द्वितीय अध्याय

संबंधित साहित्य का

पुनरावलोकन

भूमिका

पूर्व शोध कार्य का आकलन

द्वितीय अध्याय

संबंधित साहित्य का पुनरावलोकन

साहित्य का पुनरावलोकन प्रत्येक वैज्ञानिक अनुसन्धान की प्रक्रिया में एक महत्वपूर्व कदम है। साहित्य पुनरावलोकन एक कठिन परिश्रम का कार्य है। प्रत्येक प्रकार के वैज्ञानिक अनुसंधान में चाहे भौतिक विज्ञान के क्षेत्र में हो अथवा सामाजिक विज्ञान के क्षेत्र में हो साहित्य का पुनरावलोकन एक अनिवार्य और प्रारंभिक कदम है। क्षेत्रिय अध्ययनों में जहाँ उपलब्ध उपकरणों तथा नवीन स्वनिर्मित उपकरणों का उपयोग तथा प्रदत्त संकलन का कार्य होता है। समस्या से संबंधित साहित्य का पुनरावलोकन अनुसंधान का प्राथमिक आधार तथा अनुसंधान के गुणात्मक स्तर के निर्धारण में एक महत्वपूर्ण कारक है। समस्या से संबंधित साहित्य का अध्ययन करना आवश्यक है, जिससे किसी कार्य की पुनरावृत्ति नहीं हो सकती एवं अनुसंधानकर्ता को अपने अनुसंधान के विधान की रचना के संबंध में अर्न्तदृष्टी प्राप्त हो सकती है। पूर्व अनुसंधानों के अध्ययन से अन्य संबंधित नवीन समस्याओं का पता लगता है। अर्थात किसी भी विषय क्षेत्र का साहित्य ही उस आधारशिला के समान है, जिस पर सारा भविष्य का कार्य आधारित होता है।

इस प्रकार साहित्य के पुनरावलोकन का अनुसंधान में बहुत महत्व है। यहाँ समस्या से संबंधित साहित्य सामग्री इंटरनेट से ली गई है-

Developing and Maintaining an Effective Learning Environment Indiscipline in the Classroom (and strategies for dealing with it.)

Alan Speakes BEd (2.2)

September 1996 The reason for selecting this area of study is based on my own recollections of school discipline (as a pupil) and my new experience of school discipline as a trainee teacher. Also, the recent resurgence of concerns

with the supposed escalation in cases of indiscipline and record exclusions that have been much publicised by the press and the media.

Commentators would have the general public believe that we are on the verge of complete anarchy, with almost daily stories of rebellion, assault, truancy etc. " Times have changed " they say, and the fabric of our society is disintegrating before our eyes. But is it ? " The police believe themselves powerless before a rising tide of mischief and violence, particularly a recent serious increase in ruffianism among City youth " This sort of statement is heard everyday and commands wide support... This statement of complaint was voiced in Parliament in 1898 almost 100 years ago ! I wonder how this would have been received nationally had they had the information technology available today ? (and the tabloid press) Isolated and rare occurrences can quickly be made into headline news today, with some of the miscreants becoming mini-celebrities. (role models) Although some of the stories that are portrayed do give great cause for concern, they are very rare occurrences and should not be allowed to disguise the fact that thousands of teachers never witness anything like it throughout their careers.

These rare occurrences shouldn't be accepted as the norm and allowed to prejudice our conceptions of our pupils or the young in general. For this could lead to us stereotyping our charges and this would seriously undermine and eventually defeat our teaching.

A century after the previous quotation, similar concerns resulted in the commissioning of a study by a group chaired by Lord Elton referred to as the Elton Report (1989) which was the most comprehensive study of school discipline ever conducted in Great Britain. The report contains 138 recommendations, addressed to every conceivable audience. Employers, parents, teachers and even pupils are offered advice on how they can contribute to reducing 'bad' behaviour in schools. Lord Elton, unlike many

commentators, promised no miracles. " Reducing bad behaviour is a realistic aim " he commented, " Eliminating it completely is not " (para.2 / 29)

After wading through extensive evidence and research (including its own) the acting committee came to the conclusion that any search for simple or complete remedies would be futile. The summary covers some 8 pages, but its overview is quite clear, Discipline in schools is the responsibility of everyone and not only a matter for teachers. Nevertheless, it concludes that much indiscipline can be diminished by making teachers better at classroom management. The report offers a bewildering collection of definitions, trends, evidence of prevalence, historical evidence and most importantly, speculation about causes and cures.

➢   **Schoolwide and Classroom Discipline Kathleen Cotton Findings about discipline practices and their effects are detailed below.**
  SCHOOLWIDE DISCIPLINE Preventive Discipline Practices.

When the unit of analysis is the entire school, researchers have most often conducted comparative studies of well-disciplined and poorly disciplined schools to identify critical differences in discipline practices. From this research has emerged a list of elements commonly found in safe, orderly, well-managed schools. The following components of preventive discipline are identified in the work of Duke (1989); Lasley and Wayson (1982); Short (1988); Smedley and Willower (1981); Stallings and Mohlman (1981); Wayson, et al. (1982); and Wayson and Lasley (1984):

"Commitment, on the part of all staff, to establishing and maintaining appropriate student behavior as an essential precondition of learning. Well-disciplined schools tend to be those in which there is a schoolwide emphasis on the importance of learning and intolerance of conditions which inhibit learning.

"High behavioral expectations. In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate student behavior.

"Clear and broad-based rules. Rules, sanctions, and procedures are developed with input from students, are clearly specified, and are made known to everyone in the school. Researchers have found that student participation in developing and reviewing school discipline programs creates a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures, moreover, assures that all students and staff understand what is and is not acceptable.

"Warm school climate. A warm social climate, characterized by a concern for students as individuals, is typical of well-disciplined schools. Teachers and administrators take an interest in the personal goals, achievements, and problems of students and support them in their academic and extracurricular activities.

"A visible, supportive principal. Many poorly disciplined schools have principals who are visible only for "official" duties such as assemblies or when enforcing school discipline. In contrast, principals of well-disciplined schools tend to be very visible in hallways and classrooms, talking informally with teachers and students, speaking to them by name, and expressing interest in their activities.

"Delegation of discipline authority to teachers. Principals in well-disciplined schools take responsibility for dealing with serious infractions, but they hold teachers responsible for handling routine classroom discipline problems. They assist teachers to improve their classroom management and discipline skills by arranging for staff development activities as needed.

"Close ties with communities. Researchers have generally found that well-disciplined schools are those which have a high level of communication and partnership with the communities they serve. These schools have a higher-than-average incidence of parent involvement in school functions, and communities are kept informed of school goals and activities.

➢ John K. England (2005)

In most cases, teachers have to search for and develop their own strategies to maintain discipline in their classroom. And when indiscipline does occur, they should take the most appropriate measures to put things right. Harmer suggests the following measures for indisciplined acts and badly behaving students:

1) Act immediately. If possible, indisciplined acts should be immediately stopped so that less damage is caused. The longer a discipline problem is left unchecked, the more difficult it is to take action. Of course, the teacher's action on a particular student's indiscipline (which should be done carefully) should not be done at the expense of other students' time and attention.

2) Stop the class. If the indiscipline is so disruptive as to hinder he progress of the whole class, the teacher should stop the class and make it clear what is wrong.

3) Rearrange the seats. If troublesome students are sitting together, the teacher should separate them. Besides, if students are moved to the front of the class they may behave better.

4) Change the activity. If the class seem to be getting out of control, or if indiscipline occurs due to inappropriacy of the activity, a change of activity will often restore the class.

5) Talk to students after class. If a student is continually making trouble, the teacher should talk to that student after class. The student should be given a chance to explain why he/she behaves in this way.

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6) Use the instruction. When problems become extreme it will neceaasry to use the institution --- the school or institute --- to solve the problem.

Problem-making students are not necessarily bad "boys", and sometimes students are not aware of their indiscipline acts. So when the teacher is trying to act against indiscipline, he/she should be careful not to hurt the students. Ur gives the following advice about problems in class:

1) Deal with it quietly. If the problem involves only one student, the teacher's action should be a quiet response so that it will avoid other students' attention.

2) Don't take things personally. When something happens, the teacher should try to address the problem rather than the student as the object. Besides, the teacher should relater to the problem impersonally even if the criticism is meant personally.

3) Don't use threats. Threats are never constructive measures against indiscipline. In most cases, threats cause a negative affective state and resistance to cooperation.

➢ Choutre, R. T.: A Critical Study of the Problems of Indiscipline among the Students Studying at the Plus Two Stage. Ph.D. (Edu.), Shivaji University, 2000.

The findings of study were: (1) High indiscipline was found in senior colleges whereas low indiscipline was the characteristic of secondary schools. (2) The strength of institutions of high discipline type was greater than the strength of institutions of low indiscipline type. (3) The students enrolled in institutions with high indiscipline type are of mixed nature, whereas the students enrolled in institutions with low indiscipline type are economically poor. (4) The indiscipline related to college election was the main factor or area contributing to the reliability of indiscipline in different institutions, whereas classroom indiscipline was more or less universal in nature. (5) The indiscipline due to college election was regular feature of high indiscipline type institutions. (6) The relation between the indiscipline behavior and emotional maturity of

high and low indiscipline institutions revealed that there was evidence of real association between indiscipline behavior and emotional maturity of students enrolled. (7) The relation between the indiscipline behavior and attitude towards teachers and parents of students enrolled in high and low indiscipline institutions revealed that there was evidence of real association between the indiscipline behaviors and positive attitude towards teachers and parents. (8) The relation between indiscipline behavior and positive attitude towards nation of students enrolled in high and low indiscipline institutions revealed that there was evidence of real association between them. (9) The relation between the indiscipline behaviors and the positive attitude towards life and humanity of students enrolled in high and low indiscipline institutions revealed that there was no evidence of any real association between them. (10) The relation between indiscipline behavior and positive attitude towards the religion of students enrolled in high and low indiscipline institutions revealed that there was no evidence of any real association between them. (11) The relation between the indiscipline behavior and regression of students enrolled in high and low indiscipline institutions revealed that there was evidence of real association between them. (12) The relation between the indiscipline behavior and fixation of students enrolled in high and low indiscipline institutions revealed that there was evidence of real association between them. (13) The relation between the indiscipline behaviors and resignation of students enrolled in high and low indiscipline institutions revealed that there was evidence of real association between them. (14) The relation between the indiscipline behavior and aggression of students enrolled in high and low indiscipline institutions revealed that there was evidence of real association between them. (15) The relation between the indiscipline behavior and adjustment of students enrolled in high and low indiscipline institutions revealed that there was evidence of real association between them. (16) The students of junior colleges (plus two stage attached to senior class) and higher secondary school (plus two stage attached to high schools) differed in their level of indiscipline. The students of junior college were found to be more

indiscipline than the students of higher secondary schools. (17) The means of Arts, Science and Commerce faculties differ in their level of indiscipline. It was found that the problems of indiscipline behavior were more severe in science faculty than the Arts and Commerce. (18) The students of junior college and higher secondary school differed in their level of emotional maturity. The students of higher secondary school showed more tendency of emotional immaturity than the students of junior college. (19) The mean scores of positive attitude towards 'teachers and parents' of the students of junior college and higher secondary school differed. The students of higher secondary school were found to be more positive than the students of junior college. (20) The mean scores of positive attitude towards teachers and parents of Arts, Science and Commerce were not equal. The faculty of Arts was more positive than the Science and Commerce. (21) The mean scores of positive attitude towards 'nation' of the students of junior college and higher secondary school did not differ. The students of junior college and higher secondary school were equal.

➢ <u>Managing Student Indiscipline and Behaviour in Our Schools By Raymond Hackett School of Education, St. Augustine.</u>

Good discipline cannot be created overnight or simply be wished into schools. It is the result of consistent and visionary efforts. For example, when teachers and students recognize and accept the purpose of school rules and regulations, they tend to commit themselves to upholding the rules and regulations of the school. Also, teachers who model self-discipline, courtesy, consideration, respect, honesty, punctuality in interacting with their peers and students contribute to a climate, which promotes good discipline among students.

Good discipline results when school rules are developed, revised, and maintained through collaboration among administrators, teachers and students. Basic sociology informs us that when people have a stake in affairs, they tend to be more committed to the success of such affairs. Also, it is accepted that good discipline prevails wherever the channels of communication

are kept open between students on one hand and staff and administration on the other hand.

Proponents of the humanistic democratic orientation to discipline point out that problems of indiscipline in schools can be minimized once the school practices humane and democratic disciplinary measures which are educative in nature, reflect warmth, caring and respect for the student and which are based on principles that are considered helpful to the overall development and growth of the student. We, however, should be careful not to import wholesale solutions for good discipline from other cultures. We should understand that while human beings throughout the world have essentially the same psychological structure, their culture tends to make them different. On the other hand, we should not allow the negative features of our culture to prevent us from introducing sound and firm action plans for curbing indiscipline in our schools. For example, we must recognize that while punishment may be necessary, it can generate serious problems, if not properly applied. Some writers caution that punishment does not teach the student alternative ways of behaving or how to behave positively in the future. They argue that disruptive students should be given instruction as to how to behave in socially acceptable ways.

Others submit that punishment inhibits learning. They very often cite studies to drive home their point. Findings from these studies indicate that students of punitive teachers express less value in learning, were more aggressive and more confused than students who benefited from instruction on how to behave in keeping with rules and regulations. Findings also highlighted that schools in which students learn more meaningfully tend to promote lower rates of punishment, but provide greater opportunities for allowing positive reinforcement of student behaviour. There are other studies, which have demonstrated that misbehaviour actually increased when greater punitive measures were introduced. In addition, some writers insist that unless schools prepare our students to live and interact in a humane and democratic society, they will become useless.

We therefore have to find ways for encouraging acceptable behaviour and conflict resolution among our young. We, however, must first understand, as teachers and educators, that indiscipline is often the result of bored students who find learning activities boring, poor facilities, deprived classroom conditions, and cramped seating arrangements. Also, we cannot deny that those teachers who apply ineffective classroom management strategies are part of the problem. Such strategies as threats, corporal punishment, and the loss of privileges should be avoided. Instead, every attempt should be made to address students' indiscipline with dialogue, problem solving techniques and conflict resolution methods. Resorting to confrontational tactics is clearly counter-productive.

Curbing indiscipline and promoting discipline in our schools are extremely complex tasks. They are closely aligned with school culture, teacher attitude, teacher professional characteristics, optimum school facilities and good pedagogy. While administration and staff should be caring, warm and respectful, they must be able to provide firm leadership. There can be no quick fixes in this regard. Seminars and workshops are laudable, but it is commitment on the part of all which will eventually matter. Time and hard work, therefore are inevitable factors related to promoting good discipline. Finally, administration and staff must be united on this issue.