Undesirable behavior in Class: Reasons and Solutions

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Abstract

School discipline is considered as a main part in the teaching process. No doubt that class-management and self–discipline inside class play a major role in the success of the educational strategies. Even teaching using the best update curriculum will be useless if there are no rules that prevent the undesirable behavior from interrupting the teaching process. Above all, conflicts inside class will distract teachers' efforts because they will waste much time in solving problems that arise inside class instead of using time in teaching. Therefore, this study aims at discussing the causes of the undesirable behavior that the experts of education face in the class. Also, the study will give solutions for the undesirable behavior. Finally, the study will state some recommendations for scholars to take into considerations so that the environment of the class will be free from any behavior that cause distraction for the teaching process.

Key words: Effective learning, class room management, classroom discipline, confrontational students, UN desirable behavior in class.

I- Introduction

The study will shed light on class management and the means to control the undesirable behavior inside the class. One of the most difficult experiences that teachers face is dealing with confrontational students. In this light this study aims at investigating the reasons behind the students' misbehavior. Thus, it is necessary to understand students' character before thinking of how to have control on the undesirable behavior. The teacher should have in consideration the factors that cause the student to commit this behavior. If the teacher understands the psychological needs of his students, he will handle any problem that rise inside class. Mostly, many undesirable behaviors take place when the teaching curriculum does not match the students' abilities and needs. So, in solving any problem that happens inside the class, try to see if the students who are involved in the problem suffer from the teach difficulties in learning. Moreover, class-control does not necessarily mean punishment. Class control includes many positive stimulus that attract the students' attention and urges them to adopt suitable behavior that teach students to have self–control. In other words, teaching students to have self–control is not exclusively restricted to the teacher, but it is a group work that may need the participation of the school manager.

II- Statement of the Problem

Class discipline is a term that is used to describe the use of the educational strategies by the teacher which facilitates the teaching process. Thus, experts of education define the class management as a group of the activities performed by the teacher to organize the teaching process on the one hand and the teaching environment. Class management is defined as "a key to making classrooms …relatively of distracting discipline problems". (http://www.teachers,2011,1). It aims at having the students achieve a state of balance between acquiring knowledge and the adoption to the new changing challenges inside school. Moreover, the class system consists of specific structures that arranged in a form of rules, instructions and experiences which could be understood by comprehension and applying them in the students' behavior and therefore, can result in fulfilling the inner motives of the students will be
motivated to take part in the teaching activities. Dealing with confrontational students is one of the biggest challenges for teachers. In other words, having effective discipline plan is not enough (http://www.teachers, 1). Therefore, the class environment can play a positive role in solving the problems that may happen inside class. The undesirable behavior of the students can be transformed into a positive and active role if the class system can attract the students to interact with educational system. Also, understanding the causes of the undesirable behavior can help in solving these problems.

III- Definition of Effective Class Discipline

According to specialists effective class discipline is defined as:

Classroom management is a set of teaching behaviors by which the teacher promotes appropriate students behavior, develops good interpersonal relationships and a positive socio-emotional climate and establishes and maintains an effective and productive class-room organization. In short, classroom management is the organizational techniques of the teacher that keeps the classroom in order and on task. (Anton: Effective Classroom Management, 2011, 1)

A- Types of class management

i- Self (inner) control

The students' self responsibilities of the following the class instructions and adopting his behavior in accordance with school rules and systems. This could be done by the students' inner awareness of themselves and the organizing of their tendencies and attitudes in a way that work properly with the goals of the systems of the educational institutions. The self discipline is control in class requires a mutual co-operation between the students and the school administration by accepting the school rules so that the control is turned to an inner motivated control without the interference of the administration of the school!

ii- The external (authoritative) control.

This type of control aims at having control over students behavior using different people higher in rank than their own rank. This system has no place for choice; the students have to obey the rules without any complain. Many experts emphasize the importance of imposing order inside class before starting teaching. Cumming believes that the "proactive teacher teaches self-control first before content standards". (Cummings: 2000, 32). In most cases, students' misbehavior is associated with punishments according to the system of the schools. This system stimulates students to follow the rules because they are afraid of punishment. Thus, prohibition is the key word for this system.

IV- Environment and its role in control system in schools

The environment of class plays a great role in forming the behavior of the individuals. There is a strong relationship between the behavior of the students and the environment in which they study. The behavior of the students denotes the environment they lived in. In this light, both the educational experts and the psychologists share the perspective that emphasizes the fact that the behavior of human beings are the product of the complex interaction between the environmental factors and the personal features of the individuals character.

Taking this background into consideration, it is essential to discuss the factors that are related to school. The most important factors are those related to the school capacity which is a mixture of many elements such as the administration of the school and the number of classes. The second factor is related to the environment that dominates the school. Third, factors that are related to the students especially the psychological situation of the students. Of course, many aspects play a great role in having influences on the students' psychological health. The students' level in school is another factor that reveals his psychological situation. Finally, the personal nature and the students' characters.
Not only does environment influence on the students; it also has a direct influence on the teachers. For instance, it can hinder or stimulates their performance either positively or negatively. Most important, it can have a direct influence on the relationship between the teacher and the students; this could result in a positive friendly environment in which the students feel comfortable in dealing with their teachers.

V-Reasons and causes for undesirable behavior

Experts of education vary in their attitude towards the behavior of the students; what is accepted by some teachers may be refused by others. However, it is the teacher who can decide what behavior is accepted or not. Any way , no matter how the teacher deals with the problems that arise inside the class there are possible reasons for the undesirable behavior of the students such as boredom, the teaching strategies, the depression, violent tendencies of some students or attracting the attention of other students.

A-Boredom:
Studies indicate that most problems took place when the students felt bored. This is a negative indicator that foretells the lack of interest among students with the class activates. This could be because the teacher dominates the whole class activity, he is lecturing all the time and the students are listening! Or even the opposite is true, especially when the teachers appoints one student to speak for a long time while other class mates are passively listening. Starr, for example, highlights the importance of keeping all the students involved in class activities. Moreover, teachers are urged to be friendly with their students by keeping their "sense of humor, and know when to ask for help". (Starr: 2008, 15)

B- Teaching Aids and Strategies:
Another cause for boredom is avoiding the use of the relative teaching aids. Of course, teaching aids could play a major role in making the class activities interesting. In the book, Teaching children to Care: Management in The Responsive Classroom, the writer urges the teachers to think of the possible ways of being practical in teaching because they create a positive environment for teaching. (Chrney, 74). In this light, teaching aids and strategies are considered among the most important means of avoiding the causes of misbehavior among students. Certainly, the most important thing is that "teachers should be able to apply appropriate approaches according to different situations. (www.bookrags:2004, 1)

C- Depression:
Sometimes students may cause problems inside class because they feel worried and even depressed. One reason could be because of the strict rules imposed by the teachers. Some times the speed of the teacher in giving the material to his students feel that they don't understand anything which lead to depression.

D- Violence
When students feel depressed, violent behaviors are expected. This is a natural reaction to express their anger and disapproval of what's going on. For instance, certain critical remarks from their colleagues, or being insulted by their classmates could cause students to be involved in violence.

E- Attracting the Attention
Some students, especially the adolescents, tend to attract the attention of both the teacher and their classmates. So, it is expected that they will try to attract the attention by having high records, or character, or different skills. However, some students fail in attracting the attention using the previous ways; instead they tend to make disputes inside the class as a way of attracting the attention. The teacher is advised to deal wisely with this group of students because they are not really bad; he can
direct them to do a favorable activity that could attract the attention of other students to them instead of this negative behavior.

VI - Causes behind undesirable behavior

The motives behind the undesirable behavior could be summarized in the following points:

Problems that are resulted from the teachers' behavior

A- No doubt that the behavior of the teacher had a great influence in determining the behavior of the students either positively or negatively. There is some behavior of the teachers inside the class that influence the behavior of the students. Among these behaviors are the following:

1- The dominating authoritative leadership
2- The unwise and ir reasonable leadership
3- The constant replacement of the school leadership of the school
4- Lack of planning
5- Hyper reaction of the teacher to restore his dignity in front of his students
6- Sever punishment

B- Problems Related to the Family Environment of the Student.

Students adopt their parents, attitudes toward school. Those who respect the role of the school and its laws will influence their sons' reception of the school and overestimate education.

C- Problems that are resulted from the administration of the school

The school system which the administration of the school adopted can play a great role in the students' behavior, because the non-realistic rules of the school administration can not put an end for the problems inside the school. In fact, schools vary in their laws and rules. Some of them have rigid strict rules similar to the military rules; however, there are schools which have simple rules. But the best in my opinion is that type of rules that have a balance so that it could be applicable.

D- Problems related to the class system itself

No doubt that the group inside the class can influence the rest of the class. It is known that the students tend to imitate their classmates undesirable behavior. The spread of dictatorial system -Lack of safety and security inside the class are examples of problems related to the class system.

E- The problems that are resulted to the students himself

- The students' abilities
- The students' health
- The students' character

F- Problems that are resulted from the educational activities inside class

- The high level of the teachers; methods of teaching
- Giving a great amount of homework or vice versa
- Lack of excitement inside the class.
- The class activities are not suitable to the students' level; therefore the need for an effective engaged learning is apparent. Moreover, engaged learning is a key to making classrooms productive free of distracting discipline problems, this term is best defined as:

Engaged learning is the process in which students actively participate in their learning. Students are involved beginning on the first in the decision making of the course of their study. Students vigorously research, discuss, create projects, and use technology to make discourse based on their choices.

1) http://www.educators.about.com
VII- Adjusting the undesirable Behavior

There are many ways for adjusting behavior according to the repetition of the behavior. This could be alone in two ways: positive enforcement or negative enforcement.

A- The positive reinforcement aims at removing the immediate stimulus after practicing the undesirable action. Still, there are certain precautions against applying negative enforcement. This could lead to a temporal representation of the undesirable behavior without removing it completely or even a real improvement of the undesirable behavior for the students. Moreover, this method could make the students suffer or even develop a hostile attitude toward the school, the teacher or even education.

Besides, the negative enforcement may attract the attention of the student to predict the type of the punishment that could have, thus the other undesirable behavior could develop such as telling lies, theft or aggression as ways to escape from the penalty. Even worse, the students could adopt those ways from teacher or imitate his character which lead to the suffering of other students in turn. To sum up, the negative reinforcement focuses mainly on punishment and doing so will mislead the student to know the correct behavior and directing the students to this behavior is only a temporal mechanism.

B- Adjusting undesirable behavior by underestimating or ignoring it.

This term aims at reducing the undesirable behavior by making the possibility of its occurrence less than before by stopping preventing the stimulus to go on in urging the undesirable behavior from happening.

1- Extinguishing aggressive behavior.

2- Fullfilment: It is the situation in which the student is given a great degree of the stimulus itself for a short period of time will lead to the loss of the stimulus to go on using the undesirable behavior until they felt bored of it and wish to avoid its consequences. Of course this method can be used in specific situations.

3- Punishment: In fact, punishment as a form of discipline to gain control is a last resort. (Cummings:2000, 38) one of the definitions of punishment is that situation which leads to the weakening or even stopping some of behavior by practicing a distracting and undesirable stimulus over these stimulus by deleting the negative stimulus from the context in which the behavior took place by detaching the negative behavior away from lights or out of focus and consequently this will lead to a lack of interest and then stopping doing the behavior itself. No doubt then, "the punishment should match the crime; detentions and referrals should be reserved for major or multiple offenses". (http://www.teachers.net, 1)

Many studies in educational psychology trace the role of punishment and enforcement by rewarding (reference) in adjusting the behavior in away that can make us have benefit of it; in other words, both punishment and rewarding will lead to cause a reform or adjustment:

As you creating your discipline plan, you might want to consider the importance of using both positive and negative. While positive reinforcement is reinforcement is providing students with praises and rewards for good behavior, negative reinforcement is when behavior on the part of the students helps them avoid something negative. In other words, negative reinforcement is not punishment. (http://www.teachers.net, 1)

However, it is proved that rewarding has a long-lasting influence; but punishment has a temporal influence if compared with rewarding. This is because punishment is related to fear. Once fear is finished, the student will repeat the undesirable behavior.
4-Adjusting the behavior by forming new desirable behavior, this could be done by classifications and systemizations, or forming a sequence. Creating new good habits could be achieved by presenting a good idle. Therefore, the teacher who presents good behavior for his students is considered as an idol. He is very important for the development of logical ability to control negative behavior in other words, the teacher himself could be considered a practical idol for his students.

VIII- Recommendations

The undesirable behavior is one of the challenges that face the educational process. School violence, students' indifference or their mental distraction or even the verbal insults are all forms of the undesirable behavior that teachers face inside class. These forms are unacceptable and need to be adjusted. It is recommended then to investigate the experience that the students acquired which could be the key to give reasonable explanations for the students' bad behavior. That is to say, the unacceptable behavior could be seen as a reaction of a more harmful event that the students attempt to hide. Another explanation for the unacceptable behavior is the repeated depression that faced the students. Sometimes, the students could not adopt to new situations, even more, they are unable to understand why they face problems. Their inability to solve their problem will lead them to become angry and thus involved in quarrels with their classmates. The best way then is to enable students to have meetings with trained supervisors who will play a great role in giving the students the needed skills to overcome the difficulties that face them in school. Moreover, the study concluded the importance of the environment in acquiring or adjusting this behavior. In this context, the study recommends that the school by holding periodical meetings and social activities to enable the students' families to be in touch with the administration of the school. However, to send a message to the students that their parents care for them. It is necessary hence to keep the parents informed and involved can help in having control over many problems that could arise inside class. By staying in touch with parents, teachers will be able to rely on them when problems take place. Finally, the study recommends avoiding punishment as away of adjustment of the undesirable behavior because it proved to be of a temporal influence. But introductory a living idol for the students to follow is much better than punishment. Therefore, it is recommended to give the students the chance to meet new students so that they can exchange new habits and adjust the undesirable behavior.

Works Cited


