

Disciplinary Practices of Elementary School Teachers in Arsanjan

Coping with Students Behavioral Problems

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Abstract

This study attempted to find out the disciplinary practices, employed by elementary school teachers Arsanjan in City. Especially, it sought to answer the following questions: a.) What are the disciplinary practices employed by elementary school teachers to help prevent and control the behavioral problems of students on physical aggression, peer affinity, attention seeking, as perceived by teachers themselves? b.) Is there any difference between the perceptions of male and female teachers?

The descriptive research method was used in gathering the data. The total number of 91 teachers in 5 elementary schools namely: Farhangian, Alzahra, Bagherul olom, Sama and Imam Khomeyni elementary schools were the respondents of the study. Data gathered, analyzed and interpreted, the following were evident: a.) The least disciplinary measure that the teacher-respondents commonly agreed was to call the student whose attention is wavering. b.) Also the respondents either agreed or likely agreed to disapprove the students' misbehavior by oral reprimand or tone of voice. c.) There was a significant difference between the perceptions of the male and female teachers.

Keywords: Disciplinary practices, Behavioral problems, Physical aggression, Peer affinity, Attention-seeking

1. Introduction

The proper functioning of any social system requires some regulations to be observed by its members. Behavior is dedicated by need, and unacceptable behavior is born of individual value system in conflict with generally accepted value. (Lagrand, 1969)

Man has to struggle in the world that he lives in order to survive the demands of an authority, which represents a balance between freedom and order. A need for control and limitation is necessary to maintain peace and order for each one's strong composition for survival. In a community's life, discipline is required for the good of all concerned. Laws are passed and codes are issued to serve and guide people to assume greater responsibility for their own actions and behaviors and to let them feel obliged to contribute to the welfare and wellbeing of the society to which they belong. Observance of group welfare, conformity to legal requirements, respect for authority and learning, and temporarily setting aside one's own immediate wishes are lessons that must be learned if one is to feel safe in society. This is no less true of a school system than it is of a society. For a school system to function properly, the conduct of pupils must conform to conditions that are conducive to learning (Lagrand, 1969). Principals and teachers are by statuses and board regulations charged with the responsibility of maintaining such order in the school. Discipline is the procedure, including rules by which order is maintained in a school. In general, the system of discipline in a school will reflect the system found in the broader society.

Almost a third of public school teachers have considered learning teaching because of the student misbehavior when asked what were the greatest problems facing their local schools, respondents to Gall Up polls have cited discipline first almost every year back to 1970. Discipline problems may range from crimes in school, such as robbery and drug dealing committed by students or introducers, to lack of respectful behavior toward teachers and classmates. (Mole, 1990).

Discipline is also an essential factor in the success of an individual (Klausmeier, 1971). It enables the person to focus his attention on the goal ahead of him, solving the problems and overcoming obstacles he may encounter on the way. The rules he sets for himself maybe unconventional as others may see them; but, it takes a self-disciplined man concentrate

all his efforts and resources to attain his ambition.

The need for management and discipline is most apparent when order is disrupted. As a result interventions to stop misbehavior have often been the primary focus of theory and research in classroom discipline- (P-125).

In the teaching-learning situation, the teacher's best efforts are directed toward creating a classroom environment supportive of healthy personality integration and enrich with learning experience that capitalizes on the enthusiasm of youth. (Klausmeier, 1971). Children and youth are sent to learning institutions to be guided toward the satisfaction of the goals they set for themselves and the fulfillment of their ultimate aim in life .In achieving these ideals, discipline is required to enable the teacher to get on with her job to help the individual develop his potentials .Consequently, rules and regulations can only be effective as the teacher employs effective disciplinary practices.

Historically, punishment extra work, detention paddling and suspension or even expulsion have been the most common techniques for (Doyle, 1978). It appears that these practices are still used widely in American, schools today (Rose, 1984).

Several comprehensive discipline models have been proposed that deal in part with serious behavior problems (Charles, 1981).

Studies at the Research and Development Center for teacher education (Emmer, Everton, 1981).have indicated the effective classroom managers in elementary and junior high school classes are specially skilled in establishing rules and procedures at the beginning of the year.

Several useful studies, reviews ,and collections on behavior modification techniques have appeared recently.(brophy,1983,Elardo, 1978 ,emmer1984,McLaughlin,1976, Olery,1977 , Thompson,1974)

The writer was therefore interested to find out the disciplinary practices considered to be effective as employed by the elementary school teachers in Arsanjan City .Hence, it was in this regard that this study was conducted.

2. Methodology

2.1 Research method used

The descriptive method of research was used in this investigation .It is a method of description of phenomena based on the collection of data and statistical analysis of numerical values .All the 91 teachers in the five elementary schools in Arsanjan city namely :Farhangian, Alzahra, Bagherul olum, Same and Imam Khomeyni elementary schools were the respondents of the study.

They were requested to answer the questionnaire to solicit from them their disciplinary measures as practiced by them in their schools to cope with the student's behavior problems.

The researcher personally administered the questionnaire to the teacher-respondents .To facilitate the distribution and answering of the questionnaire, the teachers through the head of the school were convened to a conference as requested by the researcher on the date convenient to them .In doing this, the retrieval of the questionnaire was not a problem.

2.2. Statistical measure used

The following null hypothesis was tested in this study:

There is no difference between the perceptions of male and female; teachers on disciplinary practices such as physical aggression, peer affinity, attention seeking.

ANOVA, the analysis of variance was used to test the null hypothesis number 1.

For the purpose of this study, the researcher established a set of norms in interpreting the mean scores obtained from the disciplinary measures .The scale values were patterned form Evardone as described below. (1971)

3. Results and Analysis

There were three groups of behavior problems, namely :physical aggression, peer affinity, attention seeking, by which the respondents were requested to give their perceptions based upon the categorized responses, to wit :strongly disagree (SA), agree (A), likely agrees (LA), disagree (DA), and strongly disagree (SD) .There were ten disciplinary measures form which respondents could give their perceptions for every questions raised along each of the five behavioral problems.

3.1. On physical aggression

The first question raised along physical aggression was this, when a student fights another student with fist or object without cause, the respondents answered on the agree category that their disciplinary measures was to call the student

whose attention was wavering, which has a mean score of 4.21 ranked 1. The respondents believed that if attention of students is called, they would surely listen attentively to them and then gain a better understanding that to fight with another student is not good. The respondents also replied that they gave difficult assignment/test to discipline students which got a mean of 4.23 ranked 2. Teachers were aware of the fact that when students are given difficult assignments, their attention will focus on it in order to solve it, and so, attention is deviated to a more useful class activity. However, it was found that the respondents disagreed on the disciplinary measures on talking to or interview seriously the parent/guardian who obtained a mean score of 2.38 ranked 9. Here the teachers seemed to be more inclined to deal immediately with students from whom they can get the reason for their misbehavior and can be checked right away on how these students can behave well in class and elsewhere. This implies that teachers were really firm in enforcing their disciplinary measure in the classroom. When a student breaks or destroys the things in the classroom and / or of students, was the question asked on physical aggression, in this question, the respondents agreed that they took intently at the student without talking which has a mean score of 3.77 scored 2.5 and call the student whose attention is wavering with mean score of also 3.77 ranked 1.5. In this disciplinary measure, the respondents were really sincere in what they believed that calling the attention of students would make them aware that they have done something wrong. The respondents disagreed to deny the students privileges or some other benefits which has a mean score of 2.49 ranked 9 and ignore the misbehavior of students with a mean score of 2.21 ranked 10. Denying the privilege of students such as for example not allowing them to go out during recess time or ignoring their behavior would worsen the misdemeanor of students, hence, the respondents disagreed to those measures as a means of disciplining students.

The third question posed on physical aggression was this, when a student outbursts violent anger, again the respondents agreed to call the student whose attention is wavering with a mean score of 3.60 ranked

1.) This disciplinary measure is really the most pronounced way of making the students aware of that misbehavior and by calling the students will make them turn straight to their normal and accepted behavior in the classroom. The respondents likely agree to disapprove the student's behavior by oral reprimand or tone of voice which got a mean score of 3.00 ranked 3 and to advise student about his/her misbehavior in front of the class having a mean of 2.95 ranked 4. And the respondents still likely agree to report the misbehavior of students to higher authorities with a mean of 2.04 ranked 6. The respondents likely agreed that by reprimanding the students when they outburst violent anger by advising them for their misbehavior in front of class would mean that those disciplinary measures were intended for the whole student population, that is why, it was done in front of the class for them so they would behave well in all -occasions.

The fourth question raised was this when the student is argumentative doesn't take "No" for an answer, the teachers again agreed to call the student whose attention is wavering which got the highest mean score of 4.41 ranked 1 and ignore the misbehavior of students having a mean of 3.70 ranked

2.) However, the respondents disagreed to be angry in front of the class which obtained a mean score of 2.43 ranked 10 and to deny the students privileges or some other benefits ranked 9. The teachers showed disagreement on to be angry in front of the class because they believed that this is an immature disciplinary measure in dealing with students. And to deny the students' privileges and benefits is also inhuman in disciplining students.

The fifth question was this, when the student is quarrelsome with others, the teachers agreed to call the attention of students and to advise them about their behavior in front of the class. Those measures were employed again by teachers to discipline the students because they really believed that by doing this from now and then, the students will be reformed. The teacher-respondents disagreed in ignoring the misbehavior of students and getting angry in front of the class which is a sign of immature and unbecoming for a teacher to do so.

3.2 On peer affinity

The first question was this, when a student whispers to other student during class recitation, the teacher agreed to call the student whose attention is wavering which obtained a mean score of 4.44 ranked 1. Also they agreed to disapprove the student's behavior by oral reprimand or tone of voice which got a mean score of 4.04 ranked 2. The teachers agreed on the above measures to discipline students because calling the attention and orally reprimanding the students would make them immediately aware that they have done misbehavior against their classmates and can readily see and observe their own errors, so, they can correct them at once. However, the teacher -respondents disagreed to ignore the misbehavior, to talk with or interview seriously the parent/guardian, report to higher authorities because whispering to other students is not a grievous act of misbehavior but just a very slight offense. Also to be angry in front of the class to put a stop to student who whispers to another student is not an intelligent measure of disciplining students but will only create hatred among them against their teachers.

The second question on peer affinity was this :what do you do when a student moves without asking permission as the

lesson is going on? The respondents agreed to call the student whose attention is wavering which obtained a mean score of 4.10 ranked 1. Also they still agreed to disapprove student's behavior by oral reprimand or tone of voice having a mean score of 3.99 ranked 2.

These above mentioned disciplinary measures have always been agreed by respondents to check the misbehavior of students and make them reform as much as possible. The teachers likely agree that looking intently at the students without talking, would also be a good measure to discipline because, when a student moves without asking permission while the lesson is going on would mean that teachers disapprove this kind of behavior. However, the respondents disagreed to talk with or interview seriously the parent/guardian by which this measure got a mean score of 1.74 ranked 10 or last. The teachers disagreed because student who moves without asking permission while the lesson is going on is just a slight misbehavior of students, which could be corrected immediately. But the respondents, disagreed to ignore this kind of misbehavior. It should be corrected immediately so that students would be conscious that their teachers do not want them to move or let us stand, and go around because it would distract the attention of other students who are listening attentively to their teachers.

The third question asked on peer affinity is, what will the teacher-respondents do when a student talks while somebody is reciting? The teacher's respondent that they would agree to disapprove the student's behavior by oral reprimand or tone of voice which got a mean score of 3.89 ranked 1. The respondents believed that by orally reprimanding the student who talks while somebody is reciting, would make the students conscious that this is an impolite behavior without due respect given to the student who is reciting. Again, the attention of the students must be called, so that he can gradually change his behavior by putting a stop to it. But the respondents disagreed to ignore the misbehavior of student who talks while somebody is reciting. And still further, the teachers seemed to agree by giving difficult assignment/test which got a mean score of 2.60 ranked 9. By doing this, students could concentrate on their lessons.

The fourth question posed along peer affinity is this, what will the teachers do when student changes seat while lesson is going on. The teachers responded that they agreed on calling the student whose attention is wavering which has a mean score of 4.44 ranked 1. They also agreed to disapprove the student's behavior by oral reprimand or tone of voice which got a mean of 4.04 ranked 2 and to look intently at the student without talking that obtained a mean score of 3.93 ranked 3. The respondents disagreed to give difficult assignment/test which has a mean score of 2.00 ranked 10.

The fifth question is, what will a teacher do when a student teases students especially girls most of the time? The respondents agreed to deny the students privileges or some other benefits. This disciplinary measure obtained a mean score of 3.93 ranked 1.5. Also the respondents agreed to call the students whose attention is wavering and this measure has a mean score of 3.93 ranked 1.5.

4. Attention Seeking

The disciplinary practices of the teachers were concerned to 1. (When a student passes notes as the lesson is going on. 2. (When a student makes inappropriate responses in the middle of the lesson. 3. (When the student rushes to be fast at turn. 4. (When a student waves his hands frantically in class so that the teacher feels that he knows everything. 5. (When a student interrupts the teacher while she is busy with other students.

In connection to the first question, the teacher respondents likely agreed to advise students about his/her behavior in front of the class by which this disciplinary practice obtained a mean score of 3.89 ranked 1. However, they disagreed to get angry in front of the class in which this practice has a mean score of 2.24 ranked 10.

In connection to the second question, the teacher -respondents agreed to disapprove the student's behavior by oral reprimand or tone of voice. This practice has a mean score of 3.76 ranked 1. However, the respondents disagreed to ignore the misbehavior in which this practice obtained a mean score of 2.51 ranked 10.

In connection to the third question, the respondents agreed to disapprove the student's behavior by oral reprimand or tone of voice which this practice obtained a mean score of 3.98 ranked 1. However, they disagreed to get angry in front of the class.

In connection to the fourth question, they agreed to deny the students privileges or some other benefits. This practice had a mean score of 3.70 ranked 1. However, they disagreed to ignore the misbehavior of students and to give a difficult assignment/test.

5. Results of Statistical Tests

On male and females, the highest F-value among the male is Peer Affinity which is 104.2 while the F-value of the female is 4.74 at 0.5 level of significance with 4/20 degrees of freedom, the Tabulate F-value is 2.87 which is less than the computed F-value; hence, the null hypothesis is rejected. Both the male and female have significant difference

between the perceptions of male and female on peer affinity .The lowest F-value of male is on attention seeking which is 9.43 while the female is 14.36 .Again, both F-values are significant and so the null hypothesis is rejected .The researcher can safely say that there is a significant difference between the perceptions of the male and female on attention seeking.

6. Findings

In the light of the data gathered, analyzed and interpreted, the following findings were evident:

1.) The latest disciplinary measure that the teacher-respondents commonly agreed was to call the student whose attention was wavering which obtained a mean score ranged from 3.6 to 4.6 on all the behavioral problems such as physical aggression, peer affinity, attention-seeking.

2.) Also the respondents either agreed or likely agreed to disapprove the students' misbehavior by oral reprimand or tone of voice and advise student about his/her misbehavior in front of the class with mean scores ranged from 2.6 to 3.5 and 3.6 to 4.5 .These disciplinary measures which elementary school teachers practiced help prevent and control students with

behavioral problems such as physical aggression, peer affinity, attention-seeking.

3.) To report to higher authorities and to talk with or interview seriously the parent/guardian were the most pronounced disciplinary measures that the elementary school teachers highly practiced to help prevent and control the misbehavior of students with behavioral problem on challenge of authority.

4.) The F-values in finding the significant difference between the perceptions of the male and female teachers showed that these were all significant at .05 level of significance with 4/20 degrees of freedom .It follows that, there was a significant difference between the perceptions of the male and female teachers on the disciplinary practices.

7. Conclusions

The need for management and discipline is most apparent when order is disrupted. (Doyle, 1978)

The research summarized in this paper clearly indicates that substantial progress has been made in identifying effective classroom management practices and delineating the knowledge structure which underlie the use of this practices in classrooms

The important limitation of this work need to be point out is to know more about the effect of classroom management processes and strategies, such as punishment and suspension

To call the student whose attention was wavering, to disapprove the student's misbehavior by oral reprimand or tone of voice, advice student about his/her misbehavior in front of the class, report to higher authorities and talk with or interview seriously parent/guardian were .The disciplinary measures which the elementary school teachers commonly practiced to help prevent and control the misbehavior of students with behavior problems such physical aggression, peer affinity, attention-seeking .There was significant difference between the perceptions of the male and female teachers on the disciplinary practices such as physical aggression, peer affinity, attention -seeking .This implies that teachers of each of the sexes must utilize varied disciplining measures appropriate for a student displaying behavioral problems in order to put a stop to such misdemeanor.

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Table 1. The description rating

Mean Scores	Descriptive Rating	Weights
4.6 — 5.0	Strongly Agree (SA)	5
3.6—4.5	Agree (A)	4
2.6—3.5	Likely Agree (LA)	3
1.6—2.5	Disagree (D)	2
1.0—1.5	Strongly Disagree	1

Table2. Results of statistical tests

DISCIPLINARY F-VALUES	:INTER	:F-VALUSE	:INTERPRET
PRACTICES ON FEMALE	:OF MALE :PRETATION		:ATION
Physical Aggression 2.76	: 11.14 :NOT Significant		:significant
Peer Affinity 4.74	: 104.2 :significant		:significant
Attention Seeking 14.36	: 9.43 :Significant		:Significant

Table3. Perception scores of respondents on peer affinity (Passes notes.)

Disciplinary Practices	1		2		3		4		5		Total WID Score	WTD Mean	Rank	Valuation
	RS	WS	RS	WS	RS	WS	RS	WS	RS	WS				
1 .I talk with or interview seriously the parent/guardian	41	41	40	80	5	15	3	12	2	10	158	1.74	10	D
2 .I deny the students, privilege or some other benefits	20	20	15	30	11	33	25	100	20	100	283	3.10	4	LA
3.I disapprove the students by oral reprimand or tone of voice	5	5	10	20	6	18	30	120	40	200	363	3.99	2	A
4.I ignore the misbehavior	40	40	30	60	10	30	6	24	5	25	179	1.97	9	D
5 .I look intently at the students without talking	20	20	15	30	6	18	20	80	30	150	298	3.27	3	LA
6.i call the student whose attention is wavering	5	5	5	10	6	18	35	140	40	200	373	4.10	1	A
7 .I get angry in front of the class	20	20	30	60	10	30	10	40	21	105	255	2.80	6	LA
8.I give difficult assignment /test	30	30	40	80	6	18	11	44	4	20	192	2.11	8	D
9 .I advise student about his /her misbehavior in front of the class	22	22	18	36	6	18	25	100	20	100	276	3.03	5	LA
10.I report to higher authorities	35	35	30	60	5	15	10	40	11	55	205	2.52	7	D
Total	238	238	233	466	71	213	175	700	193	965	2582	M=2.86		LA

RS =Raw score; N=91; WS= Weighted score; TWS= Total Weighted score

Table4. Perception scores of respondents on physical aggression (A student fights another student.)

Disciplinary Practices	1		2		3		4		5		TWS	WTD Mean	Rank	Valuation
	RS	WS	RS	WS	RS	WS	RS	WS	RS	WS				
1 .I talk with or interview seriously the parent/guardian	30	30	25	50	20	60	10	40	6	30	210	2.31	9	D
I deny the students, privilege or some other benefits	30	30	25	50	20	60	10	40	6	30	230	2.52	6	L.A.
3.I disapprove the students by oral reprimand or tone of voice	10	10	11	22	20	60	20	80	30	150	322	3.54	3	L.A
4.I ignore the misbehavior	10	10	20	40	11	33	30	20	20	100	303	3.31	4	L.A
5 .I look intently at the students without talking	55	55	36	72	0	0	0	0	0	0	127	1.4	10	SD
6.i call the student whose attention is wavering	0	0	0	0	21	63	30	20	40	200	383	4.21	1	A
7 .I get angry in front of the class	40	40	20	40	2	15	10	40	16	80	215	2.36	8	D
8.I give difficult assignment /test	30	30	40	80	10	30	51	204	6	30	374	4.11	2	A
9 .I advise student about his /her misbehavior in front of the class	25	25	30	60	6	18	15	60	15	75	238	262	7	LA
10.I report to higher authorities	25	25	20	40	15	45	16	64	15	75	249	2.74	5	LA
Total	245		232		24		46		63			293		LA

RS =Raw score; N=91; WS= Weighted score; TWS=Total Weighted score

Table5. Perception scores of respondents on attention seeking (Passes notes)

Disciplinary Practices	1		2		3		4		5		Total WID Score	WTD Mean	Rank	Valuation
	RS	WS	RS	WS	RS	WS	RS	WS	RS	WS				
1 .I talk with or interview seriously the parent/guardian	10	10	15	30	11	33	30	120	25	125	318	3.49	2	LA
2 .I deny the students, privilege or some other benefits	20	20	15	30	16	48	19	76	41	105	279	3.07	6	LA
3.I disapprove the students by oral reprimand or tone of voice	25	25	15	30	6	18	15	60	30	150	286	3.11	4.5	LA
4.I ignore the misbehavior	30	30	25	50	15	15	15	60	6	30	215	2.36	8	D
5 .I look intently at the students without talking	15	15	25	50	6	18	25	100	20	100	283	3.11	4.5	LA
6.i call the student whose attention is wavering	11	11	9	12	26	78	15	60	30	150	317	3.48	3	LA
7 .I get angry in front of the class	40	40	20	40	11	33	9	36	11	55	214	2.35	9	LA
8.I give difficult assignment /test	35	35	25	50	6	18	14	56	11	55	214	2.35	9	D
9 .I advise student about his /her misbehavior in front of the class	6	6	4	8	16	48	35	140	30	150	352	3.87	1	LA
10.I report to higher authorities	25	25	20	40	4	12	30	120	12	60	257	2.82	7	LA
Total	217	217	733	461	173	502	207	828	196	980	2722	M=2.99		LA

RS =Raw score; N=91; WS= Weighted score; TWS= Total weighted score