

ARTICLE

STUDENTS' MISBEHAVIOUR IN SECONDARY SCHOOLS DEPENDING ON IMMIGRATION

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ABSTRACT

The purpose of this study is to establish the immigrant students' misbehaviors faced mostly by school psychological counselors working in secondary schools. The factors lead to emerging of the immigrant students misbehaviors in the school environment was investigated. A qualitative research approach was used in this study. The study group consists of school counselors working in the Turkish Republic of Northern Cyprus secondary schools and high schools. The study group consists of 27 school psychological counselors. In the formation of the study group, deviant sampling method was used from purposive sampling methods. In this study, the data were collected by Personal Information Form and Students' Misbehaviors Interview Form that were prepared by researcher. Personal Information Form was also prepared to identify the study group. Students' Misbehaviors Interview Form was consists of two open ended questions to determine immigrant students misbehaviors that school psychological counselors have encountered mostly and the factors leading to the misbehaviors. The collected data were analyzed by content analysis.

INTRODUCTION

KEY WORDS

Immigration, students' misbehaviours, school psychological counselors.

Migration is classified into domestic, foreign, forced and voluntary migration, and brain drain [1]. Migration involves individuals moving to other cities in order to work, obtain money, and continue their lives in another location due to economic, social and political reasons [2][3]. Individuals who migrate from rural to urban areas, from the eastern to western regions, from small towns to big cities, from undeveloped regions or countries to developed regions or countries, they may not understand their new environment and may have an adaptation problem because they have no equipment's to adapt such as education, specialization, job division and accommodation opportunities [4]. Behavioral disorders are based on the adaptation problem for children operating under difficult conditions [2]. Behavioral disorders can cause student misbehavior in schools.

Students misbehaviors are actions that cause disturbance in the class environment, disturb other students, interfere with class activities, adversely affect the learning of students, and are contrary to the rules of the school and disturb school order [5-7]. Every child has experienced misbehavior in the classroom, but many out-of-school reasons cause unwanted negative behaviors on the part of migrant families [8].

When the relevant literature is examined, misbehaviors are behaviors that are seen as inappropriate or bad in terms of the emerging conditions or environments [9]. Students misbehaviors encountered generally in schools are specified as inappropriate behaviors, damaging classroom materials, actions against the teachers, borrowing belongings of their mates without permission, and fighting [10]. Students misbehaviors in the classroom hinder students from listening to lessons and also disturbs educational purposes, plans and activities [5][11].

It can be seen that studies conducted to determine student misbehavior includes mainly the primary school context [12-20]. When we examine the results of these studies, it can be seen that student behaviour encountered in the primary school context involve not listening to the teacher, talking to friends, complaining about peers, and being interested in something besides the lesson.

Most studies that have been carried out demonstrate that migration has both short-term or long-term severe psychological effects on children including depression, concern, adaptation problems, anger, hostility, obsessive-compulsive disorders, and low self-esteem [21-23].

The island of Cyprus has allowed immigrants to enter due to the properties it has demonstrated throughout history. The educational levels and socio-economic levels of the migrating families are low so migration continues to increasingly. Many problems have emerged in migrant-receiving regions. Education is one of the fields affected by migration. Education and teaching quality decreases in the schools in migrant-receiving regions. The more students there are in schools affected by migration, the bigger the classes are. Consequently, student performance decreases as teachers have less time for individual students, there are insufficient tools and materials in applied classes, families are insensitive and the authority of the teacher becomes less in the eyes of the students [8][24]. School psychological counselors working in secondary schools are required to be ready and willing to provide consultancy services consisting of relationships with the environment and parents, in order to minimize the misbehavior of students and to encourage the development, adaptation and success of the students. Thus, a common sense of counseling can be developed in secondary schools [25].

When we consider puberty as a period in which the individual's tendency to act negatively increases [26], it is thought that it is important to identify the student misbehavior faced by school psychological

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counselors working in secondary schools, depending on the extent of migration and the factors that have an effect on the formation of these behaviors.

The objective of this study is to identify the student misbehaviors mostly commonly faced by school psychological counselors working in secondary schools, depending on the extent of migration and the factors that have an effect on the formation of these behaviors within the scope of psychological counseling and guidance.

Research objective

Problem statement

1. What are the most commonly faced student misbehaviors depending resulting from migration in Turkish Republic of Northern Cyprus (TRNC) secondary schools and high schools?
2. What factors have an effect on the formation of student misbehaviors resulting from migration in TRNC secondary schools and high schools?

MATERIALS AND METHODS

Research model

This study involves qualitative research. A qualitative method has been used to determine the student misbehaviors that are mostly faced depending on the extent of migration and the factors that have an effect on the formation of these misbehaviors. Qualitative research is defined as a study in which qualitative data collection methods such as qualitative research, observations, interviews and documentary analysis are used, and a qualitative process is followed to demonstrate events in a realistic and integrative way in their natural environment. In other words, qualitative research is an approach that prioritizes analyzing and understanding social facts that are based on theorizing within the environment they depend on [27]. A qualitative research design in the form of phenomenologic design has been used in this study. Phenomenologic design focuses on a phenomenon which we recognize, but have no in-depth and detailed sense of it [27].

Study group

The study group used in this research consists of 27 school psychological counselors working in secondary schools affiliated to the Directorate General for Secondary School, Ministry of National Education and Culture, Turkish Republic of Northern Cyprus during the 2016-2017 academic year. A total of 23 female and 4 male school psychological counselors working in secondary schools participated in the study. Deviant case sampling of the purposive sampling methods has been used to create a study group [27]. The researcher distributed 33 data collection forms in order to increase the degree of participation. 27 forms were returned. 2,523 students were Turkish citizens and not TRNC citizens among the 8,550 students in secondary schools, and 1,551 students were Turkish citizens and not TRNC students among 6,610 students in high schools affiliated to the Ministry of National Education and Culture, Turkish Republic of Northern Cyprus during the 2015-2016 academic year [28]. The following table illustrates the demographic information resulting from the answers to the personal information forms given by the 27 school psychological counselors.

Table 1: Demographic information with regard to school psychological counselors

Variable		Frequency(f)	Percentage (%)
Gender	Female	23	85,2
	Male	4	14,8
School level in which they work	Secondary school	15	55,6
	High school	12	44,4
Department of graduation	Department of Psychological Counseling and Guidance (Bachelor's degree)	16	59,3
	Department of Psychological Counseling and Guidance (Post Graduate)	6	22,2
	Department of Psychological Counseling and Guidance (Doctorate)	-	-
	Psychology	2	7,4
	Other (EPÖ, EÖD, EYDE)	3	11,1

Data collection tools

Personal Information Form was prepared by the researcher in order to obtain information from the school psychological counselors. In addition, semi-structured Student Misbehavior Interview Form was prepared by the researcher for use in this study. The Personal Information Form includes questions prepared in order to determine the gender, the school levels in which they work, and the department of graduation of

the school psychological counselors. The Student Misbehavior Interview Form includes two open-ended questions used in order to determine student misbehavior that is mostly encountered by school psychological counselors depending on the extent of migration and the factors that have an effect on the formation of these behaviors.

Data collection

During the data collection process, interviews have been conducted. These involved the taking of notes so that the school psychological counselors didn't experience fear of being exposed and feeling secure. As a result, the school psychological counselors who participated in the study gave reliable answers. In addition, names and surnames, the name of the schools in which they work have been kept confidential in order to respect the privacies of the school psychological counselors who participated in the study. The necessary permissions were received from TRNC Ministry of National Education before interviewing the school psychological counselors. The interviews were then conducted by predetermining the date and course hours of the participants through consultation with their managers.

Data analysis

In this study, data was subjected to content analysis. Interviews were written first while analyzing the content and then they were made ready to solve by researcher. Every question involved in the Student Misbehavior Interview Form has been put into a category. Initially, three main categories were identified based on the student misbehavior in secondary schools and high schools, and the factors that have an effect on the formation of these behaviors. Accordingly, these three main categories are presented as the main categories in the findings section of this study. Titles under every category were considered as subcategories and analysis was undertaken. Code analysis (keywords) was performed in terms of each question discussed. Accordingly, the keywords in the answers of the participants were determined following consideration of each question. The codes in each question were combined and themes were created. The research findings were presented based on these themes. The themes were illustrated in the form of tables. Themes were explained by quoting exactly from the stated opinions of the participants.

Validity

The findings obtained as a result of the interviews conducted with school psychological counselors were written in detail, and then the way used to make an inference was expressed. The opinions in the interviews were presented through exact quotations and therefore validity study was performed.

Reliability: In this study, the researcher avoided directing the school psychological counselors during the interviews. In the study, the researcher analyzed the data obtained by interviewing, and categories were determined using a coding method. After the researcher had created the themes in order to determine the reliability of the coding used in the study, two experts experienced in qualitative research examined the codes and came to an agreement. Internal reliability was not controlled as codes had been accepted directly as themes. The individuals who acted as the data source in the study were identified in detail, in order to ensure the external reliability of the study. In addition, research data were kept so that other parties could examine them.

RESULTS

Table 2: Student misbehaviors most commonly encountered by school psychological counselors working in secondary and high schools

Secondary school	High school
Violence	Behavioural problems
Behavioural problems	Adaptation problems
Problems regarding lessons and class order	Violence
Psychological problems	Psychological problems
Friend relationships	Friend relationships
Financial problems	Problems regarding lessons and class order
Communication problems	Family relationships
Adaptation problems	Absenteeism
Academic failure	Academic failure
Dress rules	Communication problems
Absenteeism	Addiction
	Financial problems

Opinions of school psychological counselors working in secondary schools on students misbehaviors encountered depending on migration

As a result of the qualitative analysis of student misbehaviors depending on migration most commonly faced by school psychological counselors working in TRNC secondary schools, it has been found that they face problems of violence, behavioral problems, problems regarding lessons and class order, psychological

problems, friend relationships, financial problems, communication problems, adaptation problems, academic failure, dress rules and absenteeism.

The opinions of two of the female school psychological counselors with regard to “violence” are presented in the following:

“Students use violence to each other, even in games.” (P13)

“Students express their anger by aggression.” (P11)

The opinions of one female and one male school psychological counselor with regard to “behavioural problems” are presented in the following:

“The use of bad language is very common among students.” (P5)

“Students insult each other.” (P10)

The opinion of one male school psychological counselor with regard to “problems regarding lessons and class order” is presented in the following:

“Students in the class usually whisper to each other throughout the lesson, speak without raising their hands, disturb the class order.” (P12)

The opinion of one female school psychological counselor with regard to “psychological problems” is presented in the following:

“Grouping is common among students. Students experience introversion and psychological loneliness as they don’t make friends.” (P1)

The opinion of one female school psychological counselor with regard to “friend relationships” is presented in the following:

“Students cannot get involved in friend groups and have difficulty making friends because of using bad words, behaving badly, using and not giving back friends’ belongings without permission.” (P1)

The opinion of one female school psychological counselor with regard to “financial problems” is presented in the following:

“Students are sent to schools without money because of financial problems, and some students ask their teachers for money in order to have something to eat.” (P13)

The opinion of one female school psychological counselor with regard to “communication problems” is presented in the following:

“Students have difficulty in their use of language, they don’t pay attention and listen to lessons, and they disturb order in the class as they have difficulty in understanding lessons because of the difference between the languages used at home and the language taught in school.” (P2)

The opinion of one female school psychological counselor with regard to “adaptation problems” is presented in the following:

“Students have difficulty in adopting school rules because of cultural differences.” (P2)

The opinion of one female school psychological counselor with regard to “academic failure” is presented in the following:

“Students have difficulty in concentrating on lessons. They don’t understand lessons and fail their exams as they have problems with language.” (P5)

The opinion of one female school psychological counselor with regard to “dress rules” is presented in the following:

“Students sometimes come to school without school uniform. If it is a physical education lesson, they can wear different clothes instead of the sports outfit with the school logo.” (P1)

The opinion of one male school psychological counselor with regard to “absenteeism” is presented in the following:

“There are some students who come to school but don’t go to any classes that day. Instead, they walk around the garden, go to some lessons only if they want to, or go to cafeterias near the school.” (P10)

Opinions of school psychological counselors working in high schools on student misbehavior depending on migration

It is determined that school psychological counselors working in high schools face a range of student misbehavior in terms of behavioral problems, adaptation problems, violence, psychological problems, friend relationships, problems regarding lessons and class order, family relationships, absenteeism, academic failure, communication problems, addiction and financial problems.

The opinion of one female school psychological counselor with regard to “behavioral problems” is presented in the following:

“Students have problems with anger management and they use bad language to each other since they cannot keep their anger under control.” (P6)

The opinion of one female counselor with regard to “adaptation problems” is presented in the following:

“Students experience problems in adapting to school and social life because of cultural differences.” (P9)

The opinion of one female school psychological counselor with regard to “violence” is presented in the following:

“Vandalism is very common among the students. Students damage each other’s and school materials on purpose” (P9)

The opinion of one female school psychological counselor with regard to “psychological problems” is presented in the following:

“Students get stressed due to discussions in the family because of problems with adapting to the new environment.” (P3)

The opinion of one female school psychological counselor with regard to “friend relationships” is presented in the following:

“Students cannot get involved in different friend groups since they cannot make friends.” (P5)

The opinion of one male school psychological counselor with regard to “problems regarding lessons and class order” is presented in the following:

“Students disturb their friends’ concentration and make the course of the lesson difficult since they speak out in class without raising their hand, and don’t come to the class on time. Instead they come the class after the bell rings and their teachers have entered the class.” (P2)

The opinion of one female school psychological counselor with regard to “family relationships” is presented in the following:

“There are conflicts between teenagers and their parents as the students go counter to the traditions in their families.” (P9)

The opinion of one female school psychological counselor with regard to “absenteeism” is presented in the following:

“Students are absent from school as they don’t enter the class or skip class by deciding to do so with their friends at the first break time after they’ve attended the first 3 classes in the morning. They have right to be absent from school for 15 days. When they reach this limit, school management has trouble when it comes to informing their families. They send letters to the students’ houses but students keep their families in ignorance about these letters in some way, and parents don’t know that their children are skipping school until the day when management gets in touch with the families in some way.” (P1)

The opinion of one female school psychological counselor with regard to “academic failure” is presented in the following:

“Because of cultural differences, students have difficulty in understanding the language used by teachers in the class. They can’t take notes about what their teacher tells them and can’t actively attend the lesson in the class. They can’t do their term papers and fail in their lessons as they don’t study systematically.” (P6)

The opinion of one female school psychological counselor with regard to “communication problems” is presented in the following:

“Students have problems with language because of cultural differences, and the difference between the language used by their parents at home and the language used by the teacher at school.” (P3)

The opinion of one female school psychological counselor with regard to “addiction” is presented in the following:

“Drug addiction is very common among students. They start smoking in order to be involved in friend groups, or they are curious about drugs and they start to think “Let’s have a try and see what happens”. There is also indifference on the part of their parents. In-family problems experienced in terms of adapting to a new environment are some factors that trigger the use of drugs.” (P10)

The opinion of one female school psychological counselor on “financial problems” is presented in the following:

“Because of financial problems, English school books are not free and students can’t buy them, can’t pay the fee for the school report, can’t attend several activities of the school such as picnics. When their sports outfit with the school logo tears, they can’t buy a new one because of financial problems, and the students come to school with a different sports outfit when they have physical education lessons.” (P11)

Factors having an effect on the formation of student misbehavior encountered by school psychological counselors working in secondary schools resulting from migration

Adaptation problems, cultural problems, family factors (indifference of family members, the educational level of the family and financial problems faced by the family) and environmental problems (all settings where students are) experienced after migration have an effect on the formation of student misbehavior encountered in TRNC secondary schools.

DISCUSSION AND RECOMMENDATIONS

The question “What are the five student misbehaviors you encounter most often in schools resulting from the migration?” was addressed to school psychological counselors working in secondary schools.

In terms of the findings obtained as a result of the interviews conducted with school psychological counselors, students in secondary schools and high schools use physical violence against each other. In addition, they state that students use verbal violence and use bad language to one another.

School psychological counselors have emphasized that migrant students in secondary schools and high schools also talk less in the class, don’t listen to lessons, are indifferent to lessons, disturb the course of the lesson by not raising their hand to receive permission, and come to class after the teacher has started teaching. They also display some behaviors that disturb the course of the lesson. In parallel with the research results in a study by Siyez, 2009 [29] teachers working in high schools expressed that student misbehaviors mostly encountered in schools include behaviors such as indifference to the lessons, talking during the class, being unwilling to bear responsibility for the lessons, talking in the class without raising a hand, and cheating.

School psychological counselors stated that migrant students in secondary schools and high schools have difficulty in understanding lessons because of a problem with language. Their levels of success decrease, and they are indifferent to lessons as they don’t understand the lessons. According to a study by Tok, 2010 [30] teachers expressed the view that immigrant students have difficulties in saying words, expressing exactly what they want to say, and answering the questions about texts in Turkish lessons. Tok’s study has parallels with the result of this study in that students have a language problem as they don’t have a good mastery of the Turkish language.

The school psychological counselors indicated that students in secondary schools and in high schools are indifferent to classes, and therefore don’t come to school, or they are absent from school due to skipping classes. They also emphasized that students experience academic failure as they have language problems, and there is a difference between the language used at home and the grammar rules taught at school. In addition, their absence from school means that they are not studying systematically.

The school psychological counselors indicated that migrant students in secondary schools and high schools have difficulty in adapting to the new environment, and have problems with making new friends because of cultural differences. They also have psychological problems such as introversion, loneliness rising to the surface, in addition to difficulties in making new friends. They show a tendency towards smoking addition in order to take part in friends’ groups, or tend to use drugs as a solution to the indifference of their family about their problems.

The school psychological counselors stated that students in secondary schools and high schools ask their teachers for money for food due to the financial problems faced by their parents. They haven’t got enough money to buy school books, participate in school activities such as picnics, and replace old school uniforms. They also emphasized that students wear different clothes because they can’t buy the school uniform. Therefore, their clothes are different from that dictated by school dress rules.

The school psychological counselors stated that the formation of student misbehavior in secondary schools and high schools is affected by adaptation problems caused by them moving from the usual order and culture due to migration, and adapting to a new order and culture, being from different socio-cultural environments, the indifference of their families, the low educational levels of their parents or parents who are not literate. These parents are of a low socio-economic level, and the environmental factors associated with where students live (family, school, friends, etc.) also cause problems.

Recommendations for action are presented as follows, based on the research results:

- Teachers, families and school managers should determine a common sense of guidance and prevent student misbehaviors in a consistent manner.
- Training and seminars could be conducted for parents by school managers communicating with the relevant institutions.
- Immigrant families should be educated in terms of adaptation and knowledge of culture and social life for several months.
- Students should be provided with preventive consultancy services.
- As government policy, students could be supported through a range of activities to bring a sense of belonging.
- Studies on bullying and preventing violence could be performed.
- Mainstreaming educations and orientation activities could be planned.
- School inputs and outputs should be inspected.
- Language programs should be prepared for students, especially for those who use a different language. All departments should work in cooperation in this regard.
- Within the consultancy time of educational programs, subjects such as conflict settlement, anger management, and self-respect could be taught in all grades.
- Students from foreign countries who have communication problems should participate in language courses within the scope of Ministry of National Education before being sent to school.
- The Ministry of National Education should provide in-service training for teachers and managers in order to prevent the student misbehavior encountered on the part of migrant students.
- Multicultural training studies should be conducted by the Ministry of National Education.
- Recommendations for researchers who wish to study this subject are presented as follows:
- This study has been conducted using qualitative research methods. The same study could be conducted using quantitative research methods.
- This study has been conducted by obtaining the opinions of school psychological counselors. The same study could be conducted by obtaining the opinions of teachers and managers.
- This study has been limited to secondary schools. The same study could be conducted by involving primary schools.

CONFLICT OF INTEREST

There is no conflict of interest.

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