

## INVESTIGATION OF SCIENTIFIC STUDIES ON CLASSROOM MANAGEMENT DISCIPLINE MODELS OF CLASSROOM TEACHERS THROUGH CONTENT ANALYSIS

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### ABSTRACT

An effective and successful classroom management significantly affects student participation and academic success. With the discipline model applied by the teacher on classroom management, it prevents the formation of undesirable behaviors in students, and increases the desire and motivation towards the lesson. As a part of classroom management, discipline supports students to learn more effectively and efficiently. In this respect, discipline is necessary for both students and teachers in providing a positive learning environment. The study is a general evaluation study conducted to examine the classroom teachers' classroom management discipline models. For this purpose, for 50 articles randomly selected from the studies conducted between 2015-2020; Distribution by years, type of research, research methods frequently used in studies, data collection tools, frequently used sample and sample size were evaluated. For this purpose, the "article review form" was used and the articles were subjected to content analysis.

**Keywords:** classroom management, discipline, content analysis.

### INTRODUCTION

An effective and successful classroom management significantly affects student participation and academic success. With the discipline model applied by the teacher on classroom management, it prevents the formation of undesirable behaviors in students and increases the desire and motivation towards the lesson.

Although classroom management is separate from discipline, it is not independent of discipline. Classroom management is the role of the teacher in creating the classroom environment. Ensuring and maintaining the educational order in the classroom is a part of classroom management. Discipline exists as a necessary and important part of classroom management. The main goals of discipline and management are to develop personal control and acceptance of responsibilities (Özdemir et al, 2011: 234).

Classroom management also requires understanding the dynamics of the classroom (Arslan, 2012). Classroom management discipline models are important at every step from primary education to higher education. The fact that the instructors are more student-centered, close and positive relationship-oriented increases the manageability of the classroom (Khatib and Bagheri, 2018).

Discipline models are various models that the teacher can choose according to classroom management. Some of these are those:

**Glasser Model (Reality Therapy):** The basic principle of this approach; The student who exhibits undesirable behavior takes responsibility for this behavior. According to Glasser; Rules are essential and the student must be forced to follow the rules. This should not mean punishing or praising the student who exhibits undesirable behavior. Punishment and praise prevent students from taking responsibility for their undesirable behavior. Punishment creates a feeling of hatred in students, praise; may cause students to expect praise for some or all of their behaviors (Çelik et al. 2015: 251).

**Behavior Modification Model (B.F. Skinner):** Teachers can apply rewards precisely to student behavior. Teachers measure the change in behavior after the reinforcers are applied and reverse the method to control the effect of the reward. This system can eliminate many predictive tasks in classroom discipline by clarifying the cause-effect relationship (Celep, 2004:179).

**Logical Results Model/Social Discipline (R. Dreikurs):** The aim of this model developed by Dreikurs (1982); To enable the student to self-discipline. According to this model; Every student's behavior has a purpose. The main purpose of student behavior; take your place in the group. A well-adjusted student gains social acceptance by accepting and contributing to the group's demands. It is stated that students who exhibit undesirable behaviors make false efforts to make themselves feel important or to meet their other basic needs (Yalçınkaya and Küçükkaragöz, 2006).

Effective Teacher Education Model (Thomas Gordon): The first step in the Effective Teacher Education Model is to identify who is creating the problem. If the problem is with the student, Gordon, as a counselor and helper, suggests listening to the teacher empathetically. The teacher helps the student solve his own problem. If the problem belongs to the teacher, the teacher and the students should find a common solution (Celep, 2004:235).

Glasser's reality therapy/choice theory model (GTM): This model is a discipline system that will enable students to behave well by taking responsibility for their behavior. According to this model, the teacher should be friends with the students, encourage and help them. When teachers do this, student motivation increases and the incidence of undesirable behaviors decreases (Senter and Charles, 2002).

Canter's defense discipline model: The model is a model developed to solve the problems that teachers face in the classroom. The basic features of the model in the defense discipline are to have teacher and student rights in the classroom, to create appropriate learning environments in rewards and punishments, to apply rules and results without discrimination, to use the appropriate disciplinary hierarchy, to use the appropriate disciplinary hierarchy. teachers have defensive attitudes in the classroom environment (Manning and Bucher, 2007).

As a part of classroom management, discipline supports students to learn more effectively and efficiently. In this respect, discipline is necessary for both students and teachers in providing a positive learning environment.

In this study, it is aimed to examine the contents of the articles published on classroom management discipline models of classroom teachers. For this purpose, answers to the following questions were sought:

1. What is the distribution of studies on Classroom Management Discipline Models by years?
2. What is the type of work done within the scope of Classroom Management Discipline Models?
3. What are the research methods frequently used in studies on Classroom Management Discipline Models?
4. What are the data collection tools frequently used in studies on Classroom Management Discipline Models?
5. Which sample is frequently used in studies on Classroom Management Discipline Models?
6. What is the sample size frequently used in studies on Classroom Management Discipline Models?

## **METHOD**

In this research, content analysis method was used to examine the studies on classroom management discipline models. According to Cohen, Manion, and Morrison (2007), content analysis is defined as the process of summarizing and determining the basic contents of written information and the messages they contain. In this study, since the criteria of the studies to be analyzed for content were determined in advance, the coding process was carried out according to these predetermined criteria and the themes were arranged. In the next step, the findings were interpreted.

### **Population and Sample**

The population of the research consists of articles that are accessible and included in academic journals indexed in the Google Academic (<https://scholar.google.com.tr>) Database published between 2015-2020. Among the selection criteria of the articles, articles made between 2015-2020 and containing "Classroom management discipline models" were considered. As a result of the search in the database, 223 articles were found. However, since 223 articles made between 2015-2020 within the scope of the research were seen too many for detailed analysis, 50 of them were randomly selected and the sample of the research was determined.

### **Data collection tool**

Each article examined within the scope of the research was subjected to content analysis using the article evaluation form created by the researcher in line with expert opinions. While creating this draft form, assistance was received from 1 lecturer who is an expert in the field of Measurement and Evaluation, 1 lecturer who is an expert in the field of Curriculum and Instruction, and 1 lecturer who is an expert in the field of Turkish language. After the consensus of the experts was obtained, the "Article Classification Form" created by the researchers was used in the research.

### **Data analysis**

Content analysis, one of the qualitative research methods, was used to analyze the data obtained. The process of content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand. The content analysis of all articles according to each item in the form was made by the researchers independently and these analyzes were compared. These compared analysis results are expressed in terms of frequency and percentage values.

## FINDINGS AND INTERPRETATION

In this part of the research, the findings obtained as a result of the content analysis are included.

According to the questions determined within the scope of the research, the findings of the studies carried out within the scope of Classroom Management Discipline Models between the years 2015-2020 are as follows.

Table 1: Distribution of Studies Conducted in the Scope of Classroom Management Discipline Models by Years

Years	f	%
2015	5	10
2016	7	14
2017	8	16
2018	9	18
2019	9	18
2020	12	24
TOTAL	50	100

Table 1 shows the distribution of studies conducted between 2015-2020 within the scope of Classroom Management Discipline Models. It is seen that 10% of the works were carried out in 2015, 14% in 2016, 16% in 2017, 18% in 2018, 18% in 2019 and 24% in 2020. According to the findings; Studies carried out within the scope of Classroom Management Discipline Models have shown an increasing trend towards recent years.

Types of work carried out within the scope of Classroom Management Discipline Models between 2015-2020

Table 2: Types of Studies Performed in the Scope of Classroom Management Discipline Models

Category	f	%
Research-Examination	37	74
Theoretical (Compilation)	13	26
TOTAL	50	100

Table 2 shows the types of studies carried out within the scope of Classroom Management Discipline Models between 2015-2020. Accordingly, it is seen that 74% of the studies are research-examination type and 26% are theoretical studies. According to the findings, it is seen that most of the studies conducted within the scope of Classroom Management Discipline Models are studies in the research-examination type. In this context, it is thought that the lack of theoretical studies stems from the fact that school principals are more practical than theory-oriented about management styles.

Methods Frequently Used in Studies Conducted within the Scope of Classroom Management Discipline Models Between 2015-2020

Table 3: Methods Frequently Used in Studies Conducted within the Scope of Classroom Management Discipline Models

Method	f	%
Quantitative Method	13	26
Qualitative Method	27	54
Mix Metod	10	20
TOTAL	50	100

The methods frequently used in the studies carried out within the scope of Classroom Management Discipline Models between 2015-2020 are shown in Table 3. It is seen that 54% of the studies prefer qualitative research methods, 20% prefer mixed research methods and 26% prefer quantitative research methods. In the studies, it is seen that especially the qualitative method is used much more than the mixed method and quantitative method. The reason why the qualitative method is preferred in the studies conducted within the scope of Classroom Management Discipline Models can be shown because it allows for an in-depth examination of the events. On the other hand, it can be said that quantitative and mixed methods are not preferred.

Data Collection Tools Frequently Used in Studies Conducted Within the Scope of Classroom Management Discipline Models Between 2015-2020

Table 4 Data Collection Tools Frequently Used in Studies Conducted within the Scope of Classroom Management Discipline Models

Data collection tool	f	%
Interview	23	32.86
Observation	12	17.14
Survey / Scale	20	28.58
Document	15	21.42
TOTAL	70	100

Table 4 shows the data collection tools frequently used in studies conducted between 2015-2020 within the scope of Classroom Management Discipline Models. It is seen that 32.86% of the studies used interviews, 17.14% used observation, 28.58% documents and 21.42% used questionnaires/scales as data collection tools. Based on the findings, it is seen that in the studies carried out within the scope of Classroom Management Discipline Models, interview as a data collection tool within the scope of qualitative method and a questionnaire/scale as a data collection tool within the scope of quantitative method is used more. The reason for the excessive use of the interview as a data collection tool may be that it allows deep meanings as well as superficial meanings. The questionnaire, which is another data collection tool, may have been preferred in terms of reaching a large number of people.

The Sample Frequently Used in Studies Conducted Within the Scope of Classroom Management Discipline Models Between 2015-2020.

Table 5 Frequently Used Samples in Studies Conducted within the Scope of Classroom Management Discipline Models.

Samples	f	%
Pre-school	17	23.62
Primary school	24	33.33
Middle School	13	18.05
High School	18	25
TOTAL	72	100

The samples frequently used in the studies conducted within the scope of Classroom Management Discipline Models between 2015-2020 are shown in Table 5. According to this, it is seen that 23.62% of the studies are pre-school and 33.33% are primary education institutions. school institutions, 18,05% of secondary school institutions and 25% of high school institutions were selected as samples. Based on these findings, it may be more important that the studies conducted within the scope of the Classroom Management Discipline Models research are at a higher level as a sample, especially in primary education institutions, considering that primary school children have a better understanding of discipline. may continue in the following years.

Sample Size Frequently Used in Studies Conducted Within the Scope of Classroom Management Discipline Models Between 2015-2020.

Table 6 Sample Size Frequently Used in Studies Conducted within the Scope of Classroom Management Discipline Models

Sample Size	f	%
1-20	17	35.42
21-50	8	16.67
51-100	6	12.5
101-300	7	14.58
301+	10	20.83
TOTAL	48	100

Table 6 shows the sample sizes used in the studies conducted between 2015-2020 within the scope of Classroom Management Discipline Models. 35.42% of the studies were between 1-20, 16.67% between 21-50, 12.5% between 51-100, 14.58% between 101-300, 20.83% It is seen that ' is used with a sample size of 301. and above. Based on the findings, it is understood that most of the sample size is in the range of 1-20. The use of the qualitative method in most of the studies can be expressed as a situation that directly affects the sample size. As it is known, qualitative methods aiming to obtain more in-depth information within the scope of research generally require working with a small sample group.

## CONCLUSION

The purpose of this research is to examine the articles published between 2015-2020 within the scope of Classroom Management Discipline Models and to identify research trends. In line with the criteria determined for this main purpose, 50 articles were evaluated according to publication year, type, method, data collection tools, sample and sample sizes. In line with these evaluations, the following conclusions were reached.

When the distribution of studies conducted within the scope of Classroom Management Discipline Models is analyzed by years, it is seen that interest in studies in this field has increased in recent years. Because if some rules that affect academic life and shape the future are determined and applied together with students, they will be successful. The teacher should help students control their own behavior and solve their problems by guiding them. Teachers and students take part together in creating classroom rules and determining positive discipline conditions (Karaman and Taşkın, 2017:164).

It is seen that most of the studies conducted within the scope of Classroom Management Discipline Models are studies conducted in the research-examination type. In this context, the scarcity of theoretical studies can be explained by the fact that classroom management discipline models are practical rather than theory-oriented. It is thought that classroom management discipline models are an application that aims to improve teachers' self-development (Dudley, 2013) and cause them to tend to studies in the type of examination-research rather than theoretical studies.

It was observed that most of the studies conducted within the scope of Classroom Management Discipline Models preferred qualitative research methods, mixed research method was used partially less and quantitative research methods were used very little. The use of qualitative research methods in studies conducted within the scope of Classroom Management Discipline Models can be explained by the desire to obtain in-depth information about this practice. However, it can be stated that it would be beneficial to use mixed research methods more frequently in order to minimize the limitations of using qualitative or quantitative research methods alone.

The use of qualitative research methods and partially mixed research methods in the studies carried out within the scope of Classroom Management Discipline Models has led to the preference of data collection tools such as observation, interview and document within the scope of these methods. It is necessary to examine the activities of teachers during classroom management and their attention in applying the discipline model. It can be said that this process, which should be followed in depth, can be carried out better thanks to data collection tools such as observation, interview and document.

Based on these findings, the studies carried out within the scope of the Classroom Management Discipline Models research may be more important, especially when it is considered that the discipline understanding that primary school children will gain in primary education institutions may continue in the following years. From this point of view, it is to prepare the child for a healthy adulthood, to distinguish between right and wrong, good and bad, self-control, self-discipline, and to limit and help the child's human relations (Weilburger 2012:337).

According to the findings obtained within the scope of the research, it was seen that the sample size between 1-20 was preferred in most of the studies. The use of predominantly qualitative research methods within the scope of the studies examined also affected the choice of sample size, and in this sense, it is understood that a small number of sample groups are examined more easily and in detail.

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