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## **Modes of dealing with disciplinary problems used by teachers in urban school, compared to those used by teachers in rural school**

### **Introduction**

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.

Most studies of class management were carried by behavior specialist scholars. Ari-Am [1999], presents three major strategies that can bring an in-class positive change: improving contact and communication among teachers and between teachers and pupils, and efficient teaching. As no situation has magic solution, sometimes reality and conditions require devising special class programs, however, using such modes can certainly help the matter.

According to Yariv A [2010] and Bar-Lev A, [2007], an important factor affecting teachers' tactics and coping modes is the educational climate, or what others call, the school climate that defines the inner quality of the organization as experienced by members of the given organization.

School climate refers to inner characteristics of the school: perceptions, values, norms and social conventions shared by the members of the given organization, which means inner relations and general atmosphere among members of the organization. It also refers to the measure of cooperation, mutual consideration, care and respect, the support and backing teachers receive from the principal, inner moral and emphasize on academic achievements.

Not all teachers can cope with in-class difficulties – therefore, a good managed school, must have supportive mechanism designed by clear and consistent managerial policy concerning punitive measures.

The researcher believes that the teacher must use specific strategies that will enable him to manage the class effectively. He should decide in advance about his managerial style and about his expectations from the pupils for the given year or semester, and communicate both his rules and expectations to his class in clear authoritative mode

The teacher is not just a person imparting knowledge, he also educates, thus, he must keep calm and rethink how could manage the class better

### **Abstract**

This article presents various coping strategies used by teachers as class managers. It compares coping strategies used by teachers in different school types, discusses the different strategies used and the reasons and circumstance behind these different strategies.

It presents rules and regulations, including legal punitive measures used by home teacher, school management and school district.

The article discusses desired behavior desired learning atmosphere, and the means available to teachers and the school management to affect the school climate and the pupil's' motivation and cooperation.

The article describes the two sample school used in this study and explains the similarities and differences found between the two schools. It elaborates upon observed pupils' behaviors and teacher's responses, and offers suggestions regarding options of possible measure that might bring about improvement of the given situation.

It also presents the data gathered, and compares statistical results of various categories in both schools. It also present findings of other studies supporting the findings of this study.

Key words: Motivation, cooperation, management, behavior, coping strategies

In order to lead pupils to change their attitude towards the school and their modes of behavior, the school and the faculty must change their attitude towards the pupils. The system should treat the pupils as individuals, by showing care, consideration and real concern for their well being. A genuine positive supportive attitude is as important to school climate as academic achievements. Creation of positive encouraging caring educational climate could make punitive measures redundant.

To accomplish improvement of school climate and interpersonal relations, the school and each individual teacher must be consistent and often repeat and re-clarify the rules and the expectations of the school from the pupils, in various modes. The teacher should be accessible to his pupils; he should also be patient and explain rather than give instructions.

An aggressive and over zealous teacher might unify the class against him. Therefore it is highly recommended that as class manager, the teacher develop channels of communication with the class, be tolerant and open minded. He can use incentives and encouragement to create mutual trust, and sense of order in the class. .

It is important that as an educator, he would lay the foundation for personal learning in areas such as assuming responsibility, sharing, respect, and consideration of others. Teacher's attention and positive feedback are effective incentive to pupils of all ages, while reprimands are less effective: "the teacher must be alert and selectively encourage desired behaviors. A desired behavior should be noticed by the teacher much more than negative behavior" [Ari-Am, 1999]. The researcher observed various types of teachers' behaviors.

More often than not, when teachers responded too harshly to provocations, he loses the class. Response should be relevant and practical: often it is advisable to ignore minor offenses and continue the lesson, while in other occasions; the response must be determinative, as long as the boundaries are clear to all parties, and measures are consistently applied.

Analysis of the findings indicate that the teacher has to constantly improve his teaching techniques, use diverse methodology, rearrange learning order and captivate the pupils by introducing new technological teaching aids. A good teacher should use the resources available in the school, including advice from the counselor, the psychologist and the layer coordinator if relevant.

In many cases problems can be solved by means of team work, sharing is always beneficial to all parties. The better the problem is dealt with, the better the school climate will become.

There are certain external variables affecting the school climate, such as whether related factors, transportation and access to external resources. These factors depend on the surrounding environment; while working conditions, space and other facility dependent variables within the school premises, also depend on external factors such as resource availability and school size/amount of pupils in one facility.

These variables depend on combination of several relevant factors. The observations conducted by the writer revealed that one of the deficiencies of the educational facilities serving the Arabic sector is their size: several schools are way too large; containing several classes in each layer, when each class comprised of at least 30 pupils. Thus the individual pupil becomes unnoticed and even the individual teacher can be overlooked.

The size of the school and the need to meet too many pupils and cover significant corridors length at one day makes teaching a difficult and often unsatisfactory job.

According to Bar-Oz T, [2008], one of the major factors affecting school climate is the managerial style; the principal: adaptation of the system's reforms. Insuring clarity of the rules, teacher's autonomy and introducing technological innovations will provide teachers motivation to advance.

Teachers are part of the system; they have to cope with work norms, with the pupils and with pressures of the school management, and with overt and latent pressures on the system by the ministry and the parameters determining the school academic evaluation. Thus, the school is required to pass a general pre-set testing and evaluation device whose parameters do not allow consideration for specific ingrained difficulties of the given institution.

Schools are service institutions, as such they must satisfy the clientele, the pupils, their parents, and the community at large, and there is no guarantee that the expectations of the system will coincide with the expectations of the local community.

The statistical results of this study, presented in [table -1] indicate a significant difference in pupils concern regarding parental involvement between pupils attending urban school and pupils attending rural school ( $F(1,156) = 22.599; P < 0.05$ ). The result show that urban pupils have more positive position regarding parental involvement ( $M=3.21; SD = 0.797$ ) compared to rural pupils ( $M= 2.59; SD = 0.777$ ). Statistical results indicated no significant difference between genders. ( $F(1,56) = 0.001; P > 0.05$ ). There is no interaction among variables ( $F(1,56) = 0.28; P > 0.05$ ). Therefore, the main influencing variable is the type of the school.

**Table- 1:**  
**average, standard deviation test F statistics and significance level of parents' involvement according to gender and school type:**

	School	gender				Test F statistics significance level Of freedom grade
		Male		Female		
		Average	S Deviation	Average	S Deviation	
<b>Parents' involvement</b>	Rural	2.57	0.76	2.63	0.82	$(F(1,156)=22.599;P=0)$
	Urban	3.25	0.72	3.18	0.89	
$(F(1,156)=0.001;P=0.974)$						$(F(1,156)=0.28;P=0.597)$

This is a surprising finding, since conventional tradition and norms of Arabic society suggested that the familiarity and kinship common in rural areas will result in more parental involvement than in urban area. It seems that the rural pupils prefer lesser parental involvement. For them, the school offers a neutral zone providing some distance from the family and allowing them a certain measure of independence, while pupils in town welcome parental involvement because they feel sometimes detached from their family and the school bridges the gap between the generations.

As the facilities of most urban school are used after school as recreation centers by the surrounding community, many pupils and their siblings along with other members of the community attend clubs, special courses and other activities after the official school hours. Naturally, the pupils perceive their parents as an integral part of the community and thus, want them to be involved.

### Findings evaluation

Another supportive source is the study of Adel & Ilan [2000]. Their study revealed that trust building and listening to the pupils is a good method to encourage the pupils to listen to the teacher.

According to A Yariv [1999], unnecessary repetition, unneeded instructions and the like, do not help to maintain discipline in the class. His studies indicated that efficient teachers are those who manage to keep the class interest by placing challenges, using diverse teaching methods and providing the pupils with feedbacks regarding their advancement to encourage improvement and motivation.

The study confirms that pupils perceive good relations with teachers as a central factor in their academic achievement. When the teachers treat them as individuals they feel much better and are more willing to cooperate. Pupils expect teachers to provide them more than just knowledge; they look up at teachers who care and show interest, understanding and consideration.

This finding is supported by the findings of Bar-Lev [2007].

The results presented in table 2 indicate significant difference in behavioral rules and norms between rural and urban pupils. ( $F(1,156) = 88.176; P < 0.05$ ). The results show that pupils attending urban school have more positive behavior ( $M=3.18; SD=0.333$ ) compared to pupils attending rural school. ( $M=2.52; SD=0.505$ ).

No significant difference according to gender was found. ( $F(1,156) = 3.992; P > 0.05$ ) There is no interaction between the variables. ( $F(1,156) = 0.272; P > 0.05$ ). Thus, the main variable influencing pupils' behavior is the type of the school.

**Table 2:**  
**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	
<b>In-class Behavior</b>	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)

Data supporting these findings was gathered by the writer, show that teachers' responses in urban school are far more consistent compared to responses of teachers in rural school. They do not hesitate to summon parents and to use legal punitive measures when needed.

In the rural school on the other hand, a single incident may be ignored or will result in a slight verbal warning, since the teacher is often a family member of the pupil and acts on behalf of the family. Repetition of the offense is resolved/or dealt with on the premises, and more often than not, the parent are not being informed.

Teachers' responses depend on the school management policy,

According to Bar-Lev [2007] the working relations between the school management and the teachers affect the school's climate; the principal should adapt his managerial style to the needs of his subordinate faculty: reduction of external pressure on the teachers avoiding changes that might affect their self image and strengthening teachers self confidence, will contribute to the improvement of school climate.

The findings of this study show that teachers in both school types are exposed to similar pressures. Most of the pressures come from the school management which

thrives to meet the demands of the system. The federal evaluation system impairs the ability of the institution to advance according to its own pace and the teachers cease being educators and lose their sensitivity and considerations of pupils' feelings. This makes them function as the system's end instrument of imparting knowledge and information. The teachers feel that their entire role expected from them to perform is to pass on facts and skills rather than teach, and damage their production and professional self-confidence.

Teachers' dissatisfaction is clearly felt by the pupils. Teenagers tend to oppose authority. They make life difficult to anyone they perceive as weak, incompetent or incapable, especially when they all know that punitive measures available to teachers are very limited. Therefore, rather than respect and trust their teachers to lead them safely and knowingly to maturity, they often perceive them as peons in the system, a perception that often leads to disregard and disrespect. If the teachers are not systematically backed up and supported by the school management and the system, class management can become a very difficult task.

These findings are supported by the study of A Yariv [1996] who elaborates about personal conversation regarding disciplinary matters as an effective tool allowing handling behavioral problems in a way the given pupil "does not lose face", and is not pushed to the wall. Goldberg Y, [1987] writes that usage of sensual incentives might play sometimes an important role in the acquisition of new learning habits.

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