



A study to investigate the effects of changing values and social media on class room discipline

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Abstract

Class control problems are increasing steadily in the classrooms. As the teachers make efforts to deal with them, they are also trying to understand the causes behind the changing situation. The objective of this study to investigate the factors that develops the problems of class control and the actions that will be helpful in class room management. The main method of data collection was a survey and interview of 40 teachers of different levels. The criterion used for the selection of teachers was based on three categories. These categories are consist of teachers who have weak class control over class, teachers who initially face problems in controlling the class but now they have ability of reasonable class control and the teachers who always showed the impressive class control. The data were analyzed quantitatively and the results showed many factors that are cited as the reasons, among which changing social values and the influence of an irresponsible media seem to be the ones most frequently pointed out. Other factors include curriculum, school administration, teachers and parents. The issue can be better handled when we try to understand fully these different factors.

Keywords: class control problems, classroom management, classroom discipline, factors causing student behavior problems, social media, value education

Introduction

Statement of the Problem

Teachers face lot of problems in maintaining the discipline of class during their teaching activities. Why students do not behave properly while teacher teaches them and focus on learning.

Theoretical frame work



1. Dependent Variables

- a) Class room discipline of students.

2. Independent Variables

- a) The changing norms and values
- b) The influence of an irresponsible social media

Research Objectives

1. To find out the relationship between class room discipline of students and the changing norms and values of the society.
2. To find out the relationship between teacher's control on class and the influence of social media on the students.

Research Questions

1. What is the relationship between class room discipline of students and the changing values of the society?
2. What is the relationship between teacher's control on class and the influence of social media on the students?

Hypothesis

1. Students' behavior are connected to the home and family influences. The changing values and attitudes at home share main responsibility of indiscipline in classes. The lacking of positive thinking at home felt in classrooms.
2. Students' behavior in class room is greatly influenced by media. Media also presents the rude and aggressive behavior as role model. Students try copy and exhibit such behavior even in classrooms.

Literature Review

The effective education means accomplishment of educational objectives. Institutions imparting effective education focused on strategies to attain their benchmarks (Henson, 1988) ^[11]. There are so many studies carried to study the role of teachers in class effectiveness. The finding showed that teachers play key role in shaping the effective education (Hattie, 2009) ^[10]. Marzano (2003) ^[13, 14] suggested the results that the level of achievements of students and the students' performance depend on the effectiveness and the ineffectiveness of the teachers. Effective teaching and the proper learning of students cannot be possible in an indiscipline class (Jones & Jones, 2012; Marzano, Marzano, & Pickering, 2003; Van de Grift, Van der Wal, & Torenbeek, 2011) ^[13, 14, 20]. The teachers should develop their own rules, rgulations and strategies to maintain the disciplined and peaceful environment in the class for effective students' learning (MOE, 2007) ^[15]. Classroom Management Strategies (CMS) are very beneficial in effective teaching and learning. Effective classroom teaching depends on disciplined classroom environment and it

cannot be possible in an indiscipline class because effective teaching is the reflection of teacher-student interactions (Wubbels, Brekelmans, Van Tartwijk, & Admiraal, 1999) [22]. Evertson and Weinstein (2006) [16] define classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning". This definition emphasized the responsibility of a teacher to produce and maintain effective classroom environment. Maintaining discipline in the class using effective classroom management strategies is a basic competence for the teachers. Klamer Hoogma (2012) [12] stresses that a good teacher should learn the strategies to produce effective classroom environment which is very essential for effective students' learning.

The use of technology in the classroom for example multimedia, smart board, video lectures remain helpful in keeping the attentions of students towards learning (Schussler, Poole, Whitlock, & Evertson, 2007) [16]. Interesting sessions of the teachers, positive interaction between teacher and students and the motivational techniques used by the teachers in the class also grabbed the students' attention towards learning and in maintaining effective classroom environment (S. L. Liu, Q. W. Lin, 2007) [18]. Positive effects on self concept and motivation: better teacher morale enhances the effective learning environment of the class which improves the students' performance and produces disciplined class (Cooper, 1989, and Turner, 1990, in Blatchford & Mortimer, 1994) [4]. The class size also plays an important role in the disciplined environment of the class (Blachford & Mortimer, 1995). The small class size not only leads to better performance of the teacher but also to the high achievements of the students (Tabberer, 1994) [19]. The small number of students provides increased opportunities for more individual's attention and individualized teaching (Pate-Bain *et al.*, in Blatchford & Mortimer, 1994) [4].

The term social learning can be integrated to the theory of social constructivism in the 1960s (Vygotsky, 1978) [23]. The basic principle is that students learn most effectively by engaging in collaborative problem-solving activities, under supervision of instructors (Vygotsky, 1978) [23]. Siemens (2004; 2005) and Downes (2007) proposed the connectivism theory, where social learning is integrated with social media technologies. It is to help learners build learning paths and make connections with existing and new knowledge resources (Anderson & Dron, 2011) [1].

Methodology: The Problem of Class Control - A Perspective

This research is based on survey among 40 teachers belongs to three different categories. These categories are consist of teachers who have weak class control over class, teachers who initially face problems in controlling the class but now they have ability of reasonable class control and the teachers who always showed the impressive class control. A semi-structured interview was conducted. The issue was discussed to all teachers, same questions were asked to all teachers.

The Issue

The problems being faced by teachers regarding class control and class discipline seem to be increasing steadily.

The Questions

- Are there specific reasons for this increase in discipline or behavior problems?
- If yes, which factors could be said to be the major forces behind this phenomenon
 - Teachers
 - School administration
 - Parents
 - Society/social values
 - Media
 - Curriculum

Seeking the Answers

On conducting an informal survey among teachers, it was found that although there was a great variety of opinions, on some factors almost all the parties seemed to agree. No doubt the degree of emphasis was different but specially, two of the factors on the above list were mostly believed to have a major influence in the emergence of this issue in the Asian classroom.

These were

The changing social values

The influence of an irresponsible media

The four other points were no doubt also cited as factors in the emergence of this problem but in the general Asian perspective, social values seem to have a great influence on the classroom scenario.

1. Changing Social Values

Traditionally, across the Asian continent, teachers were given a role of great honor and respect. In some cultures they were equal to or above the status accorded to parents.

Naturally it was a totally different scenario from today and that classroom in the past also had its shortcomings and drawbacks. However the issue of class indiscipline and problems of class control were almost nonexistent.

With the passage of time, the Asian classroom kept evolving, bringing more openness, friendliness and response to the classroom learning process. This frankness and friendliness was, of course tempered with the ingrained respect of the teacher and the learning process.

Unfortunately the Western concept of importance of 'self' and a lack/ absence of regard given to age, experience or status has now completely taken over the Asian social values. The middle era of a friendly respect for the teacher is very quickly giving way to a total lack of courtesy, in some cases rudeness and disrespect and in extreme cases a threat of violence.

Our society as a whole seems to have taken the western concept of self-importance and overdone it. Although it is essential to give self-confidence to a child, there is also what we call 'too much of a good thing'.

Today a teacher may expect a problematic class in terms of behavior regardless of the age group he or she is dealing with. There are teachers at the very initial grades who face quite a lot of difficulties handling young children who are disinclined to pay any regard to what is being instructed. Dealing with them wisely and gradually inculcating in them a regard for the classroom atmosphere is of course possible and carried out by many teachers but obviously it requires a lot of precious time

and effort which could have gone into more learning for the entire class.

As the levels increase, so does the seriousness of this problem. Asian classrooms are often large classrooms and often they are following set curriculums to be covered in limited amount of time. Even if only twenty percent of the students are involved, this problem amplifies. It takes more time for the teacher to deal with it and precious teaching time is lost.

Most teachers believe that the increasing problems of class control and student's behavior are connected directly to the home and family influences. The values and attitudes of a traditional Asian home are also changing fast, the respect and regard for family and elders has taken a back seat to a selfish and materialistic approach of self importance and self gratification. When the positive values are lacking at home, naturally they make their absence felt in classrooms as well.

Young parents who themselves embrace this way of thinking encourage their children in the same attitudes, often resulting in aggressive and non cooperative students who lose out in the learning process and cause disruption for all.

2. An Irresponsible Media

As in the rest of the world, the influence of the public media has greatly increased in Asian countries. The change has been more visible in the last two decades with a rapid development of technology and increase in its accessibility and availability to the common public.

Especially the immense expansion of the visual media has had a great impact on the everyday life of the common man. What used to be a few hours of entertainment has transformed into a twenty four hours a day, seven days a week, never ending exposure to thousands of sources via the cable, internet and satellite etc.

This expansion, unfortunately, also means that crude commercialism and race for profit has pushed back the traditional values previously embraced by the media. This has become such an immense enterprise that monitoring each and everything that is transmitted has become virtually impossible. As in every field, there are people who are willing to sacrifice all considerations for the sake of making a quick profit

It also means that whole generations are being bombarded with content which, if not totally inappropriate, definitely falls short of most Asian social and personal values. The media also disregards its own ethical boundaries and fails to maintain set parameters. One tendency in these misguided programs is the negative portrayal of teachers as pompous, unfair and not deserving of respect. On the other hand, the aggressive, rude and 'gangster' type students are presented as positive role models.

This is the irresponsible attitude of the rapidly expanded media in Asian countries. As they have a huge viewership, their influence is also great because there is repeated, in fact continual exposure to the images and ideas.

Naturally, the effects of this exposure are felt in the classroom, creating new and complicated class control problems for teachers. Many teachers struggling with this problem feel that they are fighting on several fronts at the same time and the media seems to be a force working against them rather than helping them in grooming youthful personalities.

The other factors as cited in the beginning are also responsible in part for the class control problems. Let us discuss them in brief one by one

3. Curriculum

Many Asian teachers are facing a situation where they face curriculum restrictions. There is limited flexibility available to cater for the needs, aptitudes and interests of a wide variety of students. Teachers try to make the best of the situation but often the efforts are not enough and result in disinterested and dissatisfied students, in turn generating problems of class control.

4. Teachers

Professional Teacher training is becoming widely necessary to enter this field almost throughout the Asian countries but still there are untrained teachers practicing in this profession. Some of them have great experience and instinctive style but there are also those whose methods leave much to be desired.

When there are two teachers who are handling a class wrongly and facing major class control problems, it affects the performance of a third, more efficient teacher with the same group. Although the teacher may not have this problem in his or her own groups, the wrong handling of others makes going more difficult and extra time and effort are required.

5. School Administration

Unfortunately education has been widely commercialized. In many Asian countries private school systems are a huge enterprise. The school administrations in such cases deal with the students as 'clients' and follow the maxim 'the client is always right'. Suffice it to say that most student misbehavior is condoned and the teacher is, to all intents and purposes, without administrative support or backing. He or she is supposed to deal with these issues on his own and ensure maximum standards of learning as well.

In fact, class control problems worsen when students perceive the teacher as not being backed by the institutional administration.

6. Parents

As mentioned earlier, the major influence upon a child is the family, and more directly, the parents. If there is a child who has constant attitude problems and is often the cause of class disruption, a meeting with the parents reveals, more often than not, that he is only acting on the influences absorbed at home or showing rebellion due to adverse family atmosphere.

Parents have a critical role to perform and any negligence on their part is reflected in the student's performance and behavior at school.

Conclusion

The main findings of the study are.

- Students' behavior are connected to the home and family influences. The changing values and attitudes at home share main responsibility of indiscipline in classes. The lacking of positive thinking at home felt in classrooms.
- The immense expansion which is unfortunately based on crude commercialism creates negative impact of teachers in the minds of students.

- Media also presents the rude and aggressive behavior as role model. Students try copy and exhibit such behavior even in classrooms.
- Teacher training programs mainly focus on teaching methodology rather than class management.
- School management does not exercise its administrative responsibility by taking serious steps against indiscipline cases as, institutions become commercial enterprise now a days and students are clients.
- Family and home atmosphere develops the personality of a child. Disturbance at home or negative attitudes of parents make the behavior of a child rebellion which causes the class disruption.

Recommendations

- Parents should focus on values and behavior of their child at home. Parents should try to cultivate moral values in the personality of their wards that they real meanings of respect and honor for others.
- Media should prepare programs which highlight the importance of teaching profession. Media should play its role in removing the negative image of teachers.
- There should be special class management courses and workshops in which teachers should be trained to manage indiscipline students and control rowdy classes.
- School administration should play vital role in the class room management. They should take strict action against indiscipline students. Handling of indiscipline cases by the teachers should be backed by the school administration.
- Parents should critical role in making the personality of a child positive. Performance and behavior of a student at school reflects the parents' attitude.

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