



Classroom Discipline, Emerging Concerns and Research Priority

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ABSTRACT

This paper was planned to examine indiscipline or disruptive behaviours in classroom from the perspectives of teachers as well as students from different countries around the globe. This paper discussed disciplinary issues in three sections namely, teachers' and students' conceptions on indiscipline and behavioural problems. The second section visualized teachers' experience on disciplinary issue during classroom teaching learning process. The third section focused on problems faced by teachers while imposing disciplinary strategies in the classroom. The paper identified various indiscipline acts exhibited by students and recommended constructive suggestions regarding disciplinary measures and classroom management skills to control the disruptive behaviours of students. This review paper gives a new direction to all stakeholders who are associated with education to take initiatives to conduct research to explore existing classroom problems and disciplinary strategies for effective teaching and learning.

Keywords: Indiscipline, disciplinary strategies and classroom management skills

Introduction

There has always been disruptive behaviour in classrooms. Every instance of inappropriate behaviour in the classroom affects the teacher and the student. These behaviours impact peers as well as the teaching and learning of pupils who lack discipline. Both professional educators and school administrators, as well as novice teachers, are still concerned about this issue (Tarman, 2016). Teachers' responsive behaviours in the classroom are meant to modify the behaviours of their students (Woolfolk Hoy & Weinstein, 2006). Effective classroom management strategies are difficult for researchers to measure and assess because of the many relationships that exist between the physical, educational, behavioural, emotional, and social contexts in a classroom.

Need of effective classroom management

In order to effectively teach, a teacher must organize students' behaviours in the classroom. This is known as classroom management. Teachers must take firm control of the classroom in order to practice good classroom management. Effective classroom managers create and uphold a closely watched set of guidelines and procedures (Emmer, Everson, & Anderson, 1980). Maintaining a learning environment that encourages constructive engagement, access to learning, and improved student accomplishment is the goal of classroom management techniques. Due to differences in student characteristics, ethnic backgrounds, language proficiency, and mental health concerns, classroom management tactics must be adjusted for each classroom (Aloe, Amo, & Shanahan, 2014). The conditions for the best possible student learning are produced by efficient classroom management. It also aids in the process of declining disruptive behaviours. It is believed that maintaining discipline is essential to ensuring that pupils prosper academically (Tarman, 2016).

How did teachers and students conceptualize discipline and behavioural problems?

Ofori (2018) examined students' and teachers' perception on indiscipline behaviours of students in Ghana. The results showed that students and teachers perceived that different acts like damaging school properties, disobedience towards teachers, consumption of intoxicant products, sexual relationship and drinking alcohol caused indiscipline among students. Sadik & Yalcin (2018) did an investigation to study perception of teachers and students in relation to discipline problems. The findings of the study revealed that different teachers perceived the term discipline differently. Teacher 6 (T6, Female) defined discipline as achieving and realizing teaching goals. T17 (Female) stated discipline as obeying the actual social rules to preserve the social order. T11 (Female) regarded discipline as to arrange our behaviours according to time and location. T16 (Male) defined discipline as a process of gaining self-control by the students. Teachers also perceived discipline problems as speak without permission, listening music during class, spitting on the ground, harming friends. McCarthy & Korang (2015) investigated teachers' and students' perceptions on discipline and indiscipline behaviours of students of secondary schools. It was emerged from the analysis and interpretation that both teachers and students have conceptualized the term discipline in the

similar way in terms of orderliness, making children behave to instruction, control of conduct and punishment. It was also found out from the study that unpunctual, bullying, lying to teachers, use of unfair means during examination were the indiscipline behaviours of students perceived both by teachers and students.

Teachers' specific remarks on indiscipline during teaching

Krishnansamy, Mohammed and Argellan (2019) qualitatively examined classroom factors which are responsible for the disruptive behaviour of learners from the perspectives of teachers. The result of the present study revealed that as per the perspectives of teachers' students engaged themselves in different activities like talking with peers, shouting, showing disinterest in doing their classwork and assignment. These were the frequently occurred behaviours. It was observed that the ugly condition of the classroom stimulates learners to exhibit disruptive behaviours. Silva., Negreiro and Albano (2017) made a qualitative study to examine public school teachers' conceptions on indiscipline behaviours of students, their causes. The result of the present study revealed that aggressiveness, disrespect to peers and teachers, using bad words, refusal of rules of the school, use of mobile phone in the classroom, talking in the class are those behaviours that constitute indiscipline among students as it was conceptualized by the teachers. Teachers also mentioned major causes of indiscipline as lack of proper guidance, domestic violence, absence of clear and stable rules, media, poor methods of teaching, conflict between parents and children. Sullivan, Johnson, Larry and Conway (2014) did a survey study to examine unproductive behaviours of students in the classroom from the perspectives of teachers. The results of the study showed that the unproductive behaviours demonstrated by the students were being late for school. Moving around the school unnecessarily, being physically aggressive towards teachers and students, making noises un intentionally in the class were the most frequently occurred un productive behaviours from teachers' point of view. Sharma and Sharma (2013) examined untrained teachers' awareness regarding behavioural problems of school children. The outcome of the present study revealed that teachers viewed several things regarding the behavioural problems of children. It was seen that children were not concentrating in their studies, telling lies to place others in difficult position, leaving their schools before the completion of their class and exhibit inappropriate behaviours. It was also reported by the teachers that there were some students who were busy in nail biting, thumb sucking and breaking things deliberately. Sun and Shek (2012) conducted a descriptive and exploratory research to examine classroom misbehaviours of students from teachers' perspectives. The outcome of the study revealed that chit-chatting, disrespecting teachers, failure in submitting assignments, non- attentiveness and disturbance in the classroom are the most common disruptive behaviours exhibited by the students from the perspectives of teachers. Teachers also remarked that students were violating cultural values like obedience, respect, order and discipline etc. Al-amarat (2011) surveyed to examine classroom problems faced by teachers. The results of the study showed that overcrowded of the classroom, releasing of sounds during teaching, use of unfair means during examination, lack of attention of students, difficulties in managing classroom, playing mobile during class were the major problems before teachers. Bhanwara (2011) conducted an experimental study to examine the existing knowledge of teachers regarding the behavioural problem of school children. It was found out from the study most of the teachers had previous knowledge about behavioural problem of children.

Problems while imposing discipline in the Classroom

Virtudazo and Guhao (2020). Conducted a phenomenological study to examine experiences of public-school teachers on imposing discipline in the classroom. The outcome of the study revealed that as per teachers' experience students are now enjoying their freedom a lot and they are doing whatever they like without any fear. It has become a difficult task before teachers to manage classroom properly and to impose discipline. Students as well as parents are not showing respect towards teachers and that's why teachers are hesitating to discipline students in the class room. Parents are using harsh words for teachers when they are greeting parents. Teachers also viewed that instead of traditional approach constructivist approach should be followed in the classroom so that discipline can be assured to some extent.

Critical Analysis

The above discussion was divided into three broad sections namely teachers' and students' conception on discipline and behavioural problems, teachers' individual views on behavioural problems and problems while imposing disciplinary strategies in the classroom. In the first section research visualized the realities of the classroom in different parts of the world and outcome the research revealed several indiscipline acts exhibited by students like damaging school properties, disobedience towards teachers, consumption of intoxicant products, sexual relationships, drinking alcohol, impunctuality, bullying, lying to teachers, use of unfair means during examination were the indiscipline behaviours of students perceived both by teachers and students. Apart from these this section also elaborated the term discipline as conceptualized by students and teachers. Many teachers defined discipline as obeying the actual social rules to preserve the social order. Some others viewed that discipline is nothing but achieving and realizing teaching goals. Both teachers and students have conceptualized the term discipline in the similar way in terms of orderliness, making children behave to instruction, control of conduct and punishment. (Ofori, 2018; Sadik & Yalcin 2018; McCarthy & Korang 2015). Section two elaborated teachers' experiences during teaching practice, Students exhibit disruptive behaviours in different forms. Through classroom observation teachers pointed out that different activities like talking with peers, shouting, showing disinterest in doing their classwork and assignment were the sign of classroom indiscipline among students. These were the frequently occurred behaviours that obstructs teaching. Moreover, aggressiveness, disrespect to peers and teachers, using bad words, refusal of rules of the school, use of mobile phone in the classroom, talking in the class were the behaviours that lead to indiscipline among students. It was also reported by the teachers that there were some students who were busy in nail biting, thumb sucking and breaking things deliberately. Such behaviours in classroom has become a challenge for the teachers to tackle as well as to sustain the process of teaching simultaneously. Overcrowded of the classroom, releasing

of sounds during teaching, use of unfair means during examination, lack of attention of students and playing mobile during class were the major problems before teachers in day to day classroom. Krishnaswami, Mohammed and Argellan (2019), Sullivan, Johnson, Larry and Conway (2014) Sharma and Sharma (2013). Section three specifically explained the problems teachers experience while they impose discipline among them. It has become a difficult task before teachers to manage classroom properly and to impose discipline. Students as well as parents are not showing respect towards teachers and that's why teachers are hesitating to discipline students in the class room. Parents are using harsh words for teachers when they are greeting parents. Teachers become reluctant to impart teaching even teachers are not interested in teaching profession. Because teachers are confined to restrictions.

Scope for further research

The above discussion generated ideas regarding indiscipline acts of students but in different contexts. Teachers conceptualize indiscipline in a different way. It was also emerged from the foregoing discussion that students exhibit behaviours during teaching learning process that distract not only the related students but also others. Most importantly teachers face difficulties in running the lesson and maintain discipline simultaneously. Teachers also face difficulties while imposing discipline among students. Therefore, for teachers' community it is really a big challenge. Effective teaching is possible only when there is healthy classroom environment along with classroom management skills which are the need of the hour for teachers of 21st century. Inculcation of social and cultural values among students are also significant. Initiatives should be taken to think seriously about classroom indiscipline a major issue to resolve with suitable disciplinary measures. Hence, research on disciplinary issues, classroom management should be conducted regularly. This issue is not an issue of India. Research evidence documented that issue relating to indiscipline gained attention all around the globe. Research should be conducted on disciplinary models with its need and consequences. The management skill of teachers also depends on their philosophy of teaching. Therefore, emphasis should be given on extensive research work to explore suitable discipline model effective for teaching as well as to inculcate discipline among students.

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