

Help provided by school counsellor to teachers and students in behaviour management at secondary school

Ortaöğretim Kurumlarındaki Okul Psikolojik Danışmanlarının Davranış Yönetiminde Öğretmen ve Öğrencilere Yaptıkları Yardımlar

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Abstract

The purpose of this study was to investigate the views of teachers, school counsellors, and students on counsellor help for dealing with misbehaviour at school. Qualitative data were collected from counsellors, teachers and students using interviews to address the research questions. Five counsellors, 20 teachers and 35 students in five high schools with a low socio-economic level in Adana, Turkey, participated in the study. Data were analysed by using a content analysis technique. Results show that a majority of teachers asked for help from school counsellors to deal with misbehavior. Counsellors admitted that they helped teachers by meeting with students, teacher, and parents, giving information, providing resource materials, and giving advice. In addition, conducting classroom guidance activities, doing collaborative work with classroom guidance teachers, acting as a mediator in resolving student conflicts, and conducting group guidance activities were among strategies counsellors used to help students. According to the results none of the counsellors advise any discipline approach and do group consultation with teachers while they only do individual sessions with few teachers. Recommendations for school counsellors to be effective in behaviour management are made based on the findings of study.

Keywords: Misbehaviour; Secondary school; School counsellor; Management of misbehaviour

Öz

Bu araştırmanın amacı, istenmeyen davranışlarla baş etmede okul psikolojik danışmanları, öğretmen ve öğrencilerin görüşlerini karşılaştırmaktır. Adana'da alt sosyoekonomik düzeydeki beş ortaöğretim kurumunda çalışan beş psikolojik danışman, 20 öğretmen ve 35 öğrenci ile görüşme yapılarak nitel veriler toplanmıştır. Veriler, içerik analizi yöntemi kullanılarak analiz edilmiştir. Araştırmanın sonuçları, öğretmenlerin büyük çoğunluğunun okul psikolojik danışmanından, istenmeyen davranışlarla baş etme konusunda yardım istediğini göstermiştir. Psikolojik danışmanlar, öğrenci, öğretmen ve velilerle görüşme yapma, bilgi verme, kaynak sunma ve öneride bulunma yoluyla öğretmenlere yardım ettiklerini belirtmişlerdir. Sınıf ve grup rehberliği etkinlikleri yapma, sınıf rehber öğretmenleriyle işbirliği içinde çalışma ve öğrenci çatışmalarını çözmede arabuluculuk rolünü üstlenme, psikolojik danışmanların öğrencilere yardım etmek için kullandığı stratejiler arasındadır. Araştırmanın sonuçlarına göre danışmanların öğretmenlere herhangi bir disiplin yaklaşımını önermedikleri, öğretmenlerle grup halinde konsültasyon yapmadıkları, ancak bireysel olarak bazı çalışmalar yaptıkları ortaya çıkmıştır. Okul danışmanlarının davranış yönetiminde daha etkili olabilmeleri için öneriler üzerinde durulmuştur.

Anahtar Sözcükler: İstenmeyen davranış, ortaöğretim, okul psikolojik danışmanı, istenmeyen davranışlarla baş etme.

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Introduction

School counsellors primarily aim to support students' careers, promote educational and personal social development, and enhance students' problem solving skills. In order to achieve these aims it is crucial for school counsellors to prevent students from misbehaving and help teachers to deal with students' misbehaviour effectively (Atıcı, 2009). Misbehaviour is defined as any student behaviour that is perceived by the teacher to compete with or threaten the academic actions at a particular moment (Burden, 1995, 15). Misbehaviour does not only negatively affect students' learning and their academic activities, but also results in conflicts among student and between the student and the teacher (Atıcı, 2009). Therefore, dealing with misbehaviour is considered as a significant issue in maintaining discipline at school.

Discipline is often seen as incompatible with counselling. It is asserted that words such as "discipline," "control," "sanctions," and "punishment" should not have a place in the literature of counselling, which is primarily based on the philosophy of caring for people. However, if discipline and counselling are examined holistically, it is possible to see that counselling is not incompatible with discipline. Actually, discipline does not only mean punishing students. It also has developmental, preventive, and corrective aspects, and each aspect as well has its own elements. For instance, the developmental aspect includes providing instruction, teaching values, and establishing standards for acceptable behaviours. Although counselling is not a substitute for discipline, counselling and discipline can complement each other since both aim at caring for people, changing behaviour, solving problems, and enhancing personal growth (Tan, 2002). Similarly, Rodrigues (2002) asserts that although discipline is seen as synonymous with punishment and control, effective and positive discipline involves rehabilitative and restorative functions rather than only punitive ones.

Although maintaining and sustaining discipline is not usually considered a school counsellor's duty, counsellors often encounter disciplinary incidents at school. Therefore, it is decided to explore teachers', students' and counsellors' ideas about dealing with misbehaviour at secondary school. Surely, when dealing with disciplinary incidents the priority must be placed on the students' welfare. However, discipline sometimes creates conflict among counsellors, students, teachers, and principals. At this point school counsellors as consultants can provide guidance to teachers, principals, and other school personnel from a crisis-oriented perspective to a preventive one. When establishing and revising discipline policies, counsellors' knowledge and skills regarding human development and behaviour can be beneficial (Stickel, Satchwell, & Meyer, 1991).

Effective discipline practices are very important for sustaining academic achievement and establishing a safe learning environment because many students in state schools indicate that they encounter disruptive behaviour in the classroom, vandalism, bullying, and violence (Luiselli, Putnam, Handler, & Feinberg, 2005). Therefore, it is assumed that school counsellors can play a vital role in managing and preventing these behaviours at schools. In addition to counselling students individually, consultation with the school principal, teachers, and other school personnel is considered one of the roles of school counsellors (Martin & Baldwin, 1996). Behavioural management consultation is one of the services provided by school counsellors. Additionally, it is expected that school counsellors teach discipline models and their effect on students to teachers. School counsellors also have an impact on the adoption of school wide discipline programs (Benshoff, Poidevant, & Cashwell, 1994).

Although controlling children with behavioural problems is not a counsellor's main responsibility, school counsellors can be a valuable resource for teachers newly qualified or novice teachers in establishing a classroom management policy and sustaining this policy. Martin and Baldwin (1996) reported that after having provided consultation with teachers in classroom management problems, school counsellors spent less time with individual disciplinary cases and directly influenced the classroom atmosphere in a positive way.

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Research has found that school counsellors who work collaboratively with classroom teachers become a valuable resource in helping teachers to develop their behaviour management skills (Cobb & Richards, 1983). It can be concluded that school counsellors are expected to help teachers deal with students' behavioural problems. In particular, teachers who are not prepared and do not have any approaches to dealing with misbehaviour need this kind of help from counsellors.

A study by Atıcı (2006) with six counsellors and 17 teachers at primary schools showed that teachers get help from school counsellors for behavioural problems in their classroom by referring students to counsellors or by asking counsellors' advice. School counsellors also admitted that in addition to individually interviewing students and organising group guidance activities for students, they interview with teachers and parents and see parents and student together, give advice to teachers, and organise seminars for parents and teachers to help teachers in dealing with problem behaviour. The majority of teachers tend to collaborate with the counsellor and get positive results upon applying counsellor's advice while a few teachers are less likely to ask for help from school counsellors and behave as if they have no difficulty in dealing with problems.

Similarly, it was found that meeting with students and parents, giving information and advice, and conducting classroom guidance activities are the ways school counsellors dealt with misbehaviour (Bulucu, 2003). Moreover, most of the teachers worked with school counsellors collaboratively (Atcı, 2004; Bulucu, 2003).

An investigation of counsellors' involvement in the discipline process (Stickel et al. 1991) indicated that counsellors involve themselves by providing individual treatment and direct services. 41% of the counsellors in the study said that they are often or very often asked to interview students referred individually due to discipline problems while 29% of students requested counselling on their own. Consultation with teachers regarding individual disciplinary problems was mentioned often by 57% of counsellors while only 18% reported consultation about general classroom discipline procedures. 38% of counsellors were asked to take a major role in establishing school discipline policy. Conflict between roles in counselling and discipline was reported by 19%. As a result, many counsellors reported that teachers, principals, and parents requested that they do counselling sessions with individual students. They also emphasised that they often felt pressure to correct the behaviour of students referred by teachers.

Jackson (2000) examined the problems and solutions about students referred by counsellors. Referring documents were examined and 10 teachers were interviewed as a group. Results of this study showed that teachers referring students to counsellors believed that they are not responsible for students' problems and solutions and they often wanted counsellors to solve the students' problems.

Students who attended a school counselling program were less likely to misbehave than students who did not attend this program. These students also held positive attitudes toward school (Baker & Gerler, 2001). Consistently, students who attended schools which have counselling services reported less disruption from their classmates during lessons (Lapan, Gysbers, & Sun, 1997). In other words, school counsellors play a major role in correcting and preventing misbehaviour in the classroom and at school. For example, students who had externalization problems and attended group counselling regarding social problem-solving skills and self regulation had a remarkably positive change in their behaviour (Nelson & Dykeman, 1996).

A study involving primary school students (years 6th, 7th and the 8th) (Atıcı, 2008) showed that the majority of students who asked for help from a school counsellor were very satisfied with counsellor help in resolving conflicts with their friends. School counsellors generally use the constructive ways of solving conflicts, such as talking and mediating, giving information and advice, offering solutions, listening, warning and calming students down.

School counsellors inevitably encounter students' misbehaviour in several ways: either teachers or principals refer misbehaving students to counsellors, or students seek counsellor's

assistance, or counsellors come across these behaviours directly and are expected to deal with them. They can also provide consultation service to teachers in how to deal with misbehaviour. For instance, a study by Karakuş (2008) about school counsellors' consultation with primary school teachers revealed that along with helping teachers in conducting classroom guidance activities and preparing individual education plans for special needs students, one of the main issues school counsellors help teachers with is dealing with misbehaving students. Teachers also admitted that they generally get help from school counsellors for low achiever students, behavioural problems and family related problems and they found this help very useful.

Although there are studies examining the ideas of teachers and counsellors at primary schools in dealing with misbehaviour (Atcı, 2004; Atcı, 2006; Bulucu, 2003) a study is needed aimed at investigating counsellors' experience with teachers and students in coping with misbehaviour at secondary schools.

Since previous studies concentrated mainly on the views of teachers and counsellors regarding the management of misbehaviour, it was thought that involving students' perspectives could be beneficial to looking at the issue from all relevant parties. By using qualitative research methods, the needs and problems of each group can be better understood and paid attention to their suggestions. Thus, it would be possible to produce sensible recommendations for strategies that counsellors and teachers can follow in dealing with misbehaviour and for methods that students can use to manage their own behaviour and take responsibility for their behaviour in the future. This study can also highlight the role of school counsellors in behaviour management and provide background information to help establish a behaviour management policy or system that suits each school.

Therefore, the purpose of this study was to compare the views of teachers, school counsellors, and students on dealing with misbehaviour at school. Since the present study was an exploratory study, instead of establishing preliminary hypotheses, the following research questions were formulated.

What kinds of ways do teachers and students follow for asking for help from school counsellors for managing misbehaviour?

1. What kind of help do teachers get from school counsellors for managing misbehaviour?
2. What kind of help do school counsellors provide teachers and students for managing misbehaviour?
3. Which discipline approaches and consultation models do school counsellors use to help teachers in behaviour management?
4. What are the recommendations of school counsellors for dealing with misbehaviour?

Method

Participants

The purpose of purposeful sampling is to select information-rich cases whose study will illuminate the questions under study. The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth (Patton, 1990, 169). In line with this explanation, a purposeful sampling strategy of *intensify* sampling was used in this study. Since misbehaviour and discipline problems are more likely to be seen at schools in rural and lower socio-economic areas (Boldurmaz, 2000; Sadık, 2000; Gottfredson & Gottfredson, 2001) five schools were selected from the list of lower SES schools determined by the District Office of the Ministry of Education. These five schools were especially chosen because the researchers already knew their counsellors and had a good relationship with them. It was thought that counsellors could make arrangements for the researchers to interview students and teachers. Since this study was a qualitative one,

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it had to be conducted with a limited number of participants. In that way, the study did not represent a large population, but its results could be generalized to include people with similar characteristics as those of the participants of the study.

The participants of the study consisted of school counsellors, teachers, and students attending five high schools of a low socio-economic level in Adana, Turkey. School counsellors were between 24 and 35 years old and had school counselling experiences from 3 to 11 years. Two of the counsellors had a master degree in counselling. Teachers were between 31 and 57 years old and had teaching experience from 5 to 30 years. The interviews were done with one counsellor and four teachers from each school; eight students from two schools; five students from two schools; and nine students from one school totalling five counsellors, 20 teachers, and 35 students. Schools from a low socio-economic area that seem to have high rates of misbehaviour were especially chosen for the study. The researcher contacted principals and counsellors working at these schools and asked their permission for the study after which students and teachers were identified for the study. Since classroom teachers have the necessary information about misbehaviour in the class and their students' behavioural problems, they were asked to nominate students to interview. School counsellors also helped to identify students. Thus, students who had demonstrated misbehaviour in the past were especially chosen since they had enough experience to talk about the issue. Participants voluntarily accepted to participate in the study.

Data collection

Counsellors, teachers, and students were interviewed by using a semi-structured interview schedule consisting of parallel questions for each group. There were three different interview schedules for each group including five questions for students, six questions for teachers and eight questions for counsellors. However, the results are based on interview data from counsellors by asking eight questions and data elicited from teachers and students by asking one question. Interview questions were prepared by researchers in the light of research questions and a pilot study was conducted for the content validity of interview schedule.

The aims of the semi-structured interview questions were to identify teachers' and students' opinions about getting help from school counsellors; the ways in which counsellors helped; counsellors' individual or group consultations with teachers; and counsellors' suggestions on behaviour management. Although questions were identified and written beforehand, when conducting interviews they were sometimes asked in a different way without changing the content, or they were repeated to elicit required knowledge. For the same purpose, probing questions (for example, Can you tell me more about this issue? Would you give an example? What do you mean by this? Can you explore a bit?) were also used.

Process

Before conducting interviews an informed consent regarding the purpose of the study, the research procedure, and confidentiality was obtained from participants. All participants voluntarily accepted participation in the study. Interviews were conducted in the counsellor's room over a two-week period and most were audiotaped (interviews with three students were recorded by taking notes since they did not allow audiotaping). Participants' oral speech during interviews was transformed into written text by using Microsoft Word. This resulted in 200 pages of transcripts.

Interviews lasted about 15 minutes with students (between 10-20), 20 minutes with teachers (15-30), and 40 minutes with counsellors. Participants were interviewed in the counsellor's room in schools between May 17th and June 4th.

Analysis of Data

Qualitative data were analysed by using a content analysis technique (Strauss, 1996; Strauss & Corbin, 1990; Yıldırım & Şimşek, 1999). Data obtained from 12 teachers, 30 students and four

counsellors were analysed by one researcher while the other researcher analysed data from eight teachers, five students, and one counsellor. Firstly, the researchers read the data and took notes for possible codes to represent the data. In the second stage, they wrote these codes to the right side of the relevant part of the data. In the third stage, codes given to the relevant part of the data were scrutinized for their appropriateness. Although there were no major changes, some minor changes in concepts used as codes for naming the data were made at this stage. During these three stages, the main categories for clustering related concepts/codes into main themes were considered and notes were taken. As a fourth stage, the researchers exchanged the data they had already analysed and examined concepts used by the other researcher as codes in terms of their relevance and appropriateness for the data. The researchers constantly communicated with each other and shared their ideas and gave feedback about their analysis.

After this comparison and the reliability check performed, it was determined that the coding made by the two researchers during analysis were quite consistent and only minor changes were made. After the coding stage of the analysis, the themes that included related concepts were listed. The final decisions for grouping concepts into main themes were made at this stage.

Reliability and validity

For the content validity, initially the two researchers examined the interview questions, made small changes to wording and expression of questions, and added some probe questions. Then a pilot study (interview) was conducted with one counsellor, two teachers, and two students from a low SES school who shared similar characteristics with participants to be involved in the real study. The aim of this pilot study was to investigate whether the interview questions would elicit information relevant for the research purpose; whether the order of questions was appropriate; and whether the meaning of the questions was clear. Interviews with participants were conducted in the counsellor's room and recorded by note taking.

Before starting the interviews in the pilot study, the researcher showed the interview questions to participants and asked whether they had any concerns about the questions. The researcher also explained that the main aim of this pilot interview was to get feedback from participants about the questions and invited them to offer suggestions for the interview schedule. As a result of the pilot study, it was decided that the order of the questions and their meaning were appropriate and clear for participants and that there were no serious difficulties in understanding and responding to the questions. It was then decided to use these schedules in the present study.

Only minor changes and small additions were made on the interview schedule for students. For example, "are these responses appropriate," and "are you happy with these responses" were added to Question 3 as probe questions; "are there any students getting help from the school counsellor," and "have you ever asked the counsellor for help for any other reasons" were added to Question 4 as probe questions.

Activities performed to ensure validity included collecting in-depth data in a face-to-face interview from different groups of participants (teachers, counsellors, students); considering and examining results in terms of meaning and consistency; giving direct quotations from participants; examining codes used by one researcher in terms of their appropriateness to the data; showing transcripts to the participants and asking them to look at the data for its consistency; and receiving feedback about its relevancy.

A detailed explanation of the data collection and the analysis procedure and keeping raw data for re-examination by others are regarded as external reliability. Reaching an agreement between the two researchers regarding collecting and analysing the data and interpreting results, and conducting a study with the two researchers to ensure that the results are obtained from the data rather than being based on the researcher's own ideas, comparisons of codes by two researchers are considered for internal reliability.

Since this study was conducted by two researchers some parts of the data were coded by

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the two researchers separately to identify their reliability in coding data (Miles & Huberman, 1994; Robson, 1993; Yıldırım & Şimşek, 1999). Then the codes used by the two researchers for the same parts of the data obtained from counsellors were compared to ensure their similarity. This resulted in reliability values between 100 % and 50 % (100 % for misbehaviour help asked from school counsellor by teacher, 50 % for misbehaviour help asked from school counsellor by students, 75 % for the ways of applying to the counsellor, 80 % for help provided by counsellor to teachers, 66 % for help given by counsellor to students, 60 % for consultation with teachers, 100 % for discipline approaches suggested by counsellor to teachers, 75 % for recommendations for managing misbehaviour). Based on these results it was concluded that the two researchers analysed the same part of the data by using the same or similar concepts. Quotations from the interview texts have been given as examples to support the point the researchers made and illustrate the respondents' point of view. After each quotation information about participants including their code number (e.g.1), their gender (e.g. M or F), and the capital letters of their school (e.g. DL) are displayed.

Results

The findings derived from the analysis of interview with teachers, students and school counsellor are presented under the themes namely teachers' ideas about counsellors' help in dealing with misbehaviour, misbehaving students asking for help from school counsellor, teachers' ways of asking for help from counsellors, help provided by counsellor to teachers, help provided to students by school counsellor, group and individual consultation with teachers, discipline approaches advised to teachers and counsellors' suggestions for dealing with misbehaviour.

Findings Derived From Interviews with Teachers

Teachers' ideas about counsellors' help in dealing with misbehaviour

The majority of the teachers (16 out of 20) asked for help from the school counsellor in dealing with misbehaviour. As expressed by teachers and can be seen from Table 1, meeting with students came first among the kinds of help provided by school counsellors. In frequency order, asking for information and taking counsellor's advice, arranging a class meeting with the counsellor, making a presentation to the class, meeting with parents and meeting with students in the presence of the teacher were also ways of help mentioned by teachers.

Table 1

Teachers' ideas about counsellors' help in dealing with misbehaviour

Methods	f
Meeting with students	12
Asking for information and taking counsellor's advice	9
Arranging a class meeting with the counsellor & making a presentation to the class	5
Meeting with parents	1
Meeting with students in the presence of the teacher	1
Total	28

Several quotations from teachers' regarding their views on how school counsellors help them in dealing with misbehaviour are presented below:

I invite Mr. T (school counsellor) to my classroom and ask him to talk to my students. Sometimes I send students who have personal problems to the counsellor's office and he meets with them. (2, M, DL)

First of all I try to talk with them about their problem behaviour, then I refer them to the school counsellor. I always contact Mr. M (school counsellor) and before taking any action I ask for the school counsellor's advice. If some students have problems I arrange a meeting with the counsellor for the classroom. He comes and talks to them. I mean he meets with the whole class. Sometimes he conducts classroom guidance activities about effective study skills and how to make a study plan. (6, F, YL)

Findings Derived From Interviews with Students

Misbehaving students asking for help from school counsellor

One-third of students admitted that they asked for help from the school counsellor for managing misbehaviour while the remaining two-thirds have not sought help for these behaviours. Almost half of the students who applied to counsellors were referred by their teachers, three of them were invited by counsellors and three of them applied by themselves.

Students referred by their teacher such problem as smoking, talking in the classroom, fighting, arguing with the teacher. Counsellor also invited them for discipline incident and fighting while students applied by themselves for communication problem, disputing with friends.

Some of the students expressed their ideas as follow:

I did not talk with the school counsellor in year nine but at year 10 this discipline incident happened and he asked me to come here and we had a talk. We never did this before. I think a referring letter of discipline incident was sent to the school counsellor. (15, 10, M)

I came for my own problem. I have communication problems with my friends. We are a group including four girls. There was a jealousy problem among girls. Sometimes they become a clique and talk behind others' backs. I came here to ask how I should behave towards these students. What should I do to adapt myself or what should I do to solve this problem while staying as myself. I got help for this problem. She advised me to stay away from them for a while, try to talk less, try to be empathetic. (17, 9, F)

Yes, I came to the counsellor's office. My teacher sent me. I cannot control my anger sometimes. While I was angry I swore and the teacher took this swearing personally. I came, we talked together. I understood that? this is a? wrong behaviour. (18, 9, M)

Findings Derived From Interviews with Counsellors

Teachers' ways of asking for help from counsellors

As can be seen from the quotations presented below, according to counsellors, teachers asked help from counsellors through either systematic and certain ways by coming to the counsellor's room or by random ways, such as asking questions when they saw her/him, or via an official letter indicating a discipline incident. Actually, counsellors emphasised some hindering factors such as teachers' unwillingness to seek counsellor's assistance, their tendency towards resorting to destructive rather than constructive ways in dealing with misbehaviour, accusing others for problems, approaching problems superficially, and not following a systematic process.

Quotes from the counsellors regarding teachers' ways of applying counsellor are presented below:

They ask for help wherever they see me, for example in the teachers' room. Some of them come to my room and want to talk to me about students' misbehaviour. Primarily they prefer individual ways instead of sending an official letter. (1, E, DL)

To begin with, teachers apply to the Guidance Service for counsellor's assistance. They

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are advised what they can do to solve the problem. After examining the student's personal information form, I interview with the student to know him/her closely. Additionally, referring letters prepared by teachers regarding problems sent to guidance service by principal. (5, M, SRÇ)

Primarily teachers apply for guidance service by themselves, but some teachers prefer applying with an official letter. (3, M, YL)

Help provided by counsellor to teachers

As presented in Table 2, consistent with teachers' ideas counsellors reported that they helped teachers by meeting with students, teachers, and parents; giving information about class management and communication, the ways of meeting with parents; providing resources related to classroom and behaviour management; and advising them interview with parents and with students. A teacher-parent-counsellor meeting and a home visit by a team of counsellor, teacher and principal were also among help provided to teachers .

Table 2

Help provided by counsellor to teachers

Methods	f
Giving information about class management and communication	2
Giving information about the ways of meeting with parents	1
Emphasising the importance of teacher	2
Providing resources related to students, classroom and behaviour management	3
Advising them interview with parents and with students	2
Meeting with students, teachers, and parents	5
Teacher-parent-counsellor meeting and	1
A home visit by a team of counsellor, teacher and principal	1
Total	17
Hindering factors on counsellors' help	
Unwillingness to participate in seminar works	2
Resistance to reading resource materials	1
Attributing responsibility to others	1
Insistence on using ineffective methods & applying suggested methods	2
A belief that students' behaviour cannot be changed	2
Total	8

Once again, they mentioned some of the factors that prevented counsellors from helping teachers because of teachers' negative attitudes (see Table 2, above): Unwillingness to participate in seminar works; a belief that students' behaviour cannot be changed; insistence on using ineffective methods; resistance to applying suggested methods; and attributing responsibility to others were among these factors.

As can be seen from the quotations below, counsellors mentioned either the ways they helped teachers or road blocks to the helping process.

I give information about classroom management and effective communication skills to understand students better. In addition, I meet with students who have difficult problems. I advise teachers to talk to students' parents. (1, M, DL)

In order to help teachers, first of all I try to understand what the problem is and I emphasise how important knowing students personally is. Sometimes acknowledging personal characteristics, considering socio-economical status and family background are helpful to understand the reasons of misbehaviour. I advise teachers to interview with students individually and to give tasks and responsibility to prevent misbehaviour. (5, M, SRÇ)

Teachers have already been using some strategies, for example giving advice: she/he calls and talks with the students and gives examples from his/her own life. She believes that she tries to do the best ways she knows. But she still says it does not work anymore and the student has not responded well to any approach. The other teacher says she insults the student in front of the classroom, she spells very bad words but the student still laughs. She says that the student must be ashamed of him/herself but they do not seem to be. Then she gives up on the student and thinks that there is nothing that can be done for him/her. She is not interested in whether the student improves or not. ...But some of the teachers voluntarily come to me and ask my ideas. We exchange our ideas and thoughts. Five out of 42 teachers at our school behave like this. (2, F, TL)

Help provided to students by school counsellor

As shown in Table 3 meeting with students and parents, conducting classroom guidance activities, doing collaborative work with classroom guidance teachers, acting as a mediator in resolving student conflicts, and conducting group guidance activities were among strategies counsellors used to help students.

Table 3

Help Provided To Students By School Counsellor

Methods	Frequencies
Meeting with students and parents	5
Doing collaborative work with classroom guidance teacher	3
Acting as a mediator in resolving student conflicts	2
Conducting individual counselling	1
Reminding the rules	1
Conducting group guidance activities	1
Total	13

Some of the examples from counsellors' ideas are presented in the following quotations.

I conduct classroom guidance activities. Especially I go to the classroom where there are difficult problems and help them to establish a class identity/unity like controlling each other, solving problems together. This is very helpful for some classrooms, but in some classroom a one-hour meeting is not sufficient if it is not supported by other activities. (1, M, DL).

I usually interview with students referred by the discipline committee. The student comes to my office to talk about the discipline incident and gives an explanation for his/her behaviour and defends himself/herself. If students are disrupted by other students by name calling or abusing I usually meet with students who disrupt their friends. Then I try to organise a meeting for these students. They and I come together and hold a conflict resolution session. I work as a mediator to solve their conflict. If the problem is related to the whole classroom, if her/his classmates disrupt the student we have a talk with the class but I try not to accuse them. I indirectly mention the incident, give an example regarding the issue to make clear what kinds of results their behaviour

will have. (2, F, TL)

By meeting with students I am trying to know them because it is necessary to treat the problem by focussing on the origin of the problem. If a problem is related to family, I involve the family in the process; if the problem is related to teachers I try to find solutions to the problems with teachers. (4, M, CRÇ).

Group and individual consultation with teachers

Results showed that counsellors provide individual consultation to teachers rather than group consultation in behaviour management (see Table 4). However, these individual consultations rarely occurred with only few numbers of teachers. In these individual consultations, giving information and advice (telling that it is wrong to use ineffective ways, advising them to use effective methods and use 'I' message) and interviewing with teachers were regarded as helping ways by counsellors.

As can be seen from Table 4 counsellors again paid attention to hindering attitudes of teachers, for example not being able to do group guidance activities because of teachers' unwillingness, being resistant to feedback about using ineffective methods, perceiving their methods as 'best methods' and not considering the counsellor's advice because of a preconceived idea that the counsellor is young and has little experience.

Table 4

Individual consultation with teachers

Methods	f
Giving information and advice	7
Interviewing	3
Total	10
Hindering attitudes of teachers	
Not being able to do group guidance activities because of teachers' unwillingness	2
Being resistant to feedback about using ineffective methods	1
Perceiving their methods as 'best methods'	1
Not considering the counsellor's advice	1
Total	5

In interviews counsellors gave information about the kind of consultation by mainly focussing on difficulties associated with consultation with teachers as indicated in the following quotations.

Experienced teachers believe that they know classroom management best. This can be shouting at students, using signals such as clapping desk, isolating misbehaving students from the classroom, recording him/her as absent. They think these methods are the best ones. I try to remind them several times that these are wrong ways of dealing with problems. I emphasise that I also encounter students disturbing others while conducting classroom guidance activities. I tell them how I manage these students by using effective ways. I advise them about these effective ways. Very few of them (3 out of 42) want to try the ways I used.

I advised them to use 'I messages' to express their feelings when students talk out of turn instead of insulting, persuade students to be empathetic towards their peers. Some teachers tried these ways and said that these are rather effective ways. We did not do anything as a group consultation. In coordination with the principal we organised a classroom management seminar/meeting, we decided a date and time but teachers said they could not come except three or four

of them, and then we cancelled. (2, F, TL)

I advise them how to behave towards children in the classroom. But these are not very comprehensive and in-depth consultations. After a one or two hour conversation they need an interview again to talk about the results of their experience. Some teachers come to me willingly, others say things cannot be changed. (1, M, DL)

Discipline approaches advised to teachers

From the interviews with counsellors, it was understood that they do not have sufficient knowledge about certain discipline approaches cited in classroom management literature and do not recommend any discipline approach to teachers. Two of them directly admitted this while other counsellors' points of views were understood through their speech. For example, one counsellor said that he has not heard anything about discipline approaches and has not used them either. But he uses behavioural approaches, especially reinforcement. Similarly, the other counsellor admitted that he does not advise certain discipline approaches. But he said he has classroom management books at guidance services and he gives them to use.

Counsellors' suggestions for dealing with misbehaviour

As shown in Table 5, collaboration and consistency were the issues highly considered by counsellors in managing misbehaviour. Collaboration among school personnel, consistency between teachers' and principals' behaviour, a need to change the idea that "counsellors should solve problems" were especially emphasised by counsellors. Conducting group guidance activities that are preventive and aim at enhancing students' skills in managing their own behaviour and collaboration with class guidance teachers to know students and communicate with families, providing information about school rules and frequently reminding about the rules, applying discipline models, informing teachers about discipline and new guidance program were among counsellors' recommendations.

Table 5

Counsellors' suggestions for dealing with misbehaviour

Methods	f
Collaboration and consistency	9
Providing information about school rules and frequently reminding about the rules	1
Conducting group guidance activities	3
Collaboration with class guidance teachers	3
Applying discipline model	1
Informing teachers about discipline and new guidance program	1
Total	18

Some of the examples from counsellors' recommendations are given below:

Just one person cannot deal with this discipline issue at school. ...Principals should be a symbol of autocracy in the eyes of students and teachers. He/she should establish and sustain rules, he should warn students and apply logical consequences to those who disobey the rules and reward students for obeying the rules. But he should treat everyone equally. ... As I said before teachers should behave and talk consistently. For example, if they give a warning to a student, they should not ignore similar behaviour by other students.

In order to maintain discipline, students' self-control is very important. Students should know that they cannot smoke at school. For example, classroom teachers and I explain school rules and procedures at the beginning of each term. First of all, we give information that they

should wear a school uniform, not to bring some tools (e.g., knives) forbidden at school, not to smoke, not to wear make up. We do this and it should be done in a structured way. It should often be repeated. So, control of students is very important to me. ...I did group work like social skills training and problem solving two years ago and I still follow students who participated in the group. I have not heard any discipline incident from the students who participated in the group work. Approximately 100 students participated in the study. In terms of misbehaviour I prefer to use preventive approaches. (2, F, TL)

Class size should be standardised and teacher candidates should be given information about classroom management. In order for teachers to understand students' behaviour they should work with classroom teachers in coordination/collaboratively and know students. (5, M, SRÇ)

Discussion and Conclusion

In this section, findings answering research questions are discussed under the heading of each research questions.

Teachers and students' ways of asking for help from counsellors

According to counsellors, teachers applied for help in three ways: systematic, random or accidental, and via an official letter. The total numbers of teachers asking for help when they see the counsellor by chance and sending an official letter through the school administration were more than those of systematic applicants. Counsellors put much more emphasis on teachers' resistance and hindering factors in the process of asking for the counsellor's help. The lack of motivation for seeking assistance, a tendency towards using destructive ways rather than constructive ones, attributing responsibility to others instead of internal factors, adopting a superficial approach to solving problems, and not following the process were examples of resistance and hindering factors. Similarly some primary school teachers in Atıcı's study (2006) were reluctant to seek the counsellor's assistance in coping with behavioural problems and they behaved as if they had no difficulty with managing behavioural problems. However, comparing to Atıcı's (2006) study, teachers in the present study were more likely to have negative attitudes towards seeking counsellor assistance and working with counsellors cooperatively. This may be because of the difference between the primary and secondary school contexts in terms of the kinds of problems teachers face and their attitudes and beliefs about counsellor work.

One-third of students in the study asked for the counsellors' help for misbehaviour. Nearly half of these students were referred by their teachers while the remaining went to the counsellor either on their own or by the counsellors' invitation. Despite slight differences in the proportions and percentages, similar results were obtained in a study of primary school students' conflict resolution strategies (Atıcı, 2008). In that study one-fifth of students asked for help from the school counsellor for resolving their conflicts. The majority of students sought the counsellor's help by themselves while a few students were offered help by the counsellor or referred by their teachers.

Compared with the results of primary school students it can be said that secondary school students are more likely to be referred to the counsellor by their teachers. This may be because secondary school students are much more involved in disciplinary issues which require referring to a counsellor while primary school children are much more likely to volunteer to ask for the counsellor's help.

Teachers' ideas about counsellors' help in dealing with misbehaviour

A majority of teachers admitted that they asked for help from school counsellors for managing misbehaviour. The kind of help school counsellors provided included interviewing with students, having information and advice from counsellors, inviting she/he to classroom to talk with students, interviewing with parents and holding a teacher-student-counsellor meeting.

These results are supported by previous studies in the literature. For example, Karakuş (2008) study indicated that managing behavioural problems is one of the areas in which school

counsellors helped teachers by meeting with students and parents. Although conducted in the primary school context, Atıcı (2006) also found that teachers referred students to the school counsellor for interviewing and asked his/her advice for behavioural problems. Similarly, meeting with students and parents and giving information and advice are also among the findings from a study with primary school teachers (Bulucu, 2003). In another study 41% of counsellors were often asked to interview students referred individually due to discipline problems (Stickel et al. 1991).

It can be concluded from the result of the present study and the previous studies that meeting with students came first among the kinds of help school counsellors provided in handling behavioural and discipline problems that teachers faced. There is a consistency between counsellors' and teachers' views of the ways in which counsellors' help.

Help provided by counsellor to teacher and students for managing misbehaviour

Counsellors helped teachers by meeting with students, teacher, and parents, giving information, providing resource materials (e.g., books), giving advice while they also mentioned teachers' resistance such as lack of participation to seminar works, a belief that students' behaviour cannot be changed, persistence on using their own methods, ineffective methods, and attributing responsibility to others.

Similar results (individually interviewing students and organising an interview with the teachers-parents and the parents-student together, giving advice) are cited in the literature (Atıcı, 2006; Stickel et al. 1991).

In terms of assisting students counsellors meet with students and parents, conduct classroom guidance and group guidance activities, work collaboratively with classroom teachers and act as a mediator to help students to deal with misbehaviour. Some of the results are consistent with the finding of Bulucu's study (2003) with regard to conducting classroom guidance activities by school counsellors in dealing with misbehaviour and the finding of Atıcı's study (2006) with respect to individually meeting with students and organising group guidance activities for students to help teachers in dealing with problem behaviour, and Stickel, Satchwell and Meyer's (1991) study in terms of meeting with students referred individually due to discipline problems.

Group and individual consultation with teachers and discipline approaches advised to teachers

Although behavioural management consultation is one of the important services provided by school counsellors (Benshoff et al. 1994) and consultation with teachers in classroom management problems reduces the time spent with individual disciplinary cases and directly influences the classroom atmosphere in a positive way (Martin & Baldwin, 1996) none of the counsellors in this study does group consultation with teachers. They only do individual consultation sessions with a few teachers. In these consultation sessions they give information and advice to teachers. Similarly, Karakuş (2008) found that counsellors at primary schools individually meet with teachers and organise seminars for them in terms of consultative work and teachers neither know consultation models nor follow any consultation model.

According to counsellors, one of the major reasons for not holding group consultations and individual consultations with a few number of teachers was teachers' attitudes, such as their unwillingness toward group guidance activities, showing resistance when they confronted with their ineffective methods, perceiving their methods as the best ones, the lack of insistence on teachers from principals to participation in seminar work, not considering the counsellor's suggestions because of his/her young age and having less experience. By contrast, Stickel and others (1991) found that more than half of the counsellors in their study reported consultations with teachers regarding individual discipline problems while approximately one-fifth had consultations about general classroom discipline procedures.

It is understood that counsellors do not advise teachers regarding any discipline approach. As expressed in interviews the main reason for this could be the counsellors' own lack of knowledge

about discipline approaches. Teachers' negative attitudes towards seeking the counsellor's help may be another reason.

Counsellors emphasised that they often feel under pressure to repair the behaviour of students referred by teachers. Results of this study show that teachers referring students to counsellors believed that they are not responsible for students' problems and solutions. And they often wanted the counsellor to solve students' problems. Consistently, findings of feeling under pressure to correct students' behaviour (Stickel et al. 1991) and giving responsibility to counsellor for solving problems when students are referred by their teachers (Jackson, 2000) were also cited in the literature.

School counsellors' recommendations for dealing with misbehaviour

Collaboration and consistency among school personnel were much more emphasised by school counsellors. They especially emphasised collaboration among school personnel and consistency between teachers' and principals' behaviour in managing misbehaviour. According to counsellors the idea that the school counsellor should solve the problem must be changed. Group guidance activities that can be preventive and help students to gain skills in managing their own behaviour must be conducted. Collaborative work with classroom guidance teachers is also important to know students better and to maintain contact with parents.

Recommendations are made based on the findings of this study, especially for school counsellors. The main findings of this study show that although counsellors help teachers and students in managing misbehaviour there are some factors which affect this process negatively, such as teachers' resistance and negative attitudes to working with the counsellor cooperatively, and counsellors' lack of enough knowledge about discipline approaches and rarely doing behavioural management consultation. In order to deal with the teachers' resistance effectively counsellors need to show how working together would be helpful once they work with the teacher cooperatively. For this they may start with newly qualified and volunteer teachers for behavioural consultation. They also need principal support for this. School principals should support counsellors by telling and persuading teachers to participate in seminars, workshops and group consultations run by counsellors. Counsellors need an in-service training in discipline approaches and how they suggest these approaches to teachers.

This study was conducted with counsellors, teachers and students. Since the school principal is a key person in counselling services at school a study is needed that involves the principal's perspective in behavioural consultation.

As this study shows school counsellors do not have sufficient knowledge about different discipline approaches and merely do individual consultations with a few teachers to deal with misbehaviour. Further studies can be conducted with school counsellors by focussing more specifically on discipline approaches and their consultation with teachers. In such studies an experimental design can be adopted to train counsellor in some discipline approaches and consultation models. Then the effects of this training on teacher counsellor collaboration in behaviour management would be investigated longitudinally.

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