

Writer: **Ensaf Abu-Ahmed**

ensaf@walla.co.il

How teachers deal with pupils who breach discipline in the class?

Introduction

Class management and disciplinary problems employ a central segment of the teacher's daily work. Identification of the source to these problems and usage of adequate strategies can significantly reduce the amount of such problems. The main issue in dealing with disciplinary problems is the teacher's frustration that mostly occurs from the constant demand to assume responsibility and performed the required changes that will reduce disciplinary problems.

Yariv Ben-Eliezer, I explain in his book: "Please be quite in class", that teachers look for an efficient solution that will demand minimal effort and yield maximal results. Accumulated experience indicates that the more the professional and determined the teachers, in their dealing modes with the problem, the higher the chance that the severity of the problem will diminish. The activities presented below aimed to raise the awareness to the discipline issue.

This article is based on a study of in-school violence and disciplinary problems conducted in junior high schools of the Arabic sector in Israel. It is a comparative study examining similarity

And differences between schools located in urban areas versus schools located in rural area. Findings were obtained by combined qualitative and quantitative research methods.

The findings indicate that internal factors such as the learning conditions teacher's attitude and teaching methodology and implementations of rules and managerial

consistency, are imperative in smooth functioning of the school and in the reduction of disciplinary problems and violent incidents in the premises. The study also revealed that parental involvement is not a factor because in some cases it was found to have a negative impact on school climate. It was also found that the local environment and the community may be a very positive external factor in this regard.

A professional teacher must build and keep **pupil-teacher relationship**, but he also must be there for the individual pupil, talk to him personally, listen to him, acknowledge his efforts/achievements, encourage him and give him positive incentives. Positive attitude will strengthen the pupil and enable him to reform his behavior and reduce his disciplinary problems

Sources triangulation indicates a strong external validity of the findings.

Abstract:

This article presents findings relating to the impact of teacher's in-class responding to disciplinary breaches and the measure of his control of the situation on minimizing the occasions of disciplinary breaches and the tendency of given pupils to disrupt the class and disobey instructions.

This article analyzes the various modes of behaviors and their causal factors, focusing upon teacher-pupil relationship and its linkage to the evolvment and solution of disciplinary problems.

It explains the lack of practical experience and guidance in teachers' preparatory programs which compromises their ability to adequately respond to disciplinary breaches of whatever origin. It also presents the general assumptions regarding the influence of organizational structure and functioning mode on such problems and the need to recognize and address social and personal aspects.

The article surveys findings of other studies and ministerial reports indicating a vast range of other external and internal factors affecting pupils' behavior and teachers' responses, and points out the connection between teachers didactical methods and their class management style to the class climate and teacher-pupil relationship.

In this study, the researcher found that there is a significant statistical difference in **behavioral** modes between pupils residing in rural area, and pupils residing in urban areas.

Key words:

Disciplinary problems, organization, management, behavioral, climate, relationship

The findings of this study indicate that the teacher must be consistent and believe in his credo which should be in line with the school credo. We have to keep in mind that, regrettably, for the time being, teachers colleges provide knowledge and teach pedagogic approach and methodology, but do not invest enough in preparing their trainees to possible teaching conditions and behavioral problems they are going to encounter on the job. Therefore, I suggest the option to organize in the school premises concentrated courses, seminars or extended studies geared to provide teachers with tools to deal with **disciplinary problems**.

The system approach assumes that most of the problems in the school derive from the type and nature of the **organization** and its **managerial** mode, rather than due to various personal reasons. Therefore, when a disturbance occurs, it should act as a warning sign for deficiency within the system, that should be addressed [Yariv, 1999]. My diagnosis is that disciplinary problems occur when all parties involve: parents, teachers, and pupils, sense that there are no rules and no clear order.

My opinion is supported by an interview with professor Dan Gimshi broadcasted in 30.8.12 on the radio, who spoke about his findings and conclusions he reached in a recent study he is about to publish, which examined the issue he defined as anatomy of trust – the teachers commitment to their job, the feeling of shared objective, and the need for higher level of informal contact between people who share difficulties, uncertainties aspirations and expectations.

According to Vertheim, [2002], and ministry official reports, such as the Margalit report of 2000, in recent years there is an increase in measure of heterogeneously among learners; increase in cultural and religious diversity, and an increase in ration

of pupils coming from low socio-economic layers and pupils who are dropout candidates. In addition, the number of pupils with special needs who receive educational services in regular schools is on the rise, while the number of pupils in special schools and special classes declines [Ronen, 2003]. This new situation compels the teachers to treat pupils individually.

In this study, the researcher found that there is a statistic significant difference in **behavioral** modes between pupils residing in rural area, and pupils residing in urban area. ($F(1,156)=88.176$; $P<0.05$) statistics analysis also revealed that pupils attending urban school have more positive behavior compared to those attending rural school.($M=3.18$; $SD=0.333$)

No significant difference attributed to gender had been found. ($=2.52$; $SD=0.505$)

Another finding indicated that there is no interaction between the two variables.

($F(1.56) = 3.992$; $P>0.05$), ($F(1.56) =0.272$; $P>0.05$)

The findings show that teachers in urban school are more consistent in their modes of dealing with disciplinary problems compared to those of rural school teachers. The urban school teachers thrive to be models for appropriate behavior and the school is adamant and consistent regarding late coming and adherence to school credo. [Results of the comparison are presented in table -1]

Table 1:
average, standard deviation test F statistics and significance level of in-class behavior according to gender and school type:

| | School | gender | | | | Test F statistics significance level Of freedom grade |
|------------------------------|--------|----------------------------|----------------|---------|----------------|---|
| | | Male | | Female | | |
| | | Average | S Deviation | Average | S Deviation | |
| In-class Behavior | Rural | 2.45 | 0.41 | 2.62 | 0.62 | $(F(1,156)=88.176;P=0)$ |
| | Urban | 3.13 | 0.34 | 3.23 | 0.33 | |
| | | $(F(1,156)=3.992;P=0.047)$ | | | | $(F(1,156)=0.272;P=0.603)$ |

However, a study conducted by Ready et al [2004] yielded different results: this study revealed that in certain relatively small schools, the teachers-pupils relations are not necessarily perceived as positive. For example, pupils attending small local schools claimed that they cannot escape the image left by their older siblings. The researcher advises the teachers to treat each pupil as an independent individual.

The findings of this study also verified the existing differences within the Arabic sector regarding disciplinary problems and violence. Both issues and the school coping with them depend on social norms.

One of the surprising findings was that there is no gender difference in these matters, as it was always believed that male pupils are more violence prone. Following is a description of one of the incidents witnessed by the writer of this article

"One day when the researcher entered a class in the urban school, she was shocked by an incident that took place there: a number of girls under the guidance of a female parent were beating a female class member, who was already bleeding, while the home teacher instead of stopping the incident fled the room. Other teachers, who responded to the commotion, did nothing at all. Eventually someone managed to bring all the girls involved to the principal and told the female parent to leave the premises, which she reluctantly did, while cursing and shouting at faculty members and the school at large. No one dared to call the police and ask for external intervention."

In the rural school such incident could have never occurred. Everyone is either related or socially involved. They all care for each other, and at the first glimpse of violence, teachers intervene and prevent the "fire from spreading".

The permissive educational **climate** present in the urban school, provide legitimacy to actions and behaviors that will not be found in the more restricted climate of the rural school. Perhaps some behavioral patterns observed derive from peers' pressure, the fear that if they "will not show their hand" they will be considered as losers by classmates or layer members [see data in table-2]

Table-2:

average, standard deviation test F statistics and significance level of in-school violence according to gender and school type:

| | School | gender | | | | Test F statistics significance level Of freedom grade |
|-----------------|--------|--------------------------|----------------|---------|----------------|---|
| | | Male | | Female | | |
| | | Average | S Deviation | Average | S Deviation | |
| Violence | Rural | 2.93 | 0.57 | 2.99 | 0.63 | (F(1,156)=41.317;P=0) |
| | Urban | 3.53 | 0.61 | 3.65 | 0.64 | |
| | | (F(1,156)=0.902;P=0.344) | | | | (F(1,156)=0.093;P=0.761) |

Teachers claim that they have no tool to deal with severe violence in the class. The ministry issued special communicate specifying ways to deal with extreme violence, but most teachers claim that it is insufficient, and some of the instructions are non-applicable. Y-net published an item about external contractor offering teachers private courses aimed to deal with disciplinary problems and **violence** in the class.

Teachers are required to deal with disciplinary problems of both individual pupils and groups. The writer believes that with time and experience, most teachers reach professional maturity and self confidence, enabling them to form teacher-pupils-teachers relationship by developing coping methodologies and dealing strategies such as learning the field, adapting to circumstances and finding the right tools to cope with various possible events.

Rookie inexperienced teachers are often bewildered by the in-class reality they encounter. One of the most common mistakes among inexperienced teachers is to start an academic year without adequate preparation and pre-set rules regarding the correct response to disciplinary problems. Pupils sense teacher's hesitation/insecurity and are very quick to take advantage of the opportunity to "show their upper hand".

If teacher-pupils **relationship** starts on the wrong foot, everything can go wrong. The teacher is the class leader as well as the class manager. If he loses control he will lose the pupils respect, their interest in the material taught by him, and the trust they should feel for the knowledgeable adult who wants to impart his knowledge to them

teach them new skills, guide them through life, and be there to give them counseling and advice.

As it was found in this study, many teachers use frontal methodology: they face the class, impart dry information and give instructions, criticize and utter comments.

Pupils complained that there is no sharing, cooperation, individual attention or care.

The general impression of this writer was that the teachers comprising the study sample learned various theories of optimal teaching methodology, but they had not been exposed to the reality in the field, and they are compelled to learn it together with their pupils.

Examination of preparatory programs in teachers college revealed that the main emphasis is on the theoretical part of teaching, students finish their academic studies with vast knowledge about the ways to construct a lesson in the most professional mode, but field experience and daily coping with the class are very difficult to teach. One can reach expertise only from field experience. [<http://www.goodteacher.co.il>].

Yariv Ben Eliezer [2010] summarized a number of studies that focused on behavioral patterns of teachers on the job. His survey revealed that an indirect teaching style, which includes encouragements and praising, showing the teachers' considerations of pupils' feelings is relatively rare.

The writer is convinced that the better teachers are those open to ideas and seek knowledge. A good teacher must also be a class leader and **class manager**. He must constantly expand his horizons and adapt to social and environmental changes. A professional teacher must build and keep a positive **pupil-teacher relationship** and be there for the individual pupil. Positive attitude will strengthen the pupil and enable him to reform his behavior and adhere to class rules.

Bibliography

1. Margalit M, [2000] Committee report: review of special education law implementation, Ministry of education, Jerusalem.
2. Prof. Dani Gimshi, [2010]; **Anatomy of Violence in Educational Institutions.**
3. Ready'D.Dlee,v.e,&welner,k.G(2004) educational equity and school structure:school size , overcrowding,and schools- within-schools, Teacher college Record, 10,1989-2014
4. Ronen H, [2003], **The future of special education**, Issues in special educations and rehabilitation, 18 [1] 75-81.
5. Vertheim, H. (2002). Willingness of teachers to implement a variety of teaching methods and classroom effectiveness combine perception. Page, 35, 100-73.
6. Yariv A, [1999] Silence in class, please, a guide for handling disciplinary problems and violence – Reches pub.
7. Yariv Eliezer [2010] **I have eyes in my back – taking care of behavioral problems at school**, Reches projects.