

UNIT-5

SCHOOL DISCIPLINE & CLASSROOM MANAGEMENT

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CONTENTS

Introduction.....	87
Objectives	87
1.1 Meaning and Purpose of School Discipline.....	88
1.2 Factors Effecting School Discipline	89
i) School Discipline and Guidance Programme	90
ii) Proactive Strategies.....	91
iii) Possible Reasons Children Misbehave	92
iv) Positive Discipline Techniques.....	92
1.3 Meaning of Classroom and its Management	93
i) Principles of Classroom Management	94
ii) Techniques for Better Classroom Discipline	99
1.4 Criteria for Student Classification	102
i) History (Some Plans of Students Classification).....	102
ii) General Criteria for Student Classification.....	105
iii) Common Patterns.....	106
1.5 Psychological Factors of Classification	108
1.6 Activities.....	112
1.7 Exercise.....	113
Bibliography	114

Introduction

School discipline has two main goals, (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve non-criminal student behavior (Moles 1989).

These less dramatic problems may not threaten personal Safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time. For example, Gottfredson and others (1989) calculate that in six middle schools in Charleston, South Carolina, students lost 7,932 instructional days 44 years! To in-school and out-of-school suspension in a single academic year.

It is important to keep the ultimate goal in mind while working to improve school discipline. As education researcher Daniel Duke (1989) points out, “the goal of good behavior is necessary, but not sufficient to ensure academic growth.” Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

Objectives

After successful completion of this unit, you will be able to;

1. Define meanings of school discipline, classroom management and student classification;
2. Appreciate the needs and importance of positive school discipline;
3. Plan student classification at secondary level;
4. Enlist common patterns of students’ classification in elementary and secondary school level of Pakistan;
5. Indicate the principles of classroom management.

1.1 Meaning and Purpose School Discipline

The word “discipline” is derived from the Latin root “disciples” meaning a pupil or disciple. Naturally, the problem of discipline was taken to consist in bringing the conduct of the pupils into conformity with ideas and standards of the master. The teacher’s personality was always regarded as noble and beneficent and the pupils had to develop the virtue of docility and plasticity so that the teacher might impress his personality on them and mould them in his own image. This was the conception of the relationship between pupil and teacher everywhere, far more so in the East than in the West.

The modern conception of discipline is a very broad and inclusive one. It does not recognized difference between mental and moral behaviour for the purpose of control, no, in fact, for any other purpose. “The much and commonly lamented separation in schools between, intellectual and moral training, between the acquiring of information and growth of character, says Dewey, “is simply an expression of the failure to conceive and construct the school as a social institution, having social life and value within itself.” Every experience—intellectual, moral, civic and physical has a value from the point of view of a pupil’s development as a member of society; and, conversely, the pupil’s social experiences have an effect on his personal development. In fact, the individual mind is conceived of “as a function of social life—as not capable of operating by itself but as requiring continual stimulus from social agencies and finding its nutrition in social purpose.”

The modern view of discipline, for which we are indebted to Dewey, demands the same unity in the educative process and educative material as we find in real life, which is social through and through. The school must be a social organism, in which social situations should be provided to stimulate and direct the impulses of the pupils in the pursuit of common purposes through cooperative or shared activity. “Out of doing things that are to produce results, and out of doing these in social things that are to produce results, and out of doing these social and cooperative ways, there is born a discipline of its own kind and type.

The whole of the pupil’s life in the school – all his intellectual, social moral and physical activities, so far as they are carried out in cooperation with others and are directed towards the realization of certain purposes – is disciplinary.

The essential purpose of school discipline is the development in the pupils of attitudes, habits and ideals of conduct through the medium of the social life of the school, organized on a cooperative basis and inspired by the higher ethical teachings of religion.

The purpose of discipline is to help in individual to acquire knowledge, habits, interests and ideals which conduce to the well-being of himself, his fellow and society as a whole. If this purpose is to be realized the school should be reconstructed on the lines of a democratic society in which membership implies the right of full and the free individual development and conscious pursuit of common ends in a cooperative spirit, each member contributing to the common good in accordance with his special gifts. Life in a school thus organized becomes similar to, and continuous with, life in a democratic society, and discipline becomes co-extensive with the whole of school life.

Hints:

- Discipline gives children a feeling of security by telling them what they may and may not do.
- By helping children to avoid frequent feelings of guilt and shame for misbehaviour—feelings that inevitably lead to unhappiness and poor adjustment – discipline enables children to live according to standards approved by the social group and thus, to win social approval.
- Through discipline, children learn to behave in a way that leads to praise that they, interpret as indications of love and acceptance – essentials to successful adjustment and happiness.
- Developmentally appropriate discipline serves as ego-bolstering motivation, which encourages children to accomplish what is required of them.
- Discipline helps children to develop a conscience the “internalized voice” that guides them in making their own decision and controlling their own behaviour.

1.2 Factors Effecting School Discipline

At present indiscipline in our educational institutions is a serious problem. It extends from the secondary school to the universities. In society, itself we find several manifestations of indiscipline and it is the wonder that these have serious repercussion on the educational institutions as well. The following may be some of the important causes of indiscipline in our school.

1. Lack of Leadership in Teacher

Today teachers do not enjoy the same respect in society which they did in the past. Consequently students also do not show due respect to their teachers. Some teachers get involved in a cesspool of politics and self-interest, and lose their ideals and they do not show any interest in the development of the students. Very often these teachers excite the students

and use them as tool of private tuition's the prestige of the teacher in society has gone down. There miserable economic conditions add to this. Due to all these reasons, the teachers have lost originality in thinking. As a result, they are incapable of giving guidance to students in the various situations of life. So it is no wonder to find indiscipline among the students.

2. The Current Education System

The current system of education is being criticized at all times. Hence, the students have begun to feel that the education which is being given to them is not good. As a result they have no regard for this education. They consider it merely as a means of getting some employment. The prime aim of the present day educational system has become the securing of a good division at annual examinations and the students do not desist from adopting any means to achieve these objectives. This also a cause of indiscipline.

3. Lack of Sustaining Ideal in the Students

At present the condition of our society is pitiable. Many people because of their self-interest have started attaching greater importance to the ends rather than to the means to achieve them. The social values are undergoing rapid changes, as such the individual errs in fixing his moral standard. This has shaken the very foundation of our society. Today the individual is not sure about the security of his life and property. Therefore, there is a lack of healthy ideal among the students. Hence indiscipline is increasing among them.

4. Economic Difficulties

Our economic conditions have deteriorated to a deplorable degree. The population has increased unemployment is a national problem. The students are always haunted by the fear that their future is dark. So they cannot chalk out their path of duty and on occasions they behave in an undisciplined manner.

From the above discussion we may conclude that the responsibility for indiscipline does not rest only with the school, but also with the home, the society and the government. Hence for its eradication the cooperation of all the concerned is necessary. On the basis of the causes mentioned above some suggestions are given below to solve the problem of indiscipline.

i) School Discipline and Guidance Programme

Every adult who cares for children has responsibility to guide, correct and socialize children toward appropriate behaviors. These adult actions often are

called child guidance and discipline. Positive guidance and discipline are crucial because they promote children's self-control, teach children responsibility and help children make thoughtful choices. The more effective adult caregivers are at encouraging appropriate child behavior, the less time and effort adults will spend correcting children's misbehavior. Family specialists agree that using physical force, threats and put-downs can interfere with a child's health development. For example, there is evidence that spanking can have negative effects on children.

Family specialists also agree that a perfect formula that answers to all questions about discipline does not exist. Children are unique and so are the families in which they live. A discipline strategy that might work with one child may not work with another.

Effective guidance and discipline focus on the development of the child. They also preserve the child's self-esteem and dignity. Actions that insult or belittle are likely to cause children to view their parents and other caregivers negatively, which can inhibit learning and can teach the child to be unkind to others. However, actions that acknowledge the child's efforts and progress, no matter how slow or small, are likely to encourage healthy development.

Teaching children self-discipline is a demanding task. It requires patience, thoughtful attention, cooperation and a good understanding of the child. It also requires knowledge of one's own strengths and struggles with disciplinary issues. Unfortunately, the only preparation for most parents is their own experience of being parented. Such past experiences may not always be helpful in raising today's children.

ii) Proactive Strategies

Children misbehavior is impossible to prevent completely. Children usually curious and endlessly creative, are likely to do things parents and other caregivers have not expected. However, there are many positive steps teachers and educational institution can take to help prevent misbehavior.

- Set clear, consistent rules
- Make certain the environment is safe and worry free
- Show interest in the child's activities
- Provide appropriate and engaging playthings
- Encourage self-control by providing meaningful choices
- Focus on the desired behaviour, rather than the one to be avoided
- Build children's image of themselves as trustworthy, responsible and cooperative
- Expect the best from the child
- Give clear directions, one at a time
- Say "Yes" whenever possible

- Notice and pay attention to children when they do things right
- Take action before a situation gets out of control
- Encourage children often and generously
- Set a good example
- Help children see how their actions affect others

iii) Possible Reasons Children Misbehave

If parents and teachers understand why their children misbehave, they can be more successful at reducing behavior problems. Listed here are some of the possible reasons why children misbehave.

- They want to test whether caregivers will enforce rules
- They experience different sets of expectations between school and home
- They do not understand the rules, or are held to expectation that are beyond their developmental levels
- They want to assert themselves and their independence
- They feel ill, bored, hungry or sleepy
- They lack accurate information and prior experience
- They have been previously “rewarded” for their misbehaviour with adult attention
- They copy the actions of their parents

iv) Positive Discipline Techniques

True misbehavior occurs when a student chooses to behave inappropriately. Before you take action ask yourself the following questions:

- Is the student really doing something wrong? Is there a real problem, or are you just tired and out of patience?
 - If there is no real problem, release your stress away from the child.
 - If there is a problem, go to the next question.
- Think for a moment! Is your student actually capable of doing what you expect?
 - If you are not being realistic, re-evaluate your expectations.
 - If your expectations are fair, go to the next question.
- Did you student know at the time that he or she was doing something wrong?
 - If your student did not realize something wrong, help her understanding what you expect why and how she can do that. Offer to help.
 - If your student knew what he was doing was wrong and he intentionally disregarded a reasonable expectation, your child misbehaved.

If the behavior was an accident, like wetting here pants while sleeping, which is not a misbehavior. If the behavior was not an accident, ask your student to tell you the reasons she has for doing what she did. If the child is old enough, ask her how she might solve the problem or correct the situation. By using a problem-

solving approach, children can develop skills in thinking through a situation and development possible solutions.

Activity

Take a few minute to reflect on your own childhood years evaluate the ways your parents and teachers disciplined you. Which practices would you thank them for, and which would you like to do differently?

1.3 Meaning of Classroom and its Management

Education is as old as society itself. Even the ancient savage had to learn about the environment for his survival. To gratify man's basic desire and need of seeking knowledge in a formal and systematic way many philosophers and educators endeavoured in their own styles. Class rooms were used as appropriate arena for teaching-learning activities. In the past education had been limited to the elite class of the society, but in the recent past with the rapid development in all spheres of life need for mass education arose which resulted in the emergence of large classes. Teaching in normal classes did not provide much problem to the teachers but the large classes certainly hampered the smooth functioning of educational activities.

Teaching in large classes is a worldwide phenomenon especially in the developing countries. Large size classes make the use of certain teaching materials and methods difficult if not impossible. In certain cases the students feel the content of some of their course meaningless and inappropriate due to the large size of the class. The teachers also feel helpless to impart proper teaching in such classes. Normally they go into these classes just to pass away the time without bothering much about the need and interest of their students. However, the teachers of all types at all levels agree that large classes are causing big hindrance in teaching. Hence need from management of large classes arose.

The term management of large classes is often misunderstood with maintaining discipline in the large classes. Management of large classes in instructional perspective means the complex set of plans and actions that the teacher uses to ensure that the learning in the classroom is effective and efficient. The concept of management of large classes is broader than that of discipline, which often can notes a central goal of keeping students quiet and in their seats. There is nothing wrong with having students quite and in their seats, but that should ot be the teacher's central goal. Effective classroom teachers place discipline in its proper perspective in the total instructional scene. Management also involves teaching students in such ways and means that they can manage their own behaviour in

classroom settings and by establishing learning situations that will allow them to do this. It is in this sense that management is broader than discipline and encompasses the teacher's overall educational goals. By implementing management plans, the teacher not only hopes to increase students learning but also help students develop ways and means to understand and direct their own behaviour. The concept of management in this context is hard to differentiate from the concept of instruction, and the two are closely related in theory and practice. Good classroom managers are often good teachers. They always create the classroom environment so as to maximize the student's learning opportunities, thus reducing the problems of classroom management.

Management of classes always demands such strategies, methods and measures which should facilitate productive work in teaching-learning process. Education department, school administration and the teacher himself have to show their concern and involvement. This problem needs to be considered as part of pedagogic life and worthy of investigation. Peter Hubbard, Director of the language Research and Development Centre at Mexico University has made the remarks about the research worthiness of language learning in large classes as 'the large classes phenomenon is not researched because most researcher react by saying (a) it is not theoretically interesting; and (b) it is insoluble.' The only solution generally thought is to avoid large classes as the management of large classes is not simple but complex''.

i) Principles of Classroom Management

Principle # 1: Assess, clarify and communicate needs and expectation

Students and teacher needs, right, and expectations should be openly discussed on the first day of class and reviewed periodically as a preventive measure.

- **Student needs/rights/expectations:** Student's basic needs include survival, belonging, power, fun and freedom. They expect the teacher to facilitate that learning by setting limits on disruptive student behaviour.
- **Teacher needs/rights/expectations:** A teacher needs the full attention of each student. He has the right to establish optimal learning environments. He may expect behaviour with contributes to optimal student growth.
- **Further expectations of the student:** The student is expected to come prepared to class with appropriate class materials and a willingness to learn. The students are expected to behave respectfully to the teacher and to other students. Furthermore, the student is expected to accept the consequences of misbehaviour.

- **Further expectations of the teacher:** The teacher is expected to consider interesting curricula which meet the students' needs (listed above), to provide stimulating and useful lessons, and to always ask the students to be the best that they can be. Furthermore, the teacher is expected to use teaching practices which are likely to motivate students to engage in worthwhile learning activities.

Principle # 2: Create a warm and nurturing classroom climate

The classroom should be a place where a student feels welcome and at home. Students need to feel safe and accepted, so ridicule and sarcasm are not allowed. Mutual respect and the Golden Rule is the key for maintaining this climate.

- **Physical environment:** The classroom should be clean and pleasantly decorated with students creations, yet free from distracting stimuli. The desks should be arranged to allow students to work cooperatively as well as allowing the teacher to circulate freely and efficiently.
- **Treatment of students:** Each student deserves to be treated with dignity and respect. Students should be personally greeted at the door. They should be given as much personal attention as possible during and outside of class.
- **Esprit de corps:** Although there are many causes of Esprit de corps, a teacher's enthusiasm, level of concern for the students, and class involvement all can affect the level of class togetherness. This force can benefit cooperative learning exercises and make the curricula seem much more enjoyable.

Principle # 3: Democratically develop a set of rules and consequences

Teachers and students must create together the, discipline plans including rules with clear and effective consequences. The rules should be agreed upon and understood by everyone in the class. It should be understood that when rules are broken, consequences will be applied fairly and consistently.

- **Jointly develop class rules based on expectations and needs:** The teacher solicits help to develop a set of classroom rules and responsibilities. The ideal list would be short and reflect the concepts of mutual respect and personal responsibility.
- **Discuss logical consequences:** Logical consequences are the results which consistently follow certain behaviour. They are explained in advance and agreed by the students. It is hoped that by understanding the consequences of disruptive behaviour, that students will make better choices. Consequences should be related to the misbehaviour so the students can see the connection. For example, if you choose not to work on your assignment, you will stay after school until it is finished.

- **Display the rules and consequences prominently:** Once the class has developed a list of rules, they should be displayed as a reminder to those who may wish to break them. This gives the teacher something to point out at when requesting certain behaviour.

Principle # 4: Develop a daily routine, yet remain flexible

Students will often misbehave if they don't know exactly what to do and when. Teachers can avoid this dilemma by installing class routines and procedures, which can allow the student to begin and complete work expeditiously.

- **Every minute counts:** As part of an effective routine, it is the best for students to begin work immediately after the bell rings. Fun problems or interesting reflection topics can be put on the overhead projector to meaningfully occupy the student until attendance is taken. The activity could lead directly into the day's lesson.
- **Providing assistance:** Once the lesson has been presented, the teacher is free to answer individual student questions. During this time, the teacher must be aware of what is happening in all areas of the classroom. Therefore, it is important to give "efficient help" to the students. This type of help may also reduce the number of cases of the "dependency syndrome" – students asking questions without actually needing help.
- **Managing assignment collection:** Each class has its own basket for daily assignments. At the end of the hour, on the way out of class, students drop off their completed assignments for grading.
- **Restructure or reschedule:** It is understood that lesson plans can be affected by conditions beyond the control of the teacher. There may be cases where class activities must be restructured or rescheduled to accommodate the changed conditions. It is possible, with some ingenuity, to make the situation a learning experience, beneficial to all.

Principle # 5: Make learning more attractive and fun for the students

Schools exist for the students, and not for the teachers. It is important for the teacher to expend every effort necessary to make the curriculum relevant, the lessons interesting, and the activities enjoyable. The result will be an engaged and active participant in the learning process.

- **Genuine incentive:** Students respond well to the participation of preferred group activities, referred to as genuine incentives. It is possible to get an entire class on task if the incentive is available to all students, and attractive to the entire group so as to merit extra effort. The incentive should be both stimulating to the students and educationally valuable.

- **Active student involvement:** The teacher can make learning more attractive by giving a coherent and smoothly paced lesson presentation. Getting the lesson going, keeping it going with going with smooth transitions, avoiding abrupt changes that interfere with student activity, and postponing satiation are important in maintaining positive student behaviour associated with being on task.
- **Focus on student needs:** Lesson topics should be relevant to the students if at all possible. Teaching strategies should be congruent with student learning styles. The teacher should help the students develop learning goals which are real, attainable and a source of pride. Activities should be fun for the students.

Principle # 6: Deal with misbehavior, quickly consistently and respectfully

Misbehavior is a disruption to my effectiveness as an educator. The time spent dealing with misbehaving would be better spent for teaching others. Therefore, misbehavior will be dealt with quickly and consistently with class defined consequences.

- **Non-verbal communication:** Body language, facial expressions, gestures, eye contact and physical proximity all can be effective in promoting self-control by the student. It is important that a teacher is aware enough to be able to recognize when misbehaviour may occur, and to have non-verbal methods to prevent escalation. Kounie refers to this level of awareness as “Wittiness”.
- **Reminders/requests:** It is possible that a verbal reminder of the classroom rules and consequences will be all that is necessary to stop student misbehaviour.
- **Redirecting behaviour:** Upon an act of misbehaviour teacher may describe the action to the student and suggest an acceptable alternative action. The student usually only has to be reminded of what he is supposed to be doing. For example, “Instead of reading that newspaper, I would like you to work on your homework for the next five minutes. You can read the paper later”.
- **Dealing with attention-seeking students:** If the teacher ignores an attention seeking student, the misbehaviour usually escalate to a level which eventually cannot be ignored. Therefore, it is best if the teacher can redirect the student’s behaviour and attempt to give the student attention when he is not demanding it. This method encourages students to seek motivation from within, instead of depending on attention from without.
- **Avoid power struggles:** It is important that the authority figure in the classroom (the teacher) not engage in power struggles with students. It is

best to redirect a power-seeking student's behaviour by offering some position of responsibility or decision making.

- **Address the behaviour not the character of the student:** The teacher has the power to build or destroy student self concept and personal relationships. Good communication addresses the situation directly, letting the student decide whether their behaviour is consistent with what they expect of themselves.
- **Invoking consequences:** To be effective, consequences must be applied consistently. They should never be harmful physically or psychologically to the student. When they are invoked, the student should understand that he has chosen them by misbehaving.
- **Prevent escalation:** Sometimes students are unwilling to listen to be teacher. At this point, a teacher can help prevent misbehaviour from escalating by talking (and listening) with the student privately, and rationally discuss the problem behaviour. The privacy enhances the possibility for a constructive discussion. Confrontation with an unwilling student could make the teacher appear weak in front of the class.

Principle # 7: When all else fails, respectfully remove the student from the class

Continued disruptions will not be tolerated in my classroom. They are detrimental to the all students will become active and effective learners. Therefore, such students will be respectfully removed from class, and dealt with unconventionally.

- **Insubordination rule:** This rule states: "If a student does not accept the consequence for breaking a class rule, then he or she will not be allowed to remain in the class until the consequence is accepted." This rule should be made clear to the students from the first day, and should be strictly enforced with the administration approval of course.
- **Conference:** A teacher may request a one-on-one conference with the student to discuss a specific behaviour problem. The goal of this conference is to gain insight so that helpful guidance may be provided. For more serious behavioural matters, the teacher may also request a conference with the student's parent or guardian with the same purpose.
- **Behavioural plan:** This plan is for students who do not respond to conventional discipline. The plan can be written in contract form, and should include expected behaviours for the student, positive recognition for compliance, and consequence for failing. The plan should address one or two significant problems at a time, and should used the consequences which differ from the previously failed ones used by the rest of the class.

ii) Techniques for Better Classroom Discipline

Here are eleven techniques that teacher can use in his classroom that will help him to achieve effective group management and control. They have been adapted from an article called: "A Primer on Classroom Discipline: Principles Old and new" by Thomas r. McDaniel; Phi Delta Kappan, May 195.

Focusing: Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention. Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The children will see that things are underway now and it is time to go to work. Sometimes this works, but the children are also going to think that you are willing to compete with them. You don't mind talking while they talk. You are willing to speak louder so that they can finish their conversation when after you have started the lesson. They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson. The focusing techniques means that you will demand their attention before you begin. That you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 5 to 10 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal. A soft spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.

Direct Instruction: Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks. An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activities with "and I think we will have some time at the end of the period for you to chat with your friends, go to the library, or catch upon on work for other classes." The teacher is more willing to wait for class attention when he know there is extra time to meet his goals and objectives. The students soon realize that the more time the teacher waits for their attention, the less free time they have at the end of the hour.

Monitoring: The key to this principle is to circulate. Get up and get around the room, while your students are working, make the rounds. Check on their progress, an effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. She checks that each student has started, that the children are on the correct page, and that everyone has put

their name on their papers. The delay is important. She wants her students to have a problem or two finished so she can check that answers are correctly labeled or in complete sentences. She provides individualized instruction as needed. Students who are not yet quite on task will be quick to get going as they see her approach. This that were distracted or slow to get started can be nudged along. The teacher does not interrupt the class or try to make general announcements unless she notices that several students have difficulty with the same thing. The teacher uses a quiet voice and her students appreciate her personal and positive attention.

Modeling: McDaniel tells us of a saying that goes: “Values are caught, not taught.” Teacher who are courteous, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behaviour. The “do as I say, not as I do” teachers send mixed messages that confuse students and invite misbehavior. If you want student to use quiet voices in our classroom while they work, you too will use a quiet voice as you move through the room helping youngsters.

Non-Verbal Cuing: A standard item in the classroom of the fifties was the clerk’s bell. A shiny nickel bell sat on the teacher’s desk. With one tap of the button on top he had everyone’s attention. Teachers have shown a lot of ingenuity over the years in making use of non-verbal cues in the classroom. Some flip light switch. Others keep clickers in their pockets. Non-verbal cues can also be facial expressions, body posture, and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the student to do when you use your cues.

Environmental Control: A classroom can be warm cheery place. Students enjoy an environment that changes periodically. Study centers with pictures and colour invite enthusiasm for your subject. Young people like to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby or collection on your desk will trigger personal conversations with your students. As they get to know you better, you will see fewer problems with discipline. Just as you may want to enrich your classroom, there are times when you may want to impoverish it as well. You may need a quiet corner with few distractions. Some student will get caught up in visual exploration. For them, the splash and the colour is a siren that pulls them off task. They may need more vanilla and less rocky-road. Have a place you can steer this youngster to. Let him get his work some first then come back to explore to explore and enjoy the rest of the room.

Low-Profile Intervention: Most students are sent to the principal's office as a result of confrontational escalation. The teacher has called them on lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher's intervention is quiet and calm. An effective teacher will not care that the student is not rewarded for misbehavior by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted. While lecturing to her class, this teacher makes effective use of name dropping. If she sees a student talking or off task, she simply drops the youngster's name into her dialog in a natural way "And you see, David, we carry the one to the tens column". David hears his name and is drawn back on task. The rest of the class does not seem to notice.

Assertive Discipline: This is traditional limit setting authoritarianism. When executed as presented by Lee Canter (who has made this form a discipline one of the most widely known and practiced) it will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

Assertive I-Messages: A component of assertive discipline, these I-Messages are statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is suppose to do. The teacher who makes good use of this technique will focus the child's attention first and foremost on the behavior he wants, not on the misbehavior. "I want you to..." or "I need you to..." Or "I expect you to..." The inexperienced teacher may incorrectly try: "I want you to stop..." Only to discover that this usually triggers confrontation and denial. The focus is on the misbehavior and the student is quick to report: "I was not doing anything" or "It wasn't my fault..." or "Since when is there a rule against..." And escalation has begun.

Humanistic I-Messages: These I-Messages are expressions of our feeling. Thomas Gordon, creator of Teacher effectiveness Training (TE), tells us to structure these messages in three parts. First, a description of the child's behaviour "When you talk while I talk..." Second, the effect this behaviour has on the teacher. "...I have to stop my teaching..." An third, the feeling that it generates in the teacher. "...Which frustrates me." A teacher, distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings: "I cannot imagine what I have done to you that I do not deserve the respect from you that I get from the others in this class. I feel

as though I have somehow offended you and now you are unwilling to show me respect.” The student did not talk during his lectures again for many weeks.

Positive Discipline: Use classroom rules that describe the behaviours you want instead of listing things the students cannot do. Instead of “no-running in the room, “move through the building in an orderly manner.” Instead of “no-fighting, use “settle conflicts appropriately.” Instead of “no-gum chewing”, use “leave gum at home.” Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom. Make ample use of praise. When you see good behaviour acknowledges it. This can be done verbally, of course, but it doesn’t have to be. A nod, a smile or a “Thumbs up” will reinforce the behaviour.

1.4 Criteria for Student Classification

i) **History (*Some Plans of Students Classification*)**

Since the purpose of school is to serve the needs of pupils, a major responsibility of the administrator is to organize the school and classify pupils to facilitate the achievement of this purpose. Even before schools were divided into grades, this adjustment problem was present. Dividing schools into grades helped solve some problems related to textbooks, facilities, materials, and methods, but at the same time, another problem was created. This new problem is the “lock step” system. The “lock step” system, including what is known as “grade standard”, has made it very difficult to meet the needs of individual pupils. Too often administrators have been content to make the individual try to adjust to the school – that is, to the teachers, methods of instruction, courses, grades and standards of a particular grade or subject-instead of adjusting the school to the pupil. Individual differences of pupils within any age group, subject class, or grade, make it necessary for the administration to provide some means for respecting those differences. Many innovations in curriculum, teaching method, and organization have been tried. A few of these will be discussed here.

Winnetka Plan: Around 1920, a plan of individual instruction for elementary school children within a grade was inaugurated at Winnetka, Illinois. The curriculum for each grade was divided into two parts – the common essentials and the group activities. The common essentials – the knowledge and the skills considered necessary for all pupils – were divided into units or “goals”. Assignment sheet, work sheets, diagnostic practice tests, and final tests were provided for each unit. Each child worked at his own rate for the mastery of each unit. When the individual had mastered the unit, he proceeded to the next unit of work. Group activities were designed as part of the pupil’s work each day and

centered around arts and crafts, music, physical education, and the like, with no standardized goals to be met. These group activities were to give socializing and creative experiences which the child did not get in working with the common essentials.

Unit Plan: Another means of individualizing classroom work is the unit plan of teaching. The units of work are organized around a comprehensive and significant aspect of our environment of science, of art, or of conduct. The unit plan is a teaching procedure and requires no changes in school organization. There have been many adaptation of the unit method, such as the project, activity and problem assignments. These methods are distinct departures from the traditional subject-matter recitation type of teaching. The unit method of teaching has had great influences in the elementary and secondary schools by focusing attention upon the organization of the subject matter for the purpose of meeting the needs of individual pupils. The unit method has also had influence upon the curriculum being offered in many schools. Effort has been made continually to change the curriculum in the schools to meet the needs of all youth.

Techniques of Instruction: Adjustment of the instructional programme of meet the needs of the individual are possible not only through a changed curriculum but also through techniques of instruction. The following suggestions relate to instruction for meeting individual needs:

1. Develop units on life problems rather than on abstract subject matter problems.
2. Teach to focus on the satisfaction of needs recognized by the learners.
3. Provide adequate counseling and guidance services.
4. Utilize more fully teaching resources such as films, radio, television, teaching machines and the local community environment.
5. Use a wide variety of printed materials.

These suggestions, if followed, would certainly improve the quality of instruction and help solve many adjustment problems. The school would come nearer to meeting the needs of the individual by assisting him in the solution of this problem.

Summer School: Many school districts operate summer schools as a means of adjusting the schools to the pupils. These schools, however, are operated primarily for students who have failed or for those who wish to make additional credits in order to complete high school in three years. Some elementary and high school pupils attend summer school because they have not measured up to the standard of the particular grade or subject. How well children succeed in summer school after having done poorly in the regular term is a question. Some educators

doubt the advisability of sending pupils to summer school because of failure in the regular term. Most summer schools emphasize such subjects as music, art, sports and games, but in the last few years there has been a pronounced trend toward the inclusion of more academic subjects, such as mathematics, science and foreign languages.

Grouping: Grouping students by some means other than chronological age has been of interest to many educational leaders for the past three decades. It is rather unusual to find a professional book which does not have a treatise on homogeneous grouping. In most cases, homogeneous grouping has meant grouping pupils according to mental ability or achievement in subject matter. Mental ability has usually been determined by group tests or teachers' judgment and achievement by standardized or teacher made tests and / or teachers' judgments. In the final analysis, all these factors depend to a great extent upon subject-matter achievement. If subject-matter achievement is the complete goal of education, grouping according to achievement and ability may make mass instruction easier. Many teachers prefer homogeneous ability grouping because they believe instruction can be carried on more efficiently.

Arguments for homogeneous grouping usually include the following:

1. Homogeneous groups are usually taught by the same methods as are heterogeneous groups.
2. Grouping saves the teachers' time and energy.
3. More subject matter is covered in the same period of time.
4. Poor students are not discouraged.
5. Specially trained teachers can be employed for poorer pupils.
6. A homogeneous group can be taught as an individual.
7. The Brighter pupils are encouraged.
8. Loafing on the part of superior pupils is reduced or eliminated.

There certainly are arguments against homogeneous grouping. Among such arguments are the following:

1. No basis for grouping has been developed which is sufficiently objective.
2. Unwholesome competition may be engendered.
3. People are not strictly grouped in their life occupations according to ability.
4. Status distinctions, characteristic of a class society, may be fostered.
5. Groups cannot be formed which are homogeneous in each curriculum area because abilities of a single student vary from subject to subject.
6. No practical way has been found to group on the basis of special ability.
7. Grouping according to ability often causes jealousy and resentment on the part of the pupils and parents.

Non-graded elementary School: the non-graded elementary school is a movement which is slowly gaining supporters. This plan of classifying students is attributed to the results of the child study movement, which revealed that children differ in many ways, and to studies revealing the negative effects of non-promotion upon pupil achievement and adjustment. A non-graded elementary school classifies pupils according to levels rather than according to grade numbers. The levels are usually based on reading ability and usually consist of ten to twelve levels in the first three grades. The pupil progresses through the levels at his own rate without the usual stigma of lack of promotion or failure. A pupil may complete the three years of work in two years or may take as long as four years. This plan has been used much more extensively in the primary grades than in the intermediate grades.

The non-graded elementary school offers three major organizational advantages in classifying students: (1) A unit span of years that is adaptable to the lags and sports normally accompanying the development of child; (2) progress level that permit a child to pick up after an absence from school at the point where he previously left off (3) a time range that permits children of approximately the same chronological age to remain together while progressing at different academic rates suited to individual capacities.

ii) General Criteria for Student Classification

Grouping has been feature of schools in all countries. In earlier times, a typical small community had about enough people of school age to fill one classroom. The teacher handled all ages and all subjects as well as janitorial duties. When the student population grew too large for one teacher a second was hired and the students were divided between them. Age was the common selection factor. All students six through twelve years of age were assigned to one teacher, all those from twelve up were assigned to the other. As the population grew, so did the number of classroom groups. Grouping on the basis of age usually made no signed to the first grade, seven year olds to the second, and so on. If there was too many six years olds for one teacher, two first grades were established.

The major purpose of grouping is individualization. Students are grouped so that the range of individual differences, academic and social characteristics, the teacher has to contend with in narrowed. Age was used originally as the only selection factor because it does correlate with social characteristics and was all that was available to indicate academic characteristics until the introduction of standardized achievement testing in the early twentieth century. Age continues to be the major selection factor.

When selection factors other than age came into use, it became necessary to differentiate between two types of grouping, one based entirely on age. The term *heterogeneous grouping* (better meaning different) came into use when the absence of a grouping pattern based on anything other than age was referred to. When all six year old students were assigned randomly to the two first-grade classrooms in a school, the classrooms are said to be grouped heterogeneously. Students of widely varying academic abilities are found in each classroom.

The term homogeneous grouping (*homo* meaning same) came into use when grouping based on something other than age, or in addition to age, was referred to. When six-year-old students were assigned to the two first-grade classrooms on the basis of their performance on reading-readiness tests, the classrooms were said to be grouped homogeneously. All students below a certain readiness score were assigned to one classroom and all above that score to the other classroom. A narrow range of academic abilities was thus exhibited in each classroom. The grouping patterns discussed in this section are, in most cases, homogeneous because they are based on factors other than age alone.

iii) Common Patterns

Ungraded Grouping: Grade levels are abandoned. The early one-teacher schools were ungraded because they contained students of all grade levels in one classroom. Contemporary ungraded-grouping patterns usually distinguish between lower elementary and upper elementary, ungraded primary and ungraded intermediate. Students are assigned to an ungraded primary for at least their first three years of schooling. They are promoted to the intermediate group on the basis of age, social maturity, academic ability, or some combination of three factors. A school might have three or more ungraded primary classrooms. The teacher in a primary classroom might stay with the same group of students for the entire three years, thus assuring that the teacher becomes well acquainted with students.

Inter-Classroom Subject Grouping: Students are grouped according to the subject they are studying. This is the most common grouping pattern in junior and senior high schools. It is used in elementary schools when teachers trade for different subjects, such as when the two fourth-grade teachers agree that one will teach reading to both classes while the other teaches all the mathematics. During a two-hour period, teacher A has reading Class A for the first hour and reading with Class B for the second hour. Teacher B follows the opposite schedule for mathematics. The pattern is also followed when special teachers are hired to teach all the music, art and physical education.

Inter-Classroom Ability Grouping: Students are assigned to classrooms according to their performance on intelligence and achievement tests. For example, students might be assigned to one of the two sixth-grade classrooms on the basis of their scores on a general achievement test. All those scoring grade level or higher are assigned to one classroom while all those scoring from grade level or below are assigned to another. A high school might use placement tests to assign students to different English and Mathematics courses, or even to totally different tracks. The assignment to ability groups may be for the entire day or only for special subjects, as when the disabled readers or gifted students are pulled from their classes for instruction by special teachers. The term homogeneous grouping is sometimes used to refer to this grouping pattern.

Split-Day Grouping: Students are assigned to a split-day schedule as a means of reducing class size for critical subjects. It is commonly used for reading in the primary grades. For example, half of the class comes to school at 8:30 a.m. and receives reading instruction until 9:30 a.m. when the second half of the class arrives. At 1:30 p.m. the first half of the class leaves school, and reading instruction is provided the second half from 1:30 p.m. until 2:30 p.m. then they go home. By having only half of the class present during reading instruction, the teacher can provide more individual help.

Intra-Classroom Ability Grouping: Within the classroom, students are grouped on the basis of ability. The pattern is most common in reading where students are given a reading achievement test and then assigned to one of three groups according to their performance—a “high group,” a “middle group,” and a “low group”. This grouping pattern has been used at all grade levels from kindergarten through high school.

Special Ability Grouping: Students are assigned for short periods and, on the basis of their ability, to a special teacher. For half an hour each day a remedial reading teacher might work with students below a certain reading level and an enrichment teacher might work with students above a certain level. Remedial programs for disadvantaged students may use a number of intellectual, academic and social factors in selection as might enrichment programs for gifted students.

Intra-Classroom Individualized Grouping: Instruction in the classroom is provided for one student at a time. Regarding programs called “individualized reading” (Veatch 1966) follow this pattern. The pattern has become more popular in the last ten years because of the availability of published, self-instructional materials. The best use of a continuous-progress selecting students into individual group varies widely and sometimes none is used; students just work alone.

1.5 Psychological Factors of Classification

Basis of Classification: The simplest and the crudest basis of classification is the age of children. In countries where elementary education is compulsory and children join the school at a certain prescribed age, instruction is graded on age basis and each class has generally children of the same age. Pupils being promoted from year to year, age is generally an index of a pupils educational standing.

Chronological Age: But age by itself is a very unreliable basis of classification. A boy of twelve year, for instance, might be duller than a child of six and among children of the same age. Psychological investigations have disclosed, there are as great variations in educability and ability as between a normal boy of fifteen and one of five. Of late, psychologists, teachers and administrators have all concentrated their attack upon age as the simple criterion of the ability of pupils to cope with each level of work; and they have condemned the mass movement of pupils from class to class at the end of the year, called the lock-step promotion. Chronological age is certainly considered, but only as a starting point for an investigation as to the mental and educational standing of a pupil, before he is put into any particular class. By itself, age school-work or can do in future.

Often we come across pupils who are older than their class-fellows but have a less ability in school subjects than their age would warrant. Statistical investigations in USA as to the actual distribution of pupils by ages among the elementary and high-school classes have shown a very wide range; in one class (sixth grade), for instance, in a single State the chronological age varied from 9 years to 17 years, the average being 11-12 years. Similar investigations in Pakistan will show perhaps a wider range of distribution. These wide differences in the ages of pupils in the same class have existed ever since the beginning of school systems. But, before what is called the Scientific Movement in Education's started about a generation ago there was little awareness of their educational implications, until attention was focused upon the problem of retardation in school by Leonard P. Ayres' famous study *Luggd in our Schools*.

Retarded Children: It is a notorious fact that a very large percentage of pupils are retarded in their educational progress, having usually stagnated in a class for two or three years. The longer a child remains in a class, the less is the hope of his future progress. Stagnation occurs to much larger extent in rural areas than in urban; and in some cases, in rural areas, children remain in the same class for as many as six or seven years. Realizing their inferiority to younger children, retarded pupils lose self-respect and self-confidence. They are also generally

neglected by the teacher. Being unable to show themselves off in studies the attempt, by way of compensation to express their feeling of self-assertion in undesirable ways, resulting in breaches of school order and discipline. They set a bad example to other children and are a constant threat to the tone of the class and the school. Further, poor parents cannot afford to keep their children at school indefinitely even if education is free. Such children having become old enough to bring little more grist to the family mill are withdrawn from the school, particularly in rural areas before they have progressed in their studies sufficiently far. Thus stagnation leads to the other veil of "wastage". It is not desirable either in the interest of such over-age children or that of others that they should stay in any class for more than two years. Some authorities recommend that over-age pupils should be either sent away from the school to assist their parents in earning a living, or (unless they are hopelessly unfit) promoted to the higher class where they may find pupils of their own age and regain self-respect and self-confidence, and so develop a sense of responsibility. This course is reported to have yielded satisfactory results in certain places, and such pupils are said to have improved in their educational standing. But, apart from home or other environmental conditions, retardation of pupils is due to lack of adjustment between the school-work and the individual pupil. Ample evidence is available to support the conclusion that individuals grouped together on the basis of age for the purpose of collective instruction differ from one another in a number of single traits and in all combinations of traits. The recommendation to promote a pupil to a class made up of other children of nearly his own age, while it could be adopted in a qualified manner in primary schools where differentiation of abilities does not clearly manifest itself, it has no application to secondary schools.

General Intelligence: Instead of chronological age, mental age is now adopted in several countries as the basis of classification. In America, intelligence" tests, especially group-tests which are easy to administer and to score, have been used for some years past to classify pupils so that those of the same general intelligence or ability may be brought together in one class. In many cases, division of classes into section, wherever this is necessitated by numbers, is based on the results of these tests; and transfer to pupils to special schools for the sub-normal and super-normal is arranged on the same basis. The adoption of this basis has been found to have worked satisfactorily as it enables the school staff to place together pupils who will progress in their work at equal rates and will be more or less alike in achievement at the end of the periods of schooling. Intelligence tests are specially useful in classification to primary school, where past achievement in school subjects is of comparatively little account as compared to capacity to do school work. The usual method of assessing ability at this stage by a simple test in what are regarded as the basic subjects might yield misleading results. Retardation

might be due to prolonged absence from school through illness, to unfavourable home conditions of lack of opportunities for education, rather than to any inherent mental defects in the child, and retardation at this stage can be easily made good if there is mental ability and proper motivation for work. It should be noted in this connection that for children under ten or eleven years of age individual tests are more suitable than group-tests, but they should be applied by those who have had some training in psychological testing.

The “intelligence quotients” or “mental ages” discovered by the application of “intelligence” tests are, however, for the guidance of the head-teacher only, who has to admit and assign pupils to the proper classes. They should not be published to the whole staff of the school and in no case should they be made known to the pupils concerned or their follows. Nothing is so demoralizing as to be told that one’s intelligence is below normal.

But for grades of education beyond primary intelligence tests alone do not furnish an adequate basis for classification. A certain minimum of knowledge in the school subjects, in addition to general ability, is an indispensable condition of satisfactory work. An intelligent pupil will make satisfactory progress in acquiring knowledge or skill if his initial acquired equipment has been adequate; otherwise his ignorance will be a great handicap in his future progress. It will be difficult for him to recover the lost ground in school achievements. Then again, certain moral qualities, such as application, conscientiousness, and regularity, are necessary if intelligence is to be put to proper use. An intelligent sluggard makes less progress in school than one with average general ability who does his work conscientiously. Experiences points to be desirability of classifying pupils in primary schools mainly by capacity rather than by attainment, and in higher grades of schools by both attainment and general intelligence.

Attainment in School Subjects: Another method employed is to put into the same class pupils who have given evidence of satisfactory attainments in all, or at least the more important, subjects of the school course. When pupils are examined in all the subjects, weakness in any one unimportant subject is often condoned. This is the traditional method of classification and promotion; and it rests on the theory that what the pupils have achieved in the past ensures future achievement in the same field. In the generality of cases, the basic subjects of the curriculum are considered; and attainment in these subjects determines classification and promotion. It is recommended that headmasters of primary school should use standardized tests in the fundamental subjects, such as reading, writing and the simpler processes of arithmetic. But as the attainments of young children are very low, scholastic tests should be used as only supplementary to tests of

“intelligence”. But in the secondary grade of education wider data have to be replied upon; and some methods of discovering and assessing special abilities and aptitudes, which emerge during this stage of education have also to be devised so as to realize effectively the aim of enabling pupils to develop their special abilities, together with general abilities, up to the required standard.

Multiple and Composite Basis: there are, theoretically speaking, several other bases of classification, such as the social maturity of children, their physiological growth and their moral and emotional qualities to industry, perseverance, ambition and interest. The National Survey of Secondary Education in the USA found sixteen different bases of grouping (in addition to chronological age) used in 280 schools. But none of these, taken singly, gives any high correlation with educational achievement; in other words, no single basis furnishes any aid or guidance in classifying pupils to form homogeneous groups for the purpose of instruction.

In view of the inadequacy of any one basis for classification of pupils multiple bases are often employed as a check against one another. There are the chronological age of the pupils, their past record as expressed in school marks, their general intelligence in terms of their intelligence Quotients, and their scholastic achievements as determined by objective tests. Pupils are ranked on the basis of each of these criteria, and then divided according to the rank into two three or more groups according to the number of sections of a class in the school. When, however, it is found that there is wide variation in the rank of pupil according to the several bases employed, the teacher’s judgment decides the final placement of the pupil. There is also another method of classification, called the composite method, which employs a number of criteria such as physiological development, general intelligence, achievement in school subject, social maturity, industry, application, chronological age, etc. Tests are applied in respect of all these traits, and the raw scores reduced to a composite score, by statistical methods, on the same scale.

1.6 Activities

1. Interview with any head of an educational institution of your area. Record his concept of discipline.
2. Arrange a discussion session of your college and suggest some techniques for better classroom management in your school/college.
3. Suppose there is a need for student classification in your institution. Arrange a meeting of your staff and develop a strategy for student classification.
4. Imagine you have just been employed as school head Teacher. How would you go about establishing and promoting school discipline? Discuss your strategies with your classmates.

1.7 Exercise

1. What steps should be taken for rooting out indiscipline in our educational institution.
2. Guidance programme and discipline are crucial because they promote children's self-confidence. Explain.
3. What is the meaning and purpose of school discipline? Also highlight those factors which are effecting school discipline in our country.
4. What is your understanding of classroom management after reading this unit?
5. Enlist any five principles of classroom management.
6. Trace the history of student classification then write some plans of student classification.
7. Distinguish Winneteka plan from unit plan of student classification.
8. Trace and discuss some patterns of student classification among the elementary and secondary school of Pakistan.

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