

## EXAMINING DISCIPLINARY CASES IN HIGH SCHOOLS: A VOCATIONAL HIGH SCHOOL EXAMPLE

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### ABSTRACT

This research aims to examine disciplinary cases in high schools. In this context, what kind of disciplinary punishment high school students receive, the events that caused them to receive disciplinary punishments, and the results of psychosocial examinations made by experts on disciplinary punishments are discussed. In addition, the meaning of disciplinary punishments in terms of ethical values is discussed.

The case study approach was determined as a study method as the most appropriate qualitative research design to develop an in-depth understanding of the research problem. As the research area, a vocational high school in Körfez District, where disciplinary incidents are experienced the most, was chosen. The data source of the research is the student disciplinary files that are handled by the school disciplinary committee. Disciplinary files are confidential documents. For this reason, the School Guidance Teacher, Advisor Teacher, and the head of the school disciplinary committee created a sample pool for researchers by hiding the private information in the disciplinary files. While creating the sampling pool; class level, the behavior that caused the punishment, the types of disciplinary punishment applied were taken into account. In this context, the purposeful sampling method was used in the research. Document analysis technique, which is frequently used in qualitative research, was used as a data analysis technique. In addition, a general statistical framework was presented about the independent variables such as the types of punishments received by students and the behaviors considered as justification for these punishments.

**Key Words:** Disciplinary, Disciplinary Punishment, Psychosocial Review, Ethical Values

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## INTRODUCTION

Every individual, from the moment he is born, continues his life in various communities, starting from the family. Every community, including the family, has certain rules within itself. While some of these rules, which provide social order, are taught in the family, most of them are taught in schools. In schools where both education and training are aimed, order is brought through various disciplinary rules.

Studies on classroom management have revealed that maintaining discipline and order in the classroom is one of the most important conditions for effective teaching (Brophy, 1986; Evertson, Emmer, Stanford, & Clements, 1983). Educational terms that contain many disciplinary words are often encountered, such as love-based discipline, positive discipline, teaching or educational discipline. Discipline is one of the difficult problems educators face. For this reason, educators must first understand thoroughly what discipline is. (Çelebi Öncü, 2013: 123).

The concept of discipline refers to the determination of criteria for social values and for individuals to act in accordance with these criteria. In this process, it is necessary to draw the framework of the "acceptance area" regarding the behaviors and to characterize the behaviors outside the acceptance area (Yıldız & Doğan, 2015). The concept of discipline is expressed in different ways in the literature; managing undesirable behaviors (Özyürek, 2005), preparing a suitable environment where desired behaviors can be taught, preventing problematic behaviors (Başar, 2004), creating an environment where learning is possible (Tosun, 2002), all kinds of practices for individuals to adapt to the environment (Kutlu, 2006), teaching the individual which behaviors are good and right and which behaviors are bad (Ilgar, 2005).

Başaran (2000) defines discipline at school as a sanction system created for students to comply with the rules of the school. Behaviors exhibited by students in schools outside the acceptance area of social values are considered as disciplinary offences.

The main purpose of the discipline is to facilitate learning (Kaçar, 2018). Most theories about education aim to increase student success by regulating the classroom environment (Tosun, 2002: 126). The regularity of the classroom and school environment is considered as a prerequisite for learning to take place at the desired level. In order to prevent undesirable behaviors that will cause disruption of the education process and to ensure an order, some rules and sanctions are needed in schools. This order, which is aimed to be achieved in secondary education institutions, is achieved via the Ministry of National Education Secondary Education Institutions Award and Discipline Regulation (2007) by rewarding successful students and punishing students who act against the rules.

According to this regulation, discipline means a set of rules that students must obey. These rules are tried to be taught to students as a behavior in lessons, social, cultural and all similar educational activities, ceremonies, guidance works. If the student does not comply with these rules, disciplinary action is taken against him and he can be punished (Karataş, 2008).

According to Article 5 of the Ministry of National Education Secondary Education Institutions Award and Discipline regulation;

*'In order for students to grow up as people who adhere to Atatürk's reforms and principles and Atatürk's nationalism, adopt, protect and develop the national, moral, spiritual and cultural values of the Turkish nation, love and glorify their family, homeland and nation, respect human rights, know their duties and responsibilities towards the principles of the republic being a democratic, secular, social and legal state, and act upon them; as individuals who are constructive, creative, productive, balanced and healthy in terms of body, mind, morals, spirit and emotions, have a developed personality, free and scientific thinking power, and responsible for a society with a broad world view, it is expected from them to collaborate with school management, teachers, guidance service, school-parent union and other relevant stakeholders.'*

Various remedial remedies are sought within the scope of preventive and crisis-oriented guidance services for all kinds of factors that may threaten the general functioning of the school and the classroom. Disciplinary penalties have been one of the methods used to prevent further problems. According to Article 11 of the Ministry of National Education Secondary Education Institutions Award and Discipline Regulation; according to the characteristics of the behavior to the students;

- a) Reprimand
- b) Short-term suspension from school
- c) Exclusion
- d) Expulsion from formal education

one of these penalties is given.

The matters to be considered in the appraisal of punishment are present in the disciplinary regulation in details. Some of these are behaviors such as being aware of the fact that students are children up to the age of 18, taking the best interests of the students into consideration, not violating confidentiality during the investigation, taking the opinions of the class counselor, school counselor, if necessary, psychological counselor and parents about the student, carefully considering the psychological state of the student at the time of the behavior, that the nature of the behavior and the punishment given must be compatible and deterrent. (MEB Disciplinary Regulation, 2007).

In the most general sense, education is defined as the process of gaining desired behaviors to individuals through their own experiences. With the definition of education, it is inevitable that ethical discussions and inquiries will begin. In the above definition, we are talking about gaining desired behaviors to individuals.

However, according to whom the behaviors to be gained to individuals will be desired, in other words, for what purposes education and training will be made requires an ethical discussion (Aydın, 2005).

### **AIM OF THE RESEARCH**

This study aims to examine the disciplinary events in high schools and these disciplinary events in the context of ethical values. In this context, the questions to be answered are as follows;

- 1) What kind of disciplinary punishments do high school students receive?
- 2) What are the events that cause high school students to receive disciplinary punishment?
- 3) What are the results of the psychosocial examination conducted by the experts (School Counselors) regarding the disciplinary punishments of high school students?

### **METHOD**

In this study, the qualitative research design was used to examine the discipline cases of the students. Qualitative research is a method that struggles to understand the interrogative, interpretive, and natural environment of the problems (Guba & Lincoln, 1994; Klenke, 2016). In order to develop an in-depth understanding of the research problem, the case study approach was determined as the most appropriate qualitative research design. Although there is no generalization purpose in the results obtained in qualitative research, the results obtained are important in terms of providing a different perspective on the research subject. Qualitative case studies, on the other hand, are used to analyze one or more situations holistically within their own limits (environment, time, etc.) (Yıldırım and Şimşek, 2016 p: 75). A case study is a methodological approach that involves in-depth examination of a limited system using multiple data collection to gather systematic information about how it functions and works (Chmiliar, 2010). According to Gerring (2007), case study is the in-depth study of a single case in order to explain more cases.

The research was carried out as an instrumental case study, one of the case study types. In an instrumental case study, the researcher focuses on a topic or problem and chooses a limited case to exemplify this topic (Stake, 1995 cited in Creswell, 2016 p.99).

### **STUDY AREAS AND STUDY GROUPS**

As the research area, a vocational high school in Körfez District, where disciplinary incidents are experienced the most, was chosen. The frequency table regarding the disciplinary events experienced in the research area is given in Table 1.

**Table 1: Disciplinary Events and Penalties in The Research Area in The Last 3 Years**

Academic Year	The event reflected in the disciplinary committee (N)	The event penalized (N)
2017-2018 Academic Year	103	79
2018-2019 Academic Year	79	55
2019-2020 Academic Year	47	33
Total	229	167

As can be seen in Table 1, 229 disciplinary incidents took place between September 2017 and February 2020 in the school designated as the research area in the last 3 years, and a total of 167 disciplinary cases were penalized.

#### **DATA SOURCES, VARIABLES, AND DATA COLLECTION PROCEDURES**

The data source of the research consists of the disciplinary files reflected in the school disciplinary committee. Due to the COVID 19 outbreak, data after February 2020 were not available.

The researchers obtained statistical data on the disciplinary punishments given at the school by meeting with the School Guidance Teacher and the school administration. These statistical data provided a general framework for the researchers about the types of punishments received by students (reprimand, short-term suspension, school change) and the behaviors that cause punishment in accordance with the relevant regulation.

Disciplinary files are confidential documents. For this reason, the school guidance counselor, Teacher Adviser and the head of the school disciplinary committee created a sample pool for researchers by hiding the private information in the disciplinary files. While creating the sample pool;

- a) Grade level,
- b) Behavior that caused punishment,
- c) Type of disciplinary penalty applied,

were considered. In this context, purposive sampling method was used in the research. Purposive sampling method is the study of situations that meet a set of predetermined criteria (Yıldırım & Şimşek, 2017, p. 39). Considering this, 20 disciplinary files given in Table 2 formed the data source of this research.

**Table 2: Regarding Research Data**

Number of case	Penalty applied	Grade Level	The article of the disciplinary regulation justified in the disciplinary penalty
Case_1	Reprimand	9 <sup>th</sup> Grade	Possession or smoking of tobacco and tobacco products.
Case_2	Reprimand	9 <sup>th</sup> Grade	Acting to disrupt the flow and order of the course and extracurricular activities
Case_3	Reprimand	9 <sup>th</sup> Grade	Possession or smoking of tobacco and tobacco products.
Case_4	Reprimand	12 <sup>th</sup> Grade	Acting rudely and disrespectfully towards the school staff and other people inside or outside the school
Case_5	Reprimand	12 <sup>th</sup> Grade	Acting rudely and disrespectfully towards the school staff and other people inside or outside the school
Case_6	Short-term suspension	10 <sup>th</sup> Grade	Acting to disrupt the flow and order of the course and extracurricular activities
Case_7	Short-term suspension	10 <sup>th</sup> Grade	Intentionally destroying the school's buildings, attachments, equipment, and movable or immovable property of the school
Case_8	Short-term suspension	10 <sup>th</sup> Grade	Acting rudely and disrespectfully towards the school staff and other people inside or outside the school
Case_9	Short-term suspension	11 <sup>th</sup> Grade	Acting rudely and disrespectfully towards the school staff and other people inside or outside the school
Case_10	Short-term suspension	11 <sup>th</sup> Grade	Being involved in fighting, beating and wounding
Case_11	Short-term suspension	12 <sup>th</sup> Grade	Being involved in fighting, beating and wounding
Case_12	Short-term suspension	12 <sup>th</sup> Grade	Being involved in fighting, beating and wounding
Case_13	Short-term suspension	12 <sup>th</sup> Grade	Intentionally destroying the school's buildings, attachments, equipment, and movable or immovable property of the school
Case_14	Short-term suspension	12 <sup>th</sup> Grade	Acting to disrupt the flow and order of the course and extracurricular activities
Case_15	Short-term suspension	12 <sup>th</sup> Grade	Acting to disrupt the flow and order of the course and extracurricular activities
Case_16	Exclusion	11 <sup>th</sup> Grade	Hindering the fulfillment of the duties assigned by the teacher, educational staff or school administration
Case_17	Exclusion	11 <sup>th</sup> Grade	Hindering the fulfillment of the duties assigned by the teacher, educational staff or school administration
Case_18	Exclusion	11 <sup>th</sup> Grade	Intentionally destroying the school's buildings, attachments, equipment, and movable or immovable property of the school
Case_19	Exclusion	12 <sup>th</sup> Grade	Being involved in fighting, beating and wounding

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Case_20	Expulsion	12 <sup>th</sup> Grade	Being involved in fighting, beating and wounding
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As can be seen in Table 2, 3 of the disciplinary files that are the subject of the research belong to 9th grade students, 3 of them belong to 10th grade students, 5 of them belong to 11th grade students and 11 of them belong to 12th grade students. 6 of these files were charged with “being involved in fights, beating and injury”, 6 of them were on “behaviors that would disrupt the flow and order of classes and extracurricular activities”, 5 of them were on “behaving rudely and disrespectfully towards the school staff and other people inside or outside the school”, 2 of them were on “hindering the fulfillment of the duties assigned by the teacher, educational staff or school administration” and 1 student was sentenced for the crime of “using information tools, by speaking, taking audio and video, sending messages and e-mails without the knowledge and permission of the school administration and the teacher in a way that would negatively affect education by sharing them with his friends”. Due to these penalties, 5 reprimands, 10 short-term suspensions from the school, 4 suspensions from the school with a certificate of approval and 1 expulsion from formal education were given.

### DATA ANALYSIS

After the research method and design selection, data collection and analysis of the collected data comes. In qualitative research, data is collected through observation, interviews and documents (Berg & Lune, 2015; Merriam, 2009). This is followed by data analysis. According to Miles and Huberman (1994), qualitative data analysis consists of three stages: collecting data, reducing data, displaying data, drawing conclusions, and validating. Document analysis is carried out by examining the documents in order to reach the data for the objectives of the research (Çepni, 2010). The main purpose of document review is the analysis of written materials containing information about the phenomenon or cases that are aimed to be investigated (Yıldırım & Şimşek, 2016).

In this study, document analysis technique, which is frequently used in qualitative research, was used as a data analysis technique. The disciplinary files determined within the scope of the research were reached. Disciplinary files were analyzed within the framework of predetermined subheadings and categories were created.

## FINDINGS

In this section, the data collected in the study and the analysis results of the data are shown.

### Frequency and Percentage Distribution of the Types of Disciplinary Punishment Taken by High School Students

The frequency and percentage distributions of disciplinary punishments received by high school students regarding the first sub-problem of the study are shown in Table 3.

**Table 3: Frequency and Percentage Distribution of the Types of Disciplinary Punishment Taken by High School Students**

Penalty type	<i>f</i>	%
Reprimand	91	54,5
Short-term suspension	63	37,7
Exclusion	12	7,2
Expulsion	1	0,6
Total	167	100

When Table 3 is examined, 54.5% of the students who received disciplinary punishment in the research area received a “reprimand”, 37.7% received a “short-term suspension”, 7.2% received a “exclusion” and 0.6%. (only 1 student) was given the penalty of “expulsion from formal education”.

### Frequency and Percentage Distribution of Events That Cause Disciplinary Punishment by High School Students

Regarding the second sub-problem of the study, the frequency and percentage distributions of the behaviors that cause high school students to receive disciplinary punishment are shown in Table 4.

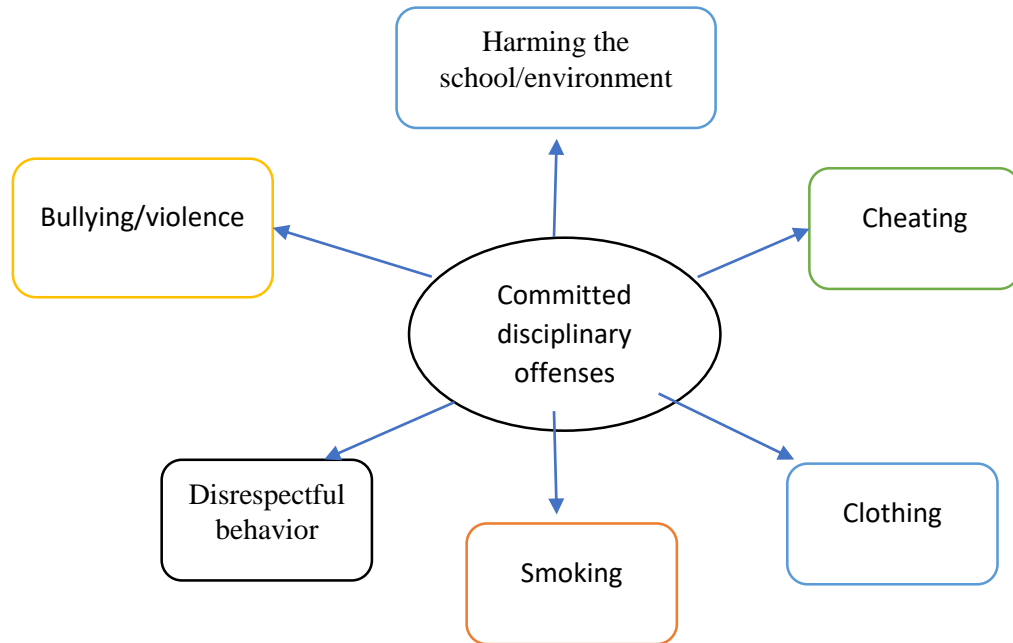
**Table 4: Frequency and Percentages of Students Who Were Penalized According to The Disciplinary Regulations**

Disciplinary regulation articles that are justified in disciplinary punishments	<i>f</i>	%
Polluting the school, the school's belongings and the environment.	2	1,2
Not complying with the provisions of the legislation on clothing.	32	19,2
Possession or smoking of tobacco and tobacco products.	58	34,7
Taking or using someone else's property without permission.	3	1,8
Being rude and disrespectful towards school staff and other people inside or outside the school.	11	6,6
Behaviors that will disrupt the flow and order of the lesson and extracurricular activities.	24	14,4
Cheating in exams or assisting in cheating.	2	1,2



Using information tools in a way that negatively affects education by speaking, taking audio and video, sending messages and e-mails, and sharing them with friends, without the knowledge and permission of the school administration and the teacher.	2	1,2
Hindering the fulfillment of the duties assigned by the teacher, educational personnel or school administration.	5	3,0
Being involved in fighting, beating and wounding.	22	13,2
Intentionally destroying the school's buildings, attachments, equipment, and movable or immovable property of the school.	6	3,6
Total	167	100

Disciplinary offenses in schools given in Table 2 can be handled in 6 different dimensions. Violence/bullying, smoking and disrespectful behaviors are the behaviors that cause the most disciplinary punishments. These dimensions are given in figure 1.



**Figure 1: Dimensions of disciplinary offenses in schools.**

### **Analysis of Psychosocial Reviews of School Guidance Teachers on Disciplinary Files**

In order to analyze the underlying causes of disciplinary incidents in depth, 20 sample disciplinary files were included in the research. In this section, the psychosocial analysis of these 20 disciplinary files, which constitute the research sample, is given. Content analysis results of disciplinary files are given in Table 5.

**Table 5: Psychosocial Examination Results of 20 Disciplinary Files in the Sample**

Disciplinary offense committed	n	Psychosocial review	n
Bullying/violence	7	Academically unsuccessful	6
		Family-school cooperation is weak	5
		Low socioeconomic background	6
Smoking	5	Has a family history of smoking	5
		Academically unsuccessful	4
		Family-school cooperation is weak	2
Disrespectful behavior	4	Low socioeconomic background	2
		Academically unsuccessful	2
		Family does not give enough attention	2
Damage to school property/environment	4	Academically unsuccessful	4
		Low socioeconomic background	4
		Family-school cooperation is weak	1

When Table 5 is examined, it has been determined that 7 of the disciplinary files in the sample have bullying/violence. According to the psychosocial examinations made for the students who are the subject of these disciplinary files; It was concluded that these students were academically unsuccessful (n=6), their families had weak ties with the school (n=5) and these students came from a low socioeconomic background. The psychosocial analyzes made by the counselors regarding some disciplinary files are as follows;

**Disciplinary File\_ 10 / Short-term suspension/ 11th Grade**

*Summary of the Interview About the Incident: “There are complaints about the student that he extorted money from his friends. The related student stated that he requested 3-5 liras as a loan from his friends. He said that he did not extort.”*

*Psychosocial Examination of the Student(s) Related to the Incident: “Aunts and elderly grandmother are taking care of the student. As it can be understood from the home visits and student interviews, the student is not taken care of adequately, the student is not paid attention and left unattended. He spends most of his time outside of school and home. Academically, he is far behind his peers. He engages in behaviors such as smoking and extortion. Although his family was invited to the school several times, they did not come to the school.”*

**Disciplinary File\_ 18** /11<sup>th</sup> Grade/Short-term suspension from school (Real names not used).

Summary of the Interview About the Incident: “The event started with a simple quarrel between two students. The students turned the quarrel into a fight. Thinking that this incident was not over for himself, Ahmet caught and battered the other student Mehmet after he left the school.”

Psychosocial Analysis of the Student(s) Related to the Incident: “Ahmet shows a dominant personality trait. Ahmet is generally unsuccessful in his classes. He sometimes shows violence to his other friends in the class. At the time of the incident, Mehmet resisted Ahmet, who attacked him. However, Ahmet injured Mehmet by attacking him again after school. In this incident, Mehmet's nose was broken. Ahmet's family has never been to school until today. They also do not answer the phones.” (Nicknames were used for the people involved in the incident.)

When Table 5 is examined, there are 5 student files that were punished for smoking. In the psychosocial examinations made by the Counselors for these files; it was determined that these students were academically unsuccessful (n=4), their families had weak ties with the school (n=2) and the families of these students also had a habit of smoking (n=5). The psychosocial analyzes made by the Counselors regarding some disciplinary files are as follows;

**Disciplinary File\_1** / Possession or smoking of tobacco and tobacco products / 9<sup>th</sup> Grade

Summary of the Interview About the Incident: “The student was caught smoking in the toilet. The student stated that he smoked in the toilet whenever he had the opportunity.”

Psychosocial Analysis of the Student(s) Related to the Incident: “Mustafa is an active student who gets bored in the lessons. He knows that it is forbidden to carry and use cigarettes at school. His family knows that the student smokes. Mustafa stated that he started smoking in secondary school. According to Mustafa's statement, his siblings and father are also smokers.”

**Disciplinary File\_3** / Possession or smoking of tobacco and tobacco products / 9<sup>th</sup> Grade

Summary of the Interview About the Incident: “The event is the student smoking in the toilet. He stated that it was his first time smoking at school and he was caught doing it.”

Psychosocial Examination of the Student(s) Related to the Incident: “The student is allergic to cigarette smoke, dust, and polluted air. For this reason, he has been treated for a while and is trying to quit smoking. He stated that he cut down on cigarettes 2 times a day. However, he thinks that an area where students can smoke comfortably at school should be created.

*The student stated that his father has been having heart issues for about 2 months, that he will have an operation this week and that his mother can take care of him as a parent. Both the student's mother and father smoke. Their socioeconomic structure is weak.”*

When Table 5 is examined, there are 4 student files in the sample who were punished for disrespectful behavior. In the psychosocial examinations made for these files, it was concluded that the students were academically unsuccessful (n=2), their families had weak ties with the school (n=2), and they had a low socioeconomic structure (n=2). The psychosocial analyzes made by the counselors regarding some disciplinary files are as follows;

**Disciplinary File\_9** / Being rude and disrespectful towards school staff and other people inside or outside the school / 11<sup>th</sup> Grade

*Summary of the Interview About the Event:* “*The student stated that she did not take photos on her phone, and her friend reflected the situation to the teacher as "she took a photo". The teacher of the lesson asked Merve to give the phone to her, but Merve stated that she did not want to give the phone because she had to have a job interview on the phone, and therefore she objected.”*

*Psychosocial Examination of the Student/Students Related to the Incident:* “*The student thinks that she was referred to the disciplinary committee only because she was playing on the phone. However, she is not aware that her negative and disrespectful attitudes when talking to her teacher are also an important factor. She stated that she did not use the word 'idiot' against the teacher. The teacher's picture was seen on the student's phone. In addition, she does not have the awareness of positive behaviors that these negative behaviors can be replaced with. However, she is a student open to learning and cooperation. The student's parents are separated, the student stays with her mother, and her mother has never attended parent-teacher meetings. She is not doing well in her classes.”*

**Disciplinary File\_8** / Being rude and disrespectful towards school staff and other people inside or outside the school / 10<sup>th</sup> Grade

*Summary of the Interview About the Event:* “*Beyza stated that Hayriye had been spreading negative information about her and had been trying to get between her and her friends since the beginning of my term. She stated that she was uncomfortable with Hayriye's intimacy with boys. Hayriye, on the other hand, stated that she had been ostracized by the girls at school since the beginning of the term, and that her classmate Songül had turned other girls against her and that they tried to bully her because she was younger than them.”*

*Psychosocial Analysis of the Student/Student Related to the Incident:* “*Beyza, who has been our student for 2 years, has disrespectful attitudes and expressions towards her friends and teachers. She is not doing well in her classes.*

*She expects to be loved and admired by everyone, and to have her teachers and friends fulfill her every wish. When people don't give the reactions she expects, she responds with anger and aggression. She finds this attitude justified and even defines it as "I don't do it much". The student's family is in a low socioeconomic structure."*

When Table 5 is examined, it can be seen that there are 4 student files in the sample that were penalized for damage to school property/environment. In the psychosocial examinations made for these files, it was concluded that the students were academically unsuccessful (n=4), their families had weak ties with the school (n=1), and they had a low socioeconomic family background (n=4). The psychosocial analyzes of the guidance teachers regarding some disciplinary files are as follows;

**Disciplinary File\_18** / Intentionally damaging the school's buildings, equipment, and movable or immovable property of the school / 12<sup>th</sup> Grade

*Summary of the Interview About the Event: "After arguing with his teacher in class, Hasan went to the toilet and broke the tap heads and the mirror."*

*Psychosocial Analysis of the Student/Student Related to the Incident: "Hasan is a student who has been given a reprimand before due to a fight. He has an aggressive nature in general. He works out of school hours to provide economic contribution to his family. He was warned by his teacher for making noise in class. However, the student overreacted and disrupted the lesson order. At the end of the lesson, the student damaged the faucet heads and the toilet mirror in the toilet. He denies this. However, other students who saw him reported the situation to the school administration."*

## RESULT AND DISCUSSION

According to the research findings, disciplinary punishments were applied to students in high schools for reasons such as violence/bullying, disrespect, smoking, damaging school property and the environment, dressing up and cheating. Similar problems are observed in other studies as well. According to the MEB Internal Audit Report (2011), the most common disciplinary problems in schools are harassment, bullying, insult and threat. The type of school where disciplinary incidents are most common is vocational high schools. 20% of the students studying in these schools are involved in incidents such as fighting, injury and battering (Yılmaz, 2015). It is seen that this result is not a heartwarming result.

On the other hand, these disciplinary events can be discussed in the context of ethical systems (rule ethics, social contract ethics and personal ethics), allowing us to look at the problem from a different perspective. It would be useful to continue the discussion by briefly defining ethical systems beforehand.

Rule ethics: The moral correctness of an action is specified by standards and laws. It centers a virtuous behavior. A virtuous life is the greatest happiness (Aydın, 2016). Social contract ethics: The moral validity of a practice is determined by the norms and customs of a particular society. They are gathered around the idea that the individual will contribute to the society and the society will contribute to the individual (Karagöz, 2006). Personal ethics: The basic condition for the separation of good and evil is conscience. Conscience compels the person to obey his own voice and call in order to protect him from the dangers it foresees (Özmen, F. and Güngör, 2008). Within the framework of these definitions, it can be said that disciplinary incidents encountered in schools are also problematic in the context of ethical systems. Yıldırım and Toytok (2018) stated and explained that the reasons for the disciplinary problems encountered in vocational high schools are the inability to adapt to the school, the individual's search for a group of friends and the need to be accepted by a group, cultural differences, low academic success levels of schools, students' lack of sufficient knowledge about secondary school disciplinary rules, inadequate orientation and counseling activities in schools. It has been observed that the rate of students committing disciplinary offenses has increased in recent years. Various studies investigating the causes of disciplinary crimes show that the importance of social values among students is gradually decreasing, and subsequently moral-based disciplinary crimes are increasing. In line with the data explained, it is possible to reach the information that especially the students whose moral values are not internalized commit disciplinary crimes. It is understood from this that social norms, which include values such as responsibility, kindness, tolerance, respect and compassion, are one of the most important factors that determine the discipline understanding of students and directly affect their academic success.

## SUGGESTIONS

It has been observed that the disciplinary committees, which are expected to be effective in preventing and extinguishing undesirable behaviors in the school examined in the research, cannot serve this purpose sufficiently, and the students who are punished are even repeatedly punished for the same or similar crimes. For this reason, in order to prevent undesirable behaviors and to increase the effectiveness of disciplinary committees, students should be provided with the necessary attitudes, knowledge and skills by providing a good education in the context of ethical values. In order to achieve that, it is necessary to increase the counseling and guidance activities in our schools in a planned way and to increase the cooperation with parents. In this way, both the prevention of undesirable behaviors and the increase of the academic achievement level, which is low in vocational high schools, can be achieved.

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