

# *Discipline and practices in primary schools and parents' expectations*

## *A Qualitative Research on state primary school parents in Cluj*

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### **Abstract**

This research provides information about the opinion of parents on the discipline measures and applications at primary schools.

Eighty-eight parents from four different state primary schools in Cluj city were interviewed for this research. The data were obtained from the interview form developed by the researcher. The data obtained from the form are analyzed by the “content analyze” technique.

The punishment and rewarding techniques applied at schools to provide discipline are perceived as inadequate. The parents agreed that, students should contribute to the process of determining the school rules, the social relationship of the students should be developed, a good atmosphere of communication should be provided, school should be more patient and gentle in order to correct the undesirable behaviors, the parents should be informed about the rules in order to apply them more easily, and school parents corporation should be improved.

### **Section A**

#### **Introduction**

School discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to create a safe and conducive learning environment in the classroom.

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 noncriminal student behavior (Moles 1989).

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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.

The purpose of discipline is to help the individual to acquire knowledge, habits, interests and ideals which conduce to the well being of himself, his fellows and society as a whole.

With this study it is tried to determine parent’s understanding of disciplinary practices and what the parents’ expectations are. It is prepared for parents with children in state primary schools of city of Cluj. Survey method was used in the research. The data were obtained by personal interview. The data collected was analyzed by content analysis method. In this section problem situation, problem statement, the purpose of research, importance, limitations of research and definitions are stated.

### **1.1. Problem situation**

According to Basaran, the definition of discipline in education is as follows; “To show and to teach student what desirable behavior is, and to observe student behavior and to reward him when he is doing better than expected, and to punish him if he is doing worse than expected.” In this sense, discipline is to teach the student the desired behavior, and to settle these behaviors. This definition accepts conditioning as basic teaching factor for learning a new behavior, and based on punishment and reward. This reflects approaches of discipline through fear. However after this stage remedial discipline approach is accepted widely. In Romania preventive discipline approach is not yet valued properly, but widely accepted on western society.

The purpose of discipline is not ensuring blind obedience of children, but to help them to control themselves. (Franu, Rotmayer, Tncket, and Waters 1993)

The individual learns first adaptation method from father-mother, and also first values passed on individual from parents (Kahn, 1994). Education within the family is recognized by most experts as the most powerful and most important factor on the child’s personality structure and development after inherited features. Many psychologists in particular Freud and Adler say that personality development is occurring around the first five-six years of age. After that other factors do not create a radical change of personality. (Comer, 1996) Individual stays with family between these ages. So we cannot deny parents influence on personality development of the child. School should also be seen among the determinants of child personality (Kilicci, 2000).

School comes after the family in the development of an individual’s personality. The school is located in a very effective place in individuals thinking and behavior development. While the child in preschool stage family and family environment is the most important development in state, with primary school, children sees social environment other than the parents. Thus while the parents was the most distinctive authority figure to children, with the beginning of school teacher becomes the authority figure; and with secondary school peer groups and others becomes among the authority figures. (Liebert and Wick-Nelson, 1981, s.148; Gaines, 1989)

### **1.2. Problem statement**

The main purpose of this study is to examine expectations of parents of the

disciplinary practices in the primary schools.

What are the expectations of parents and what is level of satisfaction about discipline practices in the primary schools?

### **1.3. Sub-problems**

Related sub-questions are as follows;

- What are the discipline theories and which discipline approach should be applied in primary education?
- What are encountered undesirable student behaviors in school or class?
- What are the factors that play a role in ensuring discipline within the school and class?
- According to the views of parents, how undesirable behaviors in the school or classroom can be corrected?
- How/What rules can be created in order to prevent the emergence of undesirable student behavior in the school according to the views of parents.

### **1.4. Assumptions**

The main assumptions of the study are as follows:

- Ideas of the parents about discipline practices in primary schools in Cluj city measured by answers to parents interview forms.
- Parents replied interview questions accurately and honestly. Answers reflect the sincere views of the parents.

### **1.5. Limitations**

This research;

- Is limited with the views of 88 parents in primary school of Cluj city in 2010-2011 academic years.
- Views and expectation of parents limited with the questions in the interview forms.
- Questions in the interview form are limited with type of questions which parents can observe or could have information about it.

## **Section B**

Education and discipline in school and in family

### **2.1. Education in Family and School**

Development of students as consistent individuals, family has more responsibility than the school.

The size of the family, socio economic and cultural level of the family, attitudes and behaviors of family members against each other and to the child such as discipline applied to child will affect the emotional and social development of the child and will guide child's behaviors.

Out of all the factors responsible for personality development in children, parental influence is the most important one. The way the parents behave with the child, how much he is allowed to socialize,, the kind of culture he is subjected to by them, and the emotional make-up of his parents, all these have a great bearing on the child's growth. According to

researches children growing up in tolerant and democratic homes tend to be more efficient in relations with friends, more open, and having more creative ideas. (Yavuzer, 1998)

The child's first environment interaction takes place in family which forms the smallest part of the community. Family where first foundations of the community rules shaped, most important institution for the future of people. Education begins in family. Basic behavior of personality structure are obtained on large extend in the family. They would be very difficult to change. Lazy-hardworking, truthful-lying, wimp-aggressive, selfish-sharing such dilemmas begin and develop in the family. It is difficult to change them in the school. Appropriate solution would be to pre-influence to the family. (Basar, 1998)

Source of some unwanted behavior is family. Family model affects the child's psycho-social development. The school's most troubled students come from troubled families. (Kucukahmet, 2001)

Increasing the education level of family in which forms the first ring on the formation of the internal discipline and socialization of the individual will ease to educate children in the school.

## **2.2. Traditional and Contemporary Approaches in Education and Discipline Understandings**

In Romanian education system various educational policies and approaches are being tried and implemented. Below two categories can be considered as traditional and contemporary approaches to education.

Traditional education system has adopted and applied to more conventional schools. In this system courses, programs, assignments, course hours are organized irrespective of the child's interests and needs.

In the conventional disciplinary understanding in traditional schools, students are expected to obey each case with absolute. Such repressive attitudes results with undisciplined behavior as reaction. This school has authoritarian characteristic limiting free activities of student. (Kafadar, 1997)

In the conventional disciplinary understanding in traditional schools, student participation of the decisions taken is not possible. Teacher-student relations are extremely structured. Classroom rules are very strict and one way. In determining the educational objectives and class rules student participation is not included. These rules are projected by teacher, cannot be changed or discussed. (Aydin, 1998)

Student who has been attempted to discipline completely with teachers' attitudes will not want to share any problem with school and will be alienated.

If discipline decisions are only decisions taken by teachers will not help widely to students.

Schools should end traditional approaches. This should not stay only as theory on the paper but also should permeate the teacher's philosophy, should find expression in teachers' behaviors and should include all school staff. Otherwise school will take a lot when it gives. (Kilicci, 2000) The first condition to accomplish this teachers and students should study hand in hand.

In schools and institutions where teachers and students working together discipline problems minimizes and feelings of responsibility and sharing are developing. This approach started as a response to traditional approach in education and settled in other parts of the world since the beginning of XXth century in the West called as "New

Approach” or “Contemporary Approach”. Every form of punishment are required to be removed from schools where contemporary approach dominant. Instead of classical discipline approach which is formal and externally imposed, a new discipline called self-control approach adopted. The main purpose of this new approach is to cultivate a morally upright and sociable citizen by providing free social environment where children could act freely.

In the new discipline approach which is dominant in contemporary education the discipline is inherent. In a motivational learning environment, child could be a disciplined individual by participating in the decisions voluntarily, by taking responsibilities, and by tasting the sense of achievement. (Kilicci, 2000)

### **2.3. Discipline Theories**

These theories are arranged in 3 categories. (Edwards, 1993)

#### **2.3.1. Orientation Theories**

The Skinner Model of Shaping Desired Behavior

Human behavior can be shaped along desired lines by means of the systematic application of reinforcement.

Skinner’s Key Ideas

1. Behavior is shaped by its consequences, by what happens to the individual immediately afterward.
2. Systematic use of reinforcement (rewards) can shape students’ behavior in desired directions.
3. Behavior becomes weaker if not followed by reinforcement.
4. Behavior is also weakened by punishment.
5. In the early stages of learning, constant reinforcement produces the best result.
6. Once learning has reached the desired level, it is best maintained through intermittent reinforcement, provided only occasionally.
7. Behavior modification is applied in these two main ways:
  - o The teacher observes the student perform an undesired act; the teacher rewards the student; the student tends to repeat the act.
  - o The teacher observes the student perform an undesired act; the teacher either ignores the act or punishes the student, then praises a student who is behaving correctly; the misbehaving student becomes less likely than before to repeat the act.
8. Behavior modification successfully uses various kinds of reinforcers. They include social reinforcers such as verbal comments, facial expressions, and gestures; graphic reinforcers such as marks and stars; activity reinforcers such as free time and collaborating with a friend; and tangible reinforcers such as prizes and printed awards.

The Canter Model of Assertive Discipline

Assertiveness and insistence are at the focus of Canter’s model.

Canter’s Key Ideas.

1. Teachers should insist on decent, responsible behavior from their students.
2. Teacher failure, for all practical purposes, is synonymous with failure to

- maintain adequate classroom discipline.
3. Many teachers labor under false assumptions about discipline, believing that firm control is stifling and inhumane. On the contrary, firm control, maintained correctly, is humane and liberating.
  4. Teachers have basic educational rights in their classrooms including:
    - The right to establish optimal learning environments.
    - The right to request and expect appropriate behavior
    - The right to receive help from administrators and parents when it is needed.
  5. Students have basic rights in the classroom too, including:
    - The right to have teachers who help limit inappropriate, self-destructive behavior
    - The right to choose how to behave, with a full understanding of the consequences that will follow automatically from their choices.
  6. The needs, rights and conditions outlined above, are best met through the use of assertive discipline. The teacher communicates clearly his/her expectations to students and follows up with appropriate and consistent actions which do not violate the best interests of the students.
  7. Assertive discipline involves the use of the following behaviors. To be effective they must be used consistently:
    - Identify expectations clearly.
    - Maintain eye contact.
    - Use hints, questions, and I-messages rather than demands or requests for appropriate behavior.
    - Follow-up with promises (reasonable consequences, previously established) rather than with threats.
  8. To become more assertive when using discipline, teachers should do the following:
    - Practice assertive response styles.
    - Set clear limits and consequences.
    - Use follow-up procedures that are consistent
    - Make specific assertive discipline plans and rehearse them mentally.
    - Write things down; do not trust to memory.
    - Practice the 'broken record' technique when reinforcing expectations.
    - Ask school principals and parents for support in your efforts to help students.

### **2.3.2. Undirected interference/interventions theories**

The William Rogers Model of Decisive Discipline

Roger's Eight Protocols of Discipline:

1. Establish clearly the rights, rules, responsibilities with your class.
2. Intentionally minimize embarrassment and hostility.
3. Maximize students' choice over behavior.
4. Develop and maintain respect
5. Be aware that our expectations affect our behavior as classroom leaders.
6. Maintain a judicious sense of humor.

7. Follow up and follow through (consistency).
8. Utilize wider support (peers, admin, parents).

Roger's suggestions for Teacher Behavior in Discipline:

- a. Maintain eye contact.
- b. Use a respectful voice tone (speak clearly and firmly).
- c. Watch proximity (not too close or overbearing in body language).
- d. Refer to the class fair rule. Avoid arguing, assert, take the student aside, give clear choice or follow up later
- e. Use appropriate assertion (match teacher behavior to level of disruption).

The Ginott Model of Co-operation Through Communication

Ginott's Key Ideas.

- Discipline is a series of little victories slowly acquired over time.
- The most important ingredient in classroom discipline is the teacher's self-discipline.
- The second most important ingredient is the use of sane messages when correcting misbehaving students. Sane messages are messages that address the situation rather than the students' character.
- Teachers when at their best, use congruent communication; communication that is harmonious with students' feelings about the current situation and themselves.
- Teachers should model the behavior they hope to see in their students.
- Inviting cooperation from students is vastly preferable to demanding it.
- Teachers should express anger but in appropriate (sane) ways.
- Apologies from students should be accepted only after there is a clear understanding that students intend to improve their behavior.
- The best teachers help students to build their self-esteem and to trust their own experience.

### **2.3.3. Leadership Theories**

The role of teacher is leadership. If teachers use appropriate techniques of intervention/interference children can successfully divert responsibility to themselves. Leadership theories give children significant freedom if they use it responsibly.

The Dreikurs Model

Dreikurs Key Ideas.

- Discipline is not punishment. It means self-control.
- The teacher's role is helping pupils to impose limits on themselves.
- Teachers can model democratic behavior by providing guidance and leadership and involving pupils in setting rules and consequences.
- All students want to belong. Their behavior is directed to belonging.
- Misbehavior is the result of students' mistaken belief that it will gain them peer recognition. [It is usually a mistake to assume that misbehavior is an attack directed at the teacher.]
- Misbehavior is directed at mistaken goals: attention-getting, power-seeking, revenge, and displaying inadequacy. The trick is to identify the goal and act in ways that do not reinforce mistaken goals.

## The Glasser Model of Rational Choices

Glasser's Key Ideas (pre 1985).

- Students are rational beings. They can control their own behavior. They choose to act the way they do.
- Good choices produce good behavior. Bad choices produce bad behavior.
- Teachers must always try to help students make good choices.
- Reasonable consequences should always follow student behavior, whether it is good or bad.
- Class rules are essential and they must be enforced.
- Classroom meetings are effective vehicles for attending to matters concerning class rules, behavior and discipline.

### 2.4. Factors Contributing Discipline in the School

There is no guaranteed way to ensure an appropriate discipline in the school environment. Variables play a role in ensuring discipline in the school environment are family, teachers, students, administrators, educational programs (Cetin, 1989)

#### **Family;**

The family is one of the main socializing institutions of the society. Within the family, the child appropriates the social norms and values and it becomes capable of having relations with the other members of the society.

The socialization established within the family is essential for the children's social integration. The failures of the socialization within the family have negative consequences at the communities and society level.

Insufficient family environment to meet the needs of the child, and formation of related behavior problems, affects child behaviors in the school environment. Family environment on student's behavior is more decisive than the school environment. (Okutan, 2004)

Source of some of the unwanted behavior in school is the family. Family model will influence in the child psychosocial development, behavior and attitude, and achievements. The school's most troubled students come from troubled families.

Student is Individual who needs for training and attending school to meet the need of education.

In every school may have desired behavior exhibitors next to the unwanted behavior. Unfortunately, students exhibiting unwanted behaviors will also affect other students negatively. Teachers and administrators should approach with positive discipline to solve unwanted behavior issues before it starts to increase. (Cetin, 1989)

Teacher; Among the elements of teaching-learning process in terms of duties and responsibilities given without any doubt the most important one is the teacher. Teachers are individuals who are assigned to provide education to students to achieve stated objectives. Therefore, teachers have to large effects on the achievements in education.

Educator J.F Brown says that the most influential factor in the process of learning is the teacher. According to him, without teacher is vibrant personality, courses, materials makes very little sense. A teacher in an educational institution is defined as guiding or directing person of young people's learning experiences with knowledge, etiquette and experience.

Teachers should have certain knowledge attributes as well as personality

characteristics for a positive influence on students. Teachers gain these attributes through teacher training programs. (Kucukahmet, 2001)

Administrators; Most administrators spend a large portion of their time dealing with school discipline and behavior. While there is no way you can eliminate all your student behavior problems, there are steps you can take to ensure that your discipline program is seen as effective and efficient. As an administrator there are several things you can do to not only detour poor choices and bad student behavior, but to promote a positive atmosphere with minimal disruptions in the learning process.

Educational Programs; All activities to bring in desired behavior to students are organized considering educational programs.

## **Section C**

### **Reasons of indiscipline and solving discipline problems**

Over the last decade, the standards of discipline are fast deteriorating in the school environment too. School is just not what it used to be anymore as very few schools are able to maintain the same standards of behavior. Maybe the teachers' do not have that same confidence and commanding personality as they used to. Or maybe work pressures have increased to such a degree that all the teachers can think of is completing the curriculum on schedule. Quite obviously, most of them seem to lack the dedication to go beyond the call of duty and the syllabus and contribute to the all-round development of the child.

There are many reasons why there might be indiscipline in a school. The causes can be divided into two groups, causes within school and causes outside school.

Causes within school; this might include the following,

1. The teacher taking the lesson is a supply teacher and so is not recognised by the pupils as a figure of authority, because he/she is only temporarily teaching that class. Also the supply teacher may not know the individual names of the pupils - this may give certain kids the excuse to ignore the teacher while he/she is attempting to communicate with them, for a time before they pretend to notice the teacher actually wants their attention. Name games might be played where the pupils assume the names of their friends for example during the register, to confuse the teacher.
2. The teacher may be late and so the first few minutes of the lesson were spent in an environment devoid of the basic classroom rules. This bad foundation for the lesson makes pupils more prone to rebellious behavior
3. It's the last lesson of the day. For any teacher, such a time of the day to teach is generally a misfortune. In anticipation of the end of the day, pupils take less care over their work and may lose commitment, as thoughts turn to what they have to do after the lesson, e.g. piling up homework to deal with or an angry girlfriend who needs talking to.
4. Of course, the standard of discipline is likely to go down even further if a lengthy holiday awaits the end of a Friday afternoon lesson or indeed awaits the end of a school week.
5. Poor teaching. Usually a teacher who makes more of an effort to connect with the pupils is more likely to gain their attention. But reading in a monotone from a text book before telling the pupils to get on with some task in their books is just asking

for the paper planes to take flight and shouting across the classroom.

6. Teaching is a tough job, though not impossibly so. However, sometimes there may simply be too many rebels in the class to keep control. It might come down to ringing support stuff when a teacher has had it with a pupil who won't take out his earphones and needs to be removed. Although this may have solved a problem it's ultimately wasted time as all the other pupils look up from whatever they are meant to be doing at the occurring confrontation. Playing for time, that's what it's about.
7. Amongst higher ability groups, certain pupils may come to the conclusion that they are intellectually superior to the teacher and so taunt him/her, without feeling any incentives to do the work. Instead they talk to friends, chuck stuff about, knowing they're able to conduct themselves in a reasonable manner should the teacher come round, and answer correctly any questions the teacher may ask them to check they are doing the work.
8. Negative relations between pupils. There may also be unwelcome incidents that could occur between pupils at any time, causing tempers to occasionally flare. As you can probably guess, such emotions are likely to somewhat dim the awareness of school disciplines for the pupil(s) in question.

Causes outside school; this may possibly include the following:

1. The parents of pupils may have no interest in education and so this encourages their children to assume a similar attitude, provoking rebellious behavior.
2. Pupils may be abused at home. It's not going to be as easy for a pupil from an unstable background to focus on school work as one from a more secure one. After all, what is a pupil who is mistreated at home more likely to be thinking about, what's the formula for the circumference of a circle or, will my dad get drunk again tonight and threaten me with that knife?
3. Pupils may have found that being tough is the way to survive at home, so why shouldn't they think otherwise whenever they turn up to school?
4. Home life for some might involve being overindulged by parents and so pupils expect the same when they come to school.
5. Again, in the domestic context, pupils may not ever have been set clear boundaries at home and so it is only natural that they are going to find abiding by a whole set of new rules at school a suffocating prospect which limits their usual freedom immeasurably.

Reasons for indiscipline in schools listed as follows.

Family and Social Environment Related Causes

- Intelligence retardation and mental disorders
- Being away from the family
- Family incompatibility
- Sending the child to an unwanted school
- Prohibitions and suppressions
- Growing up without care
- Not having proper childhood period
- Friendship and peer groups

- Jealousy
- Being the only child of the family
- Comparing the child with other children
- Physical deficiency
- Wealth or poverty
- Mass media
- Lack of social discipline
- School facilities, Administrator and Teacher related causes
- Insufficient physical facilities of classroom and school
- Insufficient capacity of classrooms and schools
- Incorrect management and management styles
- Weaknesses of personality/ character of teachers

Causes for student indiscipline in the classroom can be grouped as follows:

### **3.1. Causes based on Students**

#### *Family originated causes*

Children's first experiences of social relationships start in the family. Family education level, economic status, values, the number of individuals, education perspectives affect the child's behavior at school. (Basar, 1998)

#### *Social environment originated causes*

Students from the different environment, their perceptions and reactions will be different in various situations. These differences can be seen as undesirable behavior.

#### *Period of development of the child related causes*

It is necessary to know the attitudes appear during the development stages of children to prevent unwanted behaviors. Researches show that male students directed more than female students to unwanted behaviors. (Lorenz, 1991)

#### *Health Issues related causes*

Health problems may cause students to show unwanted behaviors. Health of students should be monitored closely with regular scans and check-ups, any issues should be treated with the support of parent.

### **3.2. Causes based on Teacher**

There are many reasons why discipline can be a problem in the classroom. Reasons for important part of unwanted behaviors are teacher based. Teacher's personality characteristics and styles of teaching will affect to general atmosphere of the classroom the positively or negatively.

The quality of the teacher-student relationship is of primary concern. Warmth, acceptance, and support are delivered no contingently and thus are not conditional upon a student's behavior. Effective teachers strive to develop a positive relationship with every student in their classrooms, and seek to promote positive relationships and a sense of community among the students themselves. In sum, authoritative teachers create a classroom climate, and school-wide climate, in which students follow norms for appropriate behavior out of respect for the teacher and one another.

The negative form relationship established between students and teachers, the teacher's personality, the positive or negative warnings from teacher, teacher's program

and planning, classroom management and teaching approach (to be student-centered / not), the absence of the teacher's plan, the lack of planned classroom activities, classroom rules, lack of democracy in the classroom, psychological punishment, an attitude of excessive freedom in their classrooms, fear of teachers, could be considered as reasons for the emergence of unwanted behaviors in the classroom.

### **3.3. Methods Preventing and Solving Discipline problems**

#### **3.3.1. Direct Control tools;**

Methods to prevent unwanted behavior in the school or in the family or to prevent recurrence.

##### **Punishment**

Punishment is and aversive stimulus or consequence that is presented following a response to reduce the rate and probability of occurrence of the response. Punishment can also be considered the removal of a positive consequence such as; privileges, free time, or participation in a desirable event or activity.

There are three advantages to be gained from using punishment. First, when punishment is used with maximum effectiveness it can bring a rapid halt to undesirable behavior and, perhaps a long term reduction of future occurrences of the behavior. Second, when punishment is paired with specific instruction or examples of desired behavior it can help pupils discriminate acceptable from unacceptable behaviors more rapidly. Third punishment of one pupil's behavior may reduce the probability that others present will imitate that behavior.

There are seven problematic aspects to use of punishment. First, pupils may withdraw in response to punishment. Second, punishment can lead to aggression. Third, punishment has a tendency to cause generalization. Fourth, as stated, pupils are less likely to imitate a punished behavior, however, they may imitate the act of administering punishment in attempts to gain power or control over their classmates. Fifth, when a behavior has been punished and attention drawn to be punished act it may be imitated in a different settings, such as, the playground, the school bus, or in another classroom. Sixth, when pupils are constantly singled out for punishment, they may be avoided or ridiculed by their classmates. Seventh, punishment may have negative influence on the self-concept or perception of the environment. (Discipline and the Use of Punishment, 2001)

Punishment is a method of controlling pupil behavior. We have enough information and research findings to help us implement effective punitive control techniques.

##### **Rewards**

Another direct control tool providing discipline is rewarding. Rewards is a vehicle of sanction which encourage desired behavior to students. Although the reward is used as a method for the rulers, it should be an important tool not the goal for students. Children's specific behavior should not be to obtain the reward but they are correct and appropriate. (Foster, 1964)

Immediate reward for appropriate behavior in reinforces good conduct and contributes significantly to emotional and cognitive development. A child's earliest lessons about good behavior begin as he watches the activities of adults around him and then mimics what he sees. By receiving positive reinforcement for his efforts, he develops a sense of competency and is more likely to show initiative as he begins to work toward the

following three developmental milestones.

1. Developing an internal locus of control; the ability to motivate himself toward future developmental tasks.
2. Gaining the confidence to venture further into the world around him because he has received encouragement for his prior efforts.
3. Building a strong sense of autonomy that is a result of the cumulative successes in learning how to exist apart from caregivers and parents

The best forms of immediate reward are those that positively impact a child's sense of self. Tangible rewards, such as toys or candy, should be used sparingly since the small child will focus his delight upon the item and miss the significance of why he has received it. (Bauers, 2010)

## **Rules/Regulations**

Rules are another direct control tool providing discipline in schools. In real social life, individuals have some responsibilities and tasks. Individuals should perform its tasks to live and to keep surviving the social environment. There are rules and orders in each school which should be followed by each member of the society fully and accurately. These were identified by the school community in order to protect the interests of society. Each new coming student should know and understand these rules and regulations.

Rules and regulation should provide a sense of self control of child's behavior. One of the important obligations of the school is to provide the habit of avoidance disturbing others, hurting words and actions to others.

### **3.3.2. Indirect Control tools;**

Indirect control in school and classroom means to arrange the education conditions to avoid undesired behavior of students. Some indirect control tools could be considered;

- Teacher - Class management
- Outside class activities
- Student participation to the management of the school
- Friend of the students
- Guidance Services
- Using school facilities effectively
- Effective School-parent communication

## **Section D**

### **Method**

Research method section is related to issues; research model, population, sampling, data collection tools, data collection, and data analysis

#### **4.1. Research Model**

This research is done to have information about the idea of parents on the discipline and applications at primary schools. Sampling method was used. As a model it is a qualitative research study. In this study, interviews were used as a method of data collection.

Qualitative research process is a dialectical process involving the internal connections

between various aspects of the study led by researchers with the resulting data and analysis. (Miller & Dingwall, 1997)

**4.2. Population and sampling**

Population of the research is parents having children in state primary schools in Cluj in 2010-2011 academic year. 4 different schools from different income levels were chosen. 110 interview forms have been used. 60 forms filled with parents with a face to face interview. Another 50 interview form sent to parents and 28 returned. Parents’ opinions about disciplinary practices in schools are examined.

**4.3. Preparation of Data Collection Tool**

Interview form technique has been used as data collection tool. To collect necessary data an interview form with eight questions has been developed by the researcher.

**4.4. Data Collection**

This research is based on parents’ responses to open ended questions. Considering the fact that responses are not always reflecting the facts is an important limitation of this research.

**4.5. Data Analysis**

Qualitative “content analyze” technique was used. Responses to questions which are categories by the researcher have been analyzed. Researcher analyzed responses and collected responses under certain categories. Similar data within the framework of certain concepts and themes interpreted and brought together. The concepts related to each other are united under a specific theme.

**Section E**

**Results and comments**

**5.1. Table 1**

Parents’ opinions about what type of attitude should teachers or school administrators demonstrate when a problem arises with a student.

First a warning should be given, if continues should meet the parent, and then punishment should be given.	55
Be treated constructively	22
Reasons behind the issue would be investigated thoroughly	12
Issue should be discussed with the guidance teacher and a way to follow should be decided	9

When a problem behavior encountered in the classroom or school, the most correct attitude would be to investigate the cause of the behavior and a constructive attitude should be exhibited. Students expect first an oral warning when an incorrect behavior happens. Teacher should follow such a path first. If the incorrect behavior repeats then parents and guidance service should be consulted to resolve the behavior. Punishment is a method referred to in the last stage. Teacher should be patient and tolerant during this process. In addition teacher should take into account the characteristics of individual

students before determining what kind of discipline in the classroom. Teacher should also investigate their effects to negative behaviors in the classroom.

At the solution stage of the problem, we consider education first started in the family, and communication between school and home, and support for cooperation is very important. Therefore mutual efforts and common attitudes with family will be very important for the solution of the encountered problem.

**5.2. Table 2**

Parents’ opinions about methods applied to ensure discipline within school;

Verbal praise should be increased.	47
Methods are not sufficient to provide motivation.	34
Punishment procedures should be increased.	24

Teacher’s activities, gestures, behaviors in the class could affect motivation of the student.

Teachers could improve students’ interest and motivation; if teachers can control the class, can be a good speaker, can be good to adjust their tone of voice, can use the board effectively, and can bring students to become active in the classroom.

Despite all the measures taken we will have students insistently disrupting the teaching and learning activities in the classroom. Discipline action can be applied to prevent the disruption of such student to others. But punishment should be fair, not exhibited, and shouldn’t be in nature of depriving of other activities. While punishing the reasons must be investigated for the undesired behavior, and to eliminate the behavior school guidance service and family should work together.

Even though appropriate punitive measures are usually needed to stop negative behavior, it isn’t the only way to fix the situation. Additional effective approaches involve positive reinforcement with praise or small incentives made available in exchange for fantastic behavior.

**5.3. Table 3**

Parents’ opinions about if they had chance to determine the school or classroom rules what would be the rules would they place in the classroom?

Decide rules with students together.	38
Personal hygiene and class cleanness , and rules providing order of dressing	31
Rules based on love and tolerance	21
Rules not restricting student freedom	13
Would take measures to strengthening social relations.	12
Constructive and motivation-enhancing rules.	5
Precaution should be taken before the problem appears	2

Individuals in a society must learn and continue his life according to these rules to be accepted by the society.

One of the most important functions of the education is socializing the individual. The rules which child have to obey in the school are actually acceptable norms of social

behavior child should comply throughout his life. At this point school rules have an important meaning.

School rules should be determined beforehand. These rules should be guiding rather than punitive. Individual differences of students should be considered in creating the rules. Student participation should be provided and students should be informed in advance about the rules. Rules must be less, simple and easy to understand. Rules should be few and well considered; and when once made, they should be enforced.

In this section parents responses reflect a preventive and constructive discipline approach. Preventive discipline is positive procedures that emphasizes and rewards good behavior, instead of looking for and punishing bad behavior.

Concept of discipline in secondary schools in Romania is punitive. Punitive disciplinary approach may not be appropriate pedagogically but has an important role in ensuring the order of the environment which school, family and business have to live in.

**5.4. Table 4**

Parents’ opinions about if parents had chance to change the school or classroom environment to ensure discipline within the school what type of environment they could consider?

Class sizes must be reduced.	14
One to one communication should be used.	46
Children’s characteristics should be taken into account.	54

Very few parents considered that the class sizes are big. Parents do not consider crowded classes as a factor for discipline issues.

Classes were formed without considering the individual characteristics of the students and this is complicating to maintain the discipline in the classroom.

One of the most important factors in ensuring discipline is to monitor, recognize student behaviors and to develop an appropriate prevention methods.

**5.5. Table 5**

Parents’ opinions about guidance service in the school, whether it is sufficient in resolving the discipline issues? Guidance hours, the operation?

It is not enough.	21
It is enough	66
Parents do not have enough information about rules.	20
Guidance service, school administration, teachers and parents should work together	11

**5.6. Table 6**

Parents’ opinions about how teachers should correct undesired behavior of students in the class, which method the teachers should follow?

Should be compassionate and patient.	36
Student should be punished if the problem persists	25
Should set up good communication.	24
Cause of the misbehavior should be investigated	12
Parents and teachers monitor with a common program	11
Rewarding methods should be used	10
Rules should be explained to students	7
Problem students should be followed	7
Teachers need to develop themselves.	3

Research shows that the most effective way to provide classroom discipline is to develop the internal controls of students. A substantial portion of parents consider appropriate to punish repeated undesirable behaviors.

Punishment considered as a weak obstacle to prevent undesirable behavior, and has negative effect on students. Punished student would probably get angry, can enter into behavior of revenge and hate to school. He could repeat the same behavior at the first opportunity. Because punishment will not teach the wrong behavior, but suppress it. Punished student will have a negative feeling to school, subject and teacher and this will affect the success negatively.

**5.7. Table 7**

Parents’ opinion about when desired behavior achieved, or to improve the acceptable behavior what methods should be used?

Verbal praises	54
External motivation methods should be used	17
Taking into consideration the characteristics, the students’ external motivation methods or verbal praise should be used.	17

**5.8. Table 8**

Parents’ opinion about when a committee of parents, student’s representatives, school guidance service and teachers is collected in order to ensure discipline of the school, how parents can be effective in this committee?

Discipline rules, policies should be explained to parents by the school administration	31
Parents Teachers associations should be directed by school administration	30
Parents Teacher meetings should be increased	19
Parents, should not interfere management of the school	6

The family is one of the main socializing institutions of the society. Within the

family, the child appropriates the social norms and values and it becomes capable of having relations with the other members of the society.

Education begins in the family, and continues in school and after school. Rules implemented in the family forms child's behavior in the school. The rules to solve a problem encountered in the school and the rules at home must be in the same direction. Therefore family should know, believe and support the rules of the school.

Administrators should make the rules which were prepared by the teachers, guidance service and family clear to all community of the school. The school with more frequent meetings will build up a lively interaction between students, teachers and parents. Family-school relationship should be at a level which having an active role in solving problems.

### **5.9. Feedback from parents about the discipline;**

- Discipline is indispensable for education.
- Discipline is important for the development of child of all ages in all environments. For the development of students' personalities, especially at age of growing up, student must be within a specific discipline at home and school.
- Discipline is not something to be provided on a sudden. Behavior should be given step by step in the long term.
- Children's social activities, such as physical education courses should be increased. Common activities as a whole class will contribute to the development of discipline.
- Emerging technology disturbs seriously student behavior.
- Punishment should continue as a method of discipline.
- Student should not afraid of teachers, but should feel the teacher as an authority.

## **Section F**

### **Conclusion and recommendations**

#### **Conclusion**

School discipline is the system of rules, punishments and behavioral strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to create a safe and conducive learning environment in the classroom.

Nowadays schools should follow preventive and constructive discipline approach. According to this approach students will not obey the rules with a forcing authority, but with internal control -self-control, they will take the responsibility of their actions and comply with environment. It prepares students to live in a democratic society. As a result of the survey responses, parents also looking for modern discipline approaches.

There are many reasons of indiscipline in schools. Mental retardation, mental disorder, jealousy, family discord, wealth, poverty, lack of social manners, etc. As a result, despite all preventive measures and good intentions students till can commit offenses. At this stage disruptive behavior should be punished to realize a healthy education process. If this penalty is given at the appropriate time is an effective method for improving individual behavioral disorders. Parents' opinions are also in this direction as to use punishment as a last resort.

Punishment is not a mechanism to suppress, to prevent, to exclude, to destroy. It

supports a lot of good chain of mechanisms.

In response to breaking the rules, punishment choice should be in a written format and this format should include the names of penalties. All students should know which punishment will be given when they behave undesirably. Nowadays in Romania uses a discipline regulation printed by the ministry of education in 2005. ROFUIP CAP VIII (<http://administrasite.edu.ro/index.php/articles/c245/>) Ministerul Educatiei si Cercetarii, Directia Generala Invatamant Pre universitar. With these discipline regulations law and penalties are determined in advance based on punishment in case they fail to behave properly.

## **Recommendations**

The purpose of the family and school education is to train individuals in accordance with the norms of society. Discipline has an important role in fulfilling this goal. For an effective disciplinary process school, teachers, administrators, parents and guidance service should follow a joint program. If classroom teacher in class and administrator in school cannot provide the discipline normally a healthy education cannot be realized. For this, the teacher in the classroom, the administrator in the school should take measures to ensure discipline.

In the preparation process of school and class rules to be applied students participation must be ensured. Otherwise discipline rules make no sense for students. These rules should be guiding rather than punitive.

Students should be informed about discipline rules. The reasons for the rules to comply should be explained. Thus, complying with these rules will be much easier. In addition, the determined rules should take into account individual differences and should be based on love, respect and tolerance.

With increasing student's responsibility, to act together and sharing feelings discipline problems in schools will be minimized. To do this, extracurricular activities should be encouraged to prepare such environments.

Increasing sportive activities, culture and art activities, effective running of clubs will be effective on acquiring the right attitudes and internal control of students.

Crowded classes is one of the causes of indiscipline in schools. In crowded classes lessons are teacher centered, tools and equipment are not enough, the guidance is not effective. These lead to decrease the interest to the lesson and causes indiscipline in the classroom.

Teachers should use methods to keep students' interest alive in the classroom. Problem causing situations could be examined and determined before they create a problem.

Discipline is of two kinds. External discipline and internal discipline. External discipline is imposed by some authority, as in schools, collage and military, etc. but external discipline operates on the fear complex. Internal discipline is one that comes from within one's self. One is convinced that the discipline is permanent. Internal discipline is called self-discipline too. The most effective method of providing discipline of the school or classroom is to teach students self-discipline.

Causes of misbehavior should be determined to solve the problem of discipline in the classroom. Discipline problems may depend on many factors. Like students himself, teacher characteristics, teaching method of program, class structure, etc. Therefore before developing a solution to the problem, reason should be determined properly. To begin

process of preventing problems, first of all class rules should be determined and everyone should be informed about these rules.

Punishment is an effective method for improving behavior disorder if it is given at the appropriate stage.

For an effective discipline in class and school, teachers and students must work in organization together with parents and school employees. Thus, disciplinary problems will be minimized. Students will develop feeling of responsibility and sharing.

### **Interview form applied to parents**

Research Question: School Discipline Practices in the Primary Schools and Parents'Expectations

School \_\_\_\_\_ Date \_\_\_\_\_

Interviewer \_\_\_\_\_

#### Interview Questions

1. When a problem arises with the student; teacher or school administrator as to which priority should show their attitudes?
  - a. First a verbal warning should be given?
  - b. If not considered, whether a written warning should be given or should go for discipline action against the student?
2. How do you evaluate methods applied to ensure discipline within school and classroom?
  - a. Methods to provide motivation?
  - b. Methods of punishment?
  - c. Methods of rewarding?
3. If you had a chance to determine the school or classroom rules what would be the rules would you place in the classroom?
4. What type of environment can be created to ensure discipline in the school and classroom?
  - a. With regards to physical facilities
  - b. With regards to communication
5. Do you find guidance service in the school sufficient in resolving the discipline issues?
  - a. Guidance hours, the operation?
6. Which method should teacher follow to correct undesired behavior of students in the class?
  - a. If unwanted behavior continues, which methods can be used to overcome the issue?
7. When desired behavior achieved, or to improve the acceptable behavior what rewarding methods should be used?
  - a. In terms of external motivation (financial reward, grading, taking to a trip, etc.)
  - b. In terms of verbal praise (well done, very nice and so on.)
8. How the school management and parents could cooperate in maintaining discipline?
  - a. Are parents having enough information about the disciplinary rules, policies?
  - b. When a committee of parents, student's representatives, school guidance service and teachers is collected in order to ensure discipline in the school, how parents can be effective in this committee?
9. Do you have any other comment and/or suggestion you want to specify on the Discipline?

Schools the study was conducted

- Scoala Cu Clasele I-VIII “RaduStanca” Cluj-Napoca
- Liceul Teoretic “Pavel Dan” Campia Turzii, Cluj
- Scoala Cu Clasele I-VIII Nr.16 Constantin Brancusi, Cluj Napoca
- Scoala Cu Clasele I - VIII Ion Creanga, Cluj-Napoca

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