aims to support and educate pupils with special education needs was consulted to understand and interpret Turkish primary school teachers' opinions and practices regarding managing disruptive behaviours of pupils with special education needs in their classrooms. On the other hand, departmental guidance Behaviour and Discipline in schools (DfE, 2016b), in England was consulted to understand key educators' perceptions about the advised school behaviour policy and roles of school staff regarding behaviour management in English schools. It was not intended to examine how schools met the expectations of the statutory guidance, but it was intended to understand primary school teachers' opinions on the applicability of the statutory guidance regarding the behaviour management of challenging students. The criteria used to select the documents were guided by the aims of the research and the accessibility of the documents.

According to Denscombe (2014), 'at first glance government publications and official statistics would seem to be an attractive proposition for the social researcher' (p. 227). These official publications potentially provide a documented source of information that is:

- *Authoritative*. Since the data have been produced by the state, employing large resources and expert professionals, they tend to have *credibility*.
- *Objective*. Since the data have been produced by officials, they might be regarded as *impartial*.
- *Factual*. In the case of the statistics, they take the form of numbers that are amenable to computer storage/analysis and constitute 'hard facts' around which there can be no ambiguity' (Denscombe, 2014, pp. 227-228).

Documents in relation to the topic and research questions of this study were consulted in relation to adding substantial meaning to the perceptions and attitudes of primary school teachers in Turkey and England.

The following sections provide information about how the data were analysed in conjunction with the research questions.

4.6. Data Analysis

In this study, the analysis of qualitative and quantitative data was carried out through different data analysis techniques. Qualitative data collected from semi-structured interviews and documents were analysed in a less standardised and more flexible way (Thematic Analysis). Quantitative data, which were derived from the online questionnaire, were analysed descriptively by an analysis tool that is set in a specialised and standardised way (Statistical Package for the Social Sciences, SPSS).

4.6.1. Qualitative data analysis

The description of data analysis is concisely 'the process of making sense out of the data' (Merriam, 1998, p. 175). In relation to the nature of qualitative data collection methods the researcher collects may collect a substantial amount of data and without examination and interpretation these data do not have clear meanings. Managing large data sets can sometimes be overwhelming for researchers and Wellington (2015, p. 260) describes this feeling as when a researcher 'cannot see the wood for the trees!' and when they ask,

'What am I going to do with all these data?' To handle the data collected in the current study, the researcher used thematic analysis with a coding system to identify emerging themes. One of the reasons for employing thematic analysis in this study is its compatible nature with both quantitative and qualitative research paradigms (Boyatsiz, 1998). Another reason is that thematic analysis is a flexible and useful tool for the researcher and thematic analysis can potentially provide a detailed account of data (Braun & Clarke, 2006).

In this study, thematic analysis was the technique used for data analysis. Data were analysed manually by a coding process to allow themes to emerge. In qualitative data analysis, thematic analysis is one of the 'foundational' techniques (Braun & Clarke, 2006, p. 78), and working with raw data to create themes is one of the essential ways to find meaning in words. Constructing the data manually potentially helps the researcher focus deeply on the meaning behind the words rather than on the word count (John & Johnson, 2000). The following visual model adapted from Creswell (2014) for the analysis of interview data was used during the process of data constructing.

According to Tesch (2013), qualitative data analysis is a comprehensive and systematic process but it is not rigid. The analysis is a continuing process which ends when no new data can emerge (Charmaz, 2014). A group of analytical codes are formed by the researcher during data collection and after the beginning of data analysis, and the researcher segments the data into meaningful units and initial basic themes. This organisation allows the researcher to focus on homogeneous chunks of the total data. Finally, global/main themes occur after organising the codes into categories and categories into sub-themes. Braun and Clarke (2006, p. 82) mentions that through establishing categories by using connections among codes and interaction with relevant literature, broader main themes are identified to 'capture something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set'.

Figure 4.2 Illustration of the data analysis process

1. Initial data familiarising while data collection	→	2. Transcription of the data	→	3. Dividing the raw data into segments (Basic themes/Codes)
4. Categorisation (Organising themes/Generalisation)	→	5. Creating themes (Main themes)	→	6. Re-taking the previous steps (3, 4, and 5)

7. Presenting the findings and discussion with relevant literature
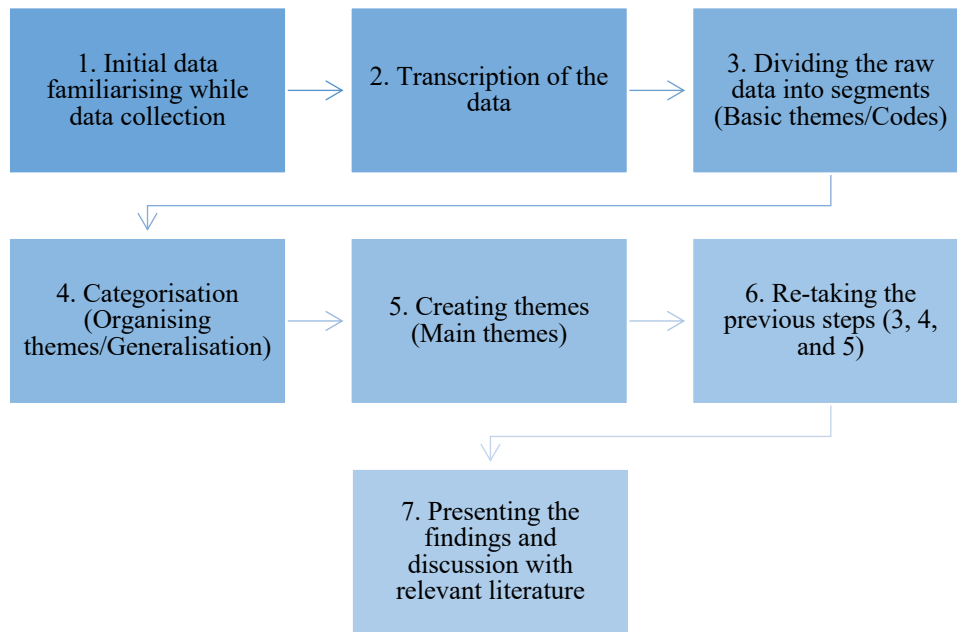
In the data analysis phase, seven steps were followed in analysing the qualitative data collected from semi-structured interviews:

1) Becoming familiarised with the data, thinking about several ideas based on conversations during the interviews, or listening to audio recording of interviews several times, and writing down initial notes about possible emerging ideas.

2) Participants' identities were coded with symbols (letters and numbers), for instance, T1/U (T stands for Turkish primary school teacher, U stands for under-performing primary school) or A1 (A stands for academic in England). Transcribing the interview audio recordings verbatim, which was useful in understanding the conversation in detail.

3) Initial notes taken during interviews and each part of the transcribed interview data were coded by considering meaning. In this coding process, the researcher assigned segments by considering the colour coded data according to emerging themes and concentrated on these preliminary basic themes for organizing raw data. Similar codes were initially labelled and highlighted with a colour that symbolised categories. During this process, preliminary codes were ready for forming new themes in subsequent analysis. This process was guided by a theoretical framework (Neuman, 2007).

4) Basic themes that emerged in the colour-coding process were re-investigated. During this step, similarities and differences of basic themes were categorised (Miles & Huberman, 1994).

5) The researcher subsequently made generalisations by considering the consistency in basic themes. Generalisations were used to generate the main/global themes from the findings (Miles & Huberman, 1994). In this study, themes were organised and arranged according to three levels. Firstly, initial/basic themes: 'most basic or lowest-order theme that derived from the textual data'; secondly, organising themes/categories: 'middle-order theme that organizes the Basic Themes into clusters of similar issues'; and finally, global/main themes: 'super-ordinate themes that encompass the principal metaphors in the data as a whole' (Attride-Stirling, 2001, p. 389).

6) The above steps were repeated until the researcher felt confident that there were no newly emerging themes (Charmaz, 2014).

7) The emerging concepts and theories are presented in Chapters 5 and 6 and discussed in relation to the relevant literature in the Discussion chapter (see Chapter 7).

According to Miles and Huberman (1994), working with the data comprises three stages: (i) 'data reduction' is the stage that the data are collected, coded and emerged themes, (ii) 'data display' is the stage that the organised data in the previous stage are displayed in different forms, such as graphs, diagrams, and (iii) 'conclusion drawing' is the stage that findings are analysed and displayed (Wellington, 2015, p. 260).

The themes emerged out of a detailed analysis of perceptions, existing arrangements, misconceptions, assumptions, concerns and practices of Turkish primary school teachers and educators in England. Four main themes emerged after the thematic analysis of interviews with Turkish primary school teachers namely:

1) Policy/decision making and implementation,
2) Professional thinking and practices,
3) External/internal sources and organisations and
4) Parents/carers.

On the other hand, thematic analysis of interview data gathered from educators in England highlighted three main themes:

1) Importance of understanding the underlying reasons for disruptive behaviour in the classroom,

2) Efficacy of the Attachment Theory perspective and

3) Current policies related to the behaviour management of challenging students in primary schools.

An example of thematic data analysis (colour coding) can be seen at the figure below.
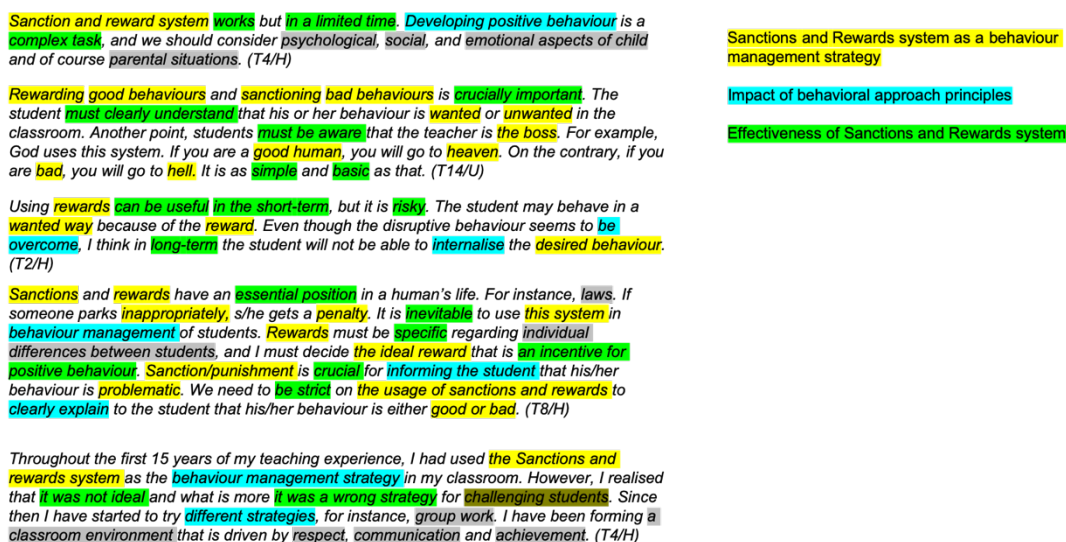
These main themes will be examined further in subsequent Findings and Discussion chapters. The next section presents the data analysis of descriptive quantitative data that gathered through an online questionnaire.

4.6.2. Descriptive quantitative analysis

In conjunction with the exploratory nature of the current study, descriptive statistics were used to describe, organise, simplify and summarise the numerical data obtained from the perceptions of Turkish primary school teachers (Thomas, 2017). Questionnaire data in this study aim to support the interview findings by providing quantitative information. In their pioneering book on qualitative data analysis, Miles and Huberman (2014) mention that 'numbers and words are both needed if we are to understand the world' (p. 55). Moreover, using quantitative data is useful when the researcher wishes to provide analytic texture to support verbal findings and to compensate the drawbacks of either qualitative or quantitative data with the benefits of the other (Miles & Huberman, 1994). In a similar vein, Flick (2009) argues that numerical data potentially extend the range of evidence about the researched topic. Quantitative data analysis is mainly separated into two areas;

descriptive statistics and inferential statistics. If the research aims to describe and summarise a set of data, descriptive statistics are most informative (Flick, 2009).

4.6.3. Reliability and validity

In qualitative research, according to Creswell (2014), there are three common ways to validate the research findings and interpretations, that is, by triangulation, member checking and external audit. Triangulation, aims to give strength to research findings/interpretations by implementing a range of different sources, namely the data collection method (for example, interviews, questionnaire, documentary evidence), the data source (for example, other people, other places, other times), other researchers and theory (Denzin, 2001). In this research, the information were gathered from different data collection methods, namely semi-structured interview, online-questionnaire and documents. By analysing the data from these methods, it was intended to find evidence to support and/or challenge the emerging themes.

Figure 4.3 Illustration of triangulation of findings and interpretations
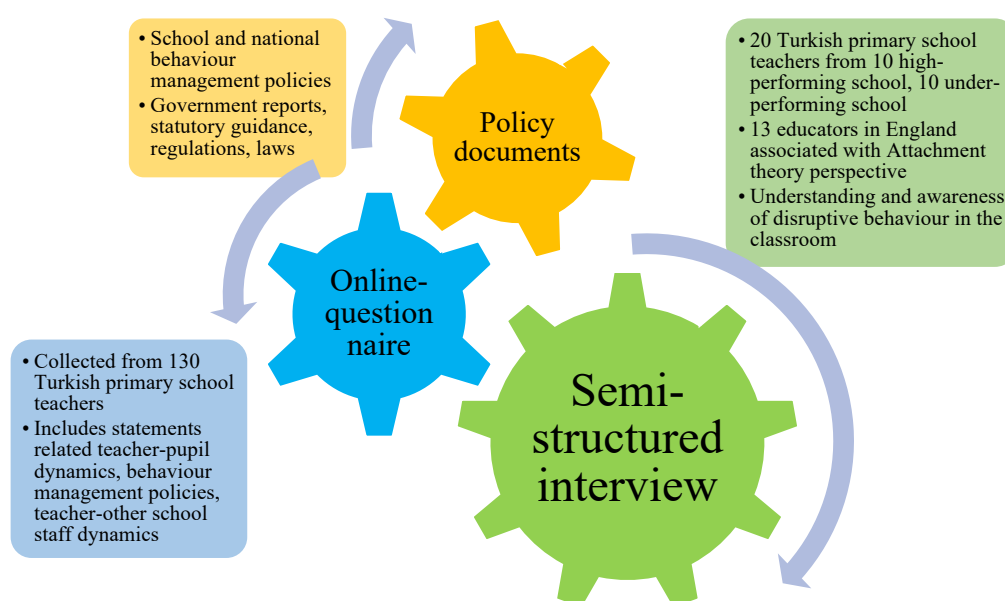
Figure 4.3 above illustrates the triangulation of findings by using different data collection methods in this study. In other words, interview findings and themes were mostly supported by the questionnaire findings, even though the questionnaire data were collected from different participants. Points where there was not agreement in the findings are discussed in the Discussion chapter with possible explanations. Also, a recent

publication from the Ministry of National Education in Turkey, called Education Vision 2023, justifies the findings and interpretation of the current study.

4.7. Summary

In this Methodology chapter, philosophical assumptions, the research paradigms and methodological approach, development of the research process, the procedure for data collection, data collection methods and the data analysis process were presented. The next two chapters present the findings obtained by using the research process explained in this chapter. The following chapter, Chapter 5, presents the findings obtained from the data analysis of semi-structured interviews and online questionnaires provided by Turkish primary school teachers. Findings from data collected from educators in England are presented in Chapter 6.

CHAPTER FIVE: PERCEPTIONS AND PRACTICES OF TURKISH PRIMARY SCHOOL TEACHERS

5.1.   Introduction

This chapter aims to present findings in a systematic and detailed way. Primary school teachers in Turkey were interviewed in order to understand their practices and perceptions regarding the effective behaviour management of disruptive pupils in their classrooms. An online questionnaire was also distributed in order to gather Turkish primary school teachers' opinions. These quantitative findings enhanced the interpretation of qualitative data and overall, the collected data aim to address the following research questions:

Research Question 1): How do Turkish primary school teachers manage the disruptive behaviours of challenging students?

1a) What are the perceptions of Turkish primary school teachers regarding the nature of disruptive behaviours of challenging students?

1b) How effective is the behaviour management policy of the Turkish education system regarding managing disruptive behaviours and developing positive ones in primary classrooms?

In this chapter, the qualitative results are reported by highlighting and presenting the themes that emerged from thematic analysis. Excerpts from the qualitative data are presented to exemplify participants' perceptions. Quantitative results are reported visually by using tables and figures to highlight notable findings. Moreover, the researcher incorporated data from open-ended items on the online questionnaire.

Throughout this chapter, primary schools in Turkey are divided into two categories: high-performing primary schools and under-performing primary schools. In order to make this categorisation, specific criteria were applied, including school standards of pre-schools and primary schools, and opinions of education authorities in the Ministry of National Education in Turkey (MoNE). A detailed explanation of the selection of the schools in Turkey can be found in the Methodology chapter in profiling of the participants (see Chapter 4.3.2).

Data gathered from 20 participants in Turkish primary schools (10 teachers from high-performing primary schools and 10 teachers from under-performing primary schools) via semi-structured interviews were analysed and organised using thematic analysis. In addition, an online questionnaire was completed by 130 primary school teachers and the derived numerical data were analysed descriptively by using SPSS software.

Data analysis of the interviews revealed four main themes emerged namely, (i) Policy/decision making and implementation; (ii) Professional thinking and practices, (iii) Supportive sources and organisations; and (iv) Family engagement. Each of these themes will be examined in turn with reference to the findings. This chapter is structured in a way where the main themes are presented first, and subsequently, the organising themes follow. Then, the attention is given to emerging basic themes. Interview-derived themes were the basis of presenting the findings and these themes were organised the questionnaire data.

A series of figures, tables and excerpts are used throughout the chapter to illustrate the findings. Alongside the tables and figures, the frequency and percentage of participants' responses are presented visually. Where excerpts from interviews are included, the identity of the interviewees is coded with letters and numbers, for instance, T1/U, to preserve their anonymity. In this example, T stands for the teacher, 1 refers to the number of the interviewee and U indicates an under-performing school. There are four different responses to the questionnaire statements namely; Strongly disagree, Disagree, Agree and Strongly agree. While presenting the questionnaire data using tables and figures; Strongly disagree and Disagree responses, and Strongly agree and Agree responses, are combined for clarification.

Following this introduction section, this chapter starts by presenting the thematic map of the findings in Figure 5.1 and then, attention will be subsequently given to the findings pertaining to each of three main themes, in turn. In figure 5.1 main and organising themes are shown in different colours.
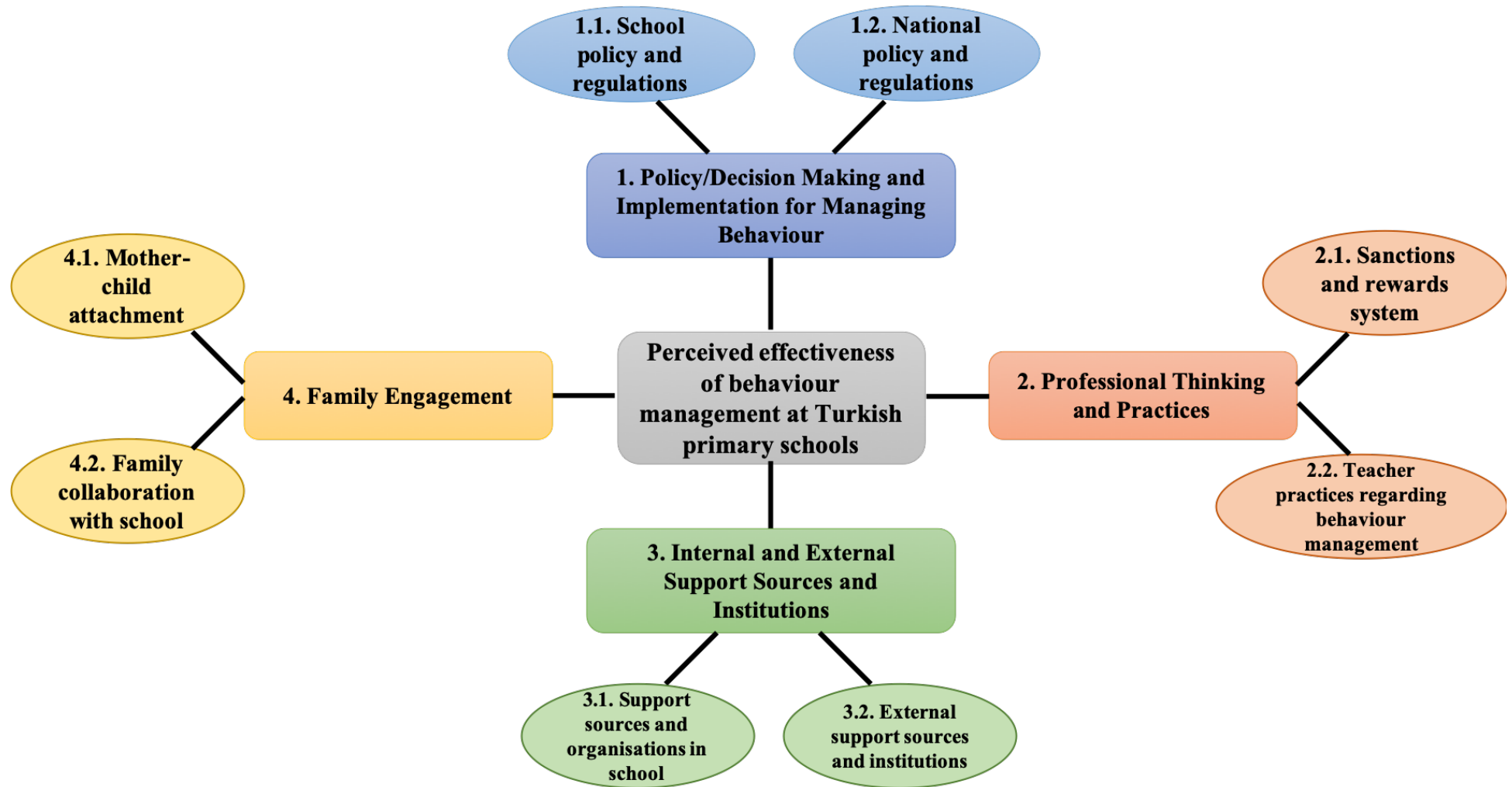
Figure 5.1 Thematic Map showing main themes and organising themes (Phase One)

5.2. Theme One – Policy/Decision Making and Implementation for Managing Behaviour

This section presents the findings of the process and procedure of policy and decision-making, and the implementation of these policies regarding the effective behaviour management of challenging students in Turkish primary schools. This section also reports on the analysis of both qualitative and quantitative data on how behaviour management policy and decisions are made and implemented, and the extent to which these contribute to developing positive behaviours among challenging students.

This first theme addresses the Research Question 1b): *How effective is the behaviour management policy of the Turkish education system regarding managing disruptive behaviours and developing positive ones in primary classrooms?* In Turkey, school management policies are mainly prepared by the Ministry of National Education (MoNE); however, schools have autonomy for the implementation of the policies (Sakiz & Woods, 2014). The national policy of MoNE establishes broad guidelines within which schools should act in the process of educating and managing the behaviours of students. Schools prepare short-term and long-term action plans to reduce problematic behaviours and develop positive ones. School administrators primarily manage these practices depending upon guidelines from MoNE, and implementation of these practices may differ from one school to another.

Figure 5.2 illustrates teachers' responses relating to which elements should be involved in the preparation of the behaviour management policy, where participants had the option to choose more than one response to this question. In Figure 5.2, the vertical axis presents the frequency of participants' responses, and the horizontal axis presents the possible elements which might have a role in developing the behaviour management strategy. The numbers in bars represent the percentage of participants who selected the elements.

Figure 5.2 If you had the opportunity to develop a behaviour policy, which of the following elements have an important role in it?
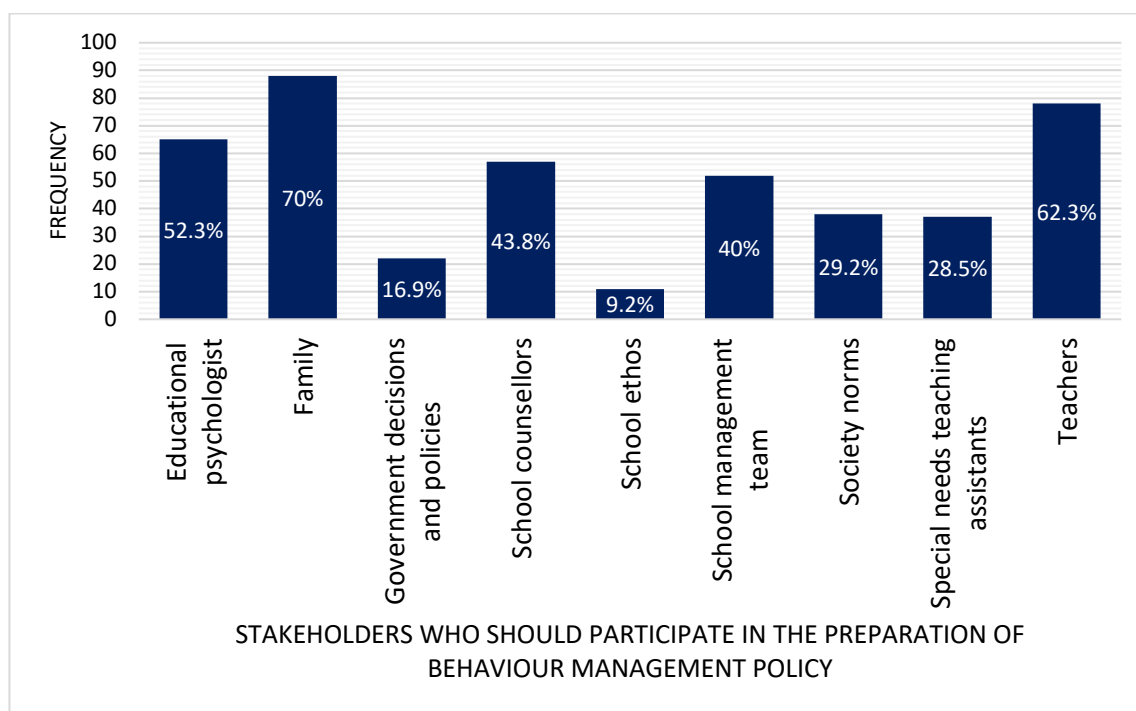
There is wide consensus that the following elements should be involved in the preparation of these policies: Family (70.0%, n=91/130), Teachers (62.3%, n=81/130) and Educational psychologist (52.3%, n=68/130). On the contrary, School ethos (9.2%, n=12/130) and Government decision and policies (16.9%, n=22/130) were the least selected options by participants as important elements to developing behaviour management policy (see Figure 5.1). Government decisions and policies are one of the main elements while making educational policies in Turkey. The Figure 5.2 presents that teachers want a policy making process in which real actors in the school (families and teachers) and experts (educational psychologists) should be involved.

The following section contains two organising themes which emerge from the thematic analysis of the data namely, (i) School policy and regulations and (ii) National policy and regulations.

5.2.1. School policy and regulations

In order to manage the occurrence of disruptive behaviours and to develop positive behaviours in mainstream primary schools in Turkey, schools are required to prepare a behaviour management policy that should reflect the behaviour management framework of MoNE.

Table 5.1 Disruptive behaviours occur in my school.

Response	Frequency	Valid Percent
Disagree	28	24.6
Agree	86	75.4
Total	114	100.0

Table 5.1 above shows that 75.4% of primary school teachers agree with the statement 'disruptive behaviour occurs in my school' (n=86) whereas a minority of teachers thought that disruptive behaviours do not occur in their schools (24.6%, n=28). In sum, the majority of primary school teachers thought that disruptive behaviours occur in their schools (75.4%, n=86/114). Turkish primary school teachers who participated in this study via semi-structured interviews indicated that there are several limitations in the school behaviour management policies of their schools. According to interview findings, teachers' opinions of the limitations of their schools' behaviour policy are gathered in three ways:

- *Preparation:* 7 out of 20 primary school teachers (35%) who participated in this research mentioned that they do not have any information about their schools' behaviour management policy. Almost three-quarters of teachers (70%, n=14/20) mentioned that their views were not included in the preparation of their behaviour management policies. On the other hand, a minority of interviewees (30%, n=6/20 - five teachers from high-performing schools and one from under-performing schools) indicated that they are part of the preparation of school behaviour policies and that they find the structure of their schools' behaviour management policies useful and effective in managing the disruptive behaviours of challenging students.

- *Implementation:* All interviewees expressed that good co-operation between school, family and external sources (council, neighbourhood, academics, experts) is crucial. They believe that improved co-operation between stakeholders will increase the effectiveness of the implication of the school behaviour management policy. Moreover, the majority of participants (65%, n=13/20) mentioned that a school behaviour management policy is only paperwork and it is not applicable to behaviour management of challenging pupils. Although they were not properly informed about it by their school leadership teams, almost all teachers (95%, n=19/20) indicated that they are aware of the behaviour management procedure in their school. However, they experienced several problems such as; professional

incompetence of school staff, and a lack of connection and collaboration between stakeholders throughout the behaviour management process.

- *Evaluation:* Assessment of the implications of policies has critical importance in understanding the effectiveness of policies. The majority of teachers across both participating school types believe that the evaluation of school behaviour policies should be more comprehensive to be able to see how effective the strategies used for behaviour management actually are (high-performing primary schools, 60%, n=6/10; under-performing primary schools, 90%, n=9/10)

The interview findings mentioned above show that more than half of the teachers mentioned negative views about the preparation, implications of and evaluation of school behaviour management policies. The figure below shows the summary statistics for teachers' views about the school behaviour management policy in their schools.

Figure 5.3 Statements related to the perceived effectiveness of school behaviour management policies
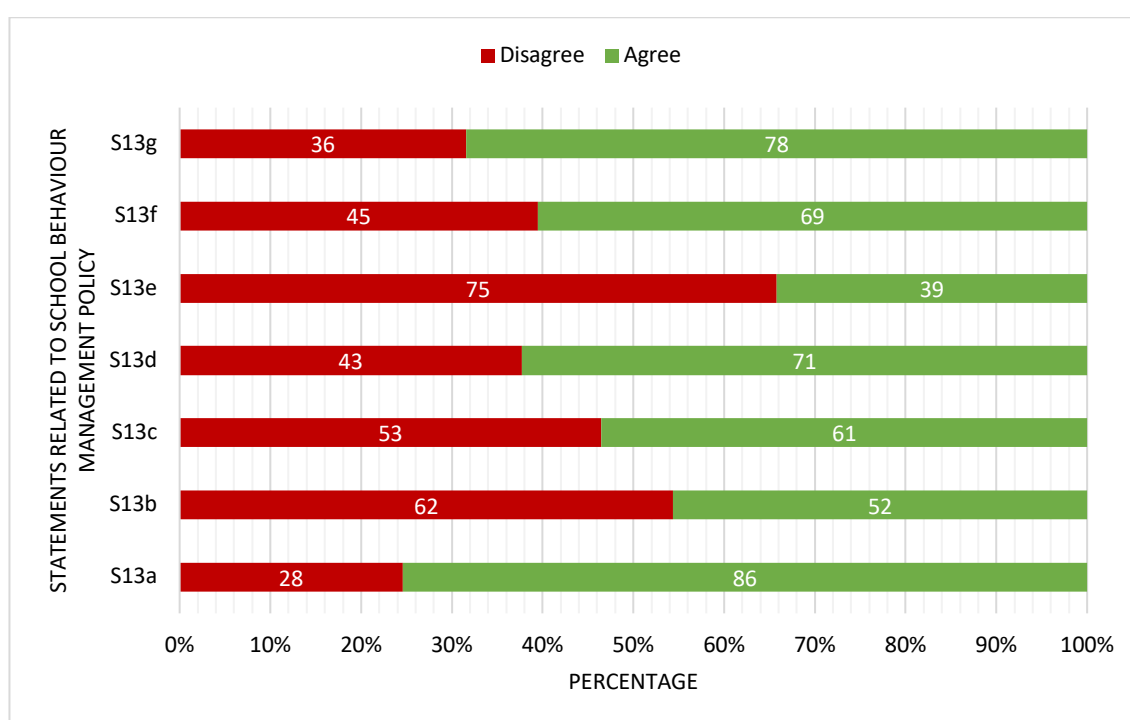
Figure 5.3 presents teachers' perceptions of the school behaviour management policies in their schools. The vertical axis presents statements on questionnaire related to school behaviour management policy, and the horizontal axis presents the percentage of the participants' responses. The white numbers in the bars represent the frequency of the selection and the key to the statements on the vertical axis is as follows:

- S13a: Disruptive behaviours occur in my school
- S13b: School behaviour policy works effectively in managing challenging student behaviours in school
- S13c: Behaviour policy of my school is focused on developing positive behaviours among students
- S13d: School behaviour policy includes both proactive (i.e. establishing clearly understandable rules) and reactive (i.e. providing an appropriate consequence) strategies for managing challenging student behaviours
- S13e: Every staff member understands and implements the school's behaviour management policies
- S13f: Academic success is more important than social and emotional development in my school
- S13g: I identify my school as a secure base for all children

Figure 5.3 shows that slightly more than half of the participants (54.3%, n=62/114) thought that their school's behaviour management policy does not work effectively to manage the behaviours of challenging pupils. While 62.3% of the participants indicated that their school behaviour management policy includes both pro-active and re-active strategies (n=71/114); an important number of participants thought that there is a lack of understanding among school staff about the school behaviour policy (65.8%, n=75/114). More than half of the teachers believed that in their school, pupils' academic success is more important than pupils' behavioural development (60.5%, n=69/114). Moreover, the statement 'I identify my school as a secure base for all children' is agreed to by a majority of participants (68.4%, n=78/114).

The following section presents findings relating to school policy and regulations, and there are three basic themes namely: (i) Achievement based decision-making, (ii) Student behaviour assessment committees and (iii) Effectiveness of the school leadership team.

5.2.1.1. Achievement based decision-making

Currently, policy and practices of the English school system are predominantly based on a performativity culture which places emphasis on achievement and attainment scores as the most important outcomes (Nash, Schlösser, & Scarr, 2016). Likewise, the Turkish school system mostly focuses on academic achievement (Sakız, Sart, & Ekinci, 2016).

The quotation below from a teacher at an under-performing primary school suggests that a teacher is judged by the academic achievement of their students and this judgement is used for describing a teacher as successful or unsuccessful:

Excerpt 5.1
Head teacher, parents and inspectors assess my students' knowledge of literacy and four operations. If students are good at these academic skills, I will be announced as a good and successful teacher. (T3/U)

Similarly, another teacher from a high-performing primary school exemplified the situation by considering challenging students:

Excerpt 5.2
Because of the performativity culture at school, teachers cannot allocate enough time for challenging students. Most of the parents want to see their children [be] successful regarding academic skills such as maths and literacy. Because of that, teachers' priority is the achievement of students rather than behavioural development. (T4/H)

Teachers describe the success of their classrooms and the good students by mentioning overall academic attainment and individual pupil achievement, respectively. The performativity culture at schools has an impact on the discourses of teachers. Being judged by head teachers, parents, inspectors and other colleagues in terms of pupil attainment, forces primary school teachers to prioritise pupils' academic achievement over their social, emotional and behavioural development. Similarly, questionnaire data (see Table 5.2) show that more than half of the primary school teachers thought that in their schools, the academic achievement of students is more important than their social and emotional development (60.5%, n=69/114).

Table 5.2 Academic success is more important than students' social and emotional development.

Response	Frequency	Valid percent
Disagree	45	39.5
Agree	69	60.5
Total	114	100.0

In sum, most interviewees mention that school stakeholders' tendency to expect high academic achievement has changed the priorities of school policies and practices in a way that focuses on pupil achievement and attainment scores. This finding is reinforced by the questionnaire responses.

5.2.1.2. Student behaviour assessment committees

A sound behaviour management scheme does not only aim to change disruptive behaviours, but also seeks to create a school environment that provides the continuity of appropriate behaviour. Moreover, a good behaviour management scheme includes proactive strategies for reducing problematic behaviours that should be addressed within this context (Pala, 2005).

Table 5.3 Every staff member understands and implements the school's behaviour management policy.

Response	Frequency	Valid percent
Disagree	75	65.8
Agree	39	34.2
Total	114	100.0

Whilst the questionnaire data show that almost two-thirds of primary school teachers disagree with the statement that *Every staff member understands and implements the school's behaviour management policy* (65.8%, n=75/114); conversely, 39 out of 114 primary school teachers thought that there is no uncertainty and agreed with this statement (34.2%). In order to inform school staff and to follow the implementation of school behaviour management policy, a committee called the 'Student Behaviour Assessment Committee' (Turkish: Öğrenci Davranışları Değerlendirme Kurulu; this will be referred to by the acronym ODDK henceforth), is required to be formed in every Turkish primary schools to manage student behaviours (MEB, 2014). This committee aims to design, manage and assess the school's behaviour management policy for providing a school environment, that is optimal for every individual. In the current study, one-fifth of participants (20%, n=4/20) indicated that they were not familiar with this committee. All four interviewees who stated that they were not aware of ODDK work at under-performing primary schools. During the interviews, two teachers from an under-performing primary school highlighted that:

> *Excerpt 5.3*
> *I do not know anything about the school behaviour management policy at my school. (T5/U; T14/U)*

Similarly, another participant stated that:

Excerpt 5.4
There is not a clearly arranged and standardised behaviour management policy in my school. Every teacher uses their own methods and experiences for managing behaviours of challenging students. (T13/U)

The *Pre-schools and primary schools' regulation* of MoNE stipulates that every primary school is required to prepare the ODDK. On the contrary, the comments above from teachers show that a group of teachers has not been informed about this compulsory regulation by their school leadership teams. A possible explanation for this, while most participants (80%, n=16/20) indicated that they are aware of ODDK, just above half of the participants (55%, n=11/20) expressed that this committee was not implemented in practice, but prepared by the senior leadership team just so that necessary paperwork is available if requested by the MoNE. One interviewee elaborated upon this situation:

Excerpt 5.5
We have meetings about school practices at the beginning and the end of every term. All teachers and school administrators attend this meeting and organise the ODDK. However, unfortunately, the decisions taken at the meetings are not actually in practice; they are only paperwork. (T3/U)

Teachers at high-performing primary schools are more familiar with this committee than teachers at under-performing primary schools. One teacher stated:

Excerpt 5.6
The head teacher forms the ODDK at the beginning of the school term. This committee prepares short and long-term plans that will be applied by a deputy head teacher, school counsellors and teachers during the term. Members of this committee evaluate the term-time practices at the end of the school term. (T4/H)

Most interviewees believe that ODDK regulation is well prepared as a school behaviour management policy, however they stated that the implication process of the policy is problematic. One participant explained the problems in the implication of the ODDK policy in his/her school as follows:

Excerpt 5.7
Every year, we design the school behaviour policy and form ODDK regulations ... that seems a good strategy to manage problematic behaviours effectively. However, during the implication of the school behaviour policy, some issues arise; lack of collaboration, lack of professional competence of staff -teachers, admin team, school counsellors- and lack of supervision, support and review by the school leadership team. (T15/U)

Questionnaire data suggest that when asked whether they believe their school's behaviour policy works effectively regarding the behaviour management of challenging students in their school, slightly over one half of the teachers expressed negative views (54.3%, n=62/114)

Table 5.4 School behaviour policy works effectively in managing challenging student behaviours in school.

Response	Frequency	Valid percent
Disagree	62	54.3
Agree	52	45.7
Total	114	100.0

5.2.1.3.   Effectiveness of the school leadership team

Primary school teachers who participated in this study highlighted that the effectiveness of the school leadership team is a crucial factor in the behaviour management of challenging students. The interview data suggest that head teachers have a group of key roles regarding the behaviour management of challenging students, which might be classified as follows:

- Design: Forming school policies within the needs of students
- Organise: Organising a precise distribution of roles
- Supervise: Providing appropriate guidance, support and supervision to school staff during the implementation of school policies
- Integrate: Involving family and other external support sources in school practices and activities
- Evaluate: Exploring the effective and ineffective aspects of the school policy and interpreting this assessment in order to design a new school policy to apply in the forthcoming year

In this study, teachers at high-performing schools believe that they have an effective school behaviour management policy and good collaboration with the school leadership team, in terms of the behaviour management of challenging students. One teacher mentioned this effective system in the excerpt below:

Excerpt 5.8
There is a good system in my school for the behaviour management of challenging students. Distribution of roles is organised with the guidance of school counselling service. We can handle the issues in disruptive behaviours of challenging students. (T10/H)

Similarly, another interviewee in a high-performing primary school asserts that the school leadership team works effectively in reducing problematic behaviours in school. Involving experts on specific issues is seen as a critical factor for behaviour management, and an interviewee supports this idea in stating:

Excerpt 5.9
The school leadership team invites educators and experts – such as psychologists and academics – and these experts provide training and consultation on effective classroom and behaviour management to teachers several times in the school term. Receiving support from experts is very helpful for me, especially in managing the disruptive behaviours of challenging students. These practices must be provided in every school. (T4/H)

On the other hand, the majority of the teachers (n=8/10, 80%) at under-performing primary schools, believed that the school leadership team is not effective enough in managing disruptive behaviours in their schools. They assert that the head teacher is responsible for designing and managing an effective behaviour management system in the school. However, participants were aware of some problems. Almost three-quarters of participants (n=14/20, 70%) indicated that they need more support, especially in managing the behaviours of challenging students:

Excerpt 5.10
We do not have a behaviour management system in the school. I am trying to handle problems related to challenging students by using my own experience. However, I cannot say I am successful. Without a well-organised behaviour management system, helpful guidance and efficient support, a teacher cannot be successful. (T1/U)

In addition to the case described above, more than half of the teachers (n=11/20, 55%) indicated that the priority of the school leadership team is preparing paperwork, rather than the practical implementation of the policy on effective behaviour management. One teacher exemplified this issue in stating:

Excerpt 5.11

School behaviour management policies are not applicable. The head teacher must effectively guide and control the implications of the policies. When I look at what is happening in my school, I can clearly say that the head teacher's priority is paperwork. Unfortunately, the school leadership team do not seem very interested in the strategies and practices that I have been using in my classroom in order to reduce problematic behaviours of challenging students. This kind of paperwork approach has no contribution in any field of the school system. (T13/U)

Participants were asked about the perceived effectiveness of their school leadership teams with reference to the behaviour management of challenging students, and Figure 5.4 below shows their responses.

Figure 5.4 Participants' responses to the statements related to the perceived effectiveness of the school leadership team
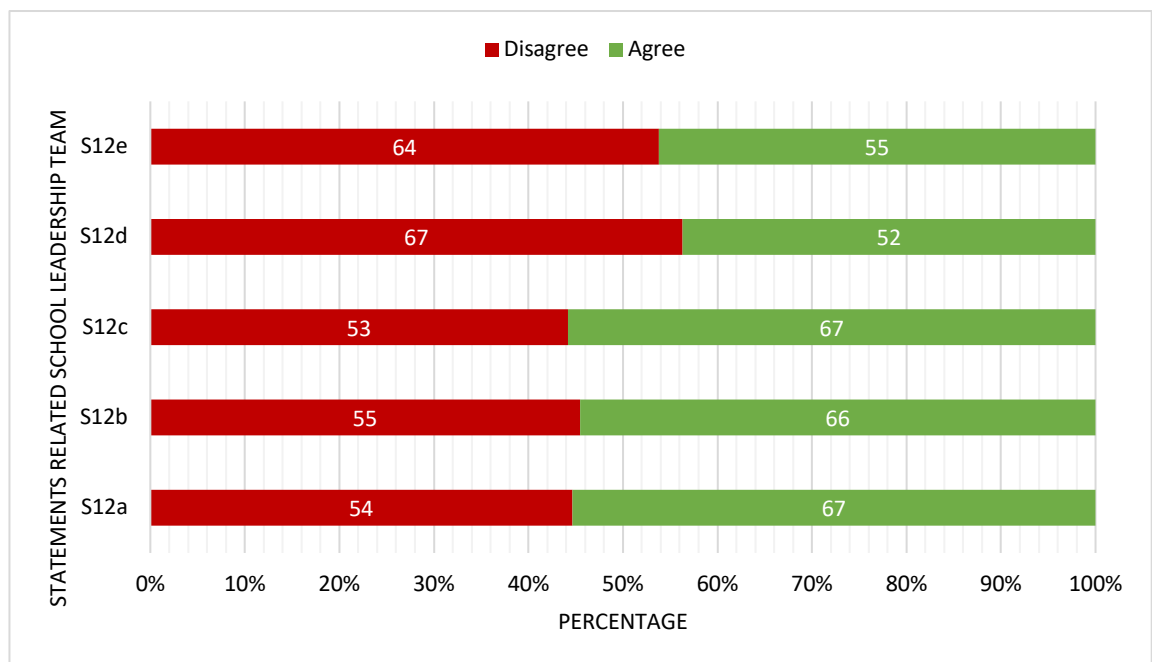
In Figure 5.4, the vertical axis presents the statements related to the school leadership team, and the horizontal axis presents the participants' response rates. The white numbers in the bars represent the frequency of the selection and, the key for the statements on the vertical axis can be explained as follows:

- S12a: The school management team is competent in managing challenging students' behaviours in the school
- S12b: The school management team is competent in preparing the school behaviour policy

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- S12c: The school management team is effective in enabling school staff to put the school behaviour policies into practice
- S12d: The school management team involves families effectively in their children's education
- S12e: Sanction and Reward system is used efficiently by the school management team to decrease the incidence of the disruptive behaviours in my school

Slightly over half of the participants agreed with the statements related to the competency of the school leadership team in managing challenging behaviours (55.3%, n=67/121), in preparing school behaviour policy (54.5%, n=66/121) and in enabling all school staff to employ the school behaviour policy (55.8%, n=67/120). On the other hand, slightly over half of the participants mentioned negative views on the statements about the school leadership team's competency with family involvement (56.3%, n=67/119) and in efficient usage of a sanction and reward system for the behaviour management of challenging pupils (53.7%, n=64/119).

According to the results, there are some differences between the participants' thoughts on the competency of the school leadership team (see Figure 5.4) and on the efficacy of the school behaviour policy (see Figure 5.3). For instance, while more than half of the participants thought that their school management team is competent in managing challenging pupil behaviours (S12a – 55.3%), more than half of them mentioned negative views on the efficacy of school behaviour policy in their school (S13b – 54.3%).

Comparing the two results, there is a contradiction in the responses of participants. A possible explanation for this contradiction might be that participants found that blaming the school behaviour policy, was easier than blaming an actual person or head of the school, as participants were aware that the school behaviour policy is prepared by the school leadership team and more than half of them (54.5%) agreed with the statement that the 'school leadership team is competent in preparing school behaviour policy'. Conversely, when asked whether they believe the school behaviour policy works effectively, more than half of the participants (54.3%) expressed negative views.

Another notable contradictory result is that; whilst more than half of the participants thought that the school leadership team was capable of enabling all school staff to put school behaviour policy into practice (see Figure 5.4 - S12c, 55.8%), over half of the participants expressed negative views when asked the extent of their agreement that every

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school staff member understands and implements the school behaviour policy (see Figure 5.3 – S13e, 65.8%). The implications of these findings will be discussed further in the Discussion chapter.

5.2.2. National policy and regulations

This section presents the participants' understanding of the government's behaviour management policy. In Turkey, the Ministry of National Education (MoNE) (Turkish: Milli Egitim Bakanligi) controls every policy and administration function of the education system. The MoNE designs and decides the policies on behaviour management of students, employment of teachers, head teachers and other school staff, subjects for the curriculum and the selection and publishing of textbooks. All private and public schools must follow the National Curriculum, and inspectors who are appointed by MoNE inspect the schools.

Figure 5.5 Participants' responses to the statements related to national policy on behaviour management in primary schools
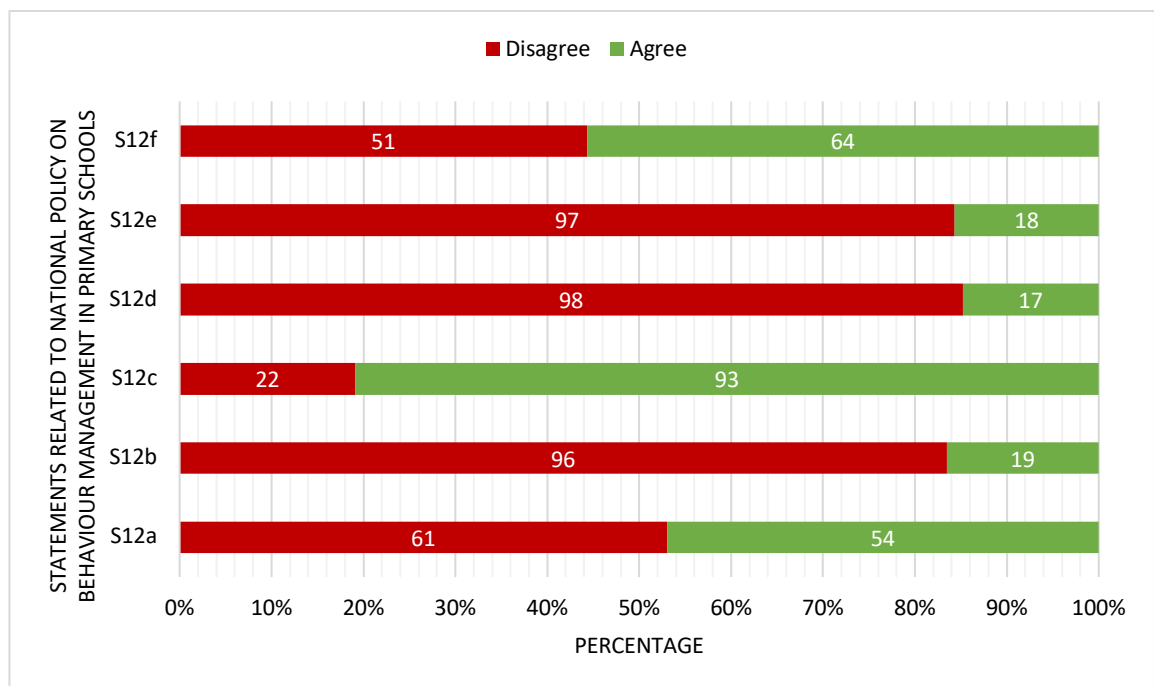
The figure above illustrates an overview of teachers' perceptions of the national policy on behaviour management in primary schools. The vertical axis presents statements on questionnaire related to national behaviour management policy, and the horizontal axis presents the percentage of the participants' responses. The white numbers in the bars represent the frequency of the selection, and the key for the Figure 5.5 is as follows:

- S12a: I use techniques suggested by national policy for managing challenging student behaviours in my lessons
- S12b: National behaviour management policy covers all behavioural problems
- S12c: National policy on student behaviour management needs to be improved
- S12d: Teacher trainees receive appropriate training on effective behaviour management of challenging students
- S12e: I get enough in-service training about behaviour management of challenging students
- S12f: Sanctions and rewards system helps challenging students to learn how to behave in the school

Figure 5.5 indicates that primary school teachers mostly disagree with the efficiency of national behaviour management policy. Statements S12d and S12e show a particularly high level of disagreement among the participants. These statements cover the appropriateness and sufficiency of pre-service and in-service training. In terms of pre-service training, teachers indicated that training before entering the profession is not appropriate enough to prepare primary school teachers to manage challenging behaviours effectively (85.2%, n=98/115). Whereas only a minority of teachers agreed that they receive effective in-service training (15.6%, n=18/115). Moreover, teachers indicated that the currently used national behaviour management policy needs improvement. While 93 out of 115 participants agreed with this statement, 96 of them thought that the national behaviour management policy does not cover all kinds of pupil behaviour problems found in primary schools (80.8%; 83.4%, respectively).

The *National Policy and Regulations* organising theme emerging from interview data includes four basic themes namely; (i) reference to the motto 'not even a single student should be lost in education', (ii) achievement and score-based system, (iii) applicability of national policy and regulations and (iv) curriculum. The majority of teachers mention that the national behaviour management policy is not efficient enough to guide teachers regarding managing the disruptive behaviours of challenging students in primary schools.

5.2.2.1.   'Not even a single student should be lost in education'

The majority of interviewees (n=16/20, 80%) from each school type (high-performing and under-performing), were familiar with the motto of MoNE's 'not even a single student should be lost in education', and they support the national policy's assertion that

every student is important in the school system. However, they hold the view that this consideration is difficult to realise because of the inadequacy of policy and practices. One of the interviewees said:

Excerpt 5.12
I support the view of MoNE which aims to educate every student. However, in practice, it is complicated to apply this objective because of many reasons; for example, parents. We need to include parents actively in the school system; however, policy and regulations are not good enough [to foster] school-family collaboration. (T2/H)

Schools should create an environment that composes an active and effective co-operation between stakeholders (for example, teachers, school management team, parents/carers), especially for the education of challenging students and 'partners recognise their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students' (Epstein, 1995, p. 701). One teacher emphasised the relationship between the quality of school facilities and effective behaviour and classroom management and stated that:

Excerpt 5.13
The 'leave no child behind' national policy is vital for the inclusion of challenging students. However, the facilities at my school are not good enough for every child. As a primary school teacher, I need some specially designed classrooms, such as drama and sports classrooms. However, I do not have enough materials even for teaching in my own classroom. (T3/U)

Although the educating every individual policy is widely supported by teachers, several issues such as the school enrolment ratio, the quality of school buildings, teacher/student and classroom/student ratios highlighted by interviewees create hurdles to reaching the target of educating and supporting every child. However, classroom size is considered a major problem in Turkish primary schools by most of the interviewees (85%, n=17/20). The connection between classroom size and the government's 'not even a single student should be lost in education' policy is presented in the excerpt below:

Excerpt 5.14
Because of the classroom size, I cannot reach every pupil's needs. It is tough to understand the differentiation of behaviours of every single child in my classroom. And without a clear understanding of the child's attitude, I cannot react conveniently to manage pupil behaviour. (T12/U)

In Turkey, class teachers are the only adult in the classroom during the lessons; there is not any kind of assistant (for instance, teaching assistants). The excerpt above summarizes class teachers' need for an adult assistant in the classroom, due to the classroom size, to support vulnerable pupils and also the achievement and score-based education system, which is explained in the following section. Implications of this situation regarding effective behaviour management in the classroom is discussed further in the Discussion chapter.

5.2.2.2. Achievement and score-based system

Currently, student achievement is regarded as the most important outcome in the Turkish educational system. Policies and practices are mostly designed for effective teaching and learning because of this performative culture in the education system (Balay, 2012; Sakız et al., 2016). One of the key duties of primary school teachers is the implementation of policies prepared by MoNE. An interviewee highlighted the intensity of teaching and learning practices in the excerpt below:

> *Excerpt 5.15*
> *While preparing the national policies, every student is accepted as equal. These policies are designed for achievement and are aimed to increase the student achievement level to a high point. MoNE inspectors judge me regarding the average level of student achievement in my classroom. This academic intensity in academic achievement is a stressor for me and I cannot allocate enough time for challenging students. (T7/U)*

Most teachers (70%, n=14/20) believe that policy and practices at the primary school level must focus on the emotional, behavioural and social development of students, in addition to academic aims, such as intense attainment in literacy and mathematics. One teacher asserted that:

> *Excerpt 5.16*
> *Focusing on academic achievement is a critical problem in the educational system. The MoNE, families, communities and head teacher define success as academic attainment. The priority of society is teaching and learning, rather than nurturing children. We can teach students the intensive academic knowledge in the late primary and secondary school levels. However, we must nurture them to be socially, emotionally and behaviourally developed humans at the primary school level and we must focus on nurturing. (T15/U)*

Moreover, quantitative data support the findings from the interviews when participants were asked whether they believe that the national student behaviour management policy needs to be improved.

Table 5.5 The national policy on student behaviour management needs to be improved.

Response	Frequency	Valid percent
Disagree	22	19.1
Agree	93	80.9
Total	115	100.0

Table 5.5 presents that while a minority of primary school teachers thought that there is no need for improvement of the national behaviour management policy (19.1%, n=22/115), there is general agreement that there is a need for an improvement in national policy regarding behaviour management (80.9%, n=93/115).

5.2.2.3.   Applicability of national policy and regulations

Currently, education, especially compulsory education, is a public policy that is formed and implemented by governments (Şişman, 2011). In Turkey, the MoNE prepares every policy, as well as behaviour management policy in schools, and the implications of this behaviour policy have several issues regarding teacher perspectives. In this study, almost all participants (n=9/10, 90%) working at under-performing primary schools mentioned the practical difficulties of implementing the national policy:

> ***Excerpt 5.17***
> *National policy is designed in a manner that every school has the same standards. My school is in a poor and deprived area. The socio-economic status of families in this area is low, and my school's facilities are in bad condition. For instance, students must watch a movie or visit a theatre to develop positive behaviour. However, in my school, there is not any television or projector, and there is not a theatre in my city. So, how can I apply this regulation? (T5/U)*

Table 5.6 presents teachers' tendency to use strategies that are suggested by national policy, in which more than half of the participants were not following national policy regarding the behaviour management of challenging students (53.1%, n=61/115).

Table 5.6 I use techniques suggested by national policies for managing challenging student behaviours in my lessons.

Response	Frequency	Valid percent
Disagree	61	53.1
Agree	54	46.9
Total	115	100.0

The disagreement of participants with this statement is discussed in the Discussion chapter (Chapter 7) to better understand why participants are reluctant to follow suggested techniques by the MoNE. In terms of the assessment of behaviour management in primary schools, MoNE inspectors assess the necessary paperwork that is required to be prepared by teachers and school leadership team. In other words, school staff are forced to prepare the documents even if they do not follow the instructions written on the documents. For this reason, the primary priority of school leadership team is preparing the paperwork. However, a teacher from a high-performing school commented:

Excerpt 5.18
SLT mainly focuses on the paperwork in terms of behaviour management policy, but also applying the policy effectively. We have good cooperation especially on managing disruptive behaviours of challenging students, and I believe that current national policy is efficient. (T10/H)

According to the MoNE (2014), the national behaviour management policy is designed with the participation of many stakeholders such as teachers, parents, academics and educational experts amongst others. However, the majority of interviewees (85%, n=17/20) in the current research claimed that there was a lack of teacher participation in the policy-making process, which causes problems in the implementation of the policies. Commenting on hearing the opinions of teachers on policymaking one of the teachers said:

Excerpt 5.19
How is the policy-making carried out? Whose opinions are more important in education; teachers or politicians? One issue is that I am not sure about [is whether the] MoNE considers teachers' opinions in the policy-making process. Another issue is the evaluation of policies. MoNE prepares a new policy, schools implement it, but the evaluation is inadequate. How effective is the policy? We do not know. (T8/H)

The National Curriculum is another influential factor for behaviour management of challenging students, and the interview and questionnaire findings of the current study are presented in the following section.

5.2.2.4. National Curriculum

One of the policies prepared by the MoNE is the National Curriculum. The decision of subjects to be included in the curriculum, and selection and publishing of textbooks is a duty of MoNE. The National Curriculum is required to be followed by all private and public schools in Turkey. More than three-quarters of participants (80%, n=16/20) asserted that the curriculum must be improved in several ways, namely; to be more inclusive, individually specific, applicable and understandable. One teacher mentioned that the curriculum must allow teachers more autonomy regarding the inclusion of challenging students, in order to teach academic tasks.

> *Excerpt 5.20*
> *Curriculum limits us with learning outcomes that are defined in the books. I think this is not good. Besides curriculum's learning outcomes, I should decide and teach specific learning outcomes to challenging students. Because sometimes, teaching only the existing ones is not fair for all children because of their learning capacity. (T6/H)*

The National Curriculum aims to provide an equal education to students who live in different parts of the country, from the capital to the farthermost countryside. Subjects and acquisitions are designed to standardise the system, and one teacher asserts that this centrally standardised curriculum places limitations on including every child and commented:

> *Excerpt 5.21*
> *There are no specific strategies to teach curriculum subjects to challenging students. The curriculum is designed by counting every individual as similar. If the teacher is not effective in including different strategies besides the curriculum's suggestions, challenging students will be more challenging because of [being asked to complete] exhausting academic tasks. (T12/U)*

Currently, student attainment is regarded as the most important outcome in the Turkish education system. This target of the education system can be seen in the curriculum by the designed learning outcomes and strategies. More than half of the participants (65%, n=13/20) mentioned that the curriculum mainly aims to educate students regarding high academic achievement. One teacher asserted that:

Excerpt 5.22
The subjects and learning outcomes of the National Curriculum are a bit more intense regarding the academic attainment for most students. However, when we talk about challenging students who are not ready to learn complicated tasks and who do not have the skills of learning, the acquisitions of the National Curriculum become unachievable. (T15/U)

The inspection of the schools is made by inspectors (different to Ofsted in England which is an independent agency, inspectors in Turkey are MoNE's employees) who are appointed by MoNE and teachers are judged by their effectiveness in teaching the curriculum to students. The structured way of the curriculum and inspectors' assessment are asserted as an important point, and the comment below illustrates a complaint from an interviewee about this assessment:

Excerpt 5.23
Inspectors judge my effectiveness by asking; Have you taught all subjects in the curriculum? If this is the target of a teacher, we must act like machines. Additionally, MoNE is very inconsistent in designing the National Curriculum. Almost every year there are some amendments to the curriculum. As a teacher, I cannot follow it. (T16/H)

Findings pertaining to the first main theme, Policy/Decision Making and Implementation, addresses the Research question 1b) and have been presented based on interview and questionnaire data on how behaviour management policy and decisions are made and implemented, and the perceived effectiveness and the extent to which these contribute to developing positive behaviours among challenging students. Attention is now turned to the second main theme, Professional Thinking and Practices, and its organising and basic themes emerging from the interview data.

5.3.   Theme Two – Professional Thinking and Practices

This section presents the interview and questionnaire findings relating to the professional practices and perspectives of primary school teachers regarding effective behaviour management of challenging students. Teachers' opinions of the most appropriate strategies for behaviour management and their practices for developing positive behaviours among challenging students are presented under this theme. Findings in this theme addresses the Research Question 1, *How do Turkish primary school teachers manage the disruptive behaviours of challenging students?*

In addressing primary school teachers' thinking regarding the cause of disruptive behaviour, participants were asked a series of questions that potentially related to disruptive behaviour in the classroom. It was asked that to what extent they agree/disagree with certain factors as being potential reasons for disruptive behaviour, and any level of disagreement (in red) is revealing in reflecting teachers' knowledge and understanding (see Figure 5.6). For ease of interpretation, strongly agree responses are combined with agree responses and strongly disagree responses are combined with disagree responses.

Figure 5.6 To what extent do you think a student's disruptive behaviour at school is related to?
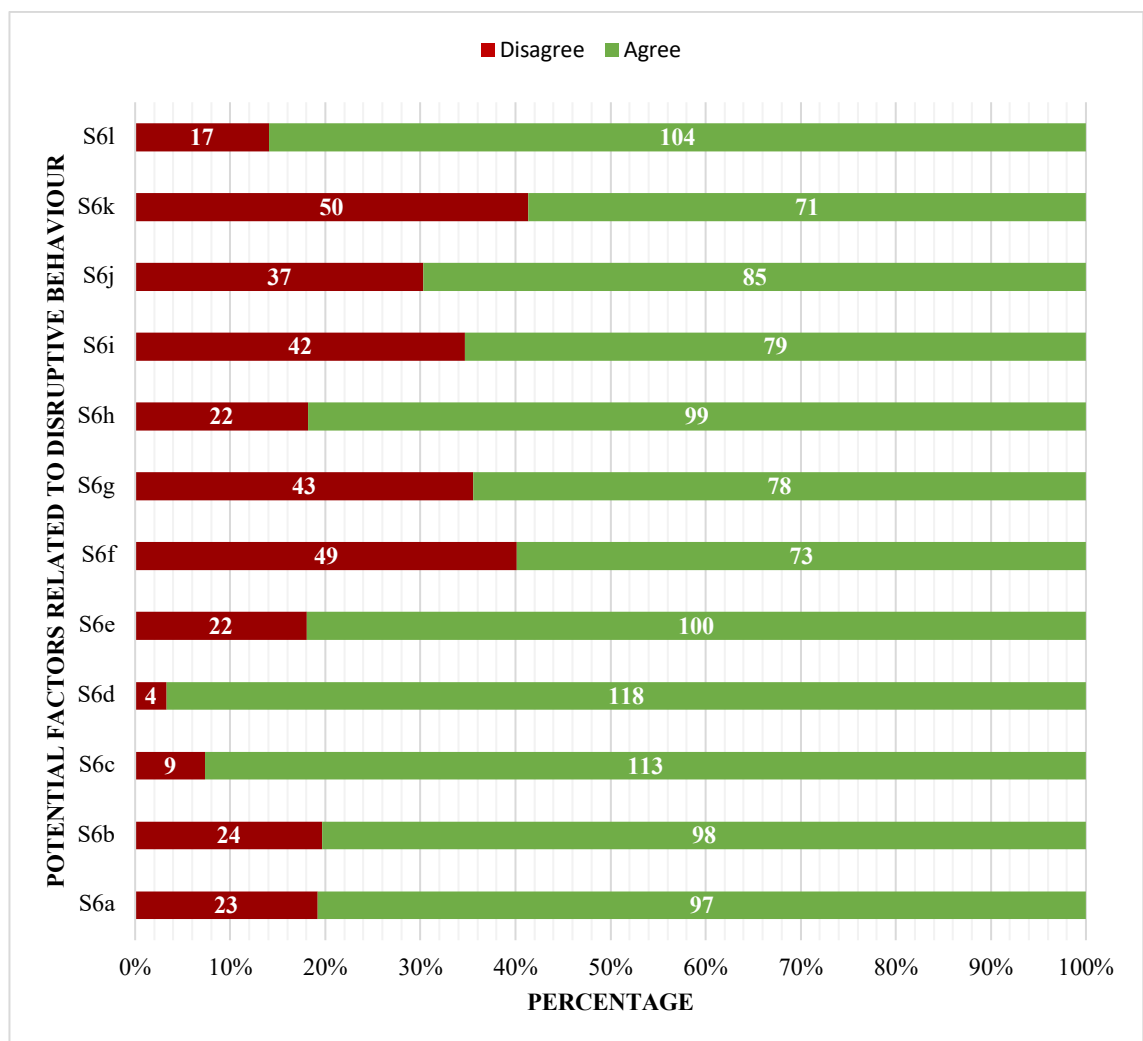
Figure 5.6 presents teachers' perceptions of the potential reasons for disruptive behaviour in primary classrooms. In the figure above, the vertical axis presents the potential factors for disruptive behaviours, and the horizontal axis presents the percentage of the participants' responses. The white numbers in the bars represent the frequency of the responses, and the key to possible reasons on the vertical axis in Figure 5.6 is as follows:

- S6a: Low engagement with learning
- S6b: Learning difficulties
- S6c: Social and emotional difficulties
- S6d: Troubled home environment
- S6e: Difficulties with friendships/peer relationships
- S6f: Difficulties related to the teacher(s) at school
- S6g: Deep-seated anxiety
- S6h: Feelings of shame/fear/anger/envy
- S6i: Sense of being misunderstood
- S6j: Sense that others do not like him/her
- S6k: Loyalty and commitment to the peer group
- S6l: Disruptive behaviour communicates inner distress

As seen in Figure 5.6, in teachers' understanding, disruptive behaviour of pupils in the classroom might be potentially related to: Troubled home environment (96.7%, n=118/122), and Social and emotional difficulties (92.6%, n=113/122). On the other hand, according to teachers' perceptions, there is notably less consensus about the potential factors that may be related to disruptive behaviour in classrooms: Loyalty and commitment to peer group (58.6%, n=71/121), Difficulties related to teacher(s) at school (59.8%, n=73/122), Deep-seated anxiety (64.4%, n=78/121) and Sense of being misunderstood (65.2%, n=79/121).

The findings above show when asked whether teachers believe pupils disruptive behaviours might be related to, there is notably less consensus amongst participants on the psychological/psychodynamic factors (the factors from S6g to S6l are psychological/psychodynamic factors that are identified in the related literature; see Nash, Schlosser & Scarr, 2015). Disagreement, which is shown in the red colour at Figure 5.6, covers more place in the psychological factors than other factors such as Deep-seated anxiety (64.4%, n=78/121), Sense of being misunderstood (65.2%, n=79/121), Loyalty and commitment to peer group (58.6%, n=71/121) and Sense that others do not like him/her (69.6%, n=85/122). However, another psychological factor, Feelings of shame/fear/anger/envy, was considered as a factor that may be the reason for disruptive behaviour in the classroom (81.8%, n=99/121). Implications of these findings for the current study will be examined in the Discussion chapter.

One of the items in the questionnaire asked respondents to articulate their opinions on effective behaviour management, and to provide three different words/phrases that describe effective behaviour management. In response to this question, a range of responses was elicited.

Figure 5.7 Can you describe effective behaviour management in three words/phrases?

In total, 274 words/phrases were identified by participants and Figure 5.7 illustrates these words/phrases in size depending on their frequency. The word cloud gives greater prominence to words that were indicated more frequently by respondents. These responses were analysed thematically, and three groups of words/phrases emerged regarding effective behaviour management. These groups are classified as follows:

- Creating an atmosphere of mutual caring and respect (n=149/274)
- Discipline (n=58/274)
- Teacher characteristics and classroom practices (n=67/274)

It is apparent from Figure 5.7 above that 'caring' is the most frequently cited word (16.0%, n=44/274). It has been included in the category 'Creating an atmosphere of mutual caring and respect'. The other most repeated words/phrases indicated in this category are (in order of frequency) empathy (n=25/274), effective communication (n=20/274), respect (n=19/274), tolerance (n=16/274), and trust (n=14/274).

The second group 'discipline' encompasses words/phrases related to behaviourist approaches to managing classroom behaviour. The most striking words/phrases indicated

in this group (in order of frequency), being consistent in actions (n=19/274), reward (n=16/274), and discipline (n=13/274).

The third group comprises words/phrases describing teacher characteristic and classroom practices that are used for effective behaviour management. In order of frequency, these words/phrases are, being a good role-model (n=11/274), effective counselling (n=9/274), and sharing responsibility (n=7/274).

Together these results provide valuable insights into primary school teachers' perceptions of effective behaviour management. As Figure 5.7 illustrates, forming a classroom environment which is characterised by mutual understanding, positive relationships, empathy and sympathy is essential for managing disruptive behaviours effectively. However, establishing rules, rewarding and sanctioning and being consistent in those actions are also considered necessary by respondents.

The main theme professional thinking and practices contains two organising themes namely; (i) Sanctions and rewards system and (ii) Teacher practices.

5.3.1. Sanctions and reward system

The national policy of MoNE establishes broad guidelines within which schools should act in order to manage student behaviours. Schools can prepare short-term and long-term action plans to reduce problematic behaviours and develop positive ones. The school leadership team primarily manage these practices depending upon guidelines from MoNE, and both MoNE's behaviour management policies and school's behaviour management policies are formed by considering the sanctions and rewards and system. Teachers are expected to follow the school's sanction and reward system in managing behaviour. The system is based on a hierarchical framework of clearly defined targets and sanctions and rewards for good and bad behaviours respectively (Nash et al., 2016; Rogers, 2012). In Turkey, the sanction and reward system is widely used by school staff in primary classrooms, and existing literature indicates that it is an effective way of managing behaviour at school (for example, Balay, 2012), however, the value of this behavioural approach for challenging students is still questionable in Turkish primary schools because of the lack of evidence-based research in the relevant literature (Sakız et al., 2016).

Table 5.7 presents teachers' perceptions of the practice of sanction and reward systems by their school leadership team and to what extent they find their school leadership team uses this system effectively.

Table 5.7 Sanction and Reward system is used efficiently by the school leadership team to decrease the incidence of the disruptive behaviours in my school.

Response	Frequency	Valid Percent
Disagree	64	53.8
Agree	55	46.2
Total	119	100.0

It is notable that participants have slightly more negative views on the efficiency of the Sanctions and rewards system that was employed by the school leadership team in decreasing the incidence of the disruptive behaviours in their schools. A small majority of the participants disagreed when asked if the sanctions and rewards system that was employed by their school leadership team is efficient (53.8%, n=64/119).

In this section, there are two basic themes relating to the sanction and reward system, namely; (i) the impact of the behaviourist approach principles, and (ii) the effectiveness of the sanctions and rewards system.

5.3.1.1. Impact of the behavioural approach principles

In Turkish primary classrooms, there are well-designed classroom and school rules in which the behavioural approach is considered a key element. All interviewees (100%, n=20/20) mentioned that they prepared classroom rules at the beginning of the term and they highlighted that pupils in their classroom participate in determining these rules. One teacher from an under-performing primary school stated that:

> ***Excerpt 5.24***
> *There is a classroom rules board in my classroom which describes wanted behaviours and unwanted behaviours. Students can easily see and read it, and if a student behaves disruptively his/her peers warn him about the rules. If the peer warning does not work, there are some sanctions which we all decided together. (T3/U)*

Another teacher from a high-performing primary school mentioned the importance of student opinions and considering their opinions in the decision-making process and said:

Excerpt 5.25
Respect is the main direction in our classroom culture. Every individual must respect peers' opinions and classroom rules. If a student behaves disruptively, we have a debate about the disruptive behaviour and try to explain to the student that his/her behaviour is out of the classroom rules. (T17/H)

Almost all participants (95%, n=19/20) indicated that they use a behavioural approach to identify the classroom rules regarding managing behaviours of pupils in their classrooms. One teacher exemplifies the importance and necessity of the behavioural approach by stating:

Excerpt 5.26
Rewarding good behaviours and sanctioning bad behaviours is crucially important. The student must clearly understand that his or her behaviour is wanted or unwanted in the classroom. Another point, students must be aware that the teacher is the boss. For example, God uses this system. If you are a good human, you will go to heaven. On the contrary, if you are bad, you will go to hell. It is as simple and basic as that. (T14/U)

In the questionnaire, participants were asked what they think about using a sanction and reward system on managing the disruptive behaviours of challenging students. It was an open-ended question, and 84 out of 130 participants expressed their views (64.6%). There is a consensus on the view that a sanction and reward system is useful in the short-term but has limited long-term value. A total of 59% of respondents thought that to make the positive behaviour permanent, a sanction and reward system should be supported by other strategies. Talking about this issue a teacher mentioned:

Excerpt 5.27
Sanction and reward system works but in a limited time. Developing positive behaviour is a complex task, and we should consider psychological, social, and emotional aspects of child and of course parental situations. (T4/H)

Moreover, it is notable that one third of participants indicated that they support rewarding rather than sanctioning (33.0%, n=43/130).

5.3.1.2. Effectiveness of the sanction and reward system

In this research, interviewees highlighted that they widely use the sanctions and rewards system and find this system very useful in behaviour management. However, half of them (50%, n=10/20) mentioned that they use mostly rewards for good behaviours rather than any sanction or punishment. A teacher claimed that:

Excerpt 5.28

The sanctions and rewards system has a significant effect on the behaviour management process. Rewarding positive behaviour is very effective in strengthening and enforcing the positive behaviours of students. Of course, it should be determined before which reward is more promotive. Moreover, students must be rewarded with specific special rewards. (T3/U).

Teachers were asked to indicate to what extent they agree with the statement about the effectiveness of the sanction and reward system and their responses were equally distributed (see Table 5.8). While 49.6% of participants disagreed with the statement (n=57/115), 50.4% were positive (n=58/115).

Table 5.8 The sanction and reward system is the most efficient technique in managing student behaviours.

Response	Frequency	Valid percent
Disagree	57	49.6
Agree	58	50.4
Total	115	100.0

'Discipline' is one of the mentioned terms by participants in the current study (see Figure 5.7), and it is also an essential priority for primary schools in Turkey, as well as in England. School behaviour management policies are formed by preparing a hierarchical framework based on values, morals and ethics, with specific behaviours and the usage of some kinds of sanctions and rewards to be successful on the identified targets. Whilst, a minority of teachers (20%, n=4/20) support the idea of using a strict sanction or punishment-based system in their classrooms, they claimed that the sanction and reward system is beneficial for behaviour management as well as discipline. A teacher from a high-performing primary school indicated:

Excerpt 5.29

Sanctions and rewards have an essential position in a human's life. For instance, laws. If someone parks inappropriately, s/he gets a penalty. It is inevitable to use this system in behaviour management of students. Rewards must be specific regarding individual differences between students, and I must decide the ideal reward that is an incentive for positive behaviour. Sanction/punishment is crucial for informing the student that his/her behaviour is problematic. We need to be strict on the usage of sanctions and rewards to clearly explain to the student that his/her behaviour is either good or bad. (T8/H)

When teachers from high-performing primary schools were dealing with challenging students, they were less likely to use the sanctions and rewards system as a single strategy.

They support the idea that the sanctions and rewards system is an important factor in the process of behaviour management; however, they believe that there should be a combination of different techniques in managing disruptive behaviours. A teacher criticised the sanctions and rewards system for its ineffectiveness with behaviour consistency and claimed that:

> ***Excerpt 5.30***
> *Using rewards can be useful in the short-term, but it is risky. The student may behave in a wanted way because of the reward. Even though the disruptive behaviour seems to be overcome, I think in long-term the student will not be able to internalise the desired behaviour. (T2/H)*

On the one hand, some students might understand the sanctions and rewards system as bribery, and they may behave in an appropriate and desirable way within school borders. On the other hand, some of them cannot understand a sanction or a reward. One teacher at a high-performing school exemplified this:

> ***Excerpt 5.31***
> *The use of sanctions and rewards for challenging students can be ineffective. Think about a child who was overly rewarded and overly coddled during his/her childhood before school age. This child will be senseless to the rewards that I use. Vice versa, think about a child who used to get punishments regularly during his/her childhood. Any sanction that I use will make him/her more reactive and challenging. The sanctions and rewards system can increase the anxiety level of challenging students, and I prefer not to use this system in the behaviour management of challenging students. (T18/H)*

A high percentage of participants (80%, n=16/20) who were interviewed, asserted that the disruptive behaviours of challenging students are more difficult to manage than their fewer challenging peers. Findings of the current research highlight that there may be underlying psychological/psychodynamic reasons challenging students' disruptive behaviours such as early life traumatic experiences. Table 5.9 presents data on teachers' perceptions of the efficacy of the sanction and reward system on teaching appropriate behaviour to challenging students.

Table 5.9 Sanction and reward system helps challenging students learn how to behave in the school.

Response	Frequency	Valid percent
Disagree	51	44.3
Agree	64	55.7
Total	115	100.0

With respect to participants' views on the value of the sanction and reward system, Table 5.9 shows that slightly more than half of the participants believed that a sanction and reward system helps challenging students learn how to behave in the classroom (55.6%, n=64/115).

Interviewees were aware that a Sanctions and rewards system has a vital role in behaviour management, but it does not work every time with the most challenging students. One primary school teacher with 31 years of teaching experience mentioned that the Sanctions and rewards system was not sufficient, especially for challenging students, and claimed that this system causes these learners to behave more disruptively. The informant exemplified his experience of behaviour management with challenging students in the excerpt below:

> *Excerpt 5.32*
> *Throughout the first 15 years of my teaching experience, I had used the Sanctions and rewards system as the behaviour management strategy in my classroom. However, I realised that it was not ideal and what is more it was a wrong strategy for challenging students. Since then I have started to try different strategies, for instance, group work. I have been forming a classroom environment that is driven by respect, communication and achievement. (T4/H)*

Although the sanction and reward system have some advantages and some limitations, it is widely implemented by Turkish primary school teachers. Participants mentioned several strategies for the behaviour management of challenging students based on this system. The following organising theme presents techniques that are used by teachers to manage behaviour in the classroom.

5.3.2. Teacher practices regarding behaviour management

In Turkey, policies and regulations are designed by the MoNE and teachers are responsible for implementing these policies in their classrooms. The MoNE designs and selects not only the textbooks which include the National Curriculum, but also a teacher

guidebook which is designed for supporting the teaching of the selected textbooks. Whereas the teacher guidebook includes pieces of advice for implementing behaviour management strategies during the lesson, primary school teachers have the autonomy to select an appropriate strategy to implement in their classroom. It is notable that there is a misunderstanding on this subject; nearly half of the interviewees (40%, n=8/20) believed that they do not have autonomy related to the strategies they use to manage pupil behaviour in the classroom.

In order to understand teacher practices regarding managing disruptive behaviour, participants were asked to indicate their opinions on a group of disruptive behaviours and how challenging they are to manage (see Figure 5.8).

Figure 5.8 To what extent do you find the disruptive behaviours below challenging to manage?
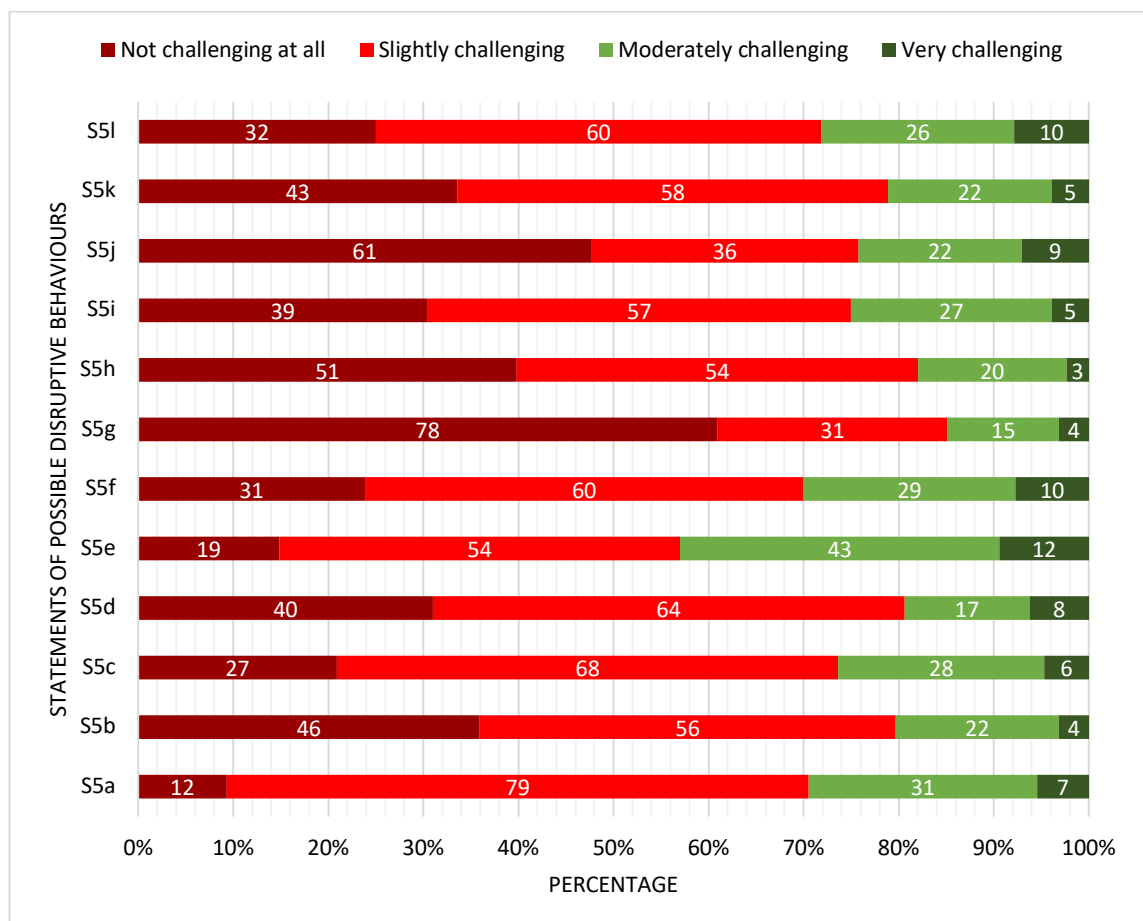
Figure 5.8 presents teachers' perceptions of the manageability levels of disruptive behaviours during lessons. The vertical axis presents possible disruptive behaviours in lessons, and the horizontal axis presents the percentage of the participants' responses. The

white numbers in the bars represent the frequency of the response, and the key for possible disruptive behaviours in the lesson on the vertical axis can be explained as follows:

- S5a: Not remaining on the task in lessons
- S5b: Arguing when reprimanded or corrected
- S5c: Disobeying established classroom rules
- S5d: Refusing to obey directions of the teacher
- S5e: Distracting peers and/or the teacher
- S5f: Ignoring the feelings of others
- S5g: Running away from the classroom
- S5h: Breaking things or damaging peers' properties
- S5i: Bullying amongst peers
- S5j: Stealing
- S5k: Being verbally aggressive to peers and/or teacher
- S5l: Fighting amongst peers

The most notable comment from these findings is that teachers, overall, indicated that they found all disruptive behaviours the key challenge in managing the classroom. There is a consensus on the response of 'slightly challenging', 'moderately challenging' and 'very challenging' for 11 out of 12 disruptive behaviours, other than statement S5g. Moreover, the most notable disruptive behaviours that are indicated as 'not challenging at all' were Running away from classroom (60.9%, n=78/128), Stealing (47.7%, n=61/128) and Breaking things or damaging peers' properties (39.8%, n=51/128). On the other hand, Distracting peers and/or teacher and Not remaining on the task in lessons were considered challenging to manage by primary school teachers. Distracting peers and/or teacher disruptive behaviour was perceived by 54 participants to be 'Slightly challenging' (42.2%, n=54/128), 43 participants to be 'Moderately challenging' (33.6%, n=43/128) and 12 participants to be 'Very challenging' (9.4%, n=12/128).

In this section, attention is given to the implementation strategies of primary school teachers regarding the behaviour management of challenging students. This organising theme contains four basic themes; (i) Proactive/reactive strategies, (ii) Giving responsibility to challenging students, (iii) Recognition and encouragement of the achievements of challenging student and (iv) Teachers are not superheroes.

5.3.2.1. Proactive/Reactive strategies for managing behaviour

Reactive strategies aim to respond to disruptive behaviour soon after its occurrence. On the other hand, using proactive strategies which aim to prevent a possible disruptive behaviour before it has occurred is more appropriate in the long-term for the behaviour management of the most challenging students (Atici, 2007). In this study, more than half of the interviewees (55%, n=11/20) stated that they tend to use reactive strategies in their classrooms. Two teachers, one in an under-performing primary school and the other in a high-performing primary school, stated that:

Excerpt 5.33
There is a list of rules in the classroom which includes a list of good behaviours and bad behaviours. I reward good behaviours and punish bad behaviours. (T5/U, T6/H)

On the contrary, teachers (45%, n=9/20) who believe that proactive strategies are more useful than reactive strategies, support the idea that designing a classroom environment that prevents the occurrence of problematic behaviours is key to effective behaviour management of pupils. One teacher exemplified this in the excerpt below:

Excerpt 5.34
At the beginning of the term, I want a letter from parents which includes information about their child, such as, life at the home, hobbies, phobias, skills and so on. This helps me to understand who this newcomer child is. I prepare my classroom for the needs of all children, and I design my classroom rules to help them feel secure in the classroom. (T4/H)

Table 5.10 I use proactive strategies (i.e. establishing clear and understandable rules) for managing challenging students' behaviours.

Response	Frequency	Valid percent
Disagree	5	4.4
Agree	109	95.6
Total	114	100.0

Table 5.10 shows teachers' responses to the statement 'I use proactive strategies (i.e. establishing rules) for managing challenging students' behaviours. There is general agreement regarding the usage of proactive strategies among primary school teachers in Turkey (95.6%, n=109/114).

5.3.2.2.   Giving responsibility to challenging students

In this study, a high percentage of teachers (70%, n=14/20,) stated that giving responsibilities to challenging students, is a helpful way to include them in class activities and improve their sense of self-worth. A teacher shared their experience of doing so in the extract below:

> *Excerpt 5.35*
> *There was a student in my classroom who has a tendency of bullying and violence towards peers. I used sanctions because of his problematic behaviours, but that did not work. I decided to give him a responsibility – controlling and warning peers about dirty shoes in the winter season. He had a chance to contact me directly by presenting a daily report at the end of the day, and I said to him 'good job'. When he started to do his duty, he had gradually stopped physical violence behaviour towards his peers. This experience showed me that some challenging students want to be seen as a valuable person. Perhaps, his behaviours and opinions were unnoticed by his family. (T3/U)*

Seeking the teacher's attention is perceived as a form of disruptive behaviour by teachers and a source of distraction for the teacher and peers during lessons. One teacher shared her experience with a challenging student who disrupted the lesson in order to get her attention:

> *Excerpt 5.36*
> *One of my students was trying to get my attention every time during the lesson. For this reason, she was behaving disruptively. I gave her some responsibilities by considering her skills. [That way] she got my attention when she is on duty about the responsibility, I gave her. These easy tasks helped me to teach her when to get my attention. (T6/H)*

Giving responsibility to challenging students is a technique that is commonly used by Turkish primary school teachers, and this technique also includes praise for and encouragement of the achievements of the pupils concerned.

5.3.2.3.   Recognition and encouragement of the achievements of challenging student

The performativity culture of today's education system is an obstacle for challenging students trying to adapt to the school culture (Geddes, 2006). Teachers asserted that giving responsibility to challenging students, presented in the previous basic theme, is an effective technique for behaviour modification. However, the participant teachers also

highlighted that these responsibilities must be in accordance with the students' capabilities. The majority of primary school teachers (80%, n=16/20) interviewed in this study, claimed that finding an appropriate task for the challenging pupil is a helpful way to make them feel successful. One teacher stated:

Excerpt 5.37
Every child has a different imagination. I try to find at least one subject, discipline or activity for every individual. If I cannot find one, the challenging student will feel useless. However, if I find one, s/he can beat his/her learned helplessness. (T3/U)

Another teacher shared his experience with a challenging student and emphasised the importance of understanding the activities and tasks that a challenging pupil can complete. If an appropriate task is designated for the challenging student, s/he will have a chance to experience success and to improve their skills:

Excerpt 5.38
There was an immigrant student in my classroom who was struggling to adapt to the school culture. It was very difficult to involve her in classroom activities; she was crying. I realised that she has excellent skills in sports, athletics and tennis. I suggested her parents send her to sports courses and I demanded help from the physical activity teacher. She won awards in competitions, and the feeling of achievement helped her get involved in classroom activities. (T4/H)

Recognising and encouraging the skills of a challenging pupil is a technique that is widely used by primary school teachers in Turkey. However, according to the informants, this practice includes the active co-operation of parents/carers and internal and external support sources. Without efficient support, teachers cannot foster the feeling of success within challenging students, the following section includes findings related to this lack of support.

5.3.2.4.   Teachers are not superheroes

The professional competence of teachers is a key factor in managing the behaviours of challenging pupils. According to Geddes (2006, p. 2-3) '… teachers are not expected to become therapists! But teachers can work therapeutically [with a deeper understanding of the behaviours and a greater awareness of potential reasons of behaviours of pupils] with greater insight into and understanding of pupils' difficulties and experiences'. Experienced teachers (45%, n=9/20) in both high-performing and under-performing

primary schools, claimed that the professional competence of primary school teachers in Turkey is of a good standard. However, managing the problematic behaviours of challenging students is an arduous task, and they stated that they are not superheroes who have a magic stick in their hands to improve behaviour quickly or easily.

Figure 5.9 Participants responses to the statements related to teacher-student dynamics in the classroom
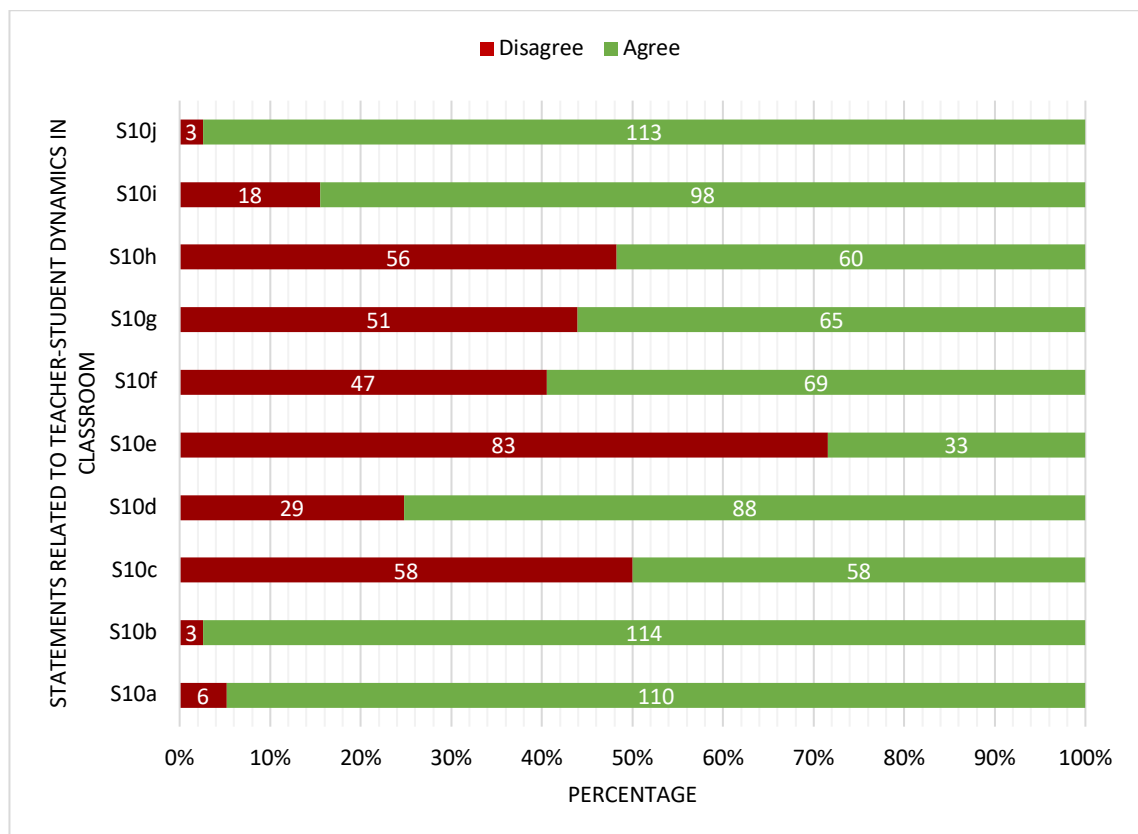
Figure 5.9 presents teachers' perceptions on teacher-student dynamics in the classroom. The vertical axis presents statements on questionnaire related to classroom dynamics, and the horizontal axis presents the percentage of the participants' selection. For ease of interpretation, strongly agree responses are combined with agree responses and strongly disagree responses are combined with disagree responses. The white numbers in the bars represent the frequency of the selection, and the key for Figure 5.9 is as follows:

- S10a: Some students behave disruptively during my lessons
- S10b: Some students distract their peers and/or me in my lessons
- S10c: Bullying amongst students occurs in my classroom
- S10d: Fighting often occurs amongst peers in my classroom
- S10e: I feel incompetent when disruptive behaviour occurs in my lessons

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- S10f: I feel stressed when some students distract their peers or me
- S10g: I feel stressed when bullying amongst students occurs
- S10h: I feel stressed when fighting amongst peers occurs
- S10i: If I struggle with disruptive behaviour in my lessons, I ask colleagues for advice
- S10j: I establish class rules with my students to encourage positive behaviour

Figure 5.9 shows that there is general agreement on the following statements related to teacher-student dynamics in the classroom: Some students distract their peers and/or teacher during lessons (97.4%, n=114/117), Teacher establishes class rules with students to encourage positive behaviour (97.4%, n=113/116) and Some students behave disruptively during lessons (94.8%, n=110/116). Despite the occurrence of disruptive behaviours during lessons, the majority of participants felt competent to manage disruptive behaviour and they mostly selected Disagree for statement S10e, I feel incompetent when disruptive behaviour occurs in my lessons (71.6%, n=83/116). While primary school teachers feel competent to manage disruptive behaviours during lessons, the statements that sought more detailed answers suggest that more than half of participant teachers feel stressed when: Some students distract their peers and/or themselves (59.5%, n=69/116), Bullying amongst students occurs (56.0%, n=65/116) and Fighting amongst peers occurs (51.7%, n=60/116). Moreover, there is wide consensus that teachers ask their colleagues for advice if they struggle to manage disruptive behaviours in their classrooms (84.5%, n=98/116). This suggest a support mechanism is in operation for the staff concerned.

One teacher mentioned the importance of the participation of all stakeholders (for example, the school leadership team, family and school counsellors) in supporting teachers regarding effective collaboration with them while managing disruptive behaviours in the extract below:

> **Excerpt 5.39**
> *There are three key factors that must be involved during the behaviour management of a challenging student. First, a teacher, who should understand the problem and use the ideal strategy. Second, family collaboration and support. And third, the school leadership team and experts involved by the leadership team's guidance. I am not a superhero. (T10/H)*

Another teacher mentioned that there is a cultural diversity around the country and students from different cultures have different characteristics. He emphasised that:

Excerpt 5.40

I am not a superhero. As a teacher, I must have a comprehensive teacher training programme before entering the profession. School facilities must be well-designed. The school leadership team and school counsellors must help me effectively and the family must collaborate with me. (T6/H)

To summarise, findings pertaining to the second main theme, Professional thinking and practices, addresses the Research question 1, *How do Turkish primary school teachers manage the disruptive behaviours of challenging students?,* has shown that teachers who are working at high-performing primary schools are more aware of their roles than teachers who are working at under-performing primary schools. Moreover, participant teachers use a sanctions and rewards system as a primary behaviour management strategy, however, besides sanctions and rewards they mostly employ strategies which are giving learners responsibility to try to find a task that the challenging student is capable of and try to encourage this skill to make them feel successful. Furthermore, interviewees highlight the importance of the collaboration between stakeholders in managing the behaviour of challenging students. Six primary school teachers used the sentence 'I am not a superhero' with the exact same wording during their respective interview.

The need for active and effective collaboration between stakeholders with accessible internal and external sources of support is one of the main findings of this study. The following section presents the third theme that emerges from the data analysis; Supportive sources and institutions.

5.4. Theme Three: Internal and External Support Sources and Institutions

This section provides findings concerning the external and internal sources of support available to school staff in managing the disruptive behaviours of challenging pupils in primary schools. Teachers' opinions on the ideal supportive sources and organisations, related to developing positive behaviours among challenging students are presented under this theme. Table 5.11 presents teachers' opinions on whether they need support to manage the disruptive behaviours of challenging students.

Table 5.11 I do not need extra help for managing behaviours of challenging students in my classroom.

Response	Frequency	Valid percent
Disagree	81	70.5
Agree	34	29.5
Total	115	100.0

It is seen in the table above that the majority of participants felt that they need extra help to manage the behaviours of challenging students in their classrooms (70.5%, n=81/115). In light of these data, Figure 5.10 below shows the sources of support that participant teachers received for behaviour management provides information about the type of support sources that teachers receive during the school term.

Figure 5.10 below presents the sources of support teachers receive regarding the behaviour management of challenging students. The vertical axis presents the percentage of participants' selection and the horizontal axis presents the support sources and institutions. The white numbers in the bars represent the frequency of the selection.

Figure 5.10 What sources of support do you/your school receive regarding effective behaviour management during the school term?
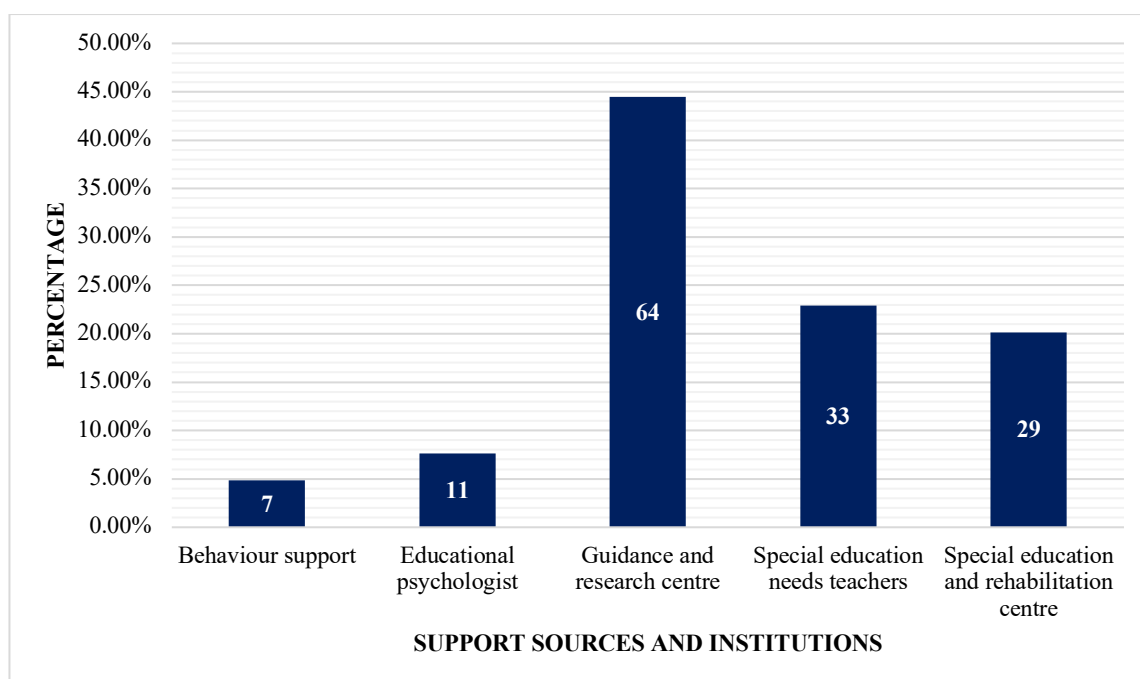
The most notable institution that supports teachers during the school term according to Figure 5.10, is the Guidance and Research Centre, which is affiliated to the MoNE (44.4%, n=64/144). Primary school teachers who participated in this research also indicated that Special education needs teachers (22.9%, n=33/144) and Special education

and rehabilitation centre (20.1%, n=29/144) were supporting them during the school term. The implication of the findings of this question will be examined and presented in detail in the Discussion chapter (Chapter Seven).

This theme, Supportive sources and Institutions is comprised of two organising themes namely: (i) Supportive sources and organisations in school and (ii) External supportive sources and institutions, and attention is given to the emerging basic themes.

5.4.1. Support sources and organisations in school

In Turkey, there is a group of internal support sources in primary schools for supporting primary school teachers and pupils in managing/regulating disruptive behaviours. These are the school counselling service and special education teachers. More than half of teachers (65%, n=13/20) stated that support from the internal services is not sufficient enough. Moreover, there is a consensus that a good quality support service enables teachers to effectively manage the behaviour of challenging students by supervising teachers and parents/carers. This section provides the opinions of interviewees on the effectiveness of the support services, and this organising theme includes two basic themes: (i) the school counselling service and (ii) special education teachers.

5.4.1.1. School counselling service

In Turkey, according to the Guidance and Psychological Counselling Services Regulation (MEB, 2001), there must be at least one school counsellor in every school, or a school counsellor from outside of the school is responsible for supporting schools if the number of pupils is too low (for instance, rural schools) and the duties of school counsellors are:

- to support the social and behavioural development of students
- to help students overcome emotional problems
- to guide and support teachers in managing troublesome behaviours in their classrooms

Table 5.12 Do you or your school receive support from a school counsellor during the school term?

Response	Frequency	Valid percent
Disagree	76	67.3
Agree	37	32.7
Total	113	100.0

Table 5.12 suggests that two out of three primary school teachers receive support from a school counsellor during the school term (67.3%, n=76/113). It is surprising that even though every teacher in primary schools can receive support from school counsellors, one third of them claimed that they do not do so (32.7%, n=37/113). There could be several possible explanations for this notable finding, which are examined in the Discussion chapter (Chapter Seven).

Figure 5.11 Participants' responses to the perceived effectiveness of the support received from the school counselling service
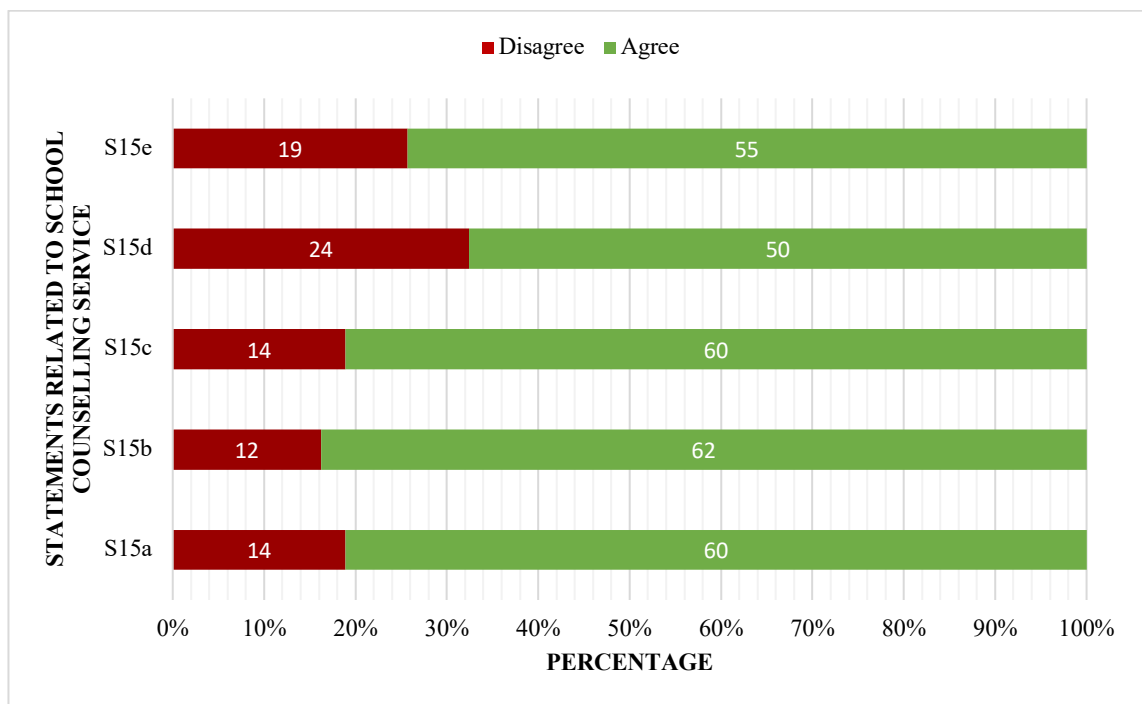
The figure above presents teachers' perceptions of the support that they receive from school counselling services. The vertical axis presents the statements related to school counselling services, and the horizontal axis presents the percentage of participants' selection. The white numbers in the bars represent the frequency of the selection, and the key to Figure 5.11 on the vertical axis is as follows:

- S15a: I can get help from the school counselling unit whenever I need
- S15b: School counselling services are helpful in managing the behaviours of challenging student
- S15c: School counsellors are aware of the issues between child and parent relationships
- S15d: School counsellors know how to deal with problematic behaviours connected with child and parent relationships

- S15e: School counsellors who work with the school are professionally competent

As Figure 5.11 shows, there is general agreement across all participants that the school counselling service supports primary school teachers effectively in managing disruptive behaviours. It is notable that teachers thought that school counsellors were capable of dealing with the disruptive behaviours that occur because of the quality of their child/parent relationships (67.6%, n=50/74).

All interviewees (n = 20/20, 100%) indicated that the school counselling service has an essential duty in primary schools to support them in managing the disruptive behaviours of challenging students. One teacher who works at a high-performing primary school summarised the role of school counsellors regarding behaviour management of challenging students as follows:

> *Excerpt 5.41*
> *For managing behaviours of challenging students, I look for help from the school counselling service. Firstly, I need to inform the school leadership team about my challenging student and the school leadership team invites school counsellors. We have a meeting about what to do and then the school counsellors lead the process. If needed, the family might be invited. (T2/H)*

Another teacher mentioned the guidance duty of the school counsellor in the excerpt below:

> *Excerpt 5.42*
> *The school counselling service provides informative seminars for teachers and families several times during the school term. Another activity of school counsellors is supervising. Monitoring the behaviour management process of a challenging student creates a chance to evaluate the strategies that are used so far. (T10/H)*

Whilst every participant asserts the key role of the school counselling service in the behaviour management of challenging students, the need for professional competence of school counsellors is underlined. Figure 5.11 shows that three quarters of participants thought that school counsellors are professionally competent (74.4%, n=54/74), the interview findings show that nearly half of primary school teachers (45%, n=9/20) mentioned that school counsellors should be more skilled, and school counsellors should more actively participate in the behaviour management of challenging pupils. A teacher from an under-performing school complained about the professional competence of school counsellors in the excerpt below:

Excerpt 5.43
Services of school counsellors are inefficient. Perhaps, I think we need to get advice from a psychologist besides school counsellors. School counsellors must be more competent regarding behaviour management strategies and they must advise on specific strategies for challenging students' disruptive behaviours. (T11/U)

To summarise, all interviewees highlighted that the school counselling service is an important supportive source in school. The role of school counsellors in supporting challenging pupils is mentioned by participant teachers, in highlighting counsellors position, regarding understanding the potential reasons of disruptive behaviours, referring disruptive pupils to relevant institutions (for example, Guidance and Research Centre) and following and observing pupils who have individualised special education plan (similar to Education, Health and Care Plan in England). They stated that school counsellors are the primary source of advice regarding managing the problematic behaviours of challenging students. However, the professional competence of school counsellors is criticised by some interviewees.

5.4.1.2. Special education teachers

One of the support sources available in Turkish primary schools is special education teachers. MoNE behaviour policy asserts that if there is more than one pupil in need of special education because of their learning, social, emotional and behavioural difficulties, the school is required to form a special education classroom to support the special education needs of the pupils. A special education teacher is then assigned to that class by the MoNE (MoNE, 2019). Interview findings show that only a quarter of teachers have a chance to receive support from special education teachers (25%, n=5/20). However, only one of the informants held a positive view of the support received from the special education teacher. One of the interviewees stated:

Excerpt 5.44
There are two special education teachers in my school. However, I cannot receive support from them. They cannot even help challenging students in the special education classroom. (T1/U)

This view was echoed by another informant, who claimed that the professional competence of special education teachers is inadequate, but teachers should criticise themselves, too, for the intention of receiving help from others:

Teachers have some issues with interacting and seeking help from special education teachers. Class teachers must be interested in receiving support and seeking help. (T4/H)

To summarise, participants in the current study thought that having school counsellors was very effective in dealing with disruptive behaviours in the classroom. However, issues, such as the professional competence of school counsellors and special education teachers and a willingness to seek help from others were highlighted as negative factors. The following section focuses on external supportive sources and institutions that support primary school teachers and challenging pupils in Turkey.

5.4.2. External support sources and institutions

According to the behaviour management policy of the MoNE (MEB, 2001, 2014), there is a group of external supportive organisations for schools. Most teachers (85%, n=17/20) stated that they are familiar with these external organisations, however, the majority of them were not eager to seek their advice for several reasons. This organising theme has two basic themes namely: (i) Guidance and Research Centre and (ii) Special Education and Rehabilitation Centre.

5.4.2.1. Guidance and research centre (GRC)

The Guidance and Research Centre (GRC) is an institution where pupils are referred through a process of educational, social and behavioural assessment. Primary school teachers firstly, identify challenging students in the classroom and inform the school leadership team and school counsellors of them. After various assessments to understand the reasons for the disruptive behaviours of a challenging pupil the school counsellors, teachers, school leadership team and pupil's family agree on strategies to manage the problematic behaviours of the challenging student. GRC is the first out of school support place where support and guidance are offered for schools. Moreover, GRC works to identify the causes of the problematic behaviours of challenging students and to carry out appropriate strategies with experts (for instance, psychologists) to address them.

A teacher explained her hesitations about referring a challenging student to the GRC as follows:

Excerpt 5.44

I do not want to forward any of my students to the GRC. Going there might be assigned as having a criminal record. Other students in the classroom and their parents assume challenging students are seriously problematic and social inclusion in the classroom of the challenging student is getting worse. Privacy is important but not possible every time. (T2/H)

5.4.2.2. Special education and rehabilitation centre (SERC)

The Special Education and Rehabilitation Centre (SERC) aims to provide supportive educational strategies for students with behavioural, emotional, social, physical and mental health problems. The GRC might refer challenging students to this institution to gain support from experts. However, one interviewee questioned the quality of the support from SERC. A participant teacher discussed a bad experience a student had with them as follows:

Excerpt 5.45

There was a challenging student in my classroom who has been informally forced to change three different schools. When I first met with him, he said 'you will not allow me to come into your classroom, will you?'. He was vulnerable and his parents were desperate. Throughout his education in different schools, every support was provided to him, but nothing has worked. School counsellors, the school leadership team and I decided to control every single point in his educational life, and we realised that the SERC was very unprofessional. I suggested the pupil's family change the SERC and after they did the student started to behave less disruptively (T10/H).

Another teacher who is working at a high-performing primary school expressed that every behaviour management policy step inside and outside of school, works effectively and exemplifies this as follows:

Excerpt 5.46

We have good co-operation in my school. Everyone wants to tackle the issues related to challenging students' behaviour management. Experts such as educational psychologists, sociologists, and psychiatrist who work at SERC effectively support me, students' families with advice about strategies. (T16/W)

There is a striking finding that emerged during the data analysis. Teachers who work at the under-performing primary schools mentioned that parents/carers were more willing to send their children to the SERC with a referral from the GRC than parents/carers whose children attend a high-performing primary school. A group of interviewees claimed this

is due to financial circumstances, mentioning that families receive additional income if their child has a report from the GRC which indicates a disability. According to the social policy in Turkey, parents/carers who care for a child with mental, physical, emotional behavioural and social difficulties can receive social funds.

5.5. Theme Four: Family Engagement

In this study, all primary school teachers (100%, n=20/20) highlighted that a child's early years have a crucial influence on their subsequent social, emotional and behavioural development. Moreover, every participant emphasised the importance of an effective family-school collaboration in managing the problematic behaviours of challenging students.

Figure 5.12 Participants' responses to statements related to family engagement
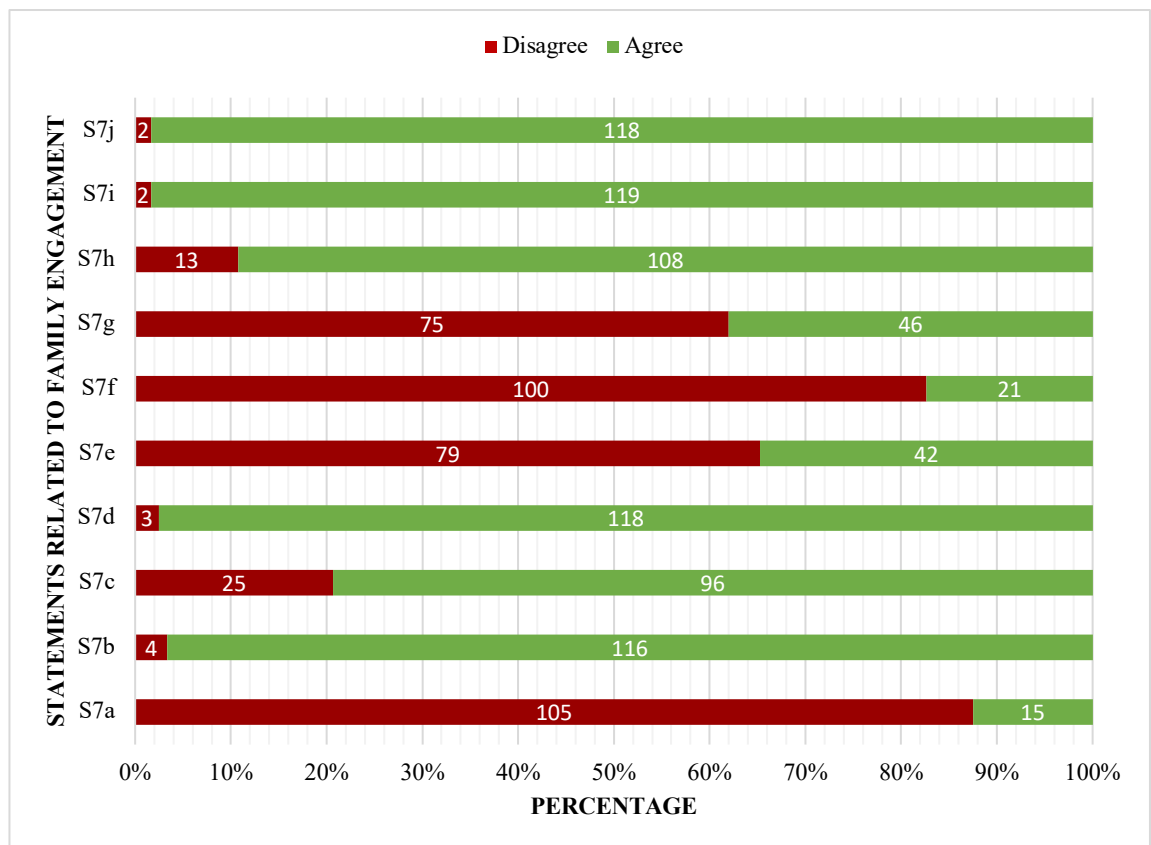
Figure 5.12 presents teachers' perceptions of family engagement with school regarding the disruptive behaviours of challenging students. The vertical axis presents the statements related to family engagement and the horizontal axis presents the percentage of participants' responses. The white numbers in the bars represent the frequency of the selection and the key to the statements on the vertical axis can be explained as follows:

- S7a: Families know how to deal with the disruptive behaviours of their children
- S7b: I usually communicate with families if their child behaves disruptively in the classroom
- S7c: It is difficult to persuade parents when there are problems associated with situations at the student's home
- S7d: Collaboration between school and family helps challenging children to develop positive behaviours
- S7e: Families sufficiently reinforce the aims of the school with their children
- S7f: Families primarily care about their children's social and emotional development more than their academic success
- S7g: High expectations of families about their child's education causes stress for me
- S7h: Students in single-parent families are more inclined to behave disruptively
- S7i: If there is a problem at home, it influences the behaviours of the child at school
- S7j: Difficulties in mother-child relationships may cause problematic behaviours in the classroom

The two most notable statements in Figure 5.12 show that teachers mostly expressed negative views about families knowing how to deal with the disruptive behaviours of their children (87.5%, n=105/120) and that family expectations are of academic achievement, rather than the social emotional and behavioural development of their children (82.6%, n=100/121). On the other hand, there is general agreement that a problematic home environment influences the behaviours of the child in the classroom (98.3%, n=119/121) and that early parent/carer-child experiences may contribute to disruptive behaviours in the classroom (98.3%, n=118/120). Moreover, it was pointed out that being in single-parent family is often considered a reason for disruptive behaviour in the classroom (89.2%, n=108/121).

Table 5.13 Participants' responses on the impact of the 'troubled home environment'

Response	Frequency	Valid percent
Disagree	4	3.2
Agree	118	96.8
Total	122	100.0

Table 5.13 suggests that a troubled home environment may have a significant impact on a child's behaviour in primary school classrooms. There is a general agreement that a troubled home life increases the occurrence of disruptive behaviours (96.7%, n=118/122).

This theme, Family engagement, is comprised of two organising themes: (i) Mother-child attachment and (ii) Family-school collaboration.

5.5.1. Mother-child attachment

Only 2 out of 20 interviewees (10%) stated that they had heard of Attachment Theory. The similarity between the two participants who had heard of attachment theory is that they are newly graduated from teacher training programmes at university. However, all participants were aware that a secure mother-child attachment throughout the early years is important for the child's development and has implications for their school years.

The mother-child attachment organising theme is comprised of two basic themes, which are: (i) Securely attached children and (ii) Insecurely attached children.

5.5.1.1. Securely attached children

According to the interviewees, trust is a key factor for students, and if a student can trust his/her teacher, their transition from home to school will be easier. Most respondents emphasised that during the early years children develop behaviours they use in interacting with others and exploring new situations. A teacher summarised the significance of mother-child attachment in the early years and key development stage in the extract below:

> *Excerpt 5.47*
> *During the 0-3 years, the child has been learning that when s/he needs help, someone will help and remove the distress. The child has been developing the feeling of trust with someone as well as self-reliance. If a mother is not responsible-enough, the child will be unsuccessful in developing key emotions and senses. And then, this insecure attachment ends up with failure in adaptation to the school. (T9/U)*

The mother and father are key role models for children in the early years. Thirteen out of 20 teachers (65%) interviewed in this study, stated that children tend to mirror their parents/carers and try to behave like them. One teacher explained this as follows:

Excerpt 5.48

Mother has a great importance on a child's emotional and behavioural development. Let's think about two mothers who have different characteristics. On one hand, a mother who has an angry and irritable characteristic. I can observe in the classroom that her child gets angry and anxious easily and possibly bullies others. On the other hand, a tolerant and happy mother. Her child can get easily adapt to the school environment and is mostly kind to peers and teachers. (T8/W)

During the interview, teachers were asked 'How do you describe a student who has experienced a secure attachment with their caregiver?'. The term secure attachment described during the interview. The common words used for describing characteristics of securely attached children were:

- self-reliant
- enthusiastic (eager to learn)
- successful
- respectful

5.5.1.2. Children displaying insecure attachment

According to participant teachers, helicopter parenting (cosseting parenting) is a reason for the problematic behaviours of challenging students. Parents/carers' extreme micromanagement of their child results in rearing a child who cannot be independent, who has low self-confidence and low self-esteem. In the last decade, in Turkey, being cosseting parents has been popular and the children who have been cosseted by parents during their early years have a tendency to behave problematically in the primary school age. A teacher describes this cosseting parent trend and stated:

Excerpt 5.49

Some students are reckless. They drop their pencil and leave it there. When I ask the reason, s/he replies; "I have many pencils". Or, this group does not care about using bins for any waste. I organised a meeting after this sort of problems and asked parents why their children behave like this. The mother of a challenging student said: "the reason for this problematic behaviour is my mistakes at home. I did what he said, I did what he needs. Unfortunately, my child is a reckless boy and I do not know what to do". (T10/H)

One teacher mentioned that developing inclusive strategies in the classroom is vital for children who have experienced insecure attachment. The term insecure attachment

explained during the interviews. She explains the process of inclusion of challenging students with peers in classroom settings and indicated:

Excerpt 5.50
The transition to school and trusting a stranger (teacher) is difficult for them. As a new teacher, I have tried several strategies for the effective behaviour management of challenging students, however, unfortunately, I cannot say that I am successful. Playing is a good way for inclusion. Every child loves playing and peers can help challenging students to adopt the rules of games. (T5/U)

When interviewees were asked the question 'How do you describe a student who has experienced insecure attachment with a caregiver?', the terms they used to describe the characteristics of insecurely attached children were:

- asocial
- lack of self-reliance
- unsuccessful
- reckless

5.5.2. Family collaboration with school

Educating a child requires the active and effective participation of a group of stakeholders, namely the teacher, parent, the school leadership team and educational experts. In this research, teachers put emphasis on this collaboration and if one aspect is missing, it will be very difficult to manage the behaviours of the most challenging students.

Table 5.14 provides the results obtained from the analysis of questionnaire data, on the extent to which primary school teachers agree/disagree with the perceived effectiveness of school leadership team regarding involving parents/carers to their child's education.

Table 5.14 The school leadership team involves families effectively in their child's education.

Response	Frequency	Valid percent
Disagree	67	56.3
Agree	52	43.7
Total	119	100.0

Respondents were asked to indicate whether they agree or disagree that the school leadership team involves families effectively in their child's education. Just over one half

of those who answered this question reported that the school leadership team is not effective in involving families (56.3%, n=67/119).

One of the interviewees highlighted the importance of the co-operation between parents/carers and the school, by criticising the parents/carers' approach, as stated in the quotation below:

> **Excerpt 5.51**
> *Parents/carers are looking for the best school with the best teachers and facilities. But they miss something. Spending too much money, finding the best school is not enough every time. They have to spend effective time with their child as much as they need to spend money. They have to work together with the school. (T6/H)*

This organising theme, Family collaboration with school, is comprised of two basic themes: (i) Consistency of strategies used in the classroom and at home and (ii) Willingness to accept and handle problems.

5.5.2.1.   Consistency of strategies used in the classroom and at home

All teachers who are working at an under-performing primary school, complained about the effectiveness of engaging the pupil's family in the school setting. They mentioned that behaviour management and positive behaviour development strategies that are applied in the classroom are not implemented at home. Table 5.15 below shows teachers' agreement about how sufficiently families reinforce the aims of the school at home.

Table 5.15 Families sufficiently reinforce the aims of the school with their children.

Response	Frequency	Valid percent
Disagree	79	65.3
Agree	42	34.7
Total	121	100.0

Table 5.15 shows that teachers' perceptions of family reinforcement for the aims of the schools with their children is mostly negative. Two out of 3 participants expressed that there is a contradiction in the strategies used in the school and at the home (65.3%, 79/121). Participant teachers believe this inconsistency contributes to failure in the effective behaviour management of challenging students but also difficulties in establishing good school-home relationships. So were teachers quite judgemental in their views and critical rather than supportive of parents. This finding will be discussed further in the discussion chapter (Chapter Seven) in relation with exploring possibility that staff

disapproval of parenting styles may be exacerbating behaviour problems at school. A teacher highlighted:

Excerpt 5.52
There must be a consistency in strategies between the classroom environment and the home environment. I aim to develop a behaviour in the classroom, for instance, seeking permission. I apply a group of techniques in the classroom but when the child is at home, s/he is met with an environment where asking permission is not regular. It makes behaviour management very difficult. (T7/U)

In contrast, a teacher who is working at a high-performing school, exemplified an effective collaboration between the classroom and home in the excerpt below:

Excerpt 5.53
There was a challenging student who was bullying peers in the classroom. The school counsellors spoke with her family and we agreed upon the strategies we would apply. The family effectively cooperated in the process and the strategies for reducing problematic behaviour were actively applied in the classroom and at home. In 1 year, she had stopped the bullying behaviour. (T6/H)

A possible explanation for this inconsistency might be that parents/carers find it difficult to accept that their child needs additional strategies and support for behaviour management. This unwillingness to accept problems is one of the basic themes from the data analysis and the details of the findings are explained in the following section.

5.5.2.2.   Willingness to accept problems

During the interviews a group of teachers highlighted that parents' willingness to accept that their child is a challenging student, is a key factor regarding the school's effective behaviour management of challenging students. A teacher narrated her experience as follows:

Excerpt 5.54
One day, I realised that one of my students stole her friends' money. I informed her parents and they strictly refused to accept this and said that their child is not a thief. Convincing the family about the reality took a long time. When the family was convinced about their child's problematic behaviour they decided to go to a psychologist. (T2/H)

Moreover, the questionnaire data significantly supports this view, as shown in Table 5.16. Teachers were asked whether they believe that they can easily persuade parents about the problems in their children's home lives.

Table 5.16 It is difficult to persuade parents/carers when there are problems associated with situations at the student's home.

Response	Frequency	Valid percent
Disagree	25	20.6
Agree	96	79.4
Total	121	100.0

Table 5.16 shows that the frequency of teachers who have agreed with the statement is significantly higher than the number of teachers who thought it is not difficult to persuade parents when disruptive behaviours are associated with parenting at home (79.3%, n=96/121).

5.6. Summary

Current policies, teacher practices and theories on the effective behaviour management of challenging students are integral in the research questions of this study. Data analyses of semi-structured interviews have shown that factors associated with the effective behaviour management of challenging students are located at different levels of the Turkish education system. These different levels, which will be discussed in detail in the subsequent Discussion chapter, can be identified as the:

- Policy level, which includes the preparation of and decision-making process for national and local behaviour management policies that are proposed by the MoNE and schools, respectively.
- Practice level, which comprises the implementation of the policies that are prepared by the MoNE and schools. This level includes the practices of the school leadership team, teachers and other internal and external support sources, namely school counsellors, special education teachers, the Guidance and Research Centre and the Special Education and Rehabilitation Centre.
- Theory level, which consists of the strategies that Turkish primary school teachers use while managing the disruptive behaviours of challenging students in the classroom. This level also comprises pupils' attachment to their parents and the impact of the attachment experiences of mother and child.

After the presentation of Turkey findings, the following section will present findings from thematic analysis of interviews conducted with educators in England.

CHAPTER SIX: INTERVIEW FINDINGS RELATED KEY EDUCATORS' PERCEPTIONS AND PRACTICES

6.1. Introduction

This chapter provides detailed information about the findings that emerged from the data analysis gathered from semi-structured interviews (see Appendix E). The interview data are derived from a range of 13 educational experts namely; four academics (A1, A2, A3, A4), one educational psychologists (EP1), one educational psychotherapist (EPT1) one clinical psychologist (CP1), an educational counsellor (EC1), two head teachers (HT1, HT2), a primary school teacher (PT1), a family support worker (FS1) and an early years' specialist (EY1). Educators who have been interviewed in this study, work in a variety of positions of research, policymaking and practice and they promoted an Attachment Theory perspective. Findings presented in this chapter seek to address the following research questions:

Research Question 2): What is the relevance of an Attachment Theory perspective to the behaviour management of challenging students in primary schools?

> **2a)** Why does understanding the reason for the behaviour matter, in order to manage the disruptive behaviours of the challenging students effectively?

> **2b)** How effective is an Attachment Theory perspective in re-shaping behaviours of challenging students?

Raw data gathered from approximately 50 minutes of semi-structured interviews with thirteen educational experts working in different institutions such as academia, primary schools, County Councils and the National Health Service, were analysed and organised through thematic analysis. Through the thematic analysis process (see Chapter Four), three main themes emerged. These themes are: (i) Importance of understanding the underlying reasons for disruptive behaviour in the classroom; (ii) Efficacy of an Attachment Theory perspective; (iii) Current policies related to the behaviour management of challenging students in primary schools.

Following this introduction section, this chapter starts by presenting the thematic map of the findings in Figure 6.1 and then, attention will be subsequently given to the findings

pertaining to each of three main themes, in turn. In figure 6.1 main and organising themes are shown in different colours.

Figure 6.1 Thematic Map showing main themes and organising themes (Phase Two)

Parents/ carers

School

Individual

Society

1. The importance of understanding the underlying reasons for disruptive behaviours in the classroom

Relevance of an Attachment Theory perspective for managing challenging pupils

Why the quality of pupil's attachment matters

Strategies for understanding and intervention regarding the disruptive behaviour

3. The efficacy of the Attachment Theory perspective

Attachment Aware Schools

2. Policies related to the behaviour management of challenging students in primary schools

The ideal behaviour management system

The role of academia

Efficacy of School behaviour management policies

National policies on behaviour management

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6.2. Theme One: Importance of Understanding Underlying Reasons for Disruptive Behaviour in Classroom

This section provides the findings from the perspective of a group of educational experts arranged in four organizing themes namely, the *individual*, the *parents/carers*, the *school* and the *society (*see *Figure 6.2)*. In this section the information includes the analysis of interview data to answer the following research question:

> *Research Question 2a) Why does understanding the reason for the behaviour matter in order to manage the disruptive behaviours of the challenging students?*

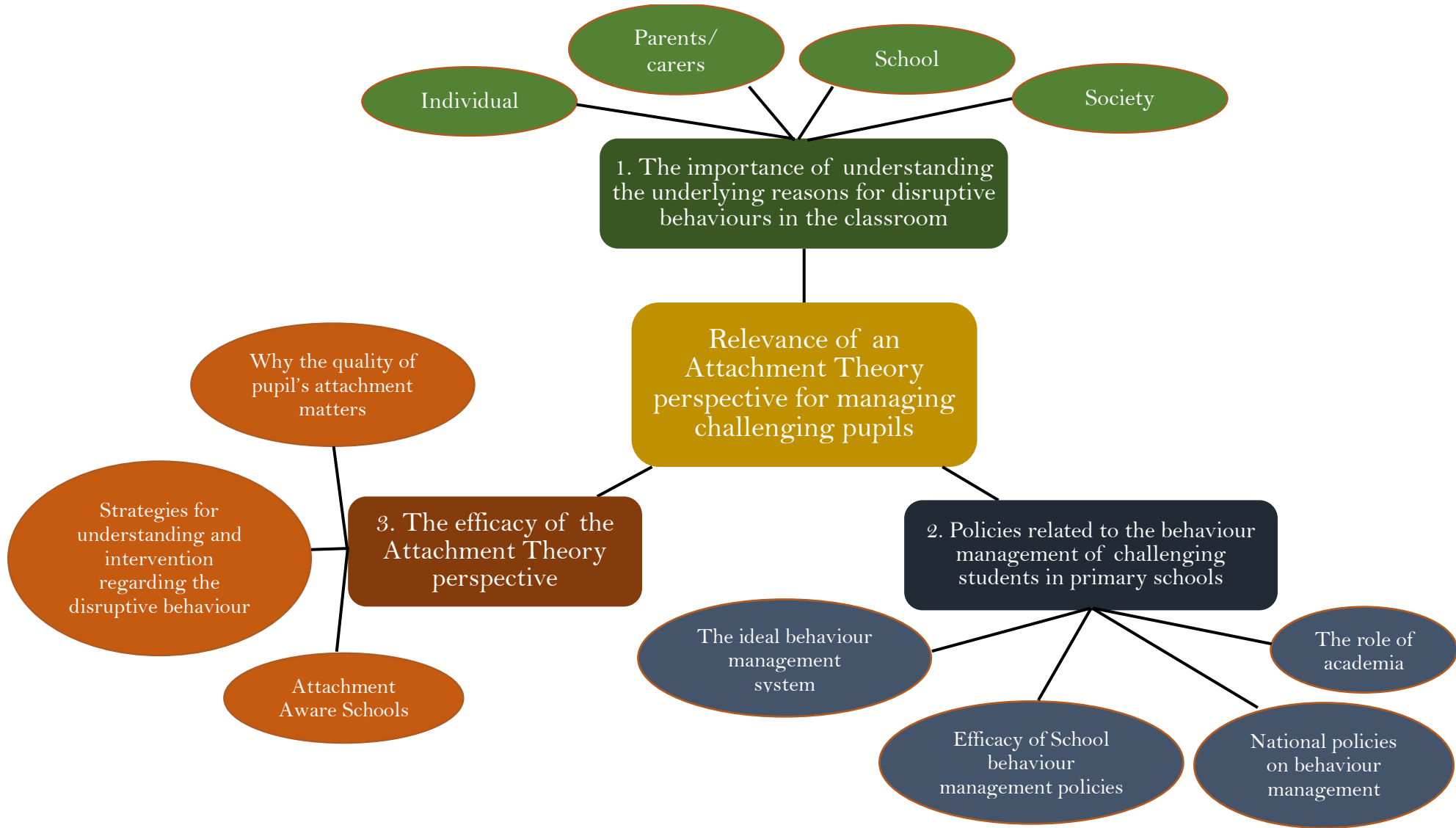**Figure 6.2 Theme One: Main theme and Organising Themes**
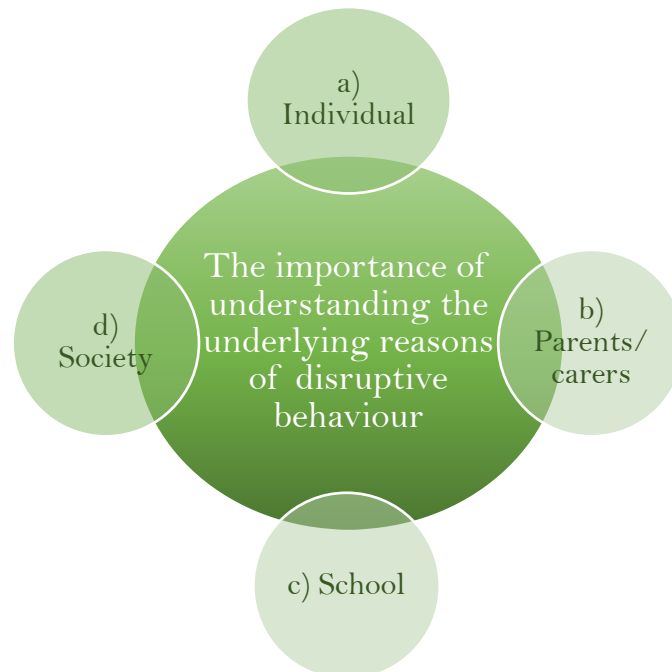
Understanding human behaviour has been explored from ancient times, as a growing body of scholars seek to define a range of theories to explain and gain insight into human behaviour. A variety of methods for understanding behaviour, for instance, the phenomenological method (Edmund Husserl, 1913) and the scientific method stress that defining the problem is the initial step. Similarly, participants in this study highlighted the importance of understanding the underlying reasons for the undesirable behaviours displayed by a significant minority of pupils in primary classrooms.

Thematic analysis of the interview data highlighted four key factors contributing why understanding the reason for the disruptive behaviour is crucial for effective behaviour management in the classroom. As shown in Figure 6.2, these factors are the individual, family, school and society. These four factors have far-reaching impacts on child behaviour as Bronfenbrenner (1979) describes in his Ecological Systems Theory. This theory includes four systems namely: Microsystem, Mesosystem, Exosystem and Macrosystem (see below). In the current study, these systems are adapted in light of the environmental impacts on pupil behaviour regarding the interview findings. The researcher's adapted version is named *Behaviour Impact Circles* and *Figure 6.3* shows the adapted version of Bronfenbrenner's Ecological System into factors that impact the child's behavioural development. According to Bronfenbrenner (1979) there are four levels of systems in the child's environment:

- Microsystem; refers to *individual* in this study, comprises the impact of social, emotional and behavioural developments on the pupil;
- Mesosystem; refers to *parents/carers* in this study, where the child spent early years, contains the impact of the attachment figures, care givers or role-models on the pupil;
- Exosystem; refers to *school* in this study, covers the impact of the environment where formal education and the way of becoming a citizen takes place on the pupil;
- Macrosystem; refers to *society* in this study, includes the impact of the culture, religion and government policies on the pupil.

Figure 6.3 Behaviour impact circles (adapted from Bronfenbrenner's Ecological framework)
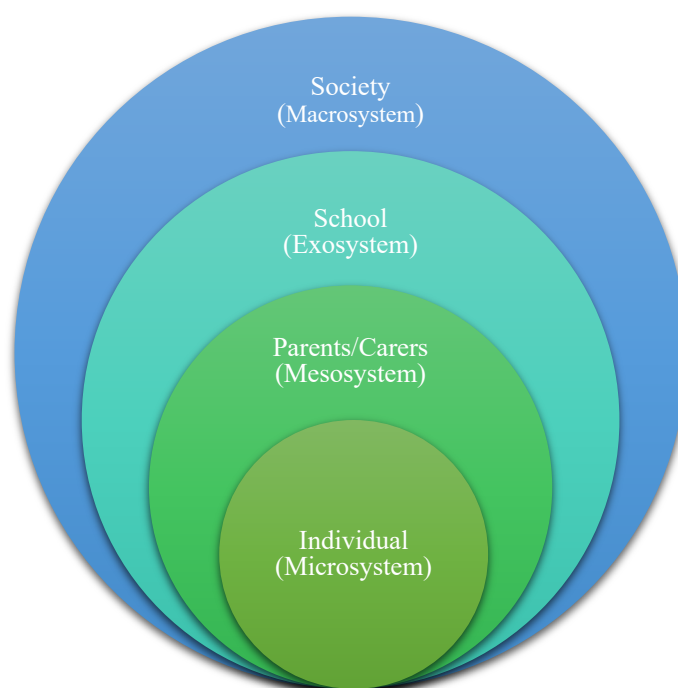
Figure 6.3 shows the four environments that impact pupil behaviour and these organising themes, (i) individual, (ii) family, (iii) school and (iv) society, are studied under this first main theme and the following sections present detailed findings of these organising themes. The next section considers the impact of *individual* environment on pupil behaviour.

6.2.1. Individual

One of the environments that impacts pupil behaviour is the *individual*. It comprises the influences of mental, social, emotional and behavioural development of the children on their actions. It is expected that children require a certain group of skills to enable them to be educated in a systematic way. These skills differentiate into a range of academic skills, such as being able to discover new concepts, being eager to learn and also social and emotional skills such as, communication, socialising, seeking and accepting help, managing stress and having sufficient awareness of self-skills and self-regulation of their behaviour. In one of the interviews an academic mentioned what is expected from a child in the school setting in the excerpt below:

Excerpt 6. 1

The majority of children have the social skills to be able to function well. So, the research says that 65% of children come to school with the skills they need to listen to the adult, to make friends to repair friendships, to control their emotions and so for most children school is a place that they enjoy and do well. (A1)

Communication is a crucial tool to live in society and factors such as, the quality of communication and being understood by the other(s), influences the behaviour of the people. Similarly, in the following quotation, an educational psychologist describes the behaviour as the way in which behaviour is a fundamental means of communication and stated:

Excerpt 6. 2

Behaviour is a very powerful way of communication and when children haven't got sufficient skills to articulate their experience through words and thinking, it becomes acted out as behaviour. (EP1)

The interview data show that having sufficient self-skills for instance, self-esteem, self-confidence and self-regulation, enables a pupil to behave appropriately at school. All interview participants (n=13/13, 100%) highlighted the importance of having sufficient self-skills to be able to learn, socialise or adapt to the classroom environment. The analysed data indicate that if the child starts the school without sufficient skills, the requirements and expectations of the new environment will be stressful and challenging. As a result of the challenge and stress, likelihood of disruptive behaviours becomes greater. A head teacher/former academic exemplified the possible reasons for the disruptive behaviour, by mentioning the importance of sufficient self-skills and their impact on pupil behaviour in the following excerpt:

Excerpt 6. 3

I think there are a variety of reasons, but I think they all have one common thread and that is the children's lack of effective self-regulation. The cause of self-regulation could be many reasons ... a neuro physiological cause ... a particular condition that interferes with their ability to regulate stress ... poor relationships with their primary caregivers ... or macro factors such as socio-cultural or socio-political contexts. (HT1)

In sum, the social, emotional and behavioural development of pupils determine their classroom behaviour to a large extent. The interview data show that school staff need to

have an understanding of why the pupil behaves in an undesirable way and the many potential contributory factors for behaviour.

The *Individual* is the innermost environment of the *Behavioural Impact Circle* and the next environment is the *Parents/carers*, which is presented in the following section.

6.2.2. Family

Family refers to parents/carers throughout this thesis, as in today's world some children do not live with their biological parents. Family is the second circle on the researcher's so-called *Behavioural Impact Circle* and includes the impact of the individual environment.

> ***Excerpt 6. 4***
>
> *If we do think in ideal terms obviously the role of the parents is to provide a secure base for the children and the sense of being loved which is the basis for their own children's emotional, social and intellectual development. (A3)*

The quotation above is a 'role description' of parents/carers by an academic, to show how they may provide a nurturing environment for their children. The second environment that affects pupil behaviour is *family*, which includes the early years home-life experiences with parents, attachment figures, primary caregivers and role models. It is undeniable that the early relationship between parents/carers and child has a significant impact on pupil behaviour. The findings of this study point out the connection between the quality of early years experiences and desirable behaviour in primary school classrooms. The interview data show that all participants (n=13/13, 100%) support the idea that family circumstances and parenting styles shape the behaviour of the child in school. An early years specialist defines how early years experiences with family affect pupil's behaviour in the excerpt below:

> ***Excerpt 6. 5***
>
> *Family has a huge impact on pupil's behaviour because a) the origins of our behaviours lie in our early experiences and our capacity to deal with life experiences are an outcome of secure enough attachment. b) In families that have not capacity to discuss, resolve and share their problems, then the parents act out their early bad experiences onto their child. (EY1)*

A child's behaviour could be shaped by several family circumstances. These circumstances are defined by participants as follows; absence of one/two parents (single

parent families), poverty and deprivation, education level of parents, tension or conflict between parents, addiction and drug related problems, background of family *re-enactment*, mobility, extended families, inconsistency, combined family, fostering and adoption. According to interview findings, it is worth noting that the impact of the background of the family, also called *re-enactment,* on the pupil's behaviour was mentioned by five participants (38.4%, n=5/13). An educational psychotherapist highlighted the shaping role of family background and said:

Excerpt 6. 6

So, we get what is called re-enactment. Where intergenerational re-enactment goes on. And very insecure family histories get re-enacted through generations. And they are very often the parents who find it most difficult to communicate about their actions because it's actually a very painful reminder of their own experiences. (EPT1)

According to interviewees, it is understood that *family* is an environment where the child's behaviour is formed. However slightly more than half of them (n=7/13, 53.8%) stressed that blaming parents for their child's behaviour is a mind-set that educators must avoid. A family support worker in an *Attachment Aware School* exemplified the tendency to find a guilty or blameworthy parent by stating:

Excerpt 6. 7

It is easy to say that parents should be supporting their children. However, if they have got no job, no prospect ... If they do not know how to be an ideal parent, how do they support their own child? (FS1)

Similarly, an academic supported the idea that putting all the blame on the parents is a mistake. In the excerpt below, he mentioned the importance of guidance for the parents/carers concerned and he highlighted the parents/carers' misunderstanding of secure attachment.

Excerpt 6. 8

Parents are beginning to feel guilty if they send their child to a nursery [in the belief that] as a result of that their children are not going to have secure attachments ... It's a medical term and we need to be very careful about the medicalisation of education because what we're actually talking about is the relationship. (A3)

Findings from this study show that the impact of trauma experience in the early years is a crucial factor in shaping pupil behaviour. A majority of participants (61.5%, n=8/13) emphasised the potential negative consequences of traumatic experiences at primary

school. Interviewees pointed out a range of events that constitute trauma in the early years environment, including absent adults, adults who are neglectful or preoccupied with other matters, bereavement or a serious illness of a family member and a child witnessing domestic violence. An academic said; *'I have never met a child with challenging behaviour that's not dealing with some kind of trauma, that's the common feature' (A2).* A head teacher cited the number of exclusions from their school by mentioning trauma in the following excerpt:

Excerpt 6. 9

We've had ten children who have had just a temporary exclusion over the last year. Eight of those ten children have experienced some kind of trauma in their lives. (HT2)

In conclusion, the interview findings suggest that parents/carers have a significant impact on their child's behaviour regarding social, emotional, intellectual and behavioural development and the development of self-skills such as self-regulation. The findings indicate that school professionals must organise an effective collaboration between the family and the school and they should be aware that a pupil's behaviours in school are formed and shaped by the parenting styles of parents/carers and family circumstances.

Family is the second circle in the *Behaviour Impact Circles* and covers *individual* environment. School is the third environment, which encompasses individual and family environments, and the next section aims to present interview findings regarding the impact of school on pupil behaviour.

6.2.3. School

According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), school is defined as a 'service point that provides instructional or education related services to a group of pupils' (UNESCO, 2018) and aims to develop student's general knowledge and skills on literacy and numeracy and to prepare students for more advanced educational programmes that are designed for having requisite knowledge and skills in order to have a profession. In today's world, in most countries, school is a must-attend environment where children and young people are spending years of their life and schools are designed for developing ideal citizens (UNESCO, 2018). Therefore, school potentially exerts a significant impact and influence on a child's behaviour, and this was emphasised by all participants (100%, n=13/13). Furthermore, the interview data indicate the belief that school facilities, curriculum, school policies, teaching and support staff,

school administration and non-academic staff affect pupil behaviour in one way or another. An academic described the role of school in the excerpt below:

Excerpt 6. 10

What is education? It's a bit of a battle here in the UK. The school system here has become defined more narrowly in terms of academic achievement ... however, the role of school comprises socialising children to become citizens when they become adults and experiencing community, learning and socialising with adults. (A3)

In order to fulfil the aims of the school, schools have a systematic process defined by missions, vision and rules. This systematic aspect of schooling could contribute to the stress and anxiety of some children. Nearly half of the interviewees (46.1%, n=6/13) indicated that the school system is not helpful for every pupil and the other half (n=7/13, 53.9%) stated that current efforts of schools in England to function in a more welcoming way for every pupil are encouraging. A head teacher of an Attachment Aware School briefly stated that *'School is another macro cause for poor behaviour, because we have a curriculum that is not appropriate perhaps or stimulating enough' (HT2)*. As discussed in the *individual* environment, the majority of pupils find school to be an enjoyable place, however, according to an educational psychologist, the aims and functioning of the school system could be challenging for some pupils and she exemplified:

Excerpt 6. 11

If you're a securely attached enough child, then you will find school funny and exciting. Because playing is fun, discovering about the world is interesting. But the children for whom that hasn't been a hopeful, positive experience in the early years, all this new information is a threat and makes them feel stupid. (EP1)

One of the interviewees who is head teacher of a school, that supports pupils who are excluded from mainstream schools, stated that *'trust and communication are key' (HT1)*. Interview data show that through forming a school system which is based on not only teaching and learning activities but also social and emotional understanding, trust and effective communication could be possible by a variety of factors namely; professionally competent teaching staff, a wise and dedicated school management team, enough funding to include key support staff such as, special education needs coordinators (SENCo), family support workers, educational psychologists, counsellors. Moreover, funding for effective facilities, in-service training and mutual cooperation with academia are other key practices to improve the quality of school environment regarding supporting

challenging pupils. An educational counsellor in a district council mentioned the importance of effective support to schools and explained:

Excerpt 6. 12

Think of a child who has experienced constant domestic violence ... How can the child then come into the school and be perfectly attuned and secure after that experience? The schools are quite inexperienced at having children like our children. We have to work really hard with schools and to reteach them how to manage the behaviours of these children. (EC1)

In addition, a clinical psychologist exemplified the project they have been conducting in a metropolitan district in England in the following excerpt:

Excerpt 6. 13

Teachers need to be supported by other school staff and other professionals, [such as] psychologists, mental health professionals, who can help, and it has to be joint. Schools have to provide on-going support to teachers from professionals both in and out school. If we support teachers, they can support children. (CP1)

A common view of educational experts, derived from the interview data of this study and verified by existing research is that, one in every three pupils in schools has early attachment difficulties. When the early needs of children are not met in an appropriate way by caregivers, a lack of essential skills may occur. Moreover, this lack of self-skills could contribute to stress and lead to disruptive behaviours in primary school classrooms. Expected tasks for being a member of a classroom could be unknown, contribute to fear and, for some, seem to be a threat, and this task is challenging for insecurely attached children and they may find it difficult to adjust. A primary school teacher explained the tasks of school by exemplifying the case of her own daughter:

Excerpt 6. 14

She was at Year Six, she felt that homework was a waste of her time. I remember saying to her 'Why do you still do your homework when you know, or you feel that it's stupid and boring and a waste of time? And she said, 'because I don't want to get detention.' (PT1)

The excerpt above describes a securely attached child who can understand the school rules and obeys them and who is aware of her responsibilities. However, insecurely attached children may often not understand what is expected of them not how to complete

school tasks. Lack of engaging with school tasks, as a potential reason for the disruptive behaviour, are described by an academic in the excerpt below:

Excerpt 6. 15

If the school expects them to sit quietly and listen to an adult for hours … Some children do not have those skills. And they haven't learnt how to do that and emotionally they aren't ready to listen carefully to the adult to follow instructions. They don't understand the rules about the adult being an authority. So, they talk back, they fight with their friends, they hurt other children, their anger erupts and suddenly they are in trouble. (A3)

The need to design the school as a welcoming environment and as a secure base for all pupils was pointed out by interviewees. While the generally accepted view of interviewees for including insecurely attached children into the school setting was providing extra support and using more effective strategies, a minority of participants (30.7%, n=4/13) supported the idea that the functioning of the school system is the main problem. An academic added information to this idea in the following excerpt:

Excerpt 6. 16

I believe in diverse forms of education and provision, just as we have diverse students with diverse needs. Being in a large school with 500 other students in a very regimented environment could be itself a barrier. Some children can benefit from being in smaller groups like nurture groups but sometimes in even smaller units outside of mainstream schools. Not for the whole of the educational career but maybe for short periods. (A2)

Similarly, a clinical psychologist claimed that the idea of making every school a secure base for every child is difficult to make a reality and he stated:

Excerpt 6. 17

Can you make a school a secure base for every single child? It's a big question. Some children need to work one to one, they need to work individually on their own with a teacher or a member of staff. They might need a flexible timetable, they might need to meet with staff, not in the school building with all the pressures and all the complications and maybe confusions going on there; maybe to work in their own home or a library or a public place. (CP1)

In sum, the impact of the school on pupil behaviour is highlighted by educational experts and interview data show that there is a need for improvement in some aspects of the school system, such as school facilities, curriculum, the professional competence of

school staff, and wise school leadership, in order to reduce disruptive behaviours of challenging pupils.

School is one of the four environments that influences a child's behaviour. *Society* encompasses *the individual*, *the family* and *the school* and the following section presents interview findings about the impact of society on pupil behaviour.

6.2.4. Society

Society refers to community, too and is the outermost circle in the *Behavioural Impact Circles* (*Figure 6.3*) and encompasses the *school*, the *family* and the *individual*, respectively. One of the environments that has a significant impact on pupil behaviour is the society in which the individual is raised, and it is comprised of both cultural and political aspects. As a part of living in society, the actions of every individual person are bounded by rules, expectations and regulations. Cultural traditions in daily life activities have been changing throughout generations and sometimes members of different generations might have difficulty or challenge adapting to these changes. One of the participants who describes herself as the third generation with grandchildren, narrated the changes in the society in the following excerpt:

> ### Excerpt 6. 18
>
> *The community is hugely important. Because there are a lot of movements, transients, people moving around, changing bases, workplaces. But it would have been, in my generation, the same community would have been around you all your life. And they were part of the network of care and safety. So, any door in our street if I'd knocked on it, I'd have been known. (EPT1)*

Customs of societies try to standardise actions of members in order to have a guideline for living together (such as laws, constitutions). Psychologists interviewed in this study highlighted that specific customs and traditions of specific communities in the society may sometimes be ruled out and labelled as problematic. In other words, every culture has different standards of behaviours that accepted as norm. One of the participants noted this: '*there are some different cultures or customs that are maybe less respectful of authority, education is less important and is not valued or some sort of violence can be tolerated*' (CP1).

Mobility is another factor emphasized by interviewees (46.1%, n=6/13) that could impact pupil behaviour. According to a head teacher *'people move one place to another in a short*

time period, and this movement does not let them have routines' (HT2). An academic supported this mobility factor and in the following excerpt, he highlights the kinship bonds:

> **Excerpt 6. 19**
>
> *Mobility of people is part of the impact of society on pupil behaviour. People tend to move around more. They don't necessarily grow up in the same place whether they were born. So, they lose those kinship bonds. (A2)*

Overall, the interview findings indicate that society affects pupil behaviour in ways such as, mobility, intergenerational differences and over-standardised rules. A better understanding of society's impact on pupil behaviour could therefore enhance the effective and appropriate behaviour management of challenging pupils in school.

Theme one, *The importance of understanding underlying reasons for disruptive behaviour in classroom* is included findings that address to the Research Question 2a) *Why does understanding the reason for the behaviour matter in order to manage the disruptive behaviours of the challenging students?* and focuses on the impact of a group of environments that shape pupil behaviour.

The next section aims to present the second main theme named '*The efficacy of an Attachment Theory perspective*'.

6.3.   Theme Two: Efficacy of an Attachment Theory Perspective

The aim of this section is to present findings pertaining to the second main theme; *the efficacy of an Attachment Theory perspective* regarding the disruptive behaviours of challenging students in primary schools. This main theme is formed by three organising themes, namely; *Why the quality of the child's attachment matters*, *Strategies for understanding challenging behaviour* and *Competence of school professionals (see Figure 6.4)*. In this section, the information includes the analysis of interview data to answer the following research question:

> *Research question 2b): How effective is an Attachment Theory perspective in shaping the disruptive behaviours of challenging students?*

Attachment theory was developed by John Bowlby, who is regarded as the 'father of Attachment theory' (Geddes, 2006, p. 3), and his theory focuses on the bond between the infant and mother in the early years. Bowlby claims that infants develop a strong emotional attachment to their primary caregiver and *'variations in attachment quality were the foundation for later individual differences in personality'* (Sroufe, 2005, p. 349).

A total of 12 out of 13 (91.6%) educational experts who participated in this research, supported the idea that understanding the behaviour is hugely important and Attachment Theory is a valuable framework for understanding pupils' social, emotional and behavioural difficulties. However, one academic, claimed that '*Attachment Theory has become the master theory in recent years and this popularity of Attachment Theory may hinder other theories' consideration' (A4)*.

Figure 6.4 Theme two: Main theme and organising themes
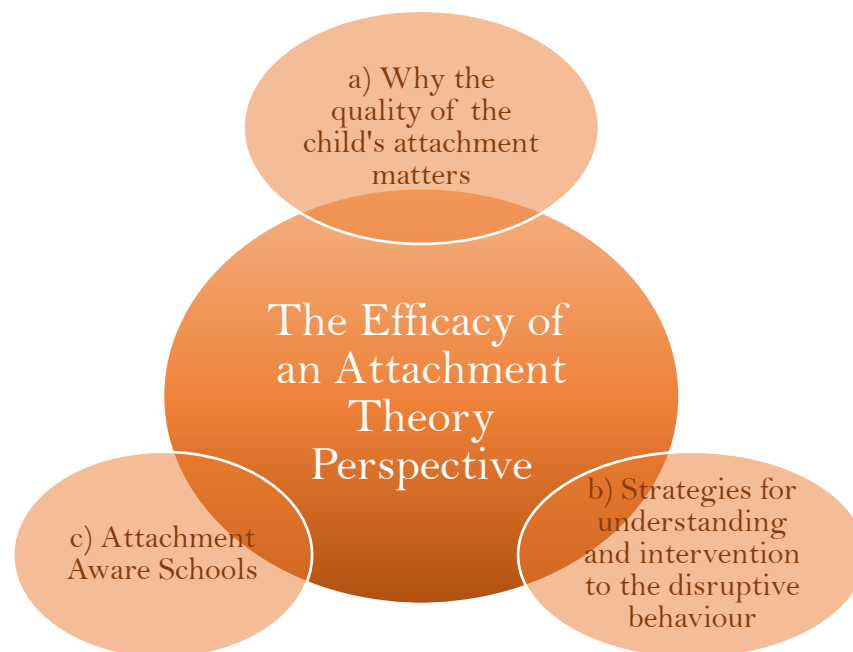
The following sub-section presents the first organising theme *Why the quality of the child's attachment matters.*

6.3.1. Why the quality of the child's attachment matters

In order to intervene effectively regarding behaviour management, there should be consideration for understanding the underlying reason for the pupils' disruptive behaviour in primary schools. The comprehensive interview data collected from educational experts show that an Attachment Theory perspective is of direct relevance in seeking to

understand why a pupil behaves in a desirable or undesirable way in the classroom. In this subsection, typical characteristics of pupils who were considered securely attached and insecurely attached are presented on the basis of the participants' views.

One academic supports the idea that to understand why a pupil behaves in a certain way, it is necessary to look at the child's development in the first environment when the infant interacts with others. As he commented:

Excerpt 6. 20

The child is born with temperaments and then the family is able to meet the needs of that infant in terms of security, care and warmth. Is the family able to meet the needs of the child? … And suddenly all of these factors will have an influence on how the child develops his/her behaviour towards others. (A1)

The question 'How would you describe a pupil who has experienced a secure enough mother-child attachment in three words?', was asked to the interviewees to understand the importance of attachment regarding behaviour at school. Responses to this question were mainly focused on the pupil's self-skills. Participants referred to three common terms that describe a pupil who has experienced a secure mother-child attachment, namely; resilient, communicative and eager to discover.

School is a new environment for all pupils and adapting to this new environment could be challenging. According to interviewees, demands of the school environment, such as behaving with regard to school regulations, participating in learning activities, communicating with peers, teachers and other school staff, socialising, and academic expectations, could be stressful and uncertain for some children. However, a securely attached child could manage the expectations of the school environment and have enough resilience to cope with new challenges. A majority of participants (n=8/13, 61,5%) mentioned resilience as a common skill of securely attached pupils. An educational psychologist described a resilient child in the following manner:

Excerpt 6. 21

A resilient child has the resilience of coping with uncertainty. And it usually means sufficient verbal articulation skills that they can put those feelings into words and communicate. (EP1)

The second common word used by interviewees to describe a securely attached pupil is *communicative*. Over half of the interviewees (n=7/13, 53.8%) indicated that a securely

enough attached child is able to socialise and communicate with others around them. In the school environment, communication is required for many activities such as, asking and answering questions, group discussions and team-work activities amongst others. However, if the pupil does not have appropriate skills with which to communicate with others, or the pupil has not experienced solving a problem by using verbal communication, they may start to behave disruptively. An academic mentioned that *'The quality of early life experiences at home and the attachment quality enables us to develop the capacity to think and talk' (A2)*. A primary school teacher defined a securely attached pupil in the classroom in the following quotation:

Excerpt 6. 22

I would be looking for a child who could communicate; I am looking for a child that seemed comfortable, that can respond appropriately and settle back down. That is confident to take some risks and is able to communicate appropriately with their peers and to others. (PT1)

Lastly, a securely attached child is *eager to discover.* Participants (n=6/13, 46.1%) mentioned being able to learn/discover by emphasising pupils' willingness to participate and engage with learning activities. Interview data show that a securely enough attached pupil is keen to learn about new ideas and, if needed, is able to seek and accept guidance. An educational psychologist exemplified this in the excerpt below:

Excerpt 6. 23

In a school, you would see a securely attached child as being able to learn. They find learning enjoyable. They're able to accept guidance and help from the teacher. They are able to concentrate on their own, in peer groups and with adults' support. (EP1)

In contrast, interviewees were also asked to characterise insecure mother-child attachment in three words/phrases. In the excerpt below, an academic explained the impact of early attachment experiences on pupil's behaviour towards others in the future.

Excerpt 6. 24

It all comes from the fact that if parents have not shown the child that s/he is loved, what s/he is worth, how is that child going to have relationships in the future when s/he has not known what it's like to be loved and understood? (A1)

Participants indicated three common phrases to describe an insecurely attached pupil, namely, poor sense of self (n=9/13, 69.2%), fearful (n=8/13, 61.5%) and socially disengaged (n=7/13, 53.8%). A majority of interviewees stated that an insecurely attached

pupil does not have a strong sense of self and that this may affect their self-identity, self-esteem and self-regulation. A head teacher/former academic described the *poor sense of self* by highlighting the child's ability to regulate stress in the following excerpt:

Excerpt 6. 25

They're less able to regulate themselves and therefore they're less likely to be able to cope with the stress of keeping the school rules, cope with the adversity that comes between peers and the child's poor sense of self manifests him to behave disruptively. (HT1)

The tension or conflict experienced at home can manifests itself as defensive behaviours and then child develops survival behaviours to cope with potential threat, fear and anxiety experienced by child. Parents could be absent, neglectful or even abusive towards the child, and because of that, the child may develop some behaviours to save himself/herself from the harm. If an insecurely attached child attends to the school environment, s/he will behave in a defensive and sometimes aggressive way because of being frightened by early experiences. A clinical psychologist said:

Excerpt 6. 26

Children with disorganised/disorientated attachment, where the concerns really are around health and safety and attendance, have grown up learning to expect the world to be really threatening dangerous place. Often the idea that children were there either they might be hypervigilant and highly aroused and expecting danger at any moment. (CP1)

Findings from this study show that an insecurely attached child may be *socially disengaged*. Interviewees stated that the insecurely attached pupil may lack communication skills, be unable to socialise and be unsuccessful in engaging in groups. An educational psychotherapist expressed the social disengagement of an insecurely attached pupil in the following quotation:

Excerpt 6. 27

An insecurely attached child finds it very difficult to be reliant on others and does not know whether these children will like him. [They are] less likely to make successful social relationships. So, the peer group is less able to support them, because they are less able to rely on the peer group as a support. (EPT1)

Early experiences are one of the key factors that form the emotions, feelings and behaviours of children towards others. In primary school years, pupil's early experiences manifest behaviours and this influences the quality of the relationship between pupil and

teacher or pupil and peers. In sum, interview findings from this study clearly emphasise that attachment awareness of teachers is crucial and an understanding of the impact of early years experiences will improve the relationship quality between teacher and challenging pupil.

The next section documents the second organising theme, *strategies for intervention to the disruptive behaviour.*

6.3.2. Strategies for intervention to the disruptive behaviour

This subsection aims to present the second organising theme of the main theme *Efficacy of an Attachment Theory perspective.* Interview findings point out that there is a need for understanding the underlying reasons for disruptive behaviours of challenging pupils in primary school years and an Attachment Theory perspective is a way that enlightens why a pupil behaves disruptively. Participants in this research indicated a range of strategies to address and intervene the challenging pupil's behaviour in primary school, namely, Whole school approach, Emotion Coaching, Circle Time, Theraplay, Key attachment figure, Sanctions and rewards system and Nurture Group provision.

Although the collaboration between all educational stakeholders is one of the points that was specifically mentioned by the great majority of interviewees (n=11/13, 84.6%), the need for supporting teachers/staff comes into prominence. A head teacher exemplified the importance of support teachers/staff in the following excerpt:

> ### *Excerpt 6. 28*
>
> *… support staff and teachers in the first step. We need the whole school and then we need the whole community and the whole government. We need it from the bottom up and the top down then everything is integrated and working together to support the child. (HT1)*

The Whole school approach is one of the strategies to manage pupils' behaviour in schools. This strategy comprises not only the active and effective participation of all school staff but the consistency of actions during the intervention against pupils' disruptive behaviours on the basis of participants views. A psychologist claimed that all school staff must receive continuous support by professionals and said; '*it's more effective in terms of all school staff, people thinking similarly being introduced to similar ideas that they can carry on thinking about and sharing experiences with others'* (CP1). The importance of consistent actions in order to effectively manage disruptive behaviours

from challenging pupils is highlighted by an educational psychologist in the following quotation:

Excerpt 6. 29

There has to be a consistency across everybody's awareness and behaviour. Otherwise, the children will skilfully pick out the teachers they can abuse, confront or exploit. And the staff need to support each other loyally, because collectively they are stronger than individually. (EP1)

According to interviewees, a Nurture Group provision is another strategy to develop positive behaviours in schools. A family support worker said that they named their Nurture Group classroom as *Ocean Room* and exemplified the implementation of a Nurture Group in their school as follows:

Excerpt 6. 30

... we will identify with that child what the problem is ... two ladies in our 'ocean treat' looking at the emotional well-being of pupils and helping to support them in those difficulties. Programs such as anxiety and anger grounding, positive play are delivered in order to support vulnerable pupils. (FS1)

Emotion Coaching is an effective strategy that was frequently emphasised by participants, as it develops emotional awareness and enables pupils to control their own behaviour. It is mentioned by participants that insecurely attached pupils in schools might not have the skills to control their anger, anxiety and fear. Emotion Coaching allows educators to provide an opportunity for pupils to learn how to manage emotions. In the following excerpt, a head teacher summarised the efficacy of Emotion Coaching:

Excerpt 6. 31

In school, Emotion coaching can be one of the ways that helps us help them to calm down, to feel soothed and to feel safe and secure. But if a pupil has a core executive skill, self-regulation, then s/he is able to concentrate more and is able to follow the rules. S/he aims to persist when it gets challenging. (HT2)

The majority of participants (n=9/13, 69.2%) supported the idea that a sanctions and rewards system should be implemented in primary schools regarding the behaviour management of challenging students. However, some of the interviewees claimed that although the sanctions and rewards system is an effective strategy to manage pupil behaviour in schools, this system has a variety of limitations for some children who do not have the skills to understand a consequence that is a sanction or a reward. A clinical

psychologist clarified that the system is ineffective for the pupils who have insecure attachment experiences in their early years and said:

Excerpt 6. 32

… sanctions and rewards system works for some children who can control their behaviour more easily; who can rationalise the sanctions and rewards; who are able to plan; who are able to use their frontal cortex … however, I do not think behaviourist approaches, behaviourist systems work for the children who have the insecure attachment. (CP1)

Participants who have supported the applicability of a Sanctions and rewards system in schools, clearly emphasised that the system is an effective strategy only if it is a supportive part of the whole school behaviour management strategy. An academic explained the ideal role of the Sanctions and rewards system in the following quotation:

Excerpt 6. 33

It does not work on its own. It needs to be supported with much deeper work because it's superficial. It has its place, but it cannot sustain any kind of meaningful change. The real change happens through the deeper work around relationships, boundaries, trust and guidance. (A1)

The consequences of using a Sanctions and rewards system provide an extrinsic motivation to children according to participants interviewed. For instance, a head teacher named rewards as bribes and said; '*In school, we call it reward but actually, it's a bribe. I would say that we've got to move from extrinsic, which is the reward, to intrinsic which is the child doing and behaving because it feels good inside*' (HT2). Rewarding or sanctioning a behaviour is a kind of reactive action. If the reactive feeling of the challenging pupil is met with a reactive response from the teacher, the relationship between teacher and pupil could be chaotic. An educational psychotherapist exemplified this in the excerpt below:

Excerpt 6. 34

If the teacher goes into a reactive state and says 'you're wrong and I'm going to punish you for that'; nothing changes in the pupil's perception of what they're doing. They just react and the sanction means nothing to them because they are overexcited or overreactive. So that's why I would promote teachers' understanding more about children's behaviour. (EPT1)

In this study, the selection of participants is determined by their expertise and role in theory, policy and practice regarding the behaviour management of challenging students. Participants who are in practice positions, namely, the primary school teacher, the head teacher, the family-support worker commonly supported the view that sanctions and rewards need to have a role in the behaviour management of challenging students in primary schools. In short, understanding the underlying reasons for the disruptive behaviour is crucial in school and a range of strategies was mentioned by interviewees. Raising awareness of understanding and attachment will improve the efficacy of educators' interventions.

The next subsection covers a new approach regarding behaviour management, Attachment Aware schools.

6.3.3. Attachment Aware Schools

Attachment Aware Schools is a project which incorporates a collaboration between theory, policy and practice, by an active partnership between academia, councils and schools, respectively. This project aims to increase all school staff's awareness about the impact of attachment relationships on pupil behaviour. An academic described the significance of the Attachment Aware Schools project in the following quotation:

> **Excerpt 6. 35**
>
> *There is enough evidence to show that the Attachment Aware Schools project is effective in decreasing the number of disruptive behaviours. It is a new approach and the DfE is starting to understand that this might be a way forward. (A1)*

Theme two, *Efficacy of an Attachment Theory Perspective* is included findings that address to the Research Question 2b) *How effective is an Attachment Theory perspective in shaping the disruptive behaviours of challenging students?* and focuses on the need for educators' awareness of the impact of early attachment experiences on pupil behaviour in primary classrooms. Participants' ideas focused on the importance of understanding and the strategies necessary to have an understanding and awareness.

The next section presents the third main theme, the current school and Government policies on the behaviour management of challenging pupils in primary schools.

6.4. Theme Three: Current Policies Related to Behaviour Management of Challenging Students in Primary Schools

The aim of this section is to present the findings regarding the applicability and efficacy of current school and government policies, in order to manage the disruptive behaviours of challenging students effectively in primary schools. One of the main themes derived from the interview data is *Current Policies Related to Behaviour Management of Challenging Students in Primary Schools* and this theme covers behaviour management policies in schools, the government's approach to behaviour management in schools, the role of academia in the behaviour management of challenging students and the ideal conditions to engage challenging students in the school environment. In this section the information includes the analysis of interview data to answer the following research question:

> *Research Question 2): What is the relevance of an Attachment Theory perspective to the behaviour management of challenging students in primary schools?*

Although schools aim to provide an environment for effective teaching and learning, student and staff wellbeing and educating pupils to be a valuable part of the society, there are several factors that influence the quality of the schools' education provision. In order to improve abovementioned factors, schools design a group of policies and one of them concerns behaviour management. One of the findings of this study is the place of behaviourist approaches, which mainly dominate the policies via sanctions and rewards, regarding the behaviour management of challenging students. In England, schools have autonomy to design a school behaviour management policy, however, according to interviewees, the government's assumption and Ofsted's inspection criteria have a role in shaping school decisions and priorities regarding the school behaviour management policy.

The third main theme will be presented by considering the participants' perceptions regarding the practice, policy and research aspects of behaviour management (see *Figure 6.5*). In this study the concepts of practice, policy and research refer to school operations, the governmental approach and academia, respectively. Four organising themes studied in this main theme are presented in the following subsections: Efficacy of school behaviour management policies, Government's approach towards the behaviour

management of challenging students, Role of universities in conducting research and providing teacher training, and the participants' views on Ideal conditions to leave no child disengaged.

Figure 6.5 Theme three: Main theme and organising themes
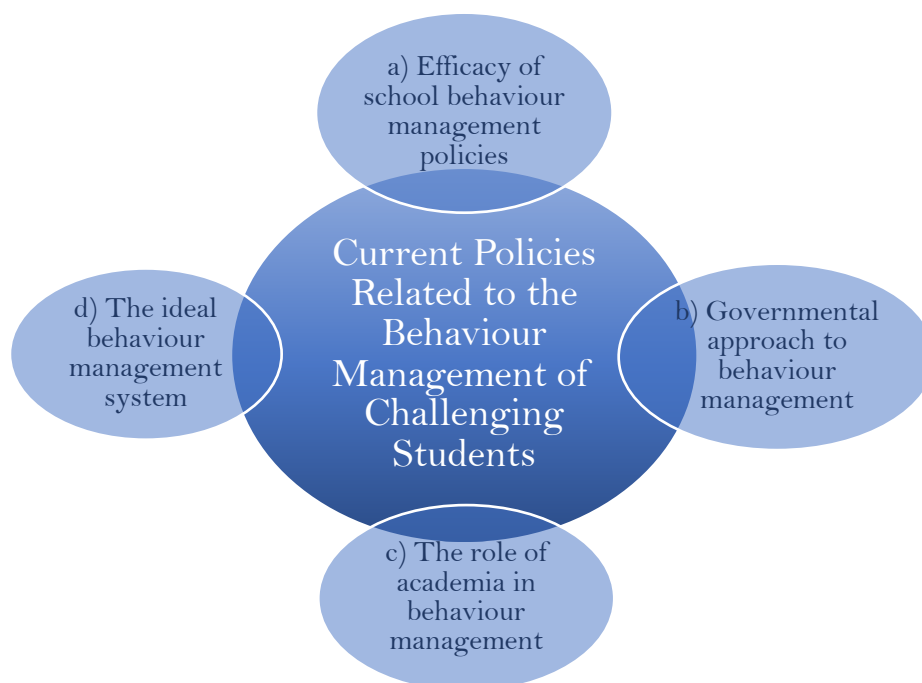
The next section covers interview findings on the first organising theme regarding the efficacy of the structure of school behaviour management policies and their impact on pupil behaviour.

6.4.1. Efficacy of school behaviour management policies

School behaviour management policies include guidance for managing pupils' behaviours in a framework that covers desirable and undesirable behaviours in school. The comprehensive interview data collected from educational experts show that school behaviour management policies have a significant role in labelling whether a pupil is problematic or not. In this subsection, the role of school behaviour management policies on pupil behaviour is presented on the basis of the participants' views.

Interview findings regarding the role of school behaviour management policies on pupil behaviour mainly highlight three particular points. Firstly, some school policies define pupil by considering his/her academic attainment and exam scores. Secondly, school behaviour management guidelines comprise a group of allowed and disallowed actions and according to interviewees, these guidelines do not suit every child because of their

different backgrounds. This classification of policies might be too rigid, and a very common behaviour could be named as problematic or disruptive. The child who acts out the typical behaviour could be named as a challenging/problematic pupil. Lastly, the contents of the policy might be limited and the domination of one strategy may hinder other perspectives on behaviour management.

A notable majority of participants (n=12/13, 92.3%) highlighted that the expectations of schools, parents and governments focus on the academic attainment of pupils. An academic criticised the competitive-achievement directed school policies, by mentioning both schools and parents' expectations about the pupil in the following excerpt:

Excerpt 6. 36

If the parents and the schools just see the results that their children get on the curriculum as being the most important thing, then I think that creates often a challenge for pupils. But for some children, the risk of failure is dominant in their minds and this will be a tremendous challenge. (A4)

The definition of problematic behaviour in the school setting is another commonly mentioned interview finding (n=9/13, 69.2%). Educational experts suggested that school policies need to define the problematic behaviour with a deeper understanding and awareness of early experiences. As exemplified by an educational psychotherapist in the quotation below:

Excerpt 6. 37

A behaviour is only problematic when the environment says it's problematic. The behaviour of children would be perfectly fine in a different environment, if they were on a farm, if they were playing in a field. It's the environment which determines what is a challenging behaviour or a problematic behaviour. The rules and routines of the school often determine what it is that's the problem that's the first thing, not the children. (EP2)

Interviewees (n=9/13, 69.2%) criticised the dominance of behaviourist principles evident in school policies regarding managing disruptive behaviours of challenging students. While three of the participants (n=3/13, 23%) claimed that there is no need for sanctions and rewards, five of the participants suggested a school behaviour management policy which covers a combination of the Sanctions and rewards system and other effective strategies, in order to provide pupils with a high-quality school experience (n=5/13,

38.4%). A head teacher/former academic narrated the actions that they have taken in their school regarding policies for maintaining an ideal school environment for all pupils:

> ***Excerpt 6. 38***
>
> *In our school, we do not name the policy as behaviour management. We call it promoting self-regulation, because that is the heart of what we are trying to do, and discourse just changes the attitude. It stops being about judgements, labelling and blaming children for bad behaviour. It becomes much more about children needing more practice in learning to self-regulate. (HT1)*

The next subsection focuses on the government's approach to the behaviour management of challenging students.

6.4.2. Governmental approach to the behaviour management of challenging students

This subsection aims to present findings regarding the impact of the government's approach and consideration of the behaviour management of challenging students. Although primary schools in England are mostly autonomous in their functioning such as, the curriculum they follow (for example, academies), their employment and management of the staff and the length of lessons, breaks and school time, the approach of the central government affects schools' decision-making and policy-making processes in direct ways. The effect of these government policies is classified into four aspects, according to the interview findings, namely, school exclusion policy, the role of Ofsted in England's educational system, school funds that are regulated by government and the statutory and advisory reports published by the government.

School exclusion is one of the common topics mentioned by the interviewees. The majority of interviewees (n=9/13, 69.2%) believed that school exclusion should have a place in the school system, but it is not a sustainable solution in the future for managing the disruptive behaviours of challenging students. A minority of participants (n=4/13, 30.7%) believed that there is no place for excluding pupils from schools and one of them described school exclusion as *'ridiculous!'* (EPT1). A head teacher who is against the school exclusion policy noted his attendance to a training session for future head teachers in the following quotation:

Excerpt 6. 39

How do you manage the system to get that child excluded? Well, that's sad, because the upcoming future head teachers of this country are being trained on how we manage the paperwork to get the pupil out instead of actually being trained to be inclusive and put systems in place to ensure that that child can be successful. (HT2)

A group of interviewees (n=6/13, 46.1%) stated that exclusion should have a place in the school system only if health and safety problems occur. They underlined the importance of awareness of social, emotional, behavioural and attachment difficulties by expressing a group of strategies (such as Emotion Coaching, Nurture Group provision), and supported the notion that school exclusion should be a last option, as mentioned above, when health and safety issues arise. In the following excerpt, an academic explained his opinion of school exclusion by defining his view as *'a bit old-fashioned'*:

Excerpt 6. 40

I believe in diverse forms of education and provision just as we have diverse students with diverse needs. Being in a large school with 500 other students in a very regimented environment that may be a barrier. And that those children can benefit from being in not only smaller groups like Nurture Groups but sometimes in smaller units outside of mainstream schools. Not for the whole of their educational career, but maybe for short periods. (A2)

Ofsted is one of the key vehicles for delivering governmental policies and aims to inspect, regulate and report school services that are focused on two aspects: 'services providing education and skills for learners of all ages' and 'services for care for children and young people' (Ofsted, 2018). Ofsted inspections shape a school's school improvement priorities each year. Almost half of the participants (n=6/13, 46.1%) highlighted that Ofsted has a significant role in primary schools and only one interviewee claimed that Ofsted provides an effective impact on behaviour management of challenging students. The rest of the participants (n=7/13, 53.8%) stated that the inspection and regulation services of Ofsted need improvement. A head teacher claimed that there is a need for external inspection and said:

Excerpt 6. 41

I think it's about the appropriateness of the setting and the expectations of Ofsted. My concern is that you get someone who comes into this school, who doesn't understand the nature of the children we work with. (HT1)

According to the interview findings, the second aspect of government policies regarding effective behaviour management of challenging pupils is school funding. More than half of the participants (n=8/13, 61.5%) emphasised the need for more funds in primary schools in order to employ more key staff in school and to get external support from professionals. A family support worker in an Attachment Aware school pointed out a problem about school funding and added the following:

Excerpt 6. 42

The money we received per person greatly reduced and we lost 30 staff to redundancies last year alone and the impact of that in the classroom was massive. Because, obviously, those children aren't getting the support that they used to get. It's now down to one teacher to manage all of those children in the class. (FS1)

One of the findings that emerged from the thematic analysis of data is that the statutory and advisory reports that are published by the government might not be comprehensive enough. An academic claimed that education and politics are very closely linked and *'the government of the day, whether it is Labour or Conservative or a Coalition, affects what happens in schools' (A3).* Similarly, another academic who is also part of the commission to revise the behaviour management policies exemplified the incomprehensiveness of the government policies in the following excerpt:

Excerpt 6. 43

The DfE has published mental health and behaviour in schools as a document. It talks about factors that help children to be resilient and ... it mentions attachment in that document. But the DfE has another document which is called 'Behaviour and Discipline' ... they talk about punishment 15 times. The third document is the special needs code of practice and that does not have behaviour in it at all. So, there's just three documents, none of which connect the messages between. (A1)

The next subsection reports on the role of academia in the behaviour management of challenging students, on the basis of the interviewees' perceptions.

6.4.3. Role of academia in the behaviour management of challenging students

This subsection presents findings regarding the role of academia in the behaviour management of challenging students. Academia has a universal duty for enhancing knowledge and, in this study, it is accepted as a key source of research and training. In order to fulfil this duty, academic institutions, for instance, universities, are dedicated to conducting research and providing education, and to award undergraduate and

postgraduate degrees at a Higher Education level. Another duty of academia is to educate teacher trainees in order to join the teaching profession in primary schools. Participants in this study identified two aspects of academia's role in the behaviour management of challenging students and these are; the comprehensiveness of the teacher training programme (TTP) and the competence of teacher trainers.

The comprehensiveness of TTPs in academic institutions is highlighted by interviewees and findings show that there is a lack of consideration of different theories and approaches to behaviour management in schools in these TTPs. An academic described the incomprehensiveness by explaining the current situation of TTPs:

> ### *Excerpt 6. 44*
>
> *Recently the DfE has said teachers who are going to be working with children need to know about Attachment Theory, the first time. And what we have is many professional teachers who don't understand what might be behind disruptive behaviour or noncompliant behaviour. They do not understand how attachment styles might be driving that. (A3)*

However, another academic who is also a teacher trainer claimed that although different theories and approaches to behaviour management have begun to be considered in TTP, the traditions of TTP still dominate in order to educate prospective primary school teachers and hinder some effective perspectives and approaches, and he said:

> ### *Excerpt 6. 45*
>
> *I used to work in a PGCE programme at ... one day in the whole course the programme includes social, emotional and behavioural difficulties and attachment awareness ... Child development must be at the heart of teacher education especially of people trying to be primary school teachers. (A2)*

Secondly, another point that has emerged from the data analysis, is the competence of teacher trainers. A minority of participants (n=4/13, 30.7%) pointed out that teacher trainers can shape attitudes of prospective teachers towards challenging students. In the following excerpt, an academic defined this issue:

> ### *Excerpt 6. 46*
>
> *In the UK there is a real gulf between the academics who are doing the research and the academics who are delivering the teacher training programmes. Teacher trainers find it difficult to keep up with new developments and also, they become very focused on the mechanics. (A1)*

These findings will be discussed further in the Discussion Chapter (Chapter Seven). The next subsection will focus on the organising theme concerning the ideal behaviour management system on the basis of participants' perceptions.

6.4.4. The ideal behaviour management system in primary schools which leaves no child disengaged

The question 'How can we design an ideal behaviour management system in primary schools which aims to leave no pupils behind?' was asked to participants during interview. Their responses were analysed regarding the most effective system to provide all pupils with an enjoyable school environment. Although a range of issues about the ideal system was raised by participants, the most frequently mentioned issues are namely, policies including awareness and understanding of attachment, social, emotional and behavioural difficulties (n=5/13, 38.4%), an effective collaboration between school, family and society (n=5/13, 38.4%), effective professional support (n=5/13, 38.4%) and the safety of all school stakeholders (n=4/13, 30.7%).

A head teacher explained the role of educators by mentioning that an ideal policy would be designed with an awareness of pupils' attachment issues and their social, emotional and behavioural difficulties. Furthermore, according to participants, a wrong policy would cost society critically, as is shown in the following excerpt:

> ***Excerpt 6. 47***
>
> *To fulfil our responsibilities as educators we need to create the most optimal environment so that they can achieve in the ways that they can go on to become a healthy productive member of society … from a financial perspective, children who get excluded from school often end up being a burden to society or causing disruption to society and perhaps become criminals. (HT1)*

Another commonly mentioned concept is the need for an effective collaboration between school, family and society. Participants' perceptions focused on the idea that schools as an organisation that aims to increase the wellbeing of pupils, must be the common priority of all stakeholders. An effective co-operation between policy-makers, educators, families and local and national charities and trusts is highlighted as crucial. A family support worker put her perception of the ideal provision into words in the following quotation:

... the ideal would be to invest in the schools because schools are on the ground working with children day in, day out, and we see the families, day in, day out. Schools are in the chance to connect with the outside agencies ... without working together we can't get the bigger picture and a deep understanding. (FS1)

Effective professional support regarding the behaviour management of challenging students was commonly mentioned as crucially important by participants. Participants focused on having enough funding to employ more school staff and enough funding to get continuous support from professionals both inside and outside of school. An educational psychologist described the importance of effective professional support as follows:

Excerpt 6. 49

In the UK, there is no tradition of any sort of supervision -in terms of clinically- for teachers. ... professional, on-going and all school -all district- support is more effective in terms of more people thinking similarly, being introduced to similar ideas that they can carry on thinking about and sharing experiences doesn't just rely upon one person in school. (EP1)

The final common concept for an ideal behaviour management system refers to the safety of all school stakeholders. Interview findings indicated that making school a secure base for not only pupils but also teachers and families, should be considered as a priority in an ideal provision. A primary school teacher underlined the importance of safety in the words below:

Excerpt 6. 50

... the first important part will be safety. How is everyone kept safe and that includes emotional safety as well. Besides the physical environment obviously, but also the emotional environment. So that children and teachers have resources and support to remain emotionally confident. (PT1)

6.5. Summary

This chapter aimed to present interview findings based on perceptions of a group of educational experts in England. In order to include views on the research, policy and practice aspects, the interviewed participants have a range of positions relating to the behaviour management of challenging students namely, academics, an educational

psychologist, an educational psychotherapist, head teachers, a psychologist, a primary school teacher, a family support worker and an early years specialist.

The three main themes to emerge following the thematic analysis of interview data have been reported and supported by relevant findings. The subsequent chapter examines the implications of the findings for the study as a whole.

CHAPTER SEVEN: DISCUSSION

7.1.   Introduction

This chapter provides an in-depth discussion of the research findings, in relation to the research questions and pertinent literature. The findings of this study are notable in at least two respects: (i) understanding the nature of disruptive behaviour is crucial for effective behaviour management in primary schools, and (ii) designing a behaviour management system which combines different strategies, such as, a Sanction and reward system and an Attachment Theory perspective, is necessary for the effective behaviour management of every individual in the classroom.

The current study seeks to address two main research questions (RQ1 and RQ2), namely:

Research Question 1): How do Turkish primary school teachers manage the disruptive behaviours of challenging students?

   1a) What are the perceptions of Turkish primary school teachers regarding the nature of disruptive behaviours of challenging students?

   1b) How effective is the behaviour management policy of the Turkish education system regarding managing disruptive behaviours and developing positive ones in primary classrooms?

Research Question 2): What are the possible contributions of an Attachment Theory perspective regarding the behaviour management of challenging students in primary schools?

   2a) Why does understanding the reason for the behaviour matter, in order to manage the disruptive behaviours of the challenging students effectively?

   2b) How effective is an Attachment Theory perspective in re-shaping behaviours of challenging students?

Conceptually, Bowlby's (1969, 1973, 1980) Attachment Theory guided this study to investigate the child's social, emotional and behavioural development, by looking at the impact of early relationships between mother and child on the social, emotional and behavioural development of the primary school pupil. Philosophically, a pragmatic

perspective is adopted with a constructivist and interpretivist paradigm (Teddlie & Tashakkori, 2009). Moreover, Charmaz's (2014) Constructivist Grounded Theory guided this study in the processes of data collection and analysis. The abovementioned conceptual and philosophical frameworks guided the research from beginning to end regarding the research design, data collection, data analysis and discussion of findings.

This chapter is organised into three main sections that are based on the research questions. Following this introductory section, the discussion of the first research question is presented to address Turkish primary school teachers' perceptions of managing challenging students in classrooms effectively, and the discussion of research questions 1a) and 1b) is presented (Phase One). This is followed by discussion of the second research question, which aims to identify the relevance of an Attachment Theory perspective regarding effective behaviour management in primary classrooms, and discussion of sub-questions 2a) and 2b) is presented (Phase Two). Following the discussion of the research questions based on the findings of the current study and relevant studies on the existing literature, reflections on the research study are presented. Thus, attention is given collectively to the implications of the findings for theory, policy and professional practice.

7.2. Research Question 1: How do Turkish Primary School Teachers Manage the Disruptive Behaviours of Challenging Students?

Managing pupil behaviour effectively in the classroom is one of the key roles of primary school teachers, in providing an optimal and sustainable classroom environment. It is expected that this optimal classroom environment will allow pupils to achieve a high standard of education, which covers not only academic targets but also healthy social, emotional and behavioural development.

Managing undesirable behaviours effectively during lessons is considered a vital part of providing an optimal classroom environment for all pupils (Freiberg & Lamb, 2009; Haydn, 2007). In this research, Turkish primary school teachers were asked how they manage disruptive behaviours in their classrooms. Findings in this study showed that the majority of participants indicated that disruptive behaviours occur in their schools (see Table 5.1) and they mostly found these behaviours challenging to manage (see Figure 5.6). However, low-level disruptions (that is, not remaining on task in lessons) were pointed out as more challenging to manage than other disruptive behaviours. In

accordance with the present results, previous studies have demonstrated that low-level disruption is considered a prevalent issue in classrooms and these persistent disruptive behaviours, could be a contributory factor to teachers leaving the profession (Docking & MacGrath, 2013; Greene, 2009; Kyriacou, 2009; Ofsted, 2014).

One of the notable findings of this study is that a behaviour list has been designed by Turkish primary school teachers to describe desirable and undesirable student behaviours in the classroom. Moreover, it is interesting to note that during the interviews, all participants (100%, n=20/20) indicated that classroom rules are established collaboratively with pupils. In many countries, including Turkey, schools use a framework that is devised for managing pupil behaviours, and for example using a sanction and reward system plays an important part in establishing behaviour management policies (Balay, 2012; Little & Akin-Little, 2008; Rogers, 2012; Woods, 2008). On the contrary, there are some studies in the relevant literature, indicate that pupils express more positive feedback about teachers who provide them autonomy in their behaviours, rather than strictly controlling them (Gurland & Grolnick, 2003). However, although there is a consensus about the idea of using a behaviour framework to manage behaviours in their classrooms, the participating teachers' responses diverge when it comes to the question of the effectiveness of the rewards for desirable behaviours and sanctions for undesirable behaviours.

The findings of open-ended questions elicited by online questionnaire, surprisingly, showed that 35.4% (n=46/130) of participants find the sanction and reward system ineffective. In the closed questionnaire item on the effectiveness of sanctions and rewards, the percentage of disagreement increased to 49.6% (n=57/115; see Table 5.8), despite the fact that almost all of them claimed that they use it for managing behaviour in their classrooms. These findings raise the following question: Why do Turkish primary school teachers use the Sanctions and rewards system while believing that it is not totally effective? There are several possible explanations. Firstly, teachers might be used to using the behaviour framework because of their previous experiences, as both teachers and learners (Kennedy, 1991; Klausewitz, 2005). Similarly, McCready and Soloway (2010) mentioned that 'Teachers are often caught up in habitual patterns of reacting to challenging behaviours in the classroom' (p. 120). A second possible explanation could be that they might have observed and/or experienced that the behaviour framework does not prove effective for the behaviour management of every child but has proved effective for managing most low level disruption in the classroom. In the current study, a common

view amongst participants is that managing challenging students was likely to be more difficult than managing their peers. These findings further support the idea of the need to adopt different strategies for different individuals (for example, Bombèr, 2007; Geddes, 2006). Thirdly, the findings of this study show that teachers might have a misunderstanding about the recommendations of the national policy. The national policy on behaviour management in Turkey recommends to teachers a set of strategies regarding managing pupil behaviour in classrooms. However, in case these recommended strategies are ineffective, teachers have the autonomy to use an appropriate behaviour management strategy of their choosing (Balay, 2012; Basar, 2006). Moreover, findings of this study seem to be consistent with other research which indicates that the behaviourist approach focuses on teacher-centred practices, rather than student-centred practices and these practices might result in a lack of development of intrinsic motivation in students (for example, Freiberg & Lamb, 2009).

An interesting finding of this study is that primary school teachers in Turkey tend to reward and praise desirable behaviours, rather than sanctioning undesirable ones. A possible explanation for this practice might be that sanctioning the same student because of disobeying school rules several times, could result in labelling the student as the *problem child* in the classroom. This might encourage learned helplessness and damage the student's self-worth and self-esteem (Peterson, Maier, & Seligman, 1993). The student who repeatedly fails to behave in a desirable way or to be successful in tasks might stop trying to be successful.

On the other hand, participants felt constant rewarding and praising could be potentially detrimental to pupils, too. Although a majority of Turkish primary school teachers stated that they tend to use rewarding and praising and avoid sanctioning students, several teachers highlighted that rewards could be considered a *bribe* by some students. This bribery function of rewards might reduce a student's intrinsic motivation to behave in a desirable way. This explanation is supported by the relevant literature that mentions the risk factor of rewarding and praising behaviours related to internalising positive behaviours (Deci, Koestner, & Ryan, 2001; Hart, 2010; Oxley, 2015).

Following the thematic analysis of data, findings of this study grouped teachers' perceptions of effective behaviour management into alternative strategies, namely: (a) Effective implementation of a combination of proactive and reactive strategies, (b) Giving responsibility to the challenging pupils, (c) Recognising pupils' unique circumstances and

encouraging the specific achievement of the challenging students, (d) An effective support system and (e) An active and effective school-family collaboration. Each of these strategies will be discussed below.

a) *Effective implementation of a combination of proactive and reactive strategies*

Whilst some studies promote being reactive to disruptive behaviour is not an effective form of behaviour management (Geddes, 2006; Docking & MacGrath, 2013; Lines, 2003), a group of studies advocate that using reactive strategies is an efficient way to show pupils whether their behaviour is desirable or undesirable (Infantino & Little, 2005; Miller, Ferguson, & Simpson, 1998). However, the findings observed in this study do not totally support the abovementioned approaches. Instead, teachers in Turkey indicated that they favour an approach that combines both proactive and reactive strategies to manage challenging students. The findings of this study support findings of other studies, which show a preference for a group of strategies that comprise preventive classroom management strategies (developing self-regulation) and individual behaviour plans for those who continue to behave disruptively in spite of proactive strategies (Lane, Menzies, Bruhn, & Crnobori, 2011).

b) *Giving responsibility to challenging pupils*

In this study, giving responsibility to challenging pupils is considered an effective strategy for managing pupil behaviour in the classroom, and this is also widely supported by relevant literature (Basar, 2006; Erol, Özaydın, & Koç, 2010; McCready & Soloway, 2010). Giving responsibility to pupils who potentially threaten to disrupt the classroom environment, provides them an opportunity to develop self-worth and to feel that they are part of their school community. This interpretation is supported by Romi, Lewis and Katz's (2009) study, which was conducted with a large group of participants in Australia, China and Israel with a sample which comprised of 5521 students and 748 teachers.

c) *Recognising pupils' unique circumstances and encouraging the specific achievement of the challenging students*

The findings of this study indicate that recognising pupils' unique circumstances and encouraging individual achievement, is a technique frequently used by Turkish primary school teachers. It is possible that this practice is due to teachers' perception that rewarding and sanctioning are not effective for some pupils in the classroom. A group of

participants mentioned that using a behaviour checklist, for instance, is not effective for a specific group of pupils, such as pupils with attachment problems, with low-level academic attainment and/or with a lack of social engagement.

d) An effective support system

According to the findings, another key point that is important to discuss is that it is necessary to build an effective teacher support system whilst managing the behaviours of challenging pupils. During the interviews, 5 interviewees (25%, n=5/20) expressed their views in this context by stating 'I am not a superhero'. A possible explanation for this finding may be the lack of adequate help they receive whilst managing challenging students. This result, however, differs from McCready and Soloway's (2010) study, in which it is claimed that 'many challenging student behaviours are not technical problems that can be solved by calling upon an 'expert' (p. 119). On the contrary, a group of studies supports the finding of this study that teachers need support from professionals whilst managing challenging students (Maltby, 2008; Nash, Schlösser, & Scarr, 2016; Roberts, 2017; Solomon, 2017).

e) An active and effective school-family collaboration

An active and effective school-family collaboration is considered important by primary school teachers whilst managing pupil behaviour in primary classrooms (see Figure 5.10). This consideration of Turkish primary school teachers may be explained by the fact that academic achievement is considered the most important outcome of the school system in Turkey and high expectations of the family might underrate the importance of pupils' social and emotional development (see Figure 5.10, s7f). According to participants, there is a wide consensus on parents/carers' lack of competence on how to deal with disruptive behaviours outside school. Teachers indicated their general agreement on the need to help parents/carers become aware of that the disruptive behaviour might be associated with a student's home environment. On the other hand, this tendency of teachers to blame the family may be considered an issue which need to be addressed. Teachers try scapegoating parents/carers to present them as being vulnerable, by claiming 'I did everything I could do, however parents did not engage enough with school'. This lack of understanding and communication suggests the need for active and effective collaboration between family and schools (Barclay & Boone, 1997).

In this section, discussion of findings relates to research question 1 is documented. The discussion of findings show that participant teachers use sanctions and rewards system, which is considered an effective strategy in the related literature as a main strategy while managing challenging behaviour in the classroom. However, a group of alternative strategies involving a combination of proactive and reactive strategies, recognising and encouraging challenging pupils by giving them responsibilities and creating an effective collaboration with parents/carers and support sources are highly recommended. It is notable that, a group of other strategies, such as Nurture Group provision or Emotion Coaching have place neither in teacher practices nor in the policy documents in Turkey. This section of the discussion aimed to present a clear picture of what Turkish primary school teachers do regarding managing disruptive behaviour in the classroom and the following sections examine the findings in relation to RQ 1a) and RQ 1b).

7.2.1. Research Question 1a): What are the perceptions of Turkish primary school teachers regarding the nature of disruptive behaviours of challenging students?

Research question 1a) addresses Turkish primary school teachers' perceptions of the reasons for disruptive behaviours during lessons. In this study, a troubled home environment is widely considered a potential reason for disruptive behaviour in the classroom. Furthermore, the impact of a troubled home environment on a pupil's social, emotional and behavioural development may be associated with disruptive behaviours during lessons, according to the findings of this study (see Table 5.13). Findings suggest that disruptive behaviour in the classroom could be related to parents/carers in several ways: (a) early experiences between mother and child, (b) parents/carers' willingness to support their child's school life, (c) parents/carers' knowledge of how to manage disruptive behaviours at home, and (d) single parent families.

A growing body of literature indicates that understanding the reasons for disruptive behaviour is the key to effective behaviour management in the classroom (Bombèr, 2007; Bowlby, 1982; Geddes, 2006). Moreover, relevant literature widely asserts that early life experiences with parents/carers play a crucial role in the child's social, emotional and behavioural development (for example, Sigmund Freud 1856-1939, Bowlby, 1982). Attachment Theory, developed by John Bowlby, is one of the approaches that supports the idea that the quality of the emotional bond between mother and child, affects the emotional and behavioural development of a child. As a recapitulation, the concepts of

securely and insecurely attached children are briefly revisited in discussing the findings of this study. Bowlby (1973) describes a securely attached child as a person who is likely to approach and discover the world confidently and to find a way to tackle potentially alarming situations effectively. There are three styles of insecure attachment, namely insecure avoidant, insecure ambivalent and insecure disorganised, and the main characteristics of the children who have experienced insecure attachment are, in Geddes's (2006) words, as follows:

- Insecure-avoidant attachment style: 'pupils who cannot ask for help' (p. 76)
- Insecure-ambivalent attachment style: 'pupils who fear separation' (p. 96)
- Insecure disorganised attachment style: 'the most worrying pupils' (p. 114)

During the interviews, only 2 out of 20 (10%) participant primary school teachers in Turkey indicated that they had heard of Attachment Theory, and this might be due to the fact that they had both recently graduated from teacher training programmes. Although only these two interviewed newly qualified teachers were aware of Attachment Theory, almost all of the questionnaire participants agreed that the quality of early mother-child relationships is significant to a child's behaviour in the classroom (see Figure 5.10, s7i and s7j). There is general agreement on the questionnaire item 'Difficulties in mother-child relationships may cause problematic behaviours in the classroom' (98.3%, n=118/120), even though respondents were not aware of Bowlby's Attachment Theory. One of the views held by participants was that the securely attached child is an academically successful pupil. A possible explanation for this view might be that the securely attached pupil who is able and eager to learn and discover, can easily engage, has well developed self-skills and can trust his/her teacher (Bombèr, 2007), might be seen as the ideal pupil who complies with the classroom rules and engages with the educational tasks given by the teacher. Moreover, the educational task which is unknown and uncertain could create discomfort for pupils and a securely attached pupil has the skills to engage with the task and able to cope with uncertainty. As Geddes (2006) suggests, a securely attached pupil knows that the teacher is there to support him/her to engage with the task and this mutual dynamic relationship creates learning.

In the current study, findings suggest that creating a classroom atmosphere of mutual caring, respect and trust is key to effective behaviour management in primary classrooms (see Figure 5.5). Teachers may find it easier to develop a positive relationship with securely attached children. Moreover, as an attachment figure in the classroom, teachers

might develop a more positive relationship with the securely attached child, who knows that 'they are okay, adults are okay and the world is okay in general' (Nash, 2017, p. 267).

On the contrary, teachers' main criticism of mother-child relationships concerned helicopter parenting (cosseting parenting), a style which potentially underpins a significance of early parenting. Findings of this study suggest this helicopter parenting resulted in pupils with a reckless character and that teachers might have thought that the reason for this recklessness was their parents'/carers' parenting styles (see Section 5.5.1.2 for relevant findings). Although measuring the impact of parenting styles on pupil behaviour is not the focus of this study, participant teachers alluded that helicopter parenting might a potential reason for disruptive behaviour in the classroom. Existing literature also indicates that helicopter parenting may be associated with 'low self-efficacy, alienation from peers and a lack of trust among peers' (Van Ingen et al., 2015, p. 7). However, in the literature, this over-involvement from parents/carers in children's lives is mostly investigated from the young adults' perspective by concerning their transition into the college and undergraduate studies (LeMoyne & Buchanan, 2011; Padilla-Walker & Nelson, 2012; Bradley-Geist & Olson-Buchanan, 2014; Odenweller, Booth-Butterfield, & Weber, 2014). Findings of this study show that helicopter parenting could be a reason for disruptive behaviour in primary classrooms as well, and this possibility should be investigated further in the future.

According to Turkish primary school teachers, parents of pupils have inadequate knowledge on how to manage the disruptive behaviours of their children. This lack of knowledge might affect parents' willingness to become involved in their children's educational life. A possible explanation for this might be that participating teachers thought this way because of the lack of support and the low level of engagement they receive from parents/carers (see Table 5.15 and Figure 5.10). A lack of awareness by parents/carers could be considered a common problem in Turkey, and Sakiz (2015) states that families are reluctant to engage with their child's school/learning for several reasons. These reasons may include poor socioeconomic conditions, a lack of awareness and inadequate effort by the school to involve families in the education process of their children. The importance of parental involvement in a child's education is widely investigated in the literature, and effective co-operation and engagement generally benefits children not only in terms of behavioural challenges but also educational outcomes (e.g Green, Walker, Hoover-Dempsey, & Sandler, 2007; Hoover-Dempsey & Sandler, 1997).

Participants considered being a member of a single-parent family to be a potential reason for disruptive behaviour in the classroom (see Figure 5.10, s7h). The absence of one or both parents in situations, such as, divorce, death and ill-health is classified as a reason for attachment problems in the relevant literature (Barrett, 2006; Gloger-Tippelt & König, 2007). This study found that participating teachers' beliefs of single-parent families mirrored the relevant literature. According to The United Nations Children's Fund (UNICEF) in 2015, there were 140 million orphans who were 'under 18 years of age and have lost one or both parents to any cause of death' and the clear majority of them live with 'a surviving parent, grandparent or another family member' (UNICEF, 2019). These figures show that the absence of one or both parents is a global problem and it is possible that these children will have attachment problems due to the absence of their parent's physical and emotional presence in their future lives (Barrett, 2006). In Turkey, the number of orphans is about 200,000 (Yetimvakfi, 2018) and in the last two years the average number of divorces has been approximately 130,000 (TUIK, 2018). These statistics offer a possible explanation for participating teachers' viewing single-parent families as a contributory reason for disruptive behaviour at school. Grandparents are one of the main carers who look after the children after the divorce of parents and their influence on a pupil's development was another point expressed by participating teachers.

In this study, participants indicated that there was a group of external support institutions for pupils with disruptive behaviours (see Figure 5.8), such as Guidance and Research Centres (GRC) and Special Education and Rehabilitation Centres (SERC). Findings show that teachers were not willing to refer disruptive pupils to either institution. A possible explanation for this might be that a student's referral to these institutions creates extra work for teachers. The referral process begins in the school with an evaluation of the situation by the school counsellor. After this evaluation, the pupil is referred to the GRC. Professionals (for example, educational psychologists, clinical psychologists) in the GRC investigate the individual's difficulties and depending on their assessment they either refer back to the school to engage with extracurricular activities and be supported by behavioural objectives or they refer to the SERC. In both cases, the teacher will encounter an additional workload for an individual in the classroom and this might be why teachers lack willingness to refer disruptive students to referral institutions.

A recent study which investigated Turkish primary school teachers' perceptions and practices regarding pupil referral to GRC, supports the findings of this study and shows that teachers have insufficient knowledge about preparing and implementing the extra

curriculum and behavioural objectives (Kuruyer & Çakiroglu, 2017). Moreover, according to the teachers who participated in the current study, if a student is referred to the GRC or SERC, there is the risk that the student may be labelled as a *problematic/unwanted pupil* in the classroom. Besides this lack of knowledge, this study shows that teachers might have misconceptions about the referral process, which could be attributed to families of other students in the classroom. This finding is interesting because referral to GRC is the process of supporting challenging pupils in Turkish schools; however, if teachers avoid referring challenging pupils, because of abovementioned reasons (being labelled as a problematic pupil, or avoid the possible negative reaction of families of other children) challenging pupils cannot be supported effectively.

In sum, discussion of findings related to RQ 1a) indicates that the relationship between parents/carers and child is one of the main contributory factors for a pupil's disruptive behaviour in the classroom. A troubled home environment is widely considered a potential reason for disruptive behaviour in the classroom. Throughout this section, a group of issues discussed which are potentially leading children to become challenging pupil in the classroom, namely being in a single-parent family, helicopter parenting and parents/carers lack of knowledge. Moreover, even if only a minority of participants mentioned that they have heard of Attachment Theory, participant teachers and the relevant literature assert that the quality of mother-child attachment is one of the main explanations for disruptive behaviour in the classroom. The following section presents discussion of the perceived effectiveness of the current behaviour management policy in Turkish primary schools.

7.2.2. Research Question 1b): How effective is the behaviour management policy in Turkish primary schools regarding the management of disruptive behaviours?

This section presents a detailed discussion of the findings of teachers' perceptions on the efficacy of both the current national and school behaviour management policies in the Turkish education system. According to the findings of this study, teachers' opinions on the strengths of the current national behaviour management policy can be grouped as follows:

- *Standardisation* function of national policy is helpful to provide equal opportunities to every child.
- *Centralisation* function of national policy helps to arrange a connection and co-operation between schools in order to establish common practices.

In Turkey, the Ministry of National Education (MoNE - Turkish: Milli Egitim Bakanligi) controls every policy and administration function of the education system. MoNE designs and decides the policies on the behaviour management of students, employment of teachers, head teachers and other school staff, subjects for the curriculum, and the selection and publishing of textbooks. The National Curriculum must be followed by all private and public schools and the inspection of these schools is undertaken by inspectors who are appointed by the MoNE (MoNE, 2017).

Standardisation and Centralisation functions of the Turkish Education System could limit the functioning of schools and restrict individual improvement of schools by obliging them to follow the regulations that are designed by the governmental constitution. Whilst expressing that they felt the standardisation and centralisation functions of the national policy are helpful, participants mentioned that this is a good way to improve the quality of primary schools all around the country. In Turkey, as a developing country, all primary schools do not have the same quality of education due to several factors, such as economical differentiations, level of income and cultural differentiation amongst others (Akyuz, 2018).

In this study, half of the interviewees (50%, n=10/20) highlighted that the centralisation function of the Turkish education system is useful. A possible explanation for this finding might be the lack of trust of participants in the competence of the school management team and local authorities associated with education. Some of the issues emerging from this finding relate specifically to the MoNE's efficacy in policy-making, governance and employment strategies. It is interesting to note that whilst the questionnaire results highlight that the majority of primary school teachers stated that policies of MoNE need to be improved (see Figure 5.3), the analysis of interviews reveals that the centralisation function of the current education system is effective by half of the participants. Moreover, according to respondents' regional development and cultural stances, in Turkey this is widely differentiated from one city to another. Teachers might have thought that some cities, which are less developed than others, provide poorer education, and that a decentralised school system could be detrimental to pupils in those poorer cities.

Centralisation and decentralisation in the education system have been widely discussed by educators and academics, especially since the 1990s. Academics and policy-makers who support centralisation in education focus on three factors. The first centres on finance, in which it is assumed that if school funding is provided by central mechanisms, the effect of regional financial problems will be less dramatic (Ferrari & Zanardi, 2014; UNESCO, Global monitoring report: the quality imperative, 2004). The second factor concerns the professional competence of local authorities and school management teams, whereby managing schools centrally, it is assumed that the performance effectiveness will increase, regardless of the inefficiency of a person or team in one city or region (Pettigrew, 1983). The third factor relates to political consistency, in which the assumption is that a centralised education system allows governments to establish the new trends and public policies to all schools at the same time and with the same standards (Bray, 2013).

On the other hand, decentralisation, which is accepted as part of modernisation in education (Dyer & Rose, 2005), has been widely supported by academics and educators in the last two decades and several developed countries have decentralised their education systems (Ferrari & Zanardi, 2014; Özdemir, 2012; Karip & Köksal, 1996; Møller & Skedsmo, 2013). However, participants in this study might have thought that Turkish primary schools are not ready for decentralised management for several reasons, such as the inadequacy of professional competence of school leaders and local authorities and dramatic regional differences regarding the socio-economic stances of different regions.

In this study, the weaknesses of the current national behaviour management policy are described by Turkish primary school teachers as follows, each of the points will be discussed below:

- *Lack of Predictability* problem arises because of the ambiguity about different regions of the country regarding their cultural and socio-economic stances.
- *Lack of Sustainability* problem arises from regular changes in educational policies and from a lack of pre-experiment and piloting before an educational policy change.
- *Lack of Contribution* problem arises from teachers and parents' lack of involvement in education policy changes.

Findings of this study highlights that the National Curriculum is considered a factor that creates ambiguity regarding the behaviour management of challenging students. The majority of teachers in this study indicated that the National Curriculum limits them from employing different strategies whilst both managing behaviours and teaching. However, this view contradicts the National Curriculum (2018), where it is clearly stated that 'physical, social and emotional development is differentiated from one pupil to another … it is expected from teachers to employ appropriate strategies and techniques regarding bringing pupils the acquisitions and reaching objectives of the National Curriculum' (p. 6). A possible explanation for this contradiction might be that there is a misunderstanding amongst teachers about what they need to follow. The National Curriculum suggests a group of strategies for teachers; however, these are not compulsory.

In the current study, another concern about the national policy was the lack of applicability. Most teachers claimed that the national policy is not inclusive and understandable. Moreover, it is stated that the national policy should be more diverse and individually specific rather than acknowledging every student equal. As mentioned in the previous paragraph, there might be a misunderstanding and lack of knowledge about the national policy because the national policy indicates that teachers' should be aware of their pupils' individual, specific circumstances and provide flexibility for pupils who have physical, social and emotional difficulties (MoNE, 2018).

There are several possible explanations for these contradictions and misunderstandings. First of all, the lack of sustainability might create contradiction due to regular changes in the national policy. Although improvement and adaptation to the technological and social transitions are essential in policy making (Demirel, 2007), in-service teachers and parents should be informed clearly about the changes in the policies (Özdemir, 2012). Teachers who participated in this study claimed that regular changes in the national policy are a problem. However, this might be because of the lack of in-service training that they receive in their profession (see Figure 5.3, s12e), or may be teachers were not reflective enough and they were not interested in following either new policy changes or relevant literature.

Classroom size could be a reason for the apparent contradiction. Primary school teachers might have thought that it is difficult to put the suggested strategies into practice because the number of pupils in the classroom might be more than the ideal manageable size (85%, n=17/20). Smaller classrooms are accepted as more beneficial, to enable teachers to spend

more time with individuals who need extra time and support for a more enjoyable school life (OECD, 2017). According to the Organisation for Economic Co-operation and Development (OECD), the average number of pupils per classroom is 21 and in Turkey, the average classroom size in primary schools is 22, which is similar to the OECD average. These numbers might suggest that Turkey has a good level of average classrooms size, however, in some regions of the country the average classroom size increases to 35-40 students. Moreover, no teaching assistants are appointed in Turkish primary schools and without a teaching assistant in the classroom, teachers highlighted that they do not have time to think about individual challenging students. Therefore, classroom size and lack of teaching support are heralded as affecting teacher's classroom and behaviour management.

In this study, Turkish primary school teachers considered their lack of involvement in the preparation of the national policy a problem. In addressing research question 1b), participants were asked if they have an opportunity to develop behaviour management policy, which stakeholders will have an important role on it and the results were very surprising. The three most selected stakeholders are family, teachers and educational psychologist, respectively (see Figure 5.1). The results are surprising because of the fact that MoNE claims that educational policies in Turkey are developed with the contribution of a group of stakeholders, namely; teachers, academics, parents and non-governmental organisations (Kolcu, 2017). However, in the current study, even though MoNE claims that they involve every stakeholder in the policy-making process, teachers mentioned that primary stakeholders of education, such as families and teachers do not participate enough in the development of behaviour management policies.

In order to manage the occurrence of disruptive behaviours and to develop positive behaviours in Turkish mainstream primary schools, schools are required to devise a behaviour management policy that reflects the behaviour management framework of MoNE. In this study, more than half of the participants expressed negative views about the efficacy of the school behaviour management policies, despite the two out of three teachers who claimed that they could identify their school as a secure base for all pupils (see Figure 5.2, s13g).

One of the most striking findings in this study was that 7 out of 20 (35%) teachers interviewed, claimed that they did not have information about their school's behaviour management policy. Teachers are the key practitioners in educational systems and, it is

expected that they understand and follow school policies, otherwise a contradiction could occur in the school system (Taylor, 2009). A lack of involvement in the preparation of school policies might be the reason participating teachers claimed that they have no idea about school behaviour management policy. Relevant literature shows that participation in the decision-making process promotes commitment to achieving the schools' aims and motivation and willingness to help colleagues (Smylie, 1992; Wadesango, 2012; Hallam & Rogers, 2008).

In this study, almost two out of three of teachers (n=75/114, 65.8%) believed that their school behaviour management policy was not understood and/or implemented by every member of school staff (see Table 5.3). A possible explanation for this finding might be that the school management team prepares the school behaviour management policy to fulfil the requirements that are expected from schools by MoNE. This interpretation is also supported by the interview analysis, which reveals that two in every three of the teachers (n=13/20, 65%), believes that the school management team prepares a school behaviour management policy to follow the formal regulations of MoNE. In other words, the school behaviour management policy is perceived as only paperwork. According to the national behaviour management policy, schools should design a behaviour management system that is based mostly on sanctions and rewards. In order to inform school staff and to follow the implementation of school behaviour management policy, a committee called the Student Behaviours Assessment Committee (ODDK, Turkish: Öğrenci Davranışları Değerlendirme Kurulu) is required to be formed in Turkish primary schools to manage student behaviours (MoNE, 2018).

According to participating teachers' views, the evaluation of school policies was not effective enough. First of all, in Turkey, the expectation from the school management team focuses on academic achievement. High attainment expectation is also a global trend because of the needs of the global economy (Taylor, 2009). Teachers who participated in this study might have thought that this academic attainment expectation obliges them to focus on maths, literacy and Turkish, rather than on the social, emotional and behavioural development of pupils. According to MoNE (2018), pupil behaviour in primary schools is evaluated by teachers in accordance with the expected behaviours, namely, adaptation to the school culture, self-care, self-awareness, effective communication and social interaction, respect common values, being solution-oriented, participating in social activities, team-work and responsibility, efficient working and environmental awareness

(MoNE, 2018). It is clear from the teachers' perspective that this assessment is nothing more than a paperwork exercise, which is required by the school management team.

The discussion of RQ 1 aimed to present the current situation of behaviour management of challenging students in Turkish primary schools. Turkish primary school teachers' perspectives regarding how they manage disruptive behaviours in the classroom, what they believe as the reason for disruptive behaviour and how effective the current behaviour management policy in the primary schools in Turkey, was discussed. In sum, they prefer to use sanctions and rewards in their classrooms to manage disruptive behaviours, which they believe were caused by poor relationships between parents/carers and pupils. In participant teachers' views, current behaviour management policy in Turkey is inadequate and needs to be improved in many ways. The following sections focuses on the discussion of RQ2 concerning the relevance of an Attachment Theory perspective regarding the management of disruptive behaviours of challenging pupils in primary school classrooms.

7.3. Research Question 2: What is the Relevance of an Attachment Theory Perspective to the Behaviour Management of Challenging Students in Primary Schools?

As it is mentioned previous chapters, the researcher collected data from 13 educators in England who are promoting an Attachment Theory perspective. In the current study, educators who participated in this study indicated that pupils with attachment difficulties are less likely to enjoy school life and more likely to threaten to disrupt the classroom environment. Findings of this study show that, because of this concern, professionals who work with children need to have an attachment awareness to provide not only an optimum and sustainable classroom environment, but also an enjoyable school experience for all pupils. The relevance of an Attachment Theory Perspective (ATP) is discussed according to three key factors, namely, research, policy and practice. Attention will then be given to the discussion pertaining to each of three aspects, in turn.

In this study, academia is the place for the research aspect of an ATP, and it concerns two functions, conducting research to investigate the relevance of an ATP in educational settings and providing initial teacher training (ITT). On the one hand, researching the relevance of an ATP in educational settings to enhance knowledge and to highlight evidence, provides educators with an awareness of the impact of early years experiences

between parents/carers and the child. The present findings appear to be consistent with relevant literature, which indicate that a pupil's disruptive behaviour in the classroom might be related to trauma, loss, bereavement, anxiety or fear experienced in their early years (for example, Bombèr, 2007; Geddes, 2006; Golding, Fain, Mills, Worrall, & Frost, 2012; Thierry, 2017). This awareness may help educators to not only understand the potential reasons for disruptive behaviours (Geddes, 2006), but also to intervene with an appropriate strategy to support pupils with disruptive behaviours (Nash, 2017).

On the other hand, a second function of research is to inform teacher training. Participants in the current study mentioned that ITT has an important role in educating prospective teachers, who will be required to manage disruptive behaviours in their future classrooms. Participants indicated that training pre-service teachers in attachment awareness could help them to deal with disruptive behaviours associated with poor attachment experiences. However, several publications, especially in the field of social work and psychotherapy (for example, Smith, Cameron, & Reimer, 2017; Zilberstein, 2014), claim that placing too much importance on the ATP and recognising it as a 'master theory … may inhibit consideration of other, complementary and alternative ideas' (Smith, et. al, 2017, p. 1607). The implications and application of ATP in the classroom, however, continues to attract the interest of a growing range of scholars (Bergin & Bergin, 2009; Bombèr, 2007; Cooper & Colley, 2017; Geddes, 2006; Golding, Fain, Mills, Worrall, & Frost, 2012).

In this study, the second discussion aspect of an ATP is policy and it is discussed by considering ATP's position in the policy documents. There is general acceptance that not enough emphasis is given to an ATP on either national or school behaviour management policies in the UK. In recent years, it has been required that educators in the UK should develop their knowledge of the social, emotional and behavioural development of pupils in order to gain a better understanding of how to support vulnerable children (Carter, 2015). ATP is thus recognised by the Department for Education in the legislation, such as, Special Education Needs and Disability Code of Practice (DfE, 2015), A Framework of Core Content for Initial Teacher Training (DfE, 2016), Carter Review of Initial Teacher Training (Carter, 2015) and Mental Health and Behaviour in Schools (DfE, 2016a). In the current study, although this recognition is applauded by educators, one participant who used to work as a teacher trainer claimed that '... *one day in the whole course the programme includes ... Attachment awareness'(A2)*. A possible explanation for this

might be that the recognition of ATP is quite new in policy documents and it is hindered by traditional ITT approaches.

Another notable finding in the current study is the criticism of the school exclusion strategy, which is currently in use in schools in England (DfE, 2017). Participants expressed that school exclusion is not an effective way to help pupils feel a valuable member in society. Figure 7.1 illustrates the number of permanent exclusions in state-funded primary, secondary and special schools in England. According to Figure 7.1, persistent disruptive behaviour is the most common reason for the school exclusion. Moreover, the number of exclusions has increased by 15% in 2016/2017. In other words, about 40 students were excluded from their school every day (TES, 2018).

Figure 7.1 Reasons for permanent exclusions 2016/2017 (DfE, 2018)
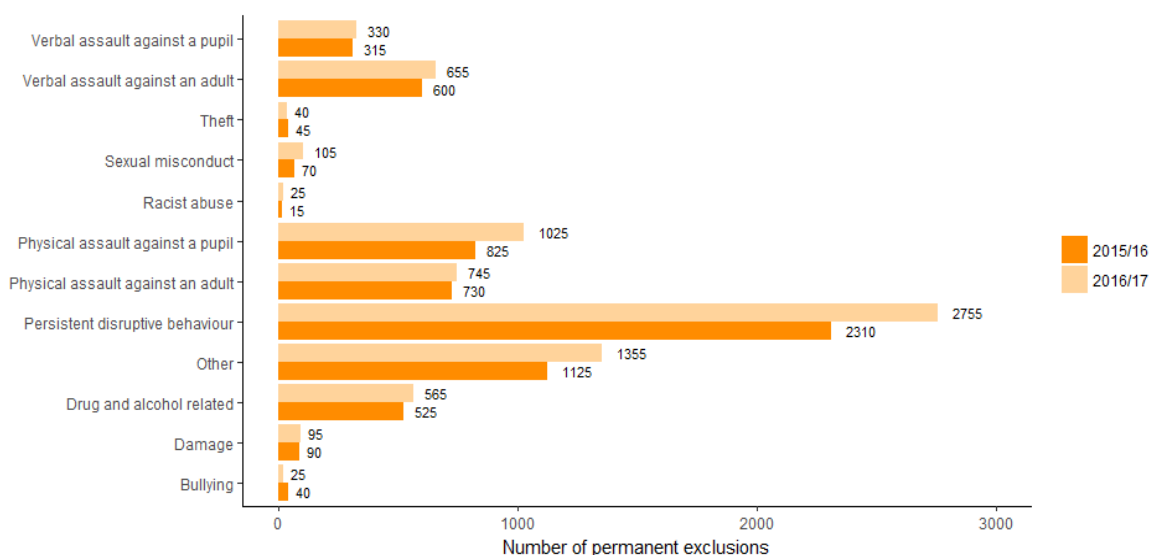
In excluding pupils, schools might potentially be disrupting the peace and harmony of society, by excluding pupils who have been debarred from the chance of being understood and supported with appropriate strategies. In other words, pupils who have been excluded from school might have potentially shown criminal behaviours. It is encouraging to compare this bold claim with that reported by HM Chief Inspector of Prisons, whose recently published annual report produces statistics concerning the associations between detentions and school exclusion. It is reported that '89% of children reported exclusion from school before they came into detention, 74% reported previous truancy, and 41% said they were 14 or younger when they last attended school' (MOJ, 2018, p. 68).

In this study, the third discussion aspect of ATP is its place in the professional practice, which is centred upon considering being attachment-aware while managing challenging students. Moreover, a group of alternative approaches and strategies to behavioural approaches (for example, rewards, sanctions, detentions, exclusion) were mentioned by participants. These approaches are discussed in detail in the following sections (see section 7.3.2 Research Question 2b), focusing on whole school approaches, Emotion Coaching, Nurture Group provision, key attachment figures in schools and supervision.

Using sanctions and rewards, which is commonly used for managing pupil behaviour in educational settings, is accepted as effective by the participants, however, they indicate that it does not work for every pupil. They thought that the reactive function of sanctions and rewards might remain incapable of managing behaviours of a significant minority of pupils who cannot control their behaviours. It is expected that pupils should internalise desirable and undesirable behaviours in classrooms; however, if they do not know how to do this, punishing them might be useless. A pupil's disruptive behaviour itself may well be the expression of an emotional need (Nash, 2017). Indeed, the pupil may behave disruptively because s/he has not got the skills to behave appropriately in a desirable manner (Greene, 2016).

This section presents discussion of the findings related to RQ 2 which seeks to understand the relevance of an ATP for effective behaviour management of challenging students in primary schools. Existing literature and findings of this study show that early mother-child attachment experiences potentially shape pupil behaviour in the primary classroom and having an attachment awareness in schools and employing an ATP while managing disruptive behaviour of challenging pupils improves the behaviour and learning in the classroom. Discussion of the findings centres on research, policy and practice aspects of an ATP, and the number of school exclusions published by the Department for Education England and the number of detentions published by the Ministry of Justice, show that an ATP is relevant for decreasing the undesirable behaviour in schools and society. The following section provides discussion of the findings related to the importance of understanding the reason of disruptive behaviour of challenging pupils.

7.3.1. Research Question 2a): Why does understanding the reason for the behaviour matter in managing the disruptive behaviours of challenging students effectively?

The discussion of RQ2a) focuses on two fundamental approaches that are associated with the social, emotional and behavioural development of the child; namely the Attachment Theory of Bowlby (psychodynamic approach) and Ecological Systems Theory of Bronfenbrenner (systemic approach). In this study, four factors identified as the individual, family, school and society (see Figure 6.3) were all found to shape behaviours of children and their transitions into primary school.

Firstly, the *individual* (see Section 6.2.1 for findings) refers to the social, emotional and behavioural development of pupils and their self-skills. In a classroom environment, it is expected that pupils engage in learning activities and be able to socialise. Moreover, self-regulation, self-awareness, self-esteem and empathy are key competencies for pupils in order to enjoy their education. In the cases where pupils do not have the abovementioned skills, they may behave as withdrawn, unco-operative, aggressive and unpredictable; and these behaviours might reflect 'their underlying intrapersonal inner experiences and intrapersonal relationship history' (Rose & Gilbert, 2017, p. 70). The relevant literature shows that if the teachers are not aware of attachment-related difficulties, they will respond to these behaviours reactively (Kennedy & Kennedy, Attachment theory: Implications for school psychology, 2004; Geddes, Attachment in the Classroom, 2006; Greene, 2016).

Secondly, the *family* (see Section 6.2.2 for findings) refers to the pupil's relationship with parents/carers and the home environment and the impact of these experiences on pupil's behaviours. All of the participants (100%, n=13) mentioned that a pupil's early experiences with parents/carers prior to attending primary school, form an emotional, social and behavioural pattern of development and this pattern of development directs the pupil's behaviour towards teachers, peers and tasks. Participants pointed out several family circumstances which might shape a child's behaviour. These circumstances are identified by participants as the absence of one/two parents (single parent families), poverty and deprivation, education level of parents, tension or conflict between parents, addiction and drug-related problems, the background of family re-enactment, mobility, extended families, inconsistency, combined family, fostering and adoption.

In a similar vein, a strong relationship between the early home environment and the quality of a child's school life has been reported in the relevant literature (for example, Bergin & Bergin, 2009; Bombèr, 2007; Geddes, 2006; Gibbs, Barrow, & Parker, 2015; Taylor, 2010). Bombèr (2007), for instance, describes the impact of the early experiences of trauma and loss on children by stating that 'the children … having emotional, behavioural or social difficulties … that they are at risk of under-achieving, exclusion and possible further mental health difficulties' (Bombèr, 2007, p. 9).

Moreover, an academic who participated in the current study claimed that experiencing trauma in the home environment during the early years, is one of the common features of disruptive behaviours in primary schools and added *'I've never met a child with challenging behaviour that's not dealing with some kind of trauma…' (A2).* Interviewees pointed out a range of events that implicate trauma in early years environments, such as adults being absent, neglectful or preoccupied with other things, or the child being faced with death or a serious illness in a family member, witnessing domestic violence, and other events.

Re-enactment is one of the most notable findings to be subsequently discussed and refers to 'the acting out of a past event' (Oxford Dictionary, 2018). Some parents/carers show re-enactment by treating their children in a way that they have inherited from their own parents/carers. These individuals find it very difficult to communicate with others around them because the associations of those previous experiences are painful. Without intervention, this becomes a problem that can have profound psychological consequences. Two recent incidents clarify the concept of re-enactment. The first of these concerns the scandal involving Jimmy Savile who was a well-known media personality. According to news reports, he sexually abused hundreds of children and women (BBC, 2018). After his death in 2011, key experts investigated why he did so and a forensic psychiatrist reported that 'Savile's problems stem from unresolved issues from childhood and emotional poverty' (4News, 2018). Another horrific incident happened between a father and his daughter. According to the news, a businessman sexually abused his young daughter for seven years (Kaya, 2019). His psychiatrist briefly reported that the abusive businessman was exposed to extremely traumatic experiences when he was a child in his home environment (Haberturk, 2018). Re-enactment might not the sole explanation for these incidents, however, they help to explain that unresolved traumatic experiences during childhood, often result in re-enactment involving the next generation.

Another notable finding of implementing ATP in the classroom is the tendency to blame the family. Research findings on disruptive behaviour in primary schools indicate that undesirable behaviours of children are linked with a group of vulnerability factors and a significant one of them is family background (for example, Geddes, 2006). Participants in this study claim that being aware of Attachment Theory is key, however, educators should be sympathetic to parents/carers. It is easy for teachers to blame parents/carers; however, this attitude will worsen the situation. Teachers and the school management team might try scapegoating parents/carers to present them as being vulnerable by claiming 'I did everything I could do, however parents did not participate or engage with child's learning enough'. Active and effective collaboration and communication is an undeniable need, especially for challenging pupils, in order to form a consistent behaviour management procedure.

The third system that has a direct effect on pupil behaviour is the school. All participants in the current study (100%, n=13) stressed that the school environment has a significant impact on pupil behaviour and furthermore the interview data shows that school policies, teaching and support staff, school culture and school administration affect pupil behaviour one way or another. The idea that school exacerbates disruptive behaviour in a way that learning environment has several issues including physical environment, enormous buildings, large number of pupils and lack of staff. These issues create fear and anxiety which then expressed by child in disruptive behaviour. School staff need to recognise behaviour as an expression of fear and anxiety which fuels child's anger and frustration and these feelings may lead disruptive behaviour.

School is considered an enjoyable and interesting place for the majority of pupils because discovering is exciting and socialising and play are fun (Geddes, 2006). However, for the significant minority who do not have skills to discover, to communicate and to develop positive relationships with others, new information and an interacting with peers and adults and coping with routine of the school day might pose threats and induce fear and anxiety in vulnerable pupils. As a result of these emotions, disruptive behaviours might occur in schools.

In this study, participants suggested several factors to provide the ideal school environment, including a comprehensive school behaviour management policy, an active and effective collaboration between school and families and an optimal functioning support system for pupils, parents/carers and teachers. Findings of this study widely

support the relevant literature and recent studies regarding discipline in school show that schools intervene in disruptive behaviours by implementing academic curriculum modification, behavioural and social skills training and system/policy changes (Luiselli, Putnam, Handle, & Feinberg, 2005). However, one needs to examine how successful and effective these changes and modifications in schools are regarding supporting pupils with social, emotional and behavioural difficulties.

According to the Department for Education (2018), the number of permanent exclusions increases last year about 15% across all state-funded primary, secondary and special schools. The Figure 7.1 shows that persistent disruptive behaviour was most frequently mentioned as the reason for school exclusion in both years and the permanent exclusion numbers had dramatically increased. These statistics show that current behaviour management policies in England schools are not effective enough to keep pupils in the schools.

And lastly, *the society* is the fourth system that has an impact on pupil behaviour. As a member of society, every individual is bound by a group of rules, traditions and laws which regulate life. Moreover, participants' cultural backgrounds, traditional factors and the mobility of families form a person's character. Prior to discussing the findings of the current study, one of the important points to discuss is that common norms and traditions might not be familiar nor appropriate for every individual, especially for immigrants and people who live outside their home countries.

The DfE's statistics (DfE, 2018) relating to the percentage of permanent exclusions within each ethnic group in England, which includes data from 2016/2017, show that the highest permanent school exclusion rates relate to Travellers of Irish Heritage and Gypsy/Roma pupils (0.45% and 0.36% respectively). Countries design their education systems by promoting the values of their society. For instance, both in the education systems in Turkey and England it is expected that schools promote fundamental Turkish or British values, which could be seen in the legislation documents, the National Education Foundation Law (MoNE, 2018a) and Promoting Fundamental British Values as part of Pupils' Spiritual, Moral, Social and Cultural Development in Schools (DfE, 2014), respectively. However, it has been stated by educators that the expectations and demands of the education systems itself might be exacerbate pupils' disruptive behaviours in school.

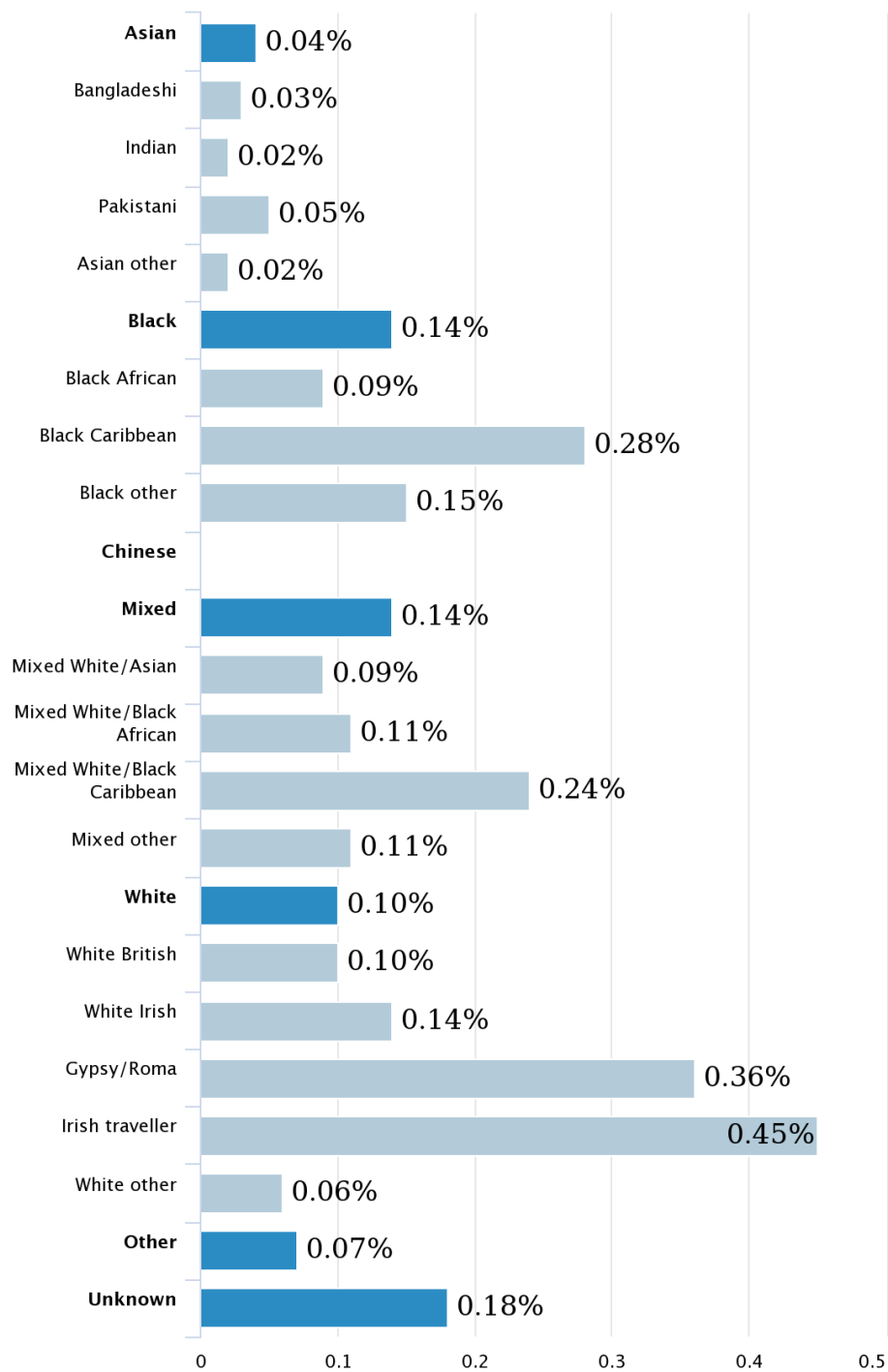*Figure 7.2 Percentage of permanent exclusions within each ethnic group (DfE, 2018)*

Figure 7.2 above shows the rates of permanent school exclusions within each ethnic group in English primary schools for 2016/2017 and indicates that pupils from Asian backgrounds had the lowest rates of permanent school exclusion. This result is quite surprising because of the fact that education in British schools is based on British values. While the exclusion rate of White British pupils is 0.10%, the exclusion rate of Indian pupils is 0.02%, which is one of the lowest percentages.

This section discussed findings related RQ 2a) and findings indicates that a pupil's behaviour is shaped by not only relationship between parents/carers and child but also several environments such as, school, neighbourhood and the society norms, values and as well as national policies. Notable points discussed in this section included that experiencing trauma in early years is strongly linked with undesirable behaviour in the classroom. The tendency to blame parents/carers and re-enactment are other notable points that make the situation more complex to resolve. The following section presents discussion of the findings related to the perceived effectiveness of ATP in re-shaping disruptive behaviours of challenging pupils.

7.3.2. Research Question 2b): How effective is an Attachment Theory perspective in re-shaping behaviours of challenging students?

In the current study, the relevance of an ATP is discussed by participants and they suggest a group of strategies for effective behaviour management in primary schools, namely, the whole school approaches, Emotion Coaching, Nurture Group provision and key attachment figures (see section 6.3.2). A whole school approach is important in engaging and encouraging all school staff, from governors to teachers, to have a sense of being an important part of the team. The findings observed in this study corroborate those of the relevant literature that have mentioned that whole school approaches increase understanding and awareness of disruptive behaviour (Rose & Gilbert, 2017; EEF, 2016; Luiselli, Putnam, Handle, & Feinberg, 2005).

One of the suggested strategies to manage the behaviours of pupils with attachment difficulties is Emotion Coaching (Gottman, Katz, & Hooven, 1996), which aims to support children to regulate their emotions and to manage their stress. According to participants of the current study, Emotion Coaching is considered a very effective strategy for pupils with attachment issues who have difficulties in managing distress. Pupils with attachment difficulties might not be able to understand their emotions and as a result of this, they may not regulate their feelings. This confusion might potentially result in disruptive behaviours. The most notable finding of this study is that understanding the nature of the behaviour is crucial in supporting pupils with social, emotional and behavioural difficulties, and the Emotion Coaching strategy offers educators an opportunity to understand why the pupil behaves disruptively. This finding of the current study is consistent with several studies, which present evidence that Emotion Coaching is an effective alternative strategy to behavioural strategies, and that supporting students

to self-regulate their feelings helps them to enjoy their school life (Rose, Gilbert, & McGuire-Snieckus, 2015; Rose & Gilbert, 2017; Havighurst, et al., 2013; MacCann, Fogarty, Zeidner, & Roberts, 2011).

Managing pupil behaviour is considered one of the main concerns in today's classrooms. Schools, parents and governments spend a substantial budget to reduce disruptive behaviours in primary schools. According to Gottman, Katz and Hooven (1996), whose work underpins the Emotion Coaching, Emotion Coaching is based on empathy and guidance. Increasing educators' awareness and understanding and providing them with training to be able to guide pupils might help schools reduce behavioural problems with a relatively low budget. Empathy 'involves recognizing, labelling and validating a child's emotions … in order to promote self-awareness and understanding of emotions' (Rose et al., 2015, p. 1768) and guidance 'involves engagement with the child in problem-solving in order to support the child's ability to learn to self-regulate' (Rose et al., 2015, p. 1768).

In the current study, the Nurture Group provision (Boxall, 2002) is considered an effective strategy to manage the behaviours of pupils who struggle with attachment difficulties. The nurturing teacher aims to 'attach the children and provide support for clearly defined and manageable expectations and goals' (Boxall, 2002, p. 24). A possible explanation for this suggestion of participants might be that Nurture Group provision focuses on the idea of a very close link between emotions and learning. Understanding the emotions of challenging pupils allows educators to understand what factors propel pupils to behave in an undesirable way and to help educators create a secure base for challenging students. This secure base covers a system which involves an early intervention, effective communication, a trusting relationship and specific targets based on the Boxall profile (Bennathan & Boxall, 1998). There is a general acceptance of the success of the Nurture Group approach, which is widely reported in relevant literature and policy documents (for example, Cooper & Whitebread, 2007; DfES, 2005; Ofsted, 2011).

The significance of a key attachment figure is another strategy that was suggested by participants. Pupils experiencing social, emotional and behavioural difficulties might find it easier to communicate and to form a relationship if they can find an adult in the school who recognises and understands their emotional needs. Because of their positions, teachers have a crucial role to be a key attachment figure to challenging pupils and as Geddes states 'teachers are not expected to become therapists! But teachers can work

therapeutically with greater insight into and understanding of pupils' difficulties and experiences' (2006, p. 2-3).

Bombèr (2007, p. 63) indicates that only a group of skilled/trained school staff 'teaching/learning assistants or learning/inclusion mentors' suit this type of work and key attachment figures in schools need to be selected carefully. By considering the teachers' role and responsibilities, Bombèr's view of employing key staff other than teachers might be helpful; however, it is mentioned in the current study that recent budget cuts in schools force head teachers to limit the number of teachers, teaching assistants and other support staff (NEU, 2018). In this case, for supporting pupils with attachment issues, it might be useful to look at other opportunities, such as training teachers as Geddes (2006) suggested or forming peer groups to support pupils with attachment issues and integrating them into their friendship groups (Bombèr, 2007; Koster, Nakken, Pijl, & Houten, 2009).

This section discussed the perceived relevance of an ATP regarding behaviour management of challenging pupils in primary classrooms. Existing literature and findings of the current study indicate that behaviour management strategies related to ATP namely, Nurture Group provision, Emotion Coaching and key attachment figures in the school are effective in supporting challenging pupils to understand their emotions in order to improve behaviour and learning. After the discussion of the findings in the light of relevant literature in consideration with research questions of the current study, the following chapter provides the reflections on the current study.

7.4. Reflections on the Current Study

In terms of reflection, it is acknowledged that there are some limitations to the design of the study and interpretation of the findings. This study involved two phases, one was the investigation of Turkish primary school teachers' perceptions and practices regarding behaviour management of challenging students (Phase One). The second phase of the research focused on perceptions of key educators, who work in a variety of positions actively promoting the relevance of adopting an Attachment Theory perspective (ATP) regarding managing challenging students. Turkish primary school teachers were interviewed and surveyed for data collection and key experts in England participated in semi-structured interviews. Although these data collection methods provide a rich source of data and insights, additional data collection methods could have enhanced the study with hindsight.

Moreover, although the intention of this study was to investigate primary school teachers' perceptions and practices regarding the behaviour management of challenging students, the opinions of other key stakeholders such as parents/carers, pupils and government policy-makers would have contributed additional viewpoints and perspectives regarding the optimum and sustainable behaviour management system to support challenging pupils.

The data collection process was quite challenging for this study. In Turkey, there was a failed coup attempt whilst collecting the quantitative data via online questionnaires. Primary school teachers suddenly stopped completing the questionnaire and no further respondents were recorded after that date. Although it is difficult to understand the exact motivation that stopped teachers completing the online questionnaire, dramatic incidents in people's life affect their priorities. Moreover, participation in research activities is considered as extra unpaid workload which possibly make completing questionnaires for this research less of a priority for teachers, who are already busy with their school responsibilities. In the first attempt, 61 primary school teachers in Turkey completed the questionnaires. In order to increase the number of participants, online questionnaire link was distributed second time in one-year time after the first attempt. In total, 130 primary school teachers completed the questionnaire across Turkey.

In England, the researcher attempted to collect data from primary school teachers via an online questionnaire. After an examination of Ofsted reports held on the internet to identify schools that are evaluated as Outstanding and Inadequate, the researcher approached 138 primary schools in England. An invitation for participation email and the online questionnaire link were distributed to selected schools. However, only two schools replied to this research invitation, but in the event did not fully complete the online questionnaire. After getting almost no responses for the invitation via emails, the researcher personally visited two schools which fit the criteria (one Outstanding, one Inadequate). In each case, school staff kindly rejected my invitation to participate in the research study. A possible reason for this rejection might be that teachers are very busy and completing a research Questionnaire is a low priority for them (Alibali & Nathan, 2010). Moreover, even if they participate in the research, the level of enthusiasm of teachers in contributing data might be limited (Wellington, 2015). A cross-cultural comparison between the perceptions of Turkish and English primary school teachers would have provided an invaluable opportunity to enable cross-cultural comparisons to be made. After receiving lack of responses from English primary school teachers, the

researcher focused on approaching key educators who are promoting an adoption of an ATP for effective behaviour management in primary schools. This change on the focus of the study, helps the researcher to investigate the relevance of an ATP and this investigation put researcher in a position to introduce ATP to schools in Turkey.

The researcher could have included case studies measured Attachment difficulties, but involving key educators in research, policy and practice aspects provided comprehensive data about the relevance of ATP for effective behaviour management in primary school classrooms. The abovementioned challenges that the researcher encountered whilst collecting data affected the schedule of this research. Regarding the reliability of the study, the data were displayed and interpreted as rigorously as possible. Also, translation of Turkish interviews was checked by another person to maintain accuracy. In order to minimise the researcher's bias, the qualitative data were supported by quantitative data. Moreover, as Charmaz (2014) mentions the researcher is an inseparable part of the research.

7.5.   Implications of the Findings

The findings of the current study have several implications and recommendations for future research. In the following sections, implications for schools and policy makers will be discussed. In examining the findings, the current Turkish education system and the recently published policy document entitled Education Vision 2023 (In Turkish, 2023 Egitim Vizyonu) is discussed. Finally, a comparison of behaviour management procedures in three vignette schools, a Turkish primary school, an English primary school and an Attachment Aware school, are discussed and presented. While presenting this comparison between three vignettes, firstly a fictional student is described who is a *typical pupil* that potentially faces with school exclusion because of being disruptive. Secondly the fictional student's behaviour management process in three vignettes is discussed. The three fictional schools represent three different school environments. The aim of three vignettes is to compare educational experience and opportunities to appreciate how much they differ regarding how they manage disruptive behaviour.

7.5.1. Implications for schools and educators

One of the aims of this research has been to understand and explore the behaviour management process in Turkish primary schools, by considering Turkish primary school teachers' perceptions. This research has also sought to understand the relevance of an

Attachment Theory perspective (ATP) in primary schools. Findings of this study show that the level of Attachment awareness of Turkish teachers is limited; only two out of twenty teachers interviewed (10%, n=2/20) stated that they had heard of Attachment Theory. Besides this lack of awareness at the practitioner level (teachers), in Turkey the term ATP does not appear in policy documents at either school or government level.

At this point, to illustrate how school experiences of the pupil with the same profile would fundamentally differ across educational contexts, the behaviour management procedure will be compared in three different school settings namely, a Turkish primary school context, an English primary school context and an Attachment Aware school context. In creating these three vignettes, various sources were consulted, such as the findings from the current study, open source published behaviour management policies in three kinds of school settings and the relevant research literature. A comparison of the behaviour management procedure of a fictional student in different school types, provides information about implications of this study at schools by comparing how different circumstances create opportunities for pupils with similar profiles.

Adam's profile is based on several statistics and related research literature. Essentially, he is a boy aged 9/10 with special education needs. He comes from a family with low socio-economic status and has been raised in a deprived area. Moreover, he lost a loved one in his family and experienced trauma in his early life and he has attachment difficulties.

Following Adam's profile, attention is given separately to each vignette schools namely, Vignette A) Primary school in Turkey, Vignette B) Primary school in England and Vignette C) Attachment Aware primary school. 3 Vignettes represent three school environments and the comparison can be seen in a Table at Appendix A which illustrates how they support Adam to manage his disruptive behaviour.

7.5.1.1.   Vignette A) Primary school in Turkey

The first fictional primary school that Adam attends is in Turkey and is run by the policies decided by the Ministry of National Education (MoNE) and implemented by the school staff who are employed by MoNE. Due to the centralised education system in Turkey, it is not very complex for the school leadership team to design the school behaviour management procedure because of the published behaviour management framework by MoNE. Main principles are decided and published as statuary documents by the MoNE, and the school leadership team prepares a school behaviour management policy based on the MoNE's framework.

As mentioned above, Adam has had problematic experiences in his life before and these early life experiences have caused difficulties for Adam to settle in the school activities. Adam's behaviours are followed by the class teacher in consideration of the classroom rules and the class teacher is the first responsible member of staff who should manage Adam's misbehaving. The school leadership team (SLT) are the second designated members for Adam. Whilst a minority of participants mentioned that the support from SLT is effective (see Excerpt 5.8 & 5.9), findings of the current study show that almost three quarters of Turkish primary school teachers (n=14/20, 70%) criticise the effectiveness of the SLT (see Table 5.4).

The third designated member of school staff for Adam's behaviour management process is the school counsellor (SC). It is mandatory for every school to have at least one SC in Turkey and SCs have responsibility for social and emotional counselling for pupils, providing career information to pupils and providing consultation to parents and teachers (MoNE, 2018b; Stockton & Yerin-Güneri, 2011). An SC needs to hold a BEd degree on Guidance and Counselling or BSc degree in Psychology with a one-year initial teacher training after getting the BSc degree. In the current study, two out of three (67.3%, n=76/113) Turkish primary school teachers mentioned that they get support from SC in their school (see Table 5.12). This finding could be confusing depending on the fact that every school must employ at least one SC. A basic explanation for this is that several schools are placed in non-urban areas and named *Joint Class Schools*. The number of students in these schools is approximately 50 and these schools are serviced by school counsellors in the GRC (MoNE, 2017).

According to the current study findings, there is a general agreement across all Turkish primary school teachers that the support provided by SC is helpful and effective (see Figure 5.11). The majority of teachers mentioned that SCs are capable of dealing with disruptive behaviours that occurred because of the parent/carer-child relationship (n=50/74, 67.6%). Moreover, Turkish primary school teachers believe that SCs are doing a good job in guiding families and teachers (see Excerpt 5.42). However, according to the findings of the current study, SCs should be more active and effective on their guidance and counselling responsibilities and they should be more professionally competent than the current level of theirs (n=9/20, 45%).

After Adam's misbehaviours, SC will have a meeting with Adam and create a provisional consultation report which includes possible factors that drive Adam to misbehave. SC guides the class teacher on how to manage Adam's behaviours in the classroom. Then, SC informs the committee (School guidance services committee, in Turkish; Rehberlik Hizmetleri Yurutme Komitesi) which is formed to manage challenging behaviours in the school. SLT, SC, Adam's class teacher and one of the members of the school governing body are part of the committee which decides and informs parents about possible steps to take. Adam's parents/carers are included by the SLT and informed about the decision that the committee takes and SLT and SC refer Adam to the GRC with the permission of Adam's parents/carers.

A group of staff namely, educational counsellors, special education needs teachers, child development specialists, psychometricians, psychologists, physiotherapists and occupational therapists work in the GRC to examine and consult pupils who are referred from schools. During these consultation and examination processes, the GRC staff use the International Classification of Functioning, Disability and Health (ICF) framework of the World Health Organisation (WHO, 2001). After the consultation, GRC prepares a plan, the Individualised Education Programme (IEP), for Adam with specific acquisitions and support.

The GRC may direct Adam in three ways. Two of the ways include interventions in-school on educational support and practices based on Adam's IEP and the other one requires an intervention of additional education and support in a different environment, the Special Education and Rehabilitation Centre (SERC). The first in-school intervention is to support Adam in an inclusive and integrated education programme in the classroom.

The intervention is employed by Adam's class teacher and the process is followed regularly by SC.

The second in-school intervention is to support Adam in the classroom and to provide additional classes in a supportive special education unit in the school. Adam may attend one-to-one or group interventions (maximum four pupils who have similar acquisitions on their IEP) in this unit and the intervention is employed by a special education teacher. The number of hours that Adam spends in this unit could not be more than 40% of weekly teaching hours and Adam is in his home classroom for the remaining time.

The out-school intervention is employed in SERC by a group of staff, namely primary school teachers, special education teachers, psychologists, psychotherapists, school counsellors and sociologists. Adam might get one-to-one support interventions or group interventions based on his IEP. Moreover, Adam's parents/carers receive pieces of trainings about Adam's behaviour management.

In Adam's situation, there is no exclusion in the Turkish education system. However, if a pupil has more than one disability which causes difficulties for them in attending a school, they may have education at home or in the hospital by teachers who are appointed by the MoNE.

7.5.1.2. Vignette B) primary school in England

The second fictional primary school Adam attends is in England. In England, the education system is mostly decentralised, and Adam's school has a behaviour management policy prepared by considering a group of statuary documents published by the Department for Education (DfE), alongside school and neighbourhood traditions and values. As mentioned before, Adam's fictional school in England has a behaviour management procedure prepared in consideration with a comparison of several English primary schools.

Teachers and other teaching staff are responsible for following the behaviours of pupils, considering the school rules. School behaviour management policy is based on setting high expectations for every pupil, a strict and consistent disciplinary sanctions and rewards system. Adam's class teacher is responsible for dealing with misbehaviour in the first place and then depending on the misbehaviour Adam's class teacher may inform Adam's parents/carers informally or formally and the SLT. Adam may face several

sanctions such as extracurricular work, missing break time, leaving the class or detention, before the Special Education Needs and Disabilities Coordinator (SENDCo) intervenes. Adam is placed on the school special education needs register and his parents/carers are notified. A provisional education plan o Individualised Education Plan (IEP) is designed for him, because of his social, emotional and behavioural difficulties. Depending on his needs, Adam receives a group of internal and external supports. SLT is responsible for employing specialised support staff such as SENDCo, teaching assistants, family support worker, educational psychologist, speech and language therapist, and an occupational therapist (DfE, 2015). Also, if needed SLT may contact the LA Behaviour Support Unit or the Child and Adolescents Mental Health Service (CAMHS). LA Behaviour Support Unit may create an Education, Health and Care Plan for Adam and this plan includes extra support that Adam should get. It is followed by SENDCo in school and Adam's parents/carers are regularly informed of the process and the support that Adam gets. SENDCo is also responsible for strengthening the cooperation between parents/carers, school and external agencies.

According to legislation, Adam's school must provide the support that he needs and help him to achieve his best, have a comfortable and enjoyable school life and make a successful transition into adulthood (DfE, 2015). In cases where the school could not help Adam to reach these targets, SLT may consider an agreed transfer to another school which may provide more effective support. Even though Adam receives support from the school and continues to break the school rules persistently or cause harm to himself or others around him, SLT may consider excluding Adam from school, despite the fact that he is a SEN registered pupil.

7.5.1.3. Vignette C) Attachment aware school in England

Attachment Aware primary school is the third school type that Adam attends. The main difference between the Attachment Aware School (AAS) and primary school in either Turkey or in England is the school staffs' awareness of Attachment. Moreover, Attachment difficulty of pupils is accepted as one of the important issues that schools need to focus on, and Attachment difficulty is written in the AAS behaviour management policy.

In Adam's AAS, the first aim is to make the school safe and secure for every pupil. The AAS behaviour management policy highlights that forming effective and positive

relationships with pupils and a significant adult is very important and this relationship creates a school environment that provides challenging pupils the opportunity to enjoy learning, discovering and socialising. The AAS school behaviour policy is centred on proactive strategies rather than reactive strategies. Adam's class teacher designs the classroom in a style to potentially reduce the possibility of disruptive behaviours. Adam's classroom is designed with a classroom management system which includes clear and easily understandable rules. Preventive strategies and the positive behaviour support approach are used in Adam's classroom. Adam's teacher tends to reinforce the positive behaviours of pupils rather than to provide a sanction after a disruptive behaviour occurs (see Excerpt 6.38).

Supporting pupils to improve their self-regulation ability to control their feelings and emotions might potentially reduce the occurrence of disruptive behaviour (see Excerpt 6.3). Emotion Coaching is one of the strategies used by Adam's class teacher to encourage him to understand his emotions and to control his behaviours (see Excerpt 6.31). A whole school approach is another strategy that is used in Adam's AAS. All school staff are aware of the behaviour management policy of the school and all school staff follow the procedures consistently (Excerpt 6.29). Moreover, all school staff regularly receive support from internal and external sources to help students improve their abilities to self-regulate.

When Adam starts to get into trouble at school, the first person to intervene is Adam's class teacher. After the incident the class teacher uses a group of interventional steps as follows:

Step 1: Non-verbal reminder (A look to Adam or moving towards Adam)

Step 2: Verbal reminder (A reminder of the classroom rules or clarification of why Adam's behaviour is unacceptable)

Step 3: Warning and the following loss of Golden Time (a rewarding activity for pupils at the end of each week which takes 30 minutes)

Step 4: Removing the child from the situation (Adam may be asked to move another place to sit or closer to the teacher or sit in an individual workspace in the classroom)

Step 5: Moving the child to another work area and talking about the behaviour (in case Adam's behaviour endangers the safety of himself or others)

Step 6: Sending the child to the Head teacher (If Adam repeatedly behaves disruptively, he will be sent to the SLT)

After the interventions implemented by the class teacher, SLT takes part and invites Adam's parents/carers to discuss his behaviour. At this stage, internal and external agencies may be involved to support Adam. Internal supports are decided in agreement with the SENDCo, class teacher, SLT and Adam's parents/carers and are provided to Adam depending on his needs as follows:

- Designating a key attachment figure in school
- One-page profile
- Nurture group
- One-to-one or smaller group sessions
- Pupil friendly individual education plans

In-school interventions are reviewed regularly by SENDCo, and if these interventions are not effective to support Adam, external support might be involved. In the consideration of a general agreement between SENDCo, class teacher, Adam's parents/carers and SLT the required support from external agencies such as LA Behaviour Support Unit, school health, educational psychologists, speech therapists, and early intervention services. LA Behaviour Support Unit may create an Education, Health and Care Plan for Adam and this plan includes extra support that Adam should receive. It is followed by SENDCo in school and Adam's parents/carers regularly informed by the process and the support that Adam gets.

In terms of exclusion, AAS' policy is more encompassing and inclusive than other primary schools in England. In Adam's school, every effort is made to hold Adam in the school and the decision of exclusion is very unlikely. However, in some cases when school is not capable of handling Adam's situation, an agreed transfer to another school might be considered or exclusion might be an option as a last resort.

7.5.2. Implications for Education Vision 2023 policy document

In October 2018, the Turkish Ministry of National Education (MoNE) published a policy document *Education Vision 2023*. It is comprised of the targets for the next 4 years of MoNE. The document focuses on a group of targets and reforms with the motto *For a better future*. The main aim of the Education Vision 2023 is described as 'nurturing visionary, sensible and ethical children with skills of present and future and helping them to use their capabilities for humanity' (MoNE, 2018, p. 7). The philosophy of the document centres on the human as the main focus of the education and describes the person's character as 'bio-psycho-social' (MoNE, 2018, p. 15). It highlights that the spiritual development of a person is also an important part of the being human and the human is defined as a 'somatic-psychospiritual creature' (MoNE, 2018, p. 15).

Overall, the policy document looks like a list full of targets. Unfortunately, there is very little explanation as to how to reach these designated targets. MoNE tried to cover every single aspect of the Turkish education system, from a new school development model to the monthly salary of teachers, however, these targets are in-need of properly structured calendars of programmes with realistic timelines. For instance, the new policy states that each school will be assessed in context of geographical locality instead of among all schools in the whole country (MoNE, 2018, p. 27). But there is not enough detail on how schools will perform self-assessment or evidence that shows self-assessment is more effective than general assessment. Likewise, MoNE stated that schools will be secure for all pupils, and pupils with special education needs will be a priority in the Turkish education system (MoNE, 2018, p. 57). A series of actions is listed in the document, 'for instance Local Authorities will be encouraged to form special education units out of schools to support pupils with special education needs' (MoNE, 2018, p. 58), to reach the abovementioned target. However, no evidence is provided by MoNE of the effectiveness of this action, nor what and how exactly these units are going to be established.

In the Turkish literature, there are not yet any publications on the document, as it has only recently been announced. However, a group of unions associated with education and several non-governmental organisations (NGOs), have commented on the Education Vision 2023 policy document. These reports show that there is general agreement that these targets are well-formed, but the main criticism of these union reports is that MoNE has to announce an action plan to reach these designated targets to make *the future better (motto of Education Vision 2023, for a better future)*. There is also a contradiction in this

document. One of the boldest claims of the document is that the policy-making process will be based on evidence. This could be considered a reform in the Turkish education system, because evidence-based policy-making was not used by the MoNE for policy-making on previous occasions. Moreover, it is stated that great importance will be placed on piloting the policies before making them actual policies. This is another notable change stated in the document. However, most of the targets in the document need evidence that they will be effective and worthwhile.

The most relevant targets of Education Vision 2023, for the current study can be classified as follows:

a) Evidence-based education is going to be the main priority of the MoNE's decision/policy making (MoNE, 2018, p. 30)
b) Pre-school will be compulsory, and the schooling age will be age 5 (60 months) for all children (MoNE, 2018, p. 78)
c) Schools will be organised by a new model entitled *School development model* (MoNE, 2018, p. 27)
d) Schools will be secure for children with special education needs (MoNE, 2018, p. 56)

The implications of each of these targets for the current study will be now discussed.

7.5.2.1.   Evidence-based education as main priority for policy-making

The first target to discuss concerns evidence-based education which will be the main priority of the MoNE during the decision/policy-making process in the following years. It was announced that MoNE is planning to form a commission which aims to search the related literature and collect data for policy-making (MoNE, 2018, p. 30). Evidence-based education has attracted the interest of a growing number of scholars, especially since the millennium. The existing literature strongly suggest that evidence is key for supporting an argument (Biesta, 2010). This approach is also useful for strengthening the link between theory, policy and practice, and providing a more rational and sustainable school system for children (Davies, 1999).

Although the benefits of evidence-based education are highlighted, there are some criticisms centred upon the quality of the evidence. Gorard (2002), for instance, states that poor research on education could be harmful to the stakeholders, who are pupils

generally. If the weak data from poorly designed research is taken as evidence, it could be a waste of money, time and effort (Gorard, See, & Siddiqui, 2017).

To make a bridge between evidence-based education and the concerns of the current study, overall it is known by evidence that reducing the occurrence of challenging behaviours in the classroom will improve learning and help teachers and students to have a more enjoyable school life (Beaman, Wheldall, & Kemp, 2007). Forming a strong connection between the high-quality research on managing disruptive behaviours in Turkish primary schools, and using the evidence of research for the decision/policy-making process with extensive piloting, will improve the quality of school life of children with attachment difficulties. However, findings of this thesis show that pupils with attachment difficulties are labelled as simply being naughty in some cases, so, first and foremost, educators must be attachment aware in managing disruptive behaviours effectively.

7.5.2.2.   Compulsory pre-school and change on schooling age (age 5)

The second target of MoNE is making pre-school compulsory for all children at the age of 5 (60 months). Overall, the existing literature shows that pre-school education has a direct and positive impact on pupils' readiness for the primary school setting. Moreover, evidence about the benefits of pre-school education has directed policy-makers in many countries (see, Melhuish & Petrogiannis, 2006). For instance, a comparative study conducted in Turkey with year-one primary school pupils, focused on those who attended a pre-school institution and those who did not, shows that pupils who did not attend a pre-school have more difficulties in socialising with other peers and teachers, controlling their emotions, regulating stress levels, planning and problem solving and improving self-regulation (Erbay, 2008). As discussed above, in accordance with the findings of this thesis (see section 7.3.1), school settings have an impact on pupil behaviour and pre-school institutions provide a chance for educators to prepare children for life at primary school. This will potentially reduce the risk of disruptive behaviours occuring because of the school environment (for example, rules, physical school settings, lessons and teachers).

On similar lines, pre-school education is announced as an enhancing part of the educational life of a child in the Education Vision 2023 policy document, by mentioning that pre-school education improves not only social, emotional, behavioural and cognitive

skills but also language and motor development competency (MoNE, 2018a, p. 79). Another study from the United Kingdom that compares the developmental progress of more than 3000 children who had attended a pre-school institution or not, confirms that pre-school activities have clear and direct advantages for the pupils (Sammons, 2010). In terms of children who may potentially be 'considered as at risk' (p. 107) in the primary school, pre-school activities are beneficial regarding socialising and behaviour development (Sammons, 2010).

7.5.2.3.   A new model for school settings: School development model

MoNE aims to change school functioning by designing a new model which is entitled 'School Development Model' (MoNE, 2018, p. 27). This model aims to provide each school with a development plan specifically designed for the school concerned. In Turkey, regional differences and the socio-economic status of citizens in different regions have an impact on the quality of schools (Akyuz, 2018), which is also claimed by the participants of the current study. MoNE aims to assess and help schools by considering the specific circumstances and challenges in each school region.

As mentioned earlier, the Turkish education system functions in a very centralised way and schools are tasked with implementing the policies of the MoNE. This new model allows schools to assess themselves and create targets which are unique to each school. This is a significant development in the Turkish education system. The timing of Education Vision 2023 is ideal in view of the findings and implications of this thesis. One of the findings of this study is the lack of applicability of MoNE's policies in every school, because of the differences between schools and regions (see section 5.2.2.3). Moreover, this model aims to improve and enrich the collaboration of school, neighbourhood, universities and non-governmental organisations (NGOs) or civil society organisations (CSOs), which is also one of the findings of the current study (see section 5.3.2.4).

MoNE is planning to improve the professional competence of teachers and head teachers by encouraging them to have a Masters degree in Teaching and School Management/Leadership, respectively. Moreover, the Teacher Training Programme (TTP) at the universities is aimed at focusing more on practitioners. TTP is criticised by the participants of this study (see Figure 5.3, S12d) and it seems that the findings of this study highlight another important point that the MoNE is planning to change. Furthermore, MoNE targets to support school staff who work at schools in less developed

regions by raising their income (MoNE, 2018, p. 43). The professional competence of school staff is criticised by the participants of this study and MoNE announced that they are planning to improve the competence of not only teachers and school counsellors but also head teachers.

The new vision of MoNE covers a new assessment plan based on a self-assessment of schools. MoNE's assessment team will have a role in schools in a more counselling function rather than assessment (MoNE, 2018, p. 49). Every stakeholder in school, namely pupils, teachers, the school management team, parents/carers, and NGOs/CSOs will participate in the assessment of their schools, and based on their assessment, schools will have specific support in view of their weak points.

7.5.2.4. Making schools secure base for pupils with special education needs

The fourth notable target of MoNE concerns making schools secure for pupils with special education needs. MoNE already has a policy for pupils with special education needs which is entitled *Not even a single student should be lost in education.* The implementation of this policy is criticised by the participants of the current study (see section 5.2.2.1.). The main criticism of this policy, according to Turkish primary school teachers, is that the policy is not suitable for implementing in the current schooling system for several reasons such as family-school collaboration, classroom size and insufficient school facilities. Participants of this study also mentioned that some of the policies of MoNE are just paperwork (see Section 5.2.1.3).

Educators in England stated that school settings might be the reason for disruptive behaviour for some pupils, as they create fear and anxiety. Findings of the current study show a group of factors in a school setting, such as school facilities, curriculum, school policies, teaching and support staff, have a direct impact on pupil's behaviour. MoNE aims to form effective co-operation between these factors of Turkish schools in order to make schools safe for every child.

MoNE considers using Inclusive Education and Integrated Education approaches in Turkish primary schools and aims to educate pupils with special education needs with their peers who are not in need of special education (MoNE, 2018). Inclusion in education is strictly recommended by UNESCO (UNESCO, 2017), and relevant literature mentions both the social and academic benefits of inclusive education policy (for example, Idol, 2006). In Turkey, the current implementation of educating students with special education

needs is criticised by participants in the current study (see Figure 5.3 s12c). This new vision document is not clear regarding how to improve the current implementation of educating pupils with special education needs.

Furthermore, the Education Vision 2023 document does not include an in-depth explanation of how to improve awareness of educators and parents/carers. Primary school teachers in Turkey believe that MoNE policies are ideal on paper, however in practice policies are not effective and this new policy document risks being seen as just paperwork, if MoNE does not plan a schedule to improve the quality of education for students with special education needs. One of the aims of the current study is to suggest an Attachment Theory perspective (ATP) to the Turkish education system, as it does not currently exist in Turkey. Similarly, this new document makes no mention of an ATP.

Lastly, a key priority of the Turkish education system is the national exams and a school is described as successful when pupils in that school achieve academic success. In the Education Vision 2023 policy document, MoNE claims that the priority of national examinations will be decreased in the following years. However, there are no guidelines for how to decrease the importance of national exams.

This section discussed implications of this study for schools, educators and policy makers by focusing on a fictional pupil Adam, who is a typical child who is disruptive and comes from a troubled background and three vignette primary schools, which represent the three school environments of interest in this study. Moreover, the latest vision of Ministry of National Education in Turkey was discussed and implementations for policy-makers were presented. It is seen that current behaviour management policy in schools has limitations to support Adam effectively and significant improvement is needed both in school and at national levels. The final chapter concludes the thesis by revisiting the study aims and research questions, presenting a summary of findings, future recommendations and closes with concluding remarks.

CHAPTER EIGHT: CONCLUSION

8.1.   Introduction

This chapter concludes the research study by revisiting research aims, questions and objectives, summarising research findings, presenting recommendations for the future and providing concluding remarks.

8.2.   Revisiting Study Aims and Objectives

This research study aimed to explore the relevance of an Attachment Theory perspective (ATP) for effective behaviour management in primary school classrooms. This research involves two phases; Phase One focused on exploring the behaviour management practice in Turkish primary classrooms by considering primary school teachers' perceptions and practice. This exploration created an opportunity to draw a clear picture of: the ways that Turkish primary school teachers manage disruptive behaviours in their classrooms and the challenges they face whilst managing these behaviours, the perceived effectiveness of the current school and national behaviour management policies, opinions on the underlying reasons of disruptive behaviours of challenging pupils and potential impacts of different environments, such as home and school environment upon pupil behaviour at school. In order to understand the complex nature of human behaviour, perceptions and practices, employing an interpretivist/constructivist approach helped the researcher to be more sophisticated about collecting, analysing and interpreting the data. Participants were invited to participate in a semi-structured interview, which provided a detailed information about opinions, feelings, perceptions and real life experiences relating to classroom behaviour management in Turkish primary schools. They were also invited to complete an online questionnaire, which provided numerical data that helped the researcher to examine the views and professional practices of a wider number of participants on the research subject.

The second phase of this research was investigating the relevance of an ATP, by considering the perceptions of expert educators in England who work in various educational institutions. namely primary schools as teachers, head teachers, family support worker, universities as academics and also part of policy-making commissions, the National Health Service and City Council as clinical psychologist and educational psychologist and educational psychotherapist respectively. In this attempt, the

abovementioned participants were interviewed, and the gathered data analysed thematically. This investigation created an opportunity to understand; potential underlying reasons for disruptive behaviours in primary classrooms, the impact of different environments on pupil behaviour, the effect of early mother-child relationship and mother-child attachment on pupil behaviour development and how to support pupils with social, emotional, behavioural and attachment difficulties.

8.3. Summary of Research Findings in Relation to Research Questions

In this section a synthesis of the empirical findings of this research study is presented to address the following research questions:

1. How do Turkish primary school teachers manage the disruptive behaviours of challenging students?

    1a) What are the perceptions of Turkish primary school teachers regarding the nature of disruptive behaviours from challenging students?

    1b) How effective is the behaviour management policy of the Turkish education system regarding managing disruptive behaviours and developing positive student attitudes in primary classrooms?

2. What is the relevance of an Attachment Theory perspective regarding the behaviour management of challenging students?

    2a) Why does understanding the reasons for behaviour matter, in managing the disruptive behaviours of challenging students effectively?

    2b) How effective is an Attachment Theory perspective in re-shaping the behaviours of challenging students?

This study contributes to knowledge in the field of classroom behaviour management in two specific areas; First, in relation to exploring the efficacy of behaviour management in Turkish primary schools. The second area relates to the relevance of ATP for effective behaviour management in primary school classrooms. This research highlights that Turkish primary school teachers encounter several challenges whilst managing disruptive

behaviours of challenging pupils. Findings of the Phase One has been demonstrated in four themes as follows:

i) Policy/decision making and implementation
ii) Professional thinking and practices
iii) Supportive sources and organisations
iv) Family engagement

One of the main points to emerge through data analysis is that Turkish primary school teachers perceive that behaviour management policy in Turkey to have several weaknesses. Participant teachers believed that they have lack of involvement at the policy-making process. Even though the Ministry of National Education (MoNE) in Turkey claims that all stakeholders' opinions are counted in policy-making, participant teachers thought that actually their voices were not counted. This finding asserts that views of teachers should be more valued whilst making policy changes and they must be informed and trained (in-service and pre-service) effectively about policy changes. Moreover, participant teachers believed that current school and national behaviour management policies in Turkish primary classrooms were not effective enough to support challenging pupils. One of the possible reasons for this is the high number of pupils in an average classroom, indeed the number increases to 40-45 pupils in under-performing schools, which made it difficult to focus on supporting individuals. Decreasing the classroom size and adding a teaching assistant to each classroom, potentially helps teachers to support pupils with social, emotional, behavioural and attachment difficulties. Participants perceived that the priority of the MoNE and schools is pupils' academic attainment rather than their social, emotional and behavioural development. This compels them to focus on success in subjects such as literacy, reading and mathematics, instead of moral and behavioural development, because of the assumption held by the MoNE, school leadership team, school inspectors and parents/carers, that the main responsibility of teachers is to increase pupils' academic achievement.

The second theme that was explored in relation to the efficacy of behaviour management in Turkish primary classrooms, was the professional practices of school stakeholders. One of the main points discussed was the professional competence of school staff concerned effective pupil behaviour management. According to participant teachers, school leadership team, school counsellors and teachers were not effective enough to create a school environment in which pupils with social, emotional, behavioural and attachment

difficulties can receive enough support. This study has shown that possible reasons for this situation might be the performativity culture in school environments, focusing on preparing paperwork and lack of professional competence of school staff for effective behaviour management. Abovementioned negative views mostly mentioned by the participant teachers who work in under-performing primary schools in Turkey. Indeed, lack of professional competence of school staff might be a potential reason for these school to be under-performed.

The third discussion point relating to effective behaviour management in Turkish primary schools concerned the importance of internal and external sources of support and organisations' participation. In high-performing primary schools, participant teachers expressed positive views about receiving active and effective support from internal and external support sources (for example, from school counsellors and psychologists). On the other hand, under-performing primary school teachers perceived the support they received as inadequate. A range of challenging issues emerged from the perceptions and practices of participant teachers. First and foremost, this study has shown that teachers did not intend to refer pupils to support services, due to the fact that other pupils and their parents/carers might label the referred pupil as a problem or troublesome child or the child that they do not want in their classroom. However, this finding might be controversial.

As Turkish primary school teachers are the only adult with pupils in their oversized classrooms, they can feel overwhelmed with having a referred pupil in their classrooms who has extra-curricular and behavioural objectives to fulfil. Instead of focusing on the significant minorities who are in need of extra social, emotional and behavioural support, they might ignore or underestimate their needs and focus on the majority of pupils who are able to conform to the school environment. Decreasing classroom size and supporting Turkish primary school teachers by assigning new staff with responsibility for individuals who need extra support to be able to regulate themselves in classroom environment, might be effective in creating an optimal classroom environment where no child is left behind. Moreover, providing training to teachers on adapting an ATP, being aware of attachment related difficulties, using strategies to help pupils to self-regulate their emotions and behaviours should enable teachers to support every pupil in their classrooms.

The fourth point to be raised concerning the efficacy of behaviour management in Turkish primary classrooms, was the family engagement which emerged as one of the main contributory factors for disruptive behaviours in the classroom. This study has shown that

teachers encountered difficulties in forming effective collaboration with parents/carers. One of the issues that mentioned was the parenting style of families. Participant teachers alluded to the reckless behaviour of pupils in their classrooms and they claimed that parents/carers were responsible for this undesirable behaviour. Moreover, the quality of early mother/child attachment relationships was considered as a significant factor in understanding disruptive behaviour in the classrooms. This study has shown that helicopter parenting exacerbated undesirable behaviour at school as illustrated in the narrative of teachers. For instance, one teacher mentioned a pupil throwing a pencil or notebook to the ground, and when it was asked why s/he did it, the response was 'I have other ones at home, so I do not need it'. Another participant stated that pupils often forgot their stationery or coat/jacket in the classroom or in the playground, because their parents/carers remember to do for them all the time at home. This cosseting approach of parents/carers make their children dependent to them, and pupils do not know how to handle with the life.

Phase Two of this study contributes to knowledge and understanding regarding the relevance of an Attachment Theory perspective for effective behaviour management in primary schools. This study has shown that ATP has positive impacts for supporting pupils with social, emotional, behavioural and attachment difficulties. ATP potentially helps pupils; to improve self-regulation skills, teachers; to decrease the stress that they have while managing pupil behaviour by having awareness of the underlying reasons of disruptive behaviours in their classrooms, schools; to support more pupils who potentially at the risk of exclusion and parents/carers; to engage them with their children's education effectively. Three main themes emerged during the course of data analysis concerning the relevance of ATP for effective behaviour management in primary schools.

   i)   Importance of understanding the underlying reasons for disruptive behaviour in the classroom
   ii)   Efficacy of an Attachment Theory perspective
   iii)   Current policies related to the behaviour management of challenging students in primary schools.

The first theme that relates to the relevance of ATP for effective behaviour management is the importance of understanding the underlying reasons for disruptive behaviour in the classroom. This study has suggested that social, emotional and behavioural development of a child has its roots in early mother/child attachment. Moreover, the environments that

the child is part of affect the child's development. Data analysis reveals that there are four environments that play a role in social, emotional and behaviour development namely, the individual, the family, the school and society. It is highlighted that defining the issues that the challenging pupil is surrounding with, is vital and without a clear understanding of underlying reasons it is difficult for teachers to manage the disruptive behaviours of challenging pupils in the classroom. Metaphorically speaking, if the car's engine oil level is low which might create knocking noises from the engine, it needs an immediate intervention by simply adding or changing the oil. However, if the driver cannot understand these symptoms and continues to drive, a simple problem might result in damaging the whole engine. If this metaphor is applied to the classroom, for instance, a child has problems with regulating emotions when s/he wants something which does not belong to him/her, these emotions might be manifested as undesirable behaviour. If the teacher is not able to address the issue and does not have an awareness about the potential reason for the disruptive behaviour, the escalating pupil's behaviour might be more damaging not only to him/herself but also other peers and the teacher as well.

This study has shown that an ATP offers an awareness to teachers and with this awareness, understanding disruptive behaviours may be less overwhelming. The efficacy of an ATP is the second point that relates to the relevance of an ATP for effective behaviour management in primary classrooms. A group of strategies in relation to an ATP might help teachers to support pupils to regulate their emotions for instance, Emotion Coaching, Nurture Group provision and identifying key attachment figures. Pupils attending primary schools must have sufficient self-regulation skill. Because the school environment has many challenges for them such as handling tasks, responsibilities and unknowns, being part of a big group in the classroom, sharing the interest of adult (the teacher) with other peers, and adapting to be in a structured environment with many rules require them to self-regulate themselves to handle these challenges. Supporting pupils who do not have sufficient skills to self-regulate their emotions and feelings will give pupils the opportunity to enjoy their life in school and to fully engage with it.

The perceived effectiveness of the current policies relating to behaviour management of challenging pupils in primary schools in England is the third point to be raised concerning the relevance of an ATP for effective behaviour management in primary classrooms. This study has shown that the current trend for using sanctions and rewards and school exclusion are of short-term benefit in managing behaviour of challenging pupils. Sanctions and rewards are basically rewarding desirable behaviour and sanctioning

undesirable behaviour and these desirable and undesirable behaviours are delineated in school behaviour management policy. It is expected that pupils will follow the school and classroom rules, however, every pupil is not able to understand and follow the rules. Participant educators mentioned that it is unreasonable to sanction a pupil who cannot understand a rule, or who does not know how to handle the abovementioned challenges in the school environment. However, current behaviour management policy in England suggests that schools need to create a school environment which consists of a strict and consistent sanctions and rewards system and, school exclusion is a vital part of that suggested behaviour management policy. This study has shown that, pupils with attachment difficulties are at risk of exclusion compare with their typical peers and that having an attachment awareness will help teachers to be more effective in managing disruptive behaviours of pupils with attachment difficulties. This leads to decrease the possibility of exclusion of pupils with attachment difficulties.

8.4. Recommendations for Further Research

Findings of this research study provide a number of potential directions for further research:

- Existing research on managing disruptive behaviours of pupils with attachment difficulties in primary classrooms is limited, descriptive and one-dimensional. Conducting further research to develop appropriate interventions and strategies based on an ATP can be an effective means of investigating the relevance of an ATP for effective behaviour management in primary classrooms.

- In Turkey, there is no research on attachment difficulties in primary schools. There is a great need for research studies to investigate the impact of attachment relationships on pupil behaviour in the classroom.

- There is a handful of studies which examine the impact of parenting styles at home on child behaviour; however, the world is changing, and cultural changes affect parenting styles as well. For instance, millennials have been becoming parents/carers and a growing parenting style is identified as helicopter parenting. There is lack of studies that investigate the impact of a helicopter parenting style on primary school pupil behaviour, and it will potentially enhance knowledge about understanding pupil disruptive behaviour in primary classrooms.

- Further research that focus on pupil voice is needed which concerns the experiences of primary school children themselves.

- Investigating the connections between policy-making and policy implementation regarding behaviour management of pupils with social, emotional, behavioural and attachment difficulties, could also enhance knowledge and understanding on providing effective support for pupils in primary classrooms.

8.5. Concluding Remarks

This study contributes knowledge in two areas. Firstly, the perceived effectiveness of behaviour management at primary school classrooms in the Turkish education system. Secondly, the relevance of an ATP for effective behaviour management in primary schools. By exploring the efficacy of behaviour management in Turkish primary schools and the relevance of an ATP for effective behaviour management, this study proposes the value of adapting an ATP in the Turkish education system.

Such understanding and awareness can exert a significant and notable impact on the school life of both pupils and teachers. This study has suggested that by increasing attachment awareness of teachers, managing pupil behaviour in primary classroom might be less challenging for them. Moreover, strategies such as Emotion Coaching and Nurture Group provision can effectively support pupils who have social, emotional, behavioural and attachment difficulties. On the other hand, creating a school environment in which diverse needs of individuals are underestimated, put pupils with attachment difficulties at risk. Current behaviour management policies such as, school exclusion should be reappraised to enable every child an opportunity to stay in school.

Focusing on efforts to make schools safe and secure places for every pupil, potentially helps not only pupils who need extra support to enjoy their schooling experiences but also society by helping every child to be a valuable and active member of it.

'All learning has an emotional base.'

Plato

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APPENDICES

APPENDIX A: Fictional student Adam's profile and three vignettes

Adam's profile

Adam's characteristics	Rationale
A boy	Boys have higher rates of undesirable incidents than girls (DfE, 2018; Geddes, 2006)
9/10 years old	This age group of pupils have a high percentage of school exclusion in England at the primary school level (DfE, 2018)
With special education needs	These pupils are at risk of being withdrawn and separated from the classroom where they attend classes with peers (Sakiz, 2015). They have higher rates of school exclusion than peers with no special education needs (DfE, 2018)
With a disadvantaged background	Pupils with a disadvantaged background are more likely to struggle to understand and comply with school rules (Geddes, 2006; DfE, 2017)
Experienced trauma in early childhood	These pupils are especially at risk of being underachieving, being excluded and experiencing mental health issues (Bombèr, 2007)

Three Vignettes

Steps	Vignette A) Primary school in Turkey	Vignette B) Primary school in England	Vignette C) Attachment aware primary school
i	Classroom rules are decided together by teachers and pupils	Teachers (and other paid staff for example teaching assistants) are responsible for following behaviours of pupils considering the school rules	Teachers are responsible for following behaviours of pupils considering the school rules, every classroom forms a classroom code
ii	Teachers are responsible for following behaviours of children by considering the classroom rules. If a student behaves out of rules, teacher reminds student of classroom rules	Schools set high expectations for pupils and design a strict and consistent behaviour management policy based on discipline and rewards/sanctions system	Teachers set high expectations for pupils and promote positive behaviours and self-regulation; also, they try to understand the reason for Adam's disruptive behaviour, instead of a strict reactive discipline code
iii	After the incident the teacher tries to handle it, if unsuccessful, they then contact the school leadership team (SLT)	After the incident teachers are responsible to intervene in the misbehaviour of Adam	A whole school approach is considered, and all school staff are attachment aware
iv	SLT invite and inform the school counsellor (SC) about Adam's incident	Teachers may use sanctions against Adam's behaviour and may inform parents and SLT depending on the seriousness of Adam's behaviour	Attachment aware school uses a set of sanctions and rewards; however, it is highlighted that positive reinforcements are main practices instead of sanctions
v	Adam and the SC discuss the incident and possible reasons for the problematic behaviour	A group of in school sanctions may be used such as reminder of the school rules, extracurricular work, missing break time and detention	After the incident the teacher tries to handle it by using a guideline which includes 6 steps
vi	SC invites teacher and creates a provisional educational consultation report by using the information gained from both the teacher and Adam	If Adam continues misbehaving, SLT makes formal invitation of Adam's carers and discuss Adam's behaviours	If Adam continues misbehaving, teacher informs Adam's parents/carers, Special Educational Needs and Disabilities Coordinator (SENDCo) and the school leadership team (SLT)
vii	SC informs SLT about the process, and Adam's behaviours are discussed in a committee that is formed by SLT, SC, class teacher and one member of the School Governing Body	After the meeting Special Educational Needs and Disabilities Coordinator (SENDCo) takes part in Adam's situation and Adam may be identified as having behavioural, social and emotional difficulties and may be placed on the school SEN register	Depending on the situation, SLT informs Adam's parents/carers and may invite them for a meeting to discuss Adam's behaviours
viii	In the committee meeting, possible steps to take afterwards are discussed and with the permission of Adam's parents/carers Adam is referred to the Guidance and Research Centre (GRC)	External agents namely, educational psychologist, LA behaviour support service, CAMHS may be involved for Adam's behavioural difficulties.	With a general agreement between SENDCo, teacher, Adam's parents/carers and SMT, Adam gets interventions in schools

Steps	Vignette primary school in Turkey	Vignette primary school in England	Vignette Attachment Aware school in England
ix	SC prepares a referral document for Adam to the GRC	A personal provision plan is drawn up for Adam, and in-cooperation with the internal and external support, a group of alternative strategies may be used for Adam's misbehaviours	Adam involves a group of in school interventions which might be for example, one-to-one practice, nurture group and internal expert support from external agencies
x	Then, GRC decides a behaviour management process/referral after the consultation	In case of Adam fails to make adequate progress regardless of the support and continues to break the school rules persistently a school exclusion may be decided for Adam	In cooperation with all stakeholders an individualised provision with specific acquisitions and activities is prepared for Adam
xi	The referral could be in three ways: 1. Special education and rehabilitation centre (SERC) 2. Supportive education unit in Adam's primary school 3. A combination of inclusive education and integration education in Adam's primary school	If school is not available to provide support, transferring Adam to a different school may be another option	As all staff in school have attachment awareness training, a designated staff acts as an attachment figure looks after Adam during his school time
xii	In all three cases, GRC decides an Individualised Educational Plan (IEP) based on several behavioural and academic acquisitions for the needs of Adam	If Adam is permanently excluded, he moved to alternative provision (for example pupil referral unit)	If in-school interventions are not effective enough for Adam to make adequate progress, school/parents/carers may decide to contact with Local education authority (LA) for a statuary assessment
xiii	If Adam fails to make adequate progress, the Local Education Authority may decide to transfer him to another school for a short period before returning to his original school. School exclusion is not an option in Turkey		LA may provide an education, health and care plan for Adam and SENDCo is responsible to for providing support to Adam
xiv			In case of Adam fails to make adequate progress and behaves in a dangerous way to others or himself after all interventions, as a last resort SLT may decide fixed term/permanent exclusions; also, transferring Adam to a different school is another option

APPENDIX B: Consent Form (Phase One)

UNIVERSITY *of York*

Information Page

Exploring the relevance of an Attachment Theory perspective for effective behaviour management in primary school classrooms:
Perceptions and practices of primary school teachers in Turkey and educators in England

Dear Teacher
I am currently carrying out a research project to identify primary school teachers' perceptions on behaviour management of troubled students in Turkish and UK primary schools. I am writing to ask if you are able to take part in the study.

What would this mean for me?
This research aims to examine the management of disruptive behaviours in Turkish and UK primary schools. In order to gather data, the research includes an online questionnaire and semi-structured interviews. These data collection instruments will gather the perceptions of primary school teachers about subjects such as: behaviour management of troubled students, school and government behaviour policies, family engagement with the school, Attachment theory, classroom management and school counselling services.

Anonymity
The data that you provide (e.g. recordings of the interview, test results) will be stored by code number. Any information that identifies you will be stored separately from the data.

Storing and using your data
Data will be stored in secure filing cabinets and/or on a password protected computer. The data will be kept for three years after the PhD is awarded after which time it will be destroyed. The data may be used for future analysis and shared for research or training purposes, but participants will not be identified individually. If you do not wish your data to be included in any information shared as a result of this research, please do not sign this consent form. You are free to withdraw from the study at any time during data collection and up to two weeks after data are collected. You will be given the opportunity to comment on a written record of your interview.

Information about confidentiality
The data that we collect (audio recordings, test responses) may be used in *anonymous* format in different ways. Please indicate on the consent form attached with a ☑ if you are happy for this anonymised data to be used in the ways listed.

We hope that you will agree to take part. If you have any questions about the study that you would like to ask before giving consent or after the data collection, please feel free to contact Lutfi Ozturk by email (lo618@york.ac.uk), or the Chair of Ethics Committee via email education-research-administrator@york.ac.uk.

Please keep this information sheet for your own records.

Thank you for taking the time to read this information.

Yours sincerely

Lutfi Ozturk

Exploring the relevance of an Attachment Theory perspective for effective behaviour management in primary school classrooms:
Perceptions and practices of primary school teachers in Turkey and educators in England
Consent Form
Please initial each box if you are happy to take part in this research.

I confirm that I have read and understood the information given to me about the above named research project and I understand that this will involve me taking part as described above.

☐

I understand the purpose of the research.

☐

I understand that data will be stored securely on a password protected computer and only researcher Lutfi Ozturk and his academic supervisor will have access to any identifiable data. I understand that my identity will be protected by use of a code.

☐

I understand that my data will not be identifiable and the data may be used ….

in publications that are mainly read by university academics

☐

in presentations that are mainly heard by university academics

☐

in publications that are mainly read by the public

☐

in presentations that are mainly heard by the public

☐

freely available online

☐

I understand that data will be kept for three years after research submission, after which they will be destroyed.

☐

I understand that data could be used for future analysis or other purposes.

☐

I understand that I can withdraw my data at any point during data collection and up to two weeks after data are collected.

☐

I understand that I will be given the opportunity to comment on a written record of my responses.

☐

Name of Participant   : _____
Signature   : _____
Name of Researcher   : _____
Signature   : _____
Date   : _____

APPENDIX C: Consent Form (Phase Two)

UNIVERSITY *of York*

Information Page

Exploring the relevance of an Attachment Theory perspective for effective behaviour management in primary school classrooms:
Perceptions and practices of primary school teachers in Turkey and educators in England

Dear Educator

I am currently carrying out a research project to identify primary school teachers' perceptions on behaviour management of troubled students in Turkish and UK primary schools. I am writing to ask if you are able to take part in the study.

What would this mean for me?

This research aims to examine the management of disruptive behaviours in Turkish and UK primary schools. In order to gather data, the research includes an online questionnaire and semi-structured interviews. These data collection instruments will gather the perceptions of primary school teachers about subjects such as: behaviour management of troubled students, school and government behaviour policies, family engagement with the school, Attachment theory, classroom management and school counselling services.

Anonymity

The data that you provide (e.g. recordings of the interview, test results) will be stored by code number. Any information that identifies you will be stored separately from the data.

Storing and using your data

Data will be stored in secure filing cabinets and/or on a password protected computer. The data will be kept for three years after the PhD is awarded after which time it will be destroyed. The data may be used for future analysis and shared for research or training purposes, but participants will not be identified individually. If you do not wish your data to be included in any information shared as a result of this research, please do not sign this consent form. You are free to withdraw from the study at any time during data collection and up to two weeks after data are collected. You will be given the opportunity to comment on a written record of your interview.

Information about confidentiality

The data that we collect (audio recordings, test responses) may be used in *anonymous* format in different ways. Please indicate on the consent form attached with a ☑ if you are happy for this anonymised data to be used in the ways listed.

We hope that you will agree to take part. If you have any questions about the study that you would like to ask before giving consent or after the data collection, please feel free to contact Lutfi Ozturk by email (lo618@york.ac.uk), or the Chair of Ethics Committee via email education-research-administrator@york.ac.uk.

Please keep this information sheet for your own records.

Thank you for taking the time to read this information.

Yours sincerely

Lutfi Ozturk

**Exploring the relevance of an Attachment Theory perspective for effective behaviour management
in primary school classrooms:
Perceptions and practices of primary school teachers in Turkey and educators in England
Consent Form
Please initial each box if you are happy to take part in this research.**

I confirm that I have read and understood the information given to me about the above named research project and I understand that this will involve me taking part as described above. ☐

I understand the purpose of the research. ☐

I understand that data will be stored securely on a password protected computer and only researcher Lutfi Ozturk and his academic supervisor will have access to any identifiable data. I understand that my identity will be protected by use of a code. ☐

I understand that my data will not be identifiable and the data may be used ….

in publications that are mainly read by university academics ☐

in presentations that are mainly heard by university academics ☐

in publications that are mainly read by the public ☐

in presentations that are mainly heard by the public ☐

freely available online ☐

I understand that data will be kept for three years after research submission, after which they will be destroyed. ☐

I understand that data could be used for future analysis or other purposes. ☐

I understand that I can withdraw my data at any point during data collection and up to two weeks after data are collected. ☐

I understand that I will be given the opportunity to comment on a written record of my responses. ☐

Name of Participant   : _____
Signature   : _____
Name of Researcher   : _____
Signature   : _____
Date   : _____

APPENDIX D: Interview Questions (Phase One)

INTERVIEW QUESTIONS

Theory/Research/Perceptions

1. What do you think about the effectiveness of implementing a sanctions and rewards system in managing student behaviour?
   a) What do you think are the advantages and disadvantages of the reward and sanction/punishment system?
   b) Is the sanctions and rewards system appropriate for every student? (i.e. most challenging students)

   If no, why do you think challenging students do not respond to sanctions and rewards/discipline system as other students do?

Policy

1. What kind of policy/regulation implemented in your school regarding the management of behaviour problems?
   a) How was it developed and who was involved in its development?
   b) Who is responsible for the implementation of the School Behaviour Policy in your school and how is it implemented in your school?
2. What do you think about the behavioural policy of the Department of Education?
   a) Does it involve specific guidance on the management of the most challenging students' behaviour?
3. How does the content of the curriculum enable/limit the management of disruptive behaviours of challenging students?
   a) Do you think the current curriculum involves efficient acquisitions for developing positive behaviours among challenging students?

Practice/Management

1. How do you develop positive behaviours in the most challenging students?
2. When disruptive behaviour occurs, what strategies are used in your classroom to address the problem and its negative consequences?
   a) Who is involved in implementing these strategies?
3. What management strategies are implemented following the occurrence of disruptive behaviour?
   a) Who is involved in implementing these strategies?
4. What sources of support do you/your school receive regarding effective behaviour management during the school term?
   a) Do you receive any particular support in managing the disruptive behaviour of the most challenging students?
   b) How do you evaluate the effectiveness of this external support?

Application

1. Have you ever heard of Attachment theory? If so, do you think it has any relevance for managing disruptive behaviour at school?
   a) What is the impact of mother-child relationship on children's transition to the school?
   b) How can teachers be more successful on handling this problem?
2. How much advice do teacher trainees receive on effective behaviour management?

APPENDIX E: Interview Questions (Phase Two)

Interview Questions

1. What do you think about the possible reasons for unwanted and problematic behaviours of primary school children?

   a) What is the impact of family on disruptive behaviours of primary school children?

   b) What is the impact of school on disruptive behaviours of primary school children?

   c) What is the impact of close social environment, culture and policies on disruptive behaviours of primary school children?

2. How can you describe a child who has experienced a secure mother-child attachment?

3. How can you describe a child who has experienced an insecure mother-child attachment?

4. In your view, what is the primary role of teachers in behaviour management of challenging students?

5. What do you think of primary role of family in the context of behaviour modification and schooling system?

6. What do you think about the efficacy of implementing the sanctions/rewards system in managing student behaviours?

   a) To what extent are behavioural approach principles effective in managing disruptive behaviours of challenging students (i.e. students with early attachment issues)?

7. Why is there a need for designing and implementing the behaviour management model based on psychodynamic approaches and attachment theory principles?

8. In your view, how applicable are the emotion coaching, nurture groups, whole school approaches etc in the existing schooling system?

9. How effective are the behaviour management policies designed by the Department for Education?

   a) Does governmental policy involve specific guidance on the management of the most challenging students' behaviours?

   b) What do you think about school exclusion in terms of behaviour management?

10. How can we design an ideal behaviour management system in primary schools which aims to leave no child behind?

APPENDIX F: Online Questionnaire (Phase One)

ONLINE QUESTIONNAIRE

For each question, please click the relevant response

PERSONAL DETAILS

<u>1. What is your gender?</u>
○ Male
○ Female
○ Prefer not to say

<u>2. How long have you been working as an educator?</u>
○ 0-5 years
○ 6-10 years
○ 11-15 years
○ 16-20 years
○ 20+ years

<u>3. What is your current position in school?</u>
○ Head Teacher
○ Deputy Head Teacher
○ Primary School Teacher
○ School Counsellor
○ Teaching Assistant
○ Other (Please specify) _____

<u>4. How many children are there in your class?</u>
○ Under 20
○ 20-24
○ 25-29
○ 30-34
○ 35-39
○ 40 and above

<u>5. How old are the children in your class?</u> *(you can choose more than one)*
❑ 4 years old
❑ 5 years old
❑ 6 years old
❑ 7 years old
❑ 8 years old
❑ 9 years old
❑ 10 years old
❑ 11 years old

PERCEPTIONS OF DISRUPTIVE BEHAVIOURS, FAMILY ENGAGEMENT, AND SCHOOL MANAGEMENT

6. To what extent do you find the disruptive behaviours below challenging to manage?

	Not challenging at all	Slightly challenging	Moderately challenging	Very challenging
a) Not remaining on task in lessons	❍	❍	❍	❍
b) Arguing when reprimanded or corrected	❍	❍	❍	❍
c) Disobeying established classroom rules	❍	❍	❍	❍
d) Refusing to obey directions of the teacher	❍	❍	❍	❍
e)Distracting peers and/or the teacher	❍	❍	❍	❍
f) Ignoring the feelings of peers	❍	❍	❍	❍
g) Running away from classroom	❍	❍	❍	❍
h) Breaking things or damaging peers' properties	❍	❍	❍	❍
i) Bullying amongst peers	❍	❍	❍	❍
j) Stealing	❍	❍	❍	❍
k) Being verbally aggressive to peers	❍	❍	❍	❍
l) Fighting amongst peers	❍	❍	❍	❍
Other(s) (please specify)	❍	❍	❍	❍

7. To what extent do you think a student's disruptive behaviour at school is related to:

	Strongly disagree	Disagree	Agree	Strongly agree
a) Low engagement with learning	❍	❍	❍	❍
b) Learning difficulties	❍	❍	❍	❍
c) Social and emotional difficulties	❍	❍	❍	❍
d) Troubled home environment	❍	❍	❍	❍
e) Difficulties with friendships/peer relationships	❍	❍	❍	❍
f) Difficulties related to teacher(s) at school	❍	❍	❍	❍
g) Deep-seated anxiety	❍	❍	❍	❍
h) Feelings of shame/fear/anger/envy	❍	❍	❍	❍
i) Sense of being misunderstood	❍	❍	❍	❍
j) Sense that others do not like him/her	❍	❍	❍	❍
k) Loyalty and commitment to peer group	❍	❍	❍	❍
l) Disruptive behaviour communicates inner distress	❍	❍	❍	❍
Other(s) (please specify)	❍	❍	❍	❍

8. Family engagement with school

	Strongly disagree	Disagree	Agree	Strongly agree
a) Families know how to deal with the disruptive behaviours of their children	❍	❍	❍	❍
b) I usually communicate with families if their child behaves disruptively in the classroom	❍	❍	❍	❍
c) It is difficult to communicate with parents when there are problems associated with situations at the student's home	❍	❍	❍	❍
d) Collaboration between school and family helps challenging children to develop positive behaviours	❍	❍	❍	❍
e) Families sufficiently reinforce the aims of the school with their children	❍	❍	❍	❍
f) Families primarily care about their children's social and emotional development more than their academic success	❍	❍	❍	❍
	❍	❍	❍	❍
g) High expectations of families about their child's education causes stress for me	❍	❍	❍	❍
	❍	❍	❍	❍
h) Students in single-parent families are more inclined to behave disruptively	❍	❍	❍	❍
i) If there is a problem at home, it influences the behaviours of the child at school	❍	❍	❍	❍
j) Difficulties in mother-child relationships may cause problematic behaviours in the classroom	❍	❍	❍	❍

9. School management team

	Strongly disagree	Disagree	Agree	Strongly agree
a) The school management team is competent in managing challenging students' behaviours in the school	❍	❍	❍	❍
b) The school management team is competent in preparing the school behaviour policy	❍	❍	❍	❍
c) The school management team is effective in enabling school staff to put the school behaviour policies into practice	❍	❍	❍	❍
d) The school management team involves families effectively in their child's education	❍	❍	❍	❍
e) Sanction and Reward system is used efficiently by the school management team to decrease the incidence of the disruptive behaviours in my school	❍	❍	❍	❍

CLASSROOM PRACTICE

17. Can you describe effective behaviour management in three words:
    1.
    2.
    3.

10. Teacher-student dynamics in the classroom

	Strongly disagree	Disagree	Agree	Strongly agree
a) Some students behave disruptively during my lessons	○	○	○	○
b) Some students distract their peers and/or me in my lessons	○	○	○	○
c) Bullying amongst peers occurs in my classroom	○	○	○	○
d) Fighting often occurs amongst peers in my classroom	○	○	○	○
e) I feel incompetent, when disruptive behaviour occurs in my lessons	○	○	○	○
f) I feel stressed when some students distract their peers and/or me	○	○	○	○
g) I feel stressed when bullying amongst students occurs	○	○	○	○
h) I feel stressed when fighting amongst peers occurs	○	○	○	○
i) If I struggle with disruptive behaviour in my lessons I ask colleagues for advice	○	○	○	○
j) I establish class rules with my students to encourage positive behaviour'	○	○	○	○

11. Behaviour management in the classroom

	Strongly disagree	Disagree	Agree	Strongly agree
a) I am successful in managing challenging students' behaviours in the classroom	○	○	○	○
b) Developing positive behaviours among challenging students is an easy task for me in my classroom	○	○	○	○
c) I use proactive strategies (i.e. establishing rules) for managing challenging students' behaviours	○	○	○	○
d) Sanction and reward system is the most efficient technique in managing student behaviours	○	○	○	○
e) I do not need extra help for managing behaviours of challenging students in my classroom	○	○	○	○
f) I believe that there is a relationship between the nature of student behaviours and the level of learning	○	○	○	○
g) The strategies I use for developing positive behaviours among my challenging students enhances their learning	○	○	○	○
h) I intervene immediately if a student behaves disruptively during my lessons	○	○	○	○
i) I reward my students if they avoid disruption	○	○	○	○

BEHAVIOUR MANAGEMENT POLICIES
12. Government policies

	Strongly disagree	Disagree	Agree	Strongly agree
a) I use techniques suggested by government policies for managing challenging student behaviours in my lessons	○	○	○	○
b) Government behaviour management policy covers all behavioural problems	○	○	○	○
c) Government policies on student behaviour management need to be improved	○	○	○	○
d) Teacher trainees receive appropriate training on effective behaviour management of challenging students	○	○	○	○
e) I get enough in-service training about behaviour management of challenging students	○	○	○	○
f) Reward and sanction system helps challenging students to assimilate how to behave in the school	○	○	○	○

13. School ethos and school policies in your school

	Strongly disagree	Disagree	Agree	Strongly agree
a) Disruptive behaviours occur in my school	○	○	○	○
b) School behaviour policy works effectively in managing challenging student behaviours in school	○	○	○	○
c) Behaviour policy of my school is focused on developing positive behaviours among students	○	○	○	○
d) School behaviour policy includes both proactive (i.e. establishing rules) and reactive(i.e. providing an appropriate consequence) strategies for managing challenging student behaviours	○	○	○	○
e) Every staff member understands and implements the school's behaviour management policies	○	○	○	○
f) Academic success is more important than social and emotional development in my school	○	○	○	○
g) I identify my school as a secure base for all children	○	○	○	○

14. Do you or your school receive support from a school counsellor during the school term?
○ Yes
○ No

Answer If 14. Do you or your school receive support from a school counsellor during the school term? Yes Is Selected

15. School counselling services

	Strongly disagree	Disagree	Agree	Strongly agree
a) I can get help from the school counselling unit whenever I need	○	○	○	○
b) School counselling services are helpful in managing the behaviours of challenging student	○	○	○	○
c) School counsellors are aware of the issues between child and caregiver relationships	○	○	○	○
d) School counsellors know how to deal with problematic behaviours connected with child-caregiver relationships	○	○	○	○
e) School counsellors who work with the school are professionally competent	○	○	○	○

16. What other sources of support do you/your school receive regarding effective behaviour management during the school term?
- ❍ Educational Psychologist
- ❍ Special needs assistants
- ❍ Special Education and Rehabilitation Centre
- ❍ Guidance and Research Centre
- ❍ Not applicable
- ❍ Other (please specify) _____

17. Can you describe effective behaviour management in three words:
  1.
  2.
  3.

18. If you have an opportunity to prepare a behaviour policy, which of the elements below have an important role in it? *(you can choose more than one)*
- ☐ Teacher
- ☐ School Management
- ☐ Family
- ☐ School Counsellors
- ☐ Educational Psychologist
- ☐ Government decisions and policies
- ☐ Traditions
- ☐ Society norms
- ☐ Special needs assistants
- ☐ Other(s)_____

19. Would you like to add any further comments or observations about managing disruptive behaviours of some children in your classroom?

20. If you would like to participate in this research as an interviewee in the future, please add your email address below.

Many thanks for your participation

APPENDIX G: Online Questionnaire for English primary school teachers

For each question, please click the relevant response

PERSONAL DETAILS

1. What is your gender?
- ○ Male
- ○ Female
- ○ Prefer not to say

2. How long have you been working as an educator?
- ○ Less than 1 year
- ○ 1-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ 20+ years

3. How many children are there in your class?
- ○ Under 20
- ○ 20-24
- ○ 25-29
- ○ 30-34
- ○ 35-39
- ○ 40 and above

4. How old are the children in your class? *(you can choose more than one)*
- ❑ 4 years old
- ❑ 5 years old
- ❑ 6 years old
- ❑ 7 years old
- ❑ 8 years old
- ❑ 9 years old
- ❑ 10 years old
- ❑ 11 years old

PERCEPTIONS OF DISRUPTIVE BEHAVIOURS, FAMILY ENGAGEMENT, AND SCHOOL MANAGEMENT

5. To what extent do you find the disruptive behaviours below challenging to manage?

	Not challenging at all	Slightly challenging	Moderately challenging	Very challenging
a) Not remaining on task in lessons	❍	❍	❍	❍
b) Arguing when reprimanded or corrected	❍	❍	❍	❍
c) Disobeying established classroom rules	❍	❍	❍	❍
d) Refusing to obey directions of the teacher	❍	❍	❍	❍
e)Distracting peers and/or the teacher	❍	❍	❍	❍
f) Ignoring the feelings of others	❍	❍	❍	❍
g) Running away from classroom	❍	❍	❍	❍
h) Breaking things or damaging peers' properties	❍	❍	❍	❍
i) Bullying amongst peers	❍	❍	❍	❍
j) Stealing	❍	❍	❍	❍
k) Being verbally aggressive to peers and/or teacher	❍	❍	❍	❍
l) Fighting amongst peers	❍	❍	❍	❍
Other(s) (please specify)	❍	❍	❍	❍

6. To what extent do you think a student's disruptive behaviour at school is related to:

	Strongly disagree	Disagree	Agree	Strongly agree
a) Low engagement with learning	○	○	○	○
b) Learning difficulties	○	○	○	○
c) Social and emotional difficulties	○	○	○	○
d) Troubled home environment	○	○	○	○
e) Difficulties with friendships/peer relationships	○	○	○	○
f) Difficulties related to teacher(s) at school	○	○	○	○
g) Deep-seated anxiety	○	○	○	○
h) Feelings of shame/fear/anger/envy	○	○	○	○
i) Sense of being misunderstood	○	○	○	○
j) Sense that others do not like him/her	○	○	○	○
k) Loyalty and commitment to peer group	○	○	○	○
l) Disruptive behaviour communicates inner distress	○	○	○	○
Other(s) (please specify)	○	○	○	○

8. Family engagement with school

	Strongly disagree	Disagree	Agree	Strongly agree
a) Families know how to deal with the disruptive behaviours of their children	○	○	○	○
b) I usually communicate with families if their child behaves disruptively in the classroom	○	○	○	○
c) It is difficult to persuade parents when there are problems associated with situations at the student's home	○	○	○	○
d) Collaboration between school and family helps challenging children to develop positive behaviours	○	○	○	○
e) Families sufficiently reinforce the aims of the school with their children	○	○	○	○
f) Families primarily care about their children's social and emotional development more than their academic success	○	○	○	○
g) High expectations of families about their child's education causes stress for me	○	○	○	○
h) Students in single-parent families are more inclined to behave disruptively	○	○	○	○
i) If there is a problem at home, it influences the behaviours of the child at school	○	○	○	○

	Strongly disagree	Disagree	Agree	Strongly agree
j) Difficulties in mother-child relationships may cause problematic behaviours in the classroom	○	○	○	○

9. School management team

	Strongly disagree	Disagree	Agree	Strongly agree
a) The school management team is competent in managing challenging students' behaviours in the school	○	○	○	○
b) The school management team is competent in preparing the school behaviour policy	○	○	○	○
c) The school management team is effective in enabling school staff to put the school behaviour policies into practice	○	○	○	○
d) The school management team involves families effectively in their child's education	○	○	○	○
e) Sanction and Reward system is used efficiently by the school management team to decrease the incidence of the disruptive behaviours in my school	○	○	○	○

CLASSROOM PRACTICE

10. Can you describe effective behaviour management in three words/phrases:

○ 1. _____

○ 2. _____

○ 3. _____

11. Teacher-student dynamics in the classroom

	Strongly disagree	Disagree	Agree	Strongly agree
a) Some students behave disruptively during my lessons	○	○	○	○
b) Some students distract their peers and/or me in my lessons	○	○	○	○
c) Bullying amongst students occurs in my classroom	○	○	○	○
d) Fighting often occurs amongst peers in my classroom	○	○	○	○
e) I feel incompetent, when disruptive behaviour occurs in my lessons	○	○	○	○
f) I feel stressed when some students distract their peers or me	○	○	○	○
g) I feel stressed when bullying amongst students occurs	○	○	○	○
h) I feel stressed when fighting amongst peers occurs	○	○	○	○
i) If I struggle with disruptive behaviour in my lessons, I ask colleagues for advice	○	○	○	○
j) I establish class rules with my students to encourage positive behaviour	○	○	○	○

12. Behaviour management in the classroom

	Strongly disagree	Disagree	Agree	Strongly agree
a) I am successful in managing challenging students' behaviours in the classroom	○	○	○	○
b) Developing positive behaviours among challenging students is an easy task for me in my classroom	○	○	○	○
c) I use proactive strategies (i.e. establishing rules) for managing challenging students' behaviours	○	○	○	○
d) Sanction and reward system is the most efficient technique in managing student behaviours	○	○	○	○
e) I do not need extra help for managing behaviours of challenging students in my classroom	○	○	○	○
f) I believe that there is a relationship between the nature of student behaviours and the level of learning	○	○	○	○
g) The strategies I use for developing positive behaviours among my challenging students enhances their learning	○	○	○	○
h) I intervene immediately if a student behaves disruptively during my lessons	○	○	○	○
i) I reward my students if they avoid disruption	○	○	○	○

BEHAVIOUR MANAGEMENT POLICIES

- -

13. Government policies

	Strongly disagree	Disagree	Agree	Strongly agree
a) I use techniques suggested by government policies for managing challenging student behaviours in my lessons	○	○	○	○
b) Government behaviour management policy covers all behavioural problems	○	○	○	○
c) Government policies on student behaviour management need to be improved	○	○	○	○
d) Teacher trainees receive appropriate training on effective behaviour management of challenging students	○	○	○	○
e) I get enough in-service training about behaviour management of challenging students	○	○	○	○
f) Reward and sanction system helps challenging students to learn how to behave in the school	○	○	○	○

14. School ethos and school policies in your school

	Strongly disagree	Disagree	Agree	Strongly agree
a) Disruptive behaviours occur in my school	O	O	O	O
b) School behaviour policy works effectively in managing challenging student behaviours in school	O	O	O	O
c) Behaviour policy of my school is focused on developing positive behaviours among students	O	O	O	O
d) School behaviour policy includes both proactive (i.e. establishing rules) and reactive(i.e. providing an appropriate consequence) strategies for managing challenging student behaviours	O	O	O	O
e) Every staff member understands and implements the school's behaviour management policies	O	O	O	O
f) Academic success is more important than social and emotional development in my school	O	O	O	O
g) I identify my school as a secure base for all children	O	O	O	O

15. Do you or your school receive support from a school counsellor during the school term?

    ◯ Yes

    ◯ No

Display This Question:
    If 15. Do you or your school receive support from a school counsellor during the school term? = Yes

16. School counselling services

	Strongly disagree	Disagree	Agree	Strongly agree
a) I can get help from the school counselling unit whenever I need	◯	◯	◯	◯
b) School counselling services are helpful in managing the behaviours of challenging student	◯	◯	◯	◯
c) School counsellors are aware of the issues between child and parent relationships	◯	◯	◯	◯
d) School counsellors know how to deal with problematic behaviours connected with child and parent relationships	◯	◯	◯	◯
e) School counsellors who work with the school are professionally competent	◯	◯	◯	◯

17. What other sources of support do you/your school receive regarding effective behaviour management during the school term?*(you can choose more than one)*

- ❑ Behaviour support
- ❑ Child and Adolescent Mental Health Service (CAMHS)
- ❑ Educational Psychologist
- ❑ Guidance and Research Centre
- ❑ Special needs teaching assistants
- ❑ Special Education and Rehabilitation Centre
- ❑ Not applicable
- ❑ Other (please specify) _____

18. What is your view on the sanctions and rewards system of behaviour management with respect to the most challenging students in your school?

_____

_____

_____

_____

_____

19. To what extent do you think good teacher-student relationships are key to effective behaviour management with respect to the most challenging students in your school?

_____

_____

_____

_____

_____

20. What alternative approaches (if any) do you think may be more effective than the sanctions and rewards approach?

_____

_____

_____

_____

_____

21. If you had the opportunity to develop a behaviour policy, which of the following elements have an important role in it? *(you can choose more than one)*

- ❑ Educational Psychologist
- ❑ Family
- ❑ Government decisions and policies
- ❑ School counsellors
- ❑ School ethos
- ❑ School management team
- ❑ Society norms
- ❑ Special needs teaching assistants
- ❑ Teachers
- ❑ Other(s) *(please specify)* _____

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22. Would you like to add any further comments or observations about managing disruptive behaviours of some children in your classroom?

_____

_____

_____

_____

_____

23.If you would like to participate in this research as an interviewee in the future, please add your email address below.

_____

Many thanks for your participation

We bear witness

to the rapid changes in all parts of life in the

21st century.

Humanity's scientific and cultural heritage, accumulated over thousands of years, proves inadequate at times. Many experts maintain that the human- technology balance is tilting toward mechanization. This prediction used to be science fiction. Today, by contrast, is an ordinary and real- time description of what is happening. High-value- added technologies advance at the speed of light, and all sectors must take major steps to transform themselves as well.

This new period of singularity represents
the fourth breakthrough in the history of industrialization. It brings together the biological, the digital, and the physical. The study of artificial intelligence supports the view that humans have taught machines enough to challenge mankind's monopoly on learning and intelligence.

It would be wrong, however, to unconditionally accept that the world is headed in a different direction just because technological innovations make our lives easier. Similarly, we cannot accept the dominant view that the content of education must reflect the needs of industry alone.

If technology and consumption habits, fuelled by the marketplace, alienate humans from themselves, our educational ecosystem has a responsibility to disagree.

We must strongly object to a mindset that increases the number of tools at the disposal of humans yet it impoverishes their goals.

Otherwise, we will face a range of global humanitarian crises, including violent conflicts, international terrorism, irregular immigration, environmental and health problems, financial interventions, and racism and xenophobia. These challenges have already worsened in recent years. We cannot accept a notion of civilization that over-glorifies competition
for the sake of an "information society," nor
one that fuels consumption in the name of "technology" and excludes all societies but one's own from the definition of "humanity." Our civilization's approach to human life not only promotes material excellence but also feeds
off a larger whole, one that encompasses both heart and science, both meaning and matter, and both training and discipline.

Our singularity is the unity of heart and mind—rather than human and machine.

We are deeply concerned about the world today, and this compels us to write a new, more humane, more civilized, and more just story. We must venture on a journey that brings together heart and mind - the education system's two wings.

To addresses our need for 'thinking hearts,' we cannot reduce education to only certain functions and practices.

It is crucial for us to concentrate on a worldview of quality and content that provides a basis for existence and meaning.

Now more than ever, we need tactical and strategic designs. As a structure cannot stand without a foundation. We require a trans-disciplinary footing. It must cover all
the opportunities that pedagogy, psychology, anthropology, sociology, neuroscience, economics, and technology present. Our nation's longstanding desire is for an educational approach that does not glorify formalism, standardization, and routine. This vision document embodies our response to that yearning.

The main purpose of the 2023 Education Vision is to raise science-loving, skilled, and ethical individuals who take an interest in culture and are willing to use present and future skills for the well-being ofhumanity.

It is time to crown our nation's success story with our actions in education across all
areas, including politics and the economy. In previous years, we progressed in the number of classrooms built, teachers appointed, students enrolled, and digital infrastructure established. Now it is time to build on these quantity- oriented steps with quality-oriented reforms.

With the accessibility and other quantifiable problems in the Turkish education system in the past, the 2023 Education Vision clearly reflects our determination to bring about a qualitative revolution.

This is a method that sees education as an ecosystem and seeks to design all subcomponents of the system simultaneously.

Therefore, we must rescue the educational process from its biological and economic definitions, statistical data and quantitative accomplishment, and take into consideration its ontological, epistemological, and ethical roots. We maintain that education refers

to the constructive act of turning bashar (being) into insan (human) and, thus, needs a paradigm shift rather than a program-oriented or pragmatic change. This paradigm posits that all humans must be equipped with two wings

to fly: heart and mind. It rejects education as a venture that exclusively concentrates on material things.

The real questions that an educational ecosystem must ask universally are: What can we do and be with what we know and learn? and What kind of world will education create?

We are against the degradation of the environment and the abuse of science and education. The road to solutions is through science and education. With a science-guided

perspective and our moral compass, we can live up to our millenium-old presence and heritage in Anatolia, which is filled with positive examples.

This perspective will rescue us from the disintegration of truth and of man and pave the road toward the notion of "unity in plurality." The same view will take us to a paradoxical unity that is born out of clashes between opposites. This approach will enable us to overcome the divisions between "us" and "them" and to embrace all as "us." It will make us feel that "we are all part of the same team." By extension, the emerging consensus will be that education is a national responsibility and duty.

Going forward, the Ministry of National Education will pioneer the construction
of a vision for the present and the future on the basis

of training, discipline, and the Turkish nation's social integration and shared goals.

To accomplish that task, the entire society and, more specifically, the educational ecosystem must be united over a common denominator: our children. We must understand that children are the common denominator of our nation, representing a link between the past and the future with their hopes, joy, and innocence. Although we may use different words on occasion, our expectations from education are one and the same. As Rumi once said:

A man gives one dirham each to four people. Upon receiving the money, the Iranian says they will spend it on angūr. The Arab says they will spend it on eanab. The Turk says they will spend it on üzüm. And the Greek says stafyli. Although they could not understand what the others wanted, they all wanted the same thing: grapes.

We can talk about our children's education
in different terms and using different words, as long as we can find common ground and identify shared goals across parents, teachers, nongovernmental organizations, the private sector, the media, universities, and all other counterparts. We must be able to arrive at
the conclusion that our children, our common denominator, are by far the most important.

The four core elements of this vision document are students, parents, teachers, and schools.

Our students represent the common denominator within the ecosystem. Supporting families to find a common ground for our nation's children is one of the Education Vision 2023's expectations. The fruit is born from the branches, but the tree must be nourished by its roots. When families have sufficient knowledge of the necessary relationships among subjects, objects and setting, their children can blossom and grow.

To compare the curriculum to a theatre, teachers must read the lines.

Indeed, -"curriculum" is one of the most contested words in the conceptual map of contemporary education. Under pressure from standardized tests, the curriculum ceases to be a means and instead emerges as an end. This tension builds up due to serious discrepancies among our nation's schools. Our vision for

the future converts the curriculum from a collection of information to a source of skills, and then to positive ways of living. It also trains teachers to relieve the pressure caused by tests. In a system with well- trained teachers, a curriculum framework alone would suffice.

According to the needs of children, a master teacher can reconstruct the curriculum and seize the opportunity to educate them. The Turkish word for curriculum, müfredat, comes from the root fert - or individual. That fert is the child/student and the treasure he or she holds within. Teachers, in turn, must

polish that hidden treasure into a gem. All we can do is to guide them. Personality builds personality. If a given teacher's personality lacks the necessary maturity and strength, technology and physical infrastructure cannot perform his/her tasks. This is why teachers are the main players in our vision - as our nation's master teacher, Mustafa Kemal Atatürk, once noted.

We must not forget that all education systems rise on the shoulders of teachers and
that no education system can overshadow the qualities of that nation's teachers.

The 2023 Education Vision views the reorganization of the aforementioned system's goals, structure, processes, and functions as vitally important.

In the absence of the design of an integrated system, the various stakeholders and components in an educational ecosystem cannot function properly.

The three-year plan of the 2023 Education Vision proposes a fundamental structure and individual processes - especially for the first year. The aim is to define the processes and functions that are compatible with that structure. A central/peripheral organization will help define them and make them compatible with our school goals. This is the reason we promote a school-oriented system.

Schools are to education as families are to society. It is also highly important that our policies are implementable and that their monitoring is easy and measurable.

Under the new Presidential System of Government,
the approach of the
Ministry of National Education is just, human-centered, teacher-based and

flexible. It is universal
in its concepts and local in its practice. It is also skill-oriented and mindset-focused, sustainable, and accountable.

In accordance with that stance, our main goal is to improve quality in the medium term, significantly reduce inequality, and prioritize ethical progress, the arts, culture, aesthetics, and sports.

Education Vision 2023 has been developed to unite all stakeholders over the happiness and joy of our nation's children, the well-being of families, social peace, Turkey's welfare, and human dignity in the universal sense of the word. It aims to facilitate a giant leap forward in quality over the medium term. This document was prepared to provide a sustainable roadmap in line with what the transformation of our country and the world requires.

An approach to education that unites democracy and the economy serves as the basic platform from which Turkey will launch and maintain its forward efforts in all areas.

Education is located at the intersection of various sectors. Therefore, in the preparation of our vision we have included individuals
from different social backgrounds and with various areas of expertise. We went over past studies, hosted workshops, and formed working groups. We carefully listened to headmasters and teachers, and we took into consideration the opinions of parents and students. We included the entire educational ecosystem to find answers to basic questions on education, teachers, students, content, and the system as a whole.

We are indebted to all our colleagues who participated in the preparation of this vision document. They all joined this project to make a dream come true and to reach their long- standing goals. At the same time, we owe credit to all the social groups that remained hopeful and offered us their support.

The President's support for this project clearly showed that it is part of a national duty. Major changes in the education systems of many countries around the world bear the mark

of great leaders. The President's support will represent a historic reassurance that lights the way for the transformation ahead.

Our transformation plan covers a three-year period.

The first stage, which the 2018-2019 academic year embodies, will begin with design,

simulation, pilot programs, and the partial implementation of new plans. In 2019-2020, we will implement nationwide pilot projects and take measurements of the work completed. Finally, in the 2020–2021 academic year, we will implement all plans identified as main targets and analyse the impact of some actions.

We are aware that both the scope and the quality bar are quite high for our goals and actions. Yet we identified those goals with confidence in Turkey. We believe that it takes an entire society to write a success story in the area of education. It is time for Turkey

to crown its accomplishments in almost all areas with a success in education that all other nations will envy.

It is time. Let us get to work.