Importance of Classroom Discipline in Teaching

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Abstract

The basic purpose and objective of this study were to evaluate and compare the relation between class discipline and teaching. The existence of disturbance in the classroom was an extremely challenging behavior of the students all around the world has drawn attention of many researchers as to why such behavior is prevalent and growing continuously so that teachers may be able to effectively control such behavior and manage a disciplined and learning environment in the classroom by using modern methods of teaching. The understudy topic of the research had significant importance due to the rapidly increasing issues in classroom discipline. The purpose of the study was to improve the quality of teaching in the classrooms with controlled discipline and study various strategies that help teachers to control students' discipline issues during the teaching. Scheerens & Blömeke in 2016 added that classroom discipline is just one of the edges of a diamond that adds to the quality of teaching in class.

As per a study conducted by Wang, Hall & Rahimi in 2015, misbehavior in the classroom was the most widespread cause of teachers involving the school administration and management due to being so exhausted while managing their classrooms. The researcher applied mixed research methods to know the depth of purpose and aspect, which cause a lack in classroom discipline. The Researcher used a qualitative method of data collection of an open-ended questionnaire and for further clarification, un-structural interview was conducted for the teachers and students. Research Instrument (survey questionnaire) had been distributed among equal female and male respondents to avoid gender biasness. Selected respondents were 25 female teachers and 25 male teachers to know their natural opinions. And another survey questionnaire was given to 100 students which out of them were 50 females and 50 males. The collected data responses were entered into SPSS to assess the collected data results. The conclusion of this study is to provide an insight into educators' experiences emphasizing the discipline in the classroom. The positive part of this research is the life experiences that can be either negative or positive effects of the classroom.

Keywords : class discipline, effectively control, teaching in the classrooms

Introduction

Statement of the Problem.

The existence of disturbance in the classroom was an extremely challenging behavior of the students all around the world has drawn attention of many researchers as to why such behavior is prevalent and growing continuously so that teachers may be able to effectively control such behavior and manage a disciplined and learning environment in the classroom by using modern methods of teaching.

The importance of a disciplined and well-managed classroom had been highly encouraged and supported from a social point of view as well as from a teacher's outlook on a collective matter the teachers were the ones who play a vital role in molding the personality of a child. In a social perspective, the disciplinary approach by teachers had been appreciated and accepted as a form of enhancing an environment and sense of responsibility in the classroom as per a study by Lewis, Romi, Qui & Katz in 2005 hence inculcating in them responsibility as a practice and moral value to groom them to be more dutiful citizens in future as a study by Lewis in 2001.

A research conducted on effective teaching also proved that a certain amount of classroom discipline is very definite in maintaining a peaceful and calm environment in a class, as any sort of behavioral problems can be disruptive for the whole class and have a direct impact on the learning capacity and effectiveness of the best of lesson plans as per a study conducted by Barton, Coley &Wenglinsky, 1998

A teachers approach and management strategies add special impact on these class discipline issues as intervention at the right time is looked on as a strong professional attribute of teachers McCormick & Shi, 1999 and portrays the teacher as a motivator and encourager of education and learning in the classroom Muller, Katz, & Dance, 1999).

An environment that is not disciplined and controlled by the teacher creates a sense of freedom and confidence in a student to do whatever they please hence crossing the line and making the classroom disruptive whereas an environment that is disciplined and well-maintained encourages a positive ambiance in the classroom Freeman, Anderman, & Jensen, 2007 making students more responsible and confident Rogers, 1983 to initiate tasks and carry out productive learning.

On the other hand, if a teacher behaves forcibly to instill discipline in the classroom without calm and planned approach, the students are most likely to rebel and retaliate hence complaining every time which sooner or later shall be a cause of distress for the teacher as well as be a reason for increased behavioral problems among students

As per a study by Williams & Burden, 1997 a teachers nurturing and caring behavior n the classroom is effective enough in itself to create a calm and peaceful learning environment that brings about positive behavior and self-initiated efforts and productive learning.

Literature of Review

Classroom discipline is one of the most important factors involved in teaching. A teacher is able to manage class and teach a lesson within a much more disciplined environment. A disruptive class can be a major cause of disturbance which may lead to unhealthy and unproductive learning. Most researchers believe that managing a peaceful and productive classroom environment most certainly depends on how well a teacher is able to manage his/her students. All teachers have different strategies and methods to control and manage their classrooms. The results showed that teachers used punishing strategies as a means of channeling their own frustrations and stress they experienced themselves at work due to the poor management of the schools as well as the poor facilities provided. Nonetheless, they were known to the fact that according to the research Journal punishment had a negative effect on the behavior and personality of students.

Students were known to have said that they were not comfortable with the punishment their teachers implied and stated that this approach of punishment developed fear, aggression, and frustration along with low-confidence and no motivation for learning which the main cause of lack of learning was.

This leads to contradictive management conduct that leaves students confused and negatively affects their learning skills as stated by Ormrod and cited by Kang in 2013. The outcome stated that teachers and students had different perceptions of misbehavior and what caused it. It was also studied that the disciplinary approach that teachers used was mostly verbal in the form of warnings, threats and reporting to parents while other non-verbal strategies included communicating with firm eye-contact and putting a blind eye to disobedience and misbehavior.

A study by Guilloteaux in 2007 and earlier by Chesebro & McCrosky in 2002 stated that the motivation given by teachers and the encouragement a teacher gives to students directly affects the interest of learning and motivates students hence providing better learning results. The results of the study stated that most students attribute their lack of motivation to their teachers who act as the main medium of demotivating them due to their negative and unacceptable behavior as stated by Arai, Rahimi& Hosseini in 2004 and Zhang in 2007.

Experimental research on the issues of the role a teacher plays in motivating and promoting language learning has mainly focused on demotivating rather than motivating. For example, Fallout and Maruyama in 2004 compared the demotivating factors to learn English among high and low-ability learners who wanted to study the language. They stated that highly talented students credited demotivation to outer factors such as teachers especially while low-ability students credited the factors of their demotivation to inner factors mainly failure to perform. A

study by Fallout in 2006 studied factors that demotivated Japanese students who were interested in learning the language. It was stated that the teachers themselves play a vital role in this dimension.

A study carried out by Piggott in 2008 studied the factors perceived as demotivating among Japanese students who were studying English as a foreign language. The study resulted in showing the role a teacher himself/herself played in modeling a student's interest, the way a teacher presented himself/herself, the way a teacher communicated in class and to what extent students went to impress their teacher, all were perceived to be motivating or demotivating factors for the students depending on the teacher.

A study by Sakai and Kikuchi in 2009 studied demotivation among Japanese students who studied English. There were reported to be five demotivation factors. They included teachers' competency, style of explanation, respect given to students the aggression they channeled in the classroom and the pace of their teaching. Rahimi and Sadighpour in 2011 studied the demotivating factors involved in learning English as a foreign language among Iranian technical and vocational students. Many participants stated that it was because of the teachers and the quality of their teaching skills that motivated them to learn English as a subject itself at school. Nonetheless, they scored the teacher-related factor on number four in terms of being demotivating while the assessment strategies, facilities provided and teaching methods were said to have more importance. In spite of the recent improvements in theory in teachers, the effectiveness and disciplinary strategies, there is still a scope of research to connect management strategies in the classroom in order to promote learning of language and motivating them to achieve more.

As per a study conducted by Wang, Hall & Rahimi in 2015, misbehavior in the classroom was the most widespread cause of teachers involving the school administration and management due to being so exhausted while managing their classrooms. It is rather right to say that the goals set in a devised lesson plan is not practically achievable because a teacher may or not be able to complete a lesson as per the set goals aiming to meet the learning requirements of a child, solely because at least quarter of the time is devoted to settling students and enrapturing their attention.

Briesch & Chafouleas in 2014 mentioned a wide list of activities and attitudes of students in the classroom that were reported by teachers to be rather disrespectful and an evident proof of misbehavior in class. The list included students disturbing class-fellows involved in activity by messing up the resources or moving the work-tables or other furniture, moving around carelessly in the classroom without any purpose, disobeying the rules and regulations of the classroom, talking excessively and out of turn and speaking impulsively.

As mentioned earlier, Hagenauer, Hascher & Violeta in their study in 2015 also mentioned that every teacher and institute, just like society has a different way of dealing with disobedience and misbehavior of a child in the classroom. Some may revert to punishing a child or isolating a child from the classroom or some may support detention where a student sits in isolation and meditates

over their actions and behavior. Other teachers may prefer to discuss with the students, any problems that he/she faces at school or maybe personally and act as a mediator and source of support so as to reach to the root of the behavior issue.

In 2015, Sun mentioned that a teacher's continuous effort in maintain discipline in the class most likely leads to extreme tiredness which is why a teacher is unable to impart a lesson the way it was initially planned. This directly impacts the learning productivity of students of that particular class. Sun also stated that there is a definite possibility of having at least one student who most likely would disturb the whole class for whatever behavioral issues he/she may have. A study conducted by Simón & Alonso Tapia in 2013 affirmed that one of the biggest challenges a teacher faces in the classroom is the settling of a disruptive class. It, after all, is never easy for a teacher to control one student while the other is throwing a tantrum followed by the whole class talking and screaming at the same time, all at once expecting the teacher to pay the most attention to him/her.

A study by Forsberg, Hortlund, & Malmberg, in 2016; Hoadley & Galant, as well as Seashore Louis & Lee in 2016 avowed that the ethnicity of any school in particular is taken more or less from the cultural norms of that society but is deemed to be an eccentric practice.

Grosemans, Boon, Verclairen, Dochy, & Kyndt in 2015 and Seashore Louis & Lee in 2016 affirmed that disciplining a student according to the expectations of the institute is rather a more challenging task since a teacher has to mold their thoughts, ideas, behavior, approach, past experiences, academic beliefs, ect as to what is expected from that institute firmly based on the policy of the institute. In 2016, Aus, Jõgi, Poom-Valickis, Eisenschmidt, & Kikas, 2016; and O'Neill, 2016 said that teaching a class is nothing less than a challenge as compared to tutoring since a classroom setup demands a one-on-one teacher-student interaction along with keeping in mind the importance of classroom discipline. O'Neil, in 2016 said that classroom discipline is measured to be an indispensable skill that is a definite need in not only teachers but in the management of the institute as well, along with that Scheerens & Blömeke in 2016 added that classroom discipline is just one of the edge of a diamond that adds to the quality of teaching in class.

This research indicates that disinclining tolerance and discipline practices are not effective while dealing with schools. It is considered beneficial to focus on the importance of thinking and assessing the current excluded disciplinary practices and explores the benefits of the system that reveal, assess and solve the symptoms of student violence in schools. Watkins et al., 2007, Ronda et al., 2011; Mansfield et al., 2018

Purpose of the Study

The purpose of the study was to improve the quality teaching in the classrooms with controlled discipline and study various strategies that help teachers to control students' discipline issues during the teaching.

Hypothesis

Hypothesis 1: There is no significant difference in the teaching approach in the classroom.

Hypothesis 2: There is no significant difference in the communication between the teachers and

students in the classroom environment.

Research Methodology

The purpose of this study was to investigate the importance of classroom discipline in the teaching process, as the teachers and parents of the students' perception about classroom discipline cause problems for the teacher and also good learners. To know the depth of reasons and factor which cause lead classroom in-discipline, the Researcher used a qualitative method of data collection of an open-ended questionnaire and for further clarification un-structural interview conducted of teachers and students.

To determine the maximum depth of the study the researcher observed the classes with approval of heads of the institute to see the classes room discipline After observation it was decided to give questionnaires; three categories of teachers those teachers are facing maximum discipline issue second those were facing little bit discipline problems and third those teachers have a quite good discipline during the teachings. After observations selected respondents were 50 out of 50 respondents there were 25 females and 25 males during the individual interview it was concluded they were really serious to resolve this issue through participation in the research. And further to know the other side opinion 50 females students and 50 males students were selected participants of the research.

Research Instrument (survey questionnaire) had been distributed to 25 female teachers and   25 male teachers individually to know their natural opinions.

Research Population (Teachers)

Instrument	Teachers (Female)	Teachers (Male)	Total Respondents
Survey Questionnaire	25	25	50

And another survey questionnaire was given to 100 students which out of them were 50 female and 50 male.

	Cases					
	Valid		**Missing**		**Total**	
	N	*Percent*	*N*	*Percent*	*N*	*Percent*
Teacher or student Quality of Education	450	100.0%	0	0.0%	450	100.0%

Research Population (Students)

Instrument	Student (Female)	Students (Male)	Total Respondents
Survey Questionnaire	**50**	**50**	**100**

The collected data responses were entered into SPSS which results were assessed results below as

mentioned.

Data Analysis Table

	Quality of Education		**Students Behavior**		**Teacher's Approach**		**Class communication**		**Class environment**	
	Teachers	*Students*	*Teachers*	*Students*	*Teachers*	*Students*	*Teachers*	*Students*	*Teachers*	*Students*
Strongly Agree	114	115	78	108	45	38	82	89	73	38
Agree	23	154	57	122	68	140	65	174	65	187
Not sure	13	21	4	37	10	56	3	20	8	33
Disagree	0	7	2	33	25	54	0	13	2	30
Strongly Disagree	0	3	9	0	2	12	0	4	2	12
Total	**150**	**300**	**150**	**300**	**150**	**300**	**150**	**300**	**150**	**300**

Quality of Education

Case Processing Summary
Teacher or Student * Quality of Education Cross tabulation

	Quality of Education	

			Cases				
		Valid		**Missing**		**Total**	
		N	***Percent***	***N***	***Percent***	***N***	***Percent***
Teacher or student Student's Behavior		450	100.0%	0	0.0%	450	100.0%

		Student's Behavior	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	**Total**
Teachers or students	**Teachers**	**Count**	114	23	13	0	0	150
		Expected Count	76.3	59.0	11.3	2.3	1.0	150.0
	Students	**Count**	115	154	21	7	3	300
		Expected Count	152.7	118.0	22.7	4.7	2.0	300.0
Total		**Count**	229	177	34	07	03	450
		Expected Count	229.0	177.0	34.0	7.0	3.0	450.0

Chi square Tests

	Value	**Df**	**Asymptotic Significance (2 sided)**
Pearson Chi- Square	66.197a	4	.000
Likelihood Ratio	73.429	4	.000
Linear-by-Linear Association	33.939	1	.000
N of Valid Cases	450		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.00

Students Behavior

Case Processing Summary
Teacher or Student * Student's Behavior Cross tabulation

			Student's Behavior					**Total**
			Strongly Agree	**Agree**	**Not Sure**	**Disagree**	**Strongly Disagree**	
Teachers or students	**Teachers**	**Count**	78	57	04	02	09	150
		Expected Count	62.0	59.7	13.7	11.7	3.0	150.0
	Students	**Count**	108	122	37	33	0	300

			Cases					
			Valid		**Missing**		**Total**	
			N	*Percent*	*N*	*Percent*	*N*	*Percent*
Teacher or student Teacher's Approach			450	100.0%	0	0.0%	450	100.0%
		Expected Count	124.0	119.3	27.3	23.3	6.0	300.0
Total		**Count**	186	179	41	35	9	450
		Expected Count	186.0	179.0	41.0	35.0	9.0	450.0

Chi square Tests

	Value	Df	Asymptotic Significance (2 sided)
Pearson Chi- Square	**46.643a**	**4**	**.000**
Likelihood Ratio	**54.330**	**4**	**.000**
Linear-by-Linear Association	**7.391**	**1**	**.007**
N of Valid Cases	**450**		

1 cells (10.0%) have expected count less than 5. The minimum expected count is 3.00

Teacher's Approach

Case Processing Summary
Teacher or Student * Teacher's Approach Cross tabulation

			Teacher's Approach					Total
			Strongly Agree	**Agree**	**Not Sure**	**Disagree**	**Strongly Disagree**	
Teachers or students	**Teachers**	**Count**	45	68	10	25	2	150
		Expected Count	27.7	69.3	22.0	26.3	4.7	150.0
	Students	**Count**	38	140	56	54	12	300
		Expected Count	55.3	138.7	44.0	52.7	9.3	300.0
		Count	83	208	66	79	14	450

Total	**Expected Count**	83.0	208.0	66.0	79.0	14.0	450.0

Chi square Tests

	Cases					
	Valid		**Missing**		**Total**	
	N	*Percent*	*N*	*Percent*	*N*	*Percent*
Teacher or student Class Communication	450	100.0%	0	0.0%	450	100.0%

	Value	**Df**	**Asymptotic Significance (2 sided)**
Pearson Chi- Square	28.533a	4	.000
Likelihood Ratio	29.243	4	.000
Linear-by-Linear Association	13.907	1	.000
N of Valid Cases	450		

1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.67.

Class Communication

Case Processing Summary

Teacher or Student * Class Communication Cross tabulation

			Class Communication					**Total**
			Strongly Agree	**Agree**	**Not Sure**	**Disagree**	**Strongly Disagree**	
Teachers or students	**Teachers**	**Count**	82	65	3	0	0	150
		Expected Count	57.0	79.7	7.7	4.7	1.0	150.0
	Students	**Count**	89	174	20	14	3	300
		Expected Count	114.0	159.3	15.3	9.3	2.0	300.0
Total		**Count**	171	239	23	14	3	450
		Expected Count	171.0	239.0	23.0	14.0	3.0	450.0

Chi square Tests

	Cases					
	Valid		**Missing**		**Total**	
	N	*Percent*	*N*	*Percent*	*N*	*Percent*
Teacher or student Class Environment	450	100.0%	0	0.0%	450	100.0%

	Value	**Df**	**Asymptotic Significance (2 sided)**
Pearson Chi- Square	33.258a	4	.000
Likelihood Ratio	38.553	4	.000
Linear-by-Linear Association	31.730	1	.000
N of Valid Cases	450		

3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.00

CLASS ENVIRONMENT

Case Processing Summary
Teacher or Student * Class Environment Cross tabulation

			Class Environment					**Total**
			Strongly Agree	**Agree**	**Not Sure**	**Disagree**	**Strongly Disagree**	
Teachers or students	**Teachers**	**Count**	73	65	08	02	02	150
		Expected Count	37.0	84.0	13.7	10.7	4.7	150.0
	Students	**Count**	38	187	33	30	12	300
		Expected Count	74.0	168.0	27.3	21.3	9.3	300.0
Total		**Count**	111	252	41	32	14	450
		Expected Count	111.0	252.0	41.0	32.0	14.0	450.0

Chi square Tests

	Value	Df	Asymptotic Significance (2 sided)
Pearson Chi- Square	75.360a	4	.000
Likelihood Ratio	75.565	4	.000
Linear-by-Linear Association	49.999	1	.000
N of Valid Cases	450		

1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.67

HYPOTHESES RESULTS

S.No	Hypothesis	P- Value	Result
1	H0: There is no association between class discipline and teachers' approach.		
	H1: There is a significance association between class discipline and teachers' approach.	0.000	**Rejected H0**
2	H0: There is no association between class discipline and class communication.		
	H1: There is a significance association between class discipline and class communication.	0.000	**Rejected H0**
3	H0: There is no significance association between class discipline and class environment.		
	H1: There is a significance association between class discipline and class environment.	0.000	**Rejected H0**
4	H0: There is no significance association between class discipline and students behavior.		
	H1: There is a significance association between class discipline and student behavior.	0.000	**Rejected H0**

5	H0: There is no significance association between class discipline and quality of education.	0.000	**Rejected H0**
	H1: There is a significance association between class discipline and quality of education.		

All the results of chi-square test of independence go in rejection of null hypothesis, hence concluded that there exists an association between class room discipline and teaching.

All the results of chi-square test of independence go in rejection of null hypothesis, hence concluded that there exists an association between class room discipline and teaching.

The very first point that has emerged from this study is that only 23% of schools are equipped with computer labs the rest 77% have no access to computers or even a computer laboratory set up. This indicates that most schools are not updated with computers and students are only being taught through theoretical means instead of practical methods in today's time. This means that majority of students are being educated without modern day technology. The lack of technology is a big loss for the students as well as for the country. It is very important for government and non-government organizations to take the initiative to install new technology in schools in order to improve the standard of education. The private sector schools needs to understand that the children of today are the future of tomorrow and should be provided with the latest technologies and latest learning techniques so as to enrich their future

Discussion, Conclusion and Recommendations
Discussion

This study demonstrates that there was a difference in classroom discipline in terms of teachers and students according to their experiences and strategies. The teachers mentioned that the most frequent classroom indiscipline noticed by them was that the students were not active listeners, behaving by false means and not challenging the teacher's ability. The students tend to not pay attention to the female teachers and disruptive behavior with the male teachers. They showcased indiscipline by interrupting their teachers and colleagues, verbal aggression, avoiding

responsibilities and they do not see their teachers as mentors but as elder siblings which makes the students vulnerable to external factors.

The strategies applied by teachers were to issue warnings, frequently changing the lesson plans, eye contact, asking alternative questions, one on one talk with the students or the parents. The teacher should have a cooperative behavior in this regard by rewarding the students, praising them, providing them responsibilities. There is a vast difference in the strategies of a beginner teacher and an experienced teacher as the experts have a variety of strategies to deal effectively with a student's misbehavior.

Rewards play a major part in boosting good behavior in a child's development. The teacher needs to set a performance goal that enables the students to achieve them by encouragement by the teachers

The teachers need to emphasize on new strategies for behavior management to manage their students' negative behavior within the classroom settings and cope up with the discipline problems.

The unwanted behavior can be prevented by embracing discipline in the classroom. Such can be prevented with mutual respect between the students and teachers, as it an essential behavior in the classroom. While applying these measures the students will feel assured and cared for by their teachers. When dealing with other disobedient students the only positive way is through group discussions.

Conclusion and Recommendations:

The conclusion of this study is to provide an insight into educators' experiences emphasizing on the discipline in the classroom. The positive part of this research is the life experiences that can be either negative or positive effects the classroom

A simple example of it can be that the "students" stand for water and the walls of the canal is the "discipline in a classroom". The flow of water will be well maintained and distributed if the canal walls are strong the same as the students will do better if the discipline in the institute in strict and well maintained.

It is one of the key aspects to obey what has been said to you in regard to complete the work it shows values of discipline is not just obeying the instructions but to oversee what you have done and how much of your work is worth it. A student senses discipline when one changes their personality towards becoming a leader and a better student.

Discipline plays a very key role in one's life. It provides structure to the students in the classroom as well as their everyday life. They can't learn this information without it being demonstrated to them. Some teachers do not realize the importance of it, if they do not have the structure there is a lot at stake. It could affect their social life, grades, responsibilities, and control of the mind. One should not use their knowledge of the discipline in a wrong manner but to benefit the classroom, it should be implemented on a daily basis in the classroom as it helps the students, teachers, and parents too.

Discipline is a good thing it builds your character and makes you learn things in a positive way. So it is very important for every child to learn how to obey orders and how to be disciplined as it makes you a better human being. Ananda (2019)

Step One- Role of Teachers

Discuss with students individually about their class discipline issues:

1. Observed behavior by teachers must be described to the students.
2. Teachers should discuss the negative effects on the class due to student misbehavior.
3. Look at the alternate positive view of the observed behavior and convince the student to follow it.
4. Always suggest a plan of action for the positive change in students' behavior.
5. Teachers need to follow the institute prescribed procedure for the interaction with the students.

Step Two- Role of Counselor.

Teachers and students Guidance Counselor must communicate the student's discipline issues with the parents and also informed them about taking measured steps toward its resolution. Student needs to attend the guidance session with the student's counselor. In this way, parents can also take interest to improve student's behavior. This may be helpful to resolve the discipline issue of the students.

Step Three- Role of Administrations.

Before proceeding with any steps to discuss the student's administration required to check the record of the action plan which was implemented to improve students' issues and meetings records with students and parents. Its moral duty of the institute was to help the parents to cope with student's indiscipline behaviors.

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