

# Global Knowledge Project

## **MANAGEMENT OF PUPIL DISCIPLINE IN NORWAY. A CASE STUDY OF SOGNDAL MUNICIPALITY**

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## MANAGEMENT OF PUPIL DISCIPLINE IN NORWAY: A CASE STUDY OF SOGNDAL MUNICIPALITY

### ABSTRACT

Throughout the world, cases of student indiscipline have increased in intensity and prevalence. Pupils rebellion against establishment authority has occurred in every country with significant increase and intensity (Otieno ,2004). Though conventional elementary school concept of discipline is based on obedience, yet many parents and teachers for instance in Zambia, see punishment as part of discipline. School administrators, teachers and parents have a responsibility in the school to mold and account for the behavior of learners to meet the expectations of the society. In Norway the Ministry of Education and Research recognizes guidance and counseling as methods of managing pupil discipline in schools, which involves teachers, school administrators and parents. It is this regard that this research was conducted based on the theory by Freire (2003) in his “Pedagogy of the Oppressed”, he stated that if learners are allowed to express themselves freely and not regarded as “empty accounts” by their teachers, then such students are likely to participate vigorously in dialogue as a process of learning and knowing; and hence such a dialogical virtue is manifested later in adulthood for a healthy society.

The data collected in this research was critically analyzed and interpreted using qualitative methods. According to Flick (2011:12), data collected through qualitative method is rich in content, summarized and categorized into similar answers that constitute a step in any project. A qualitative research is more in-depth and holistic than quantitative, generating rich material on which to base the findings of a piece of research. Furthermore, (Polit and Beck 2010) define qualitative research as a term used to describe research that is focused primarily on human experience through exploring attitudes, beliefs, values and experiences.

The results show that the method of using guidance and counselling as well as good teacher-pupil relationship in maintaining and managing pupil discipline (behavior) has been effective in the two schools studied other than using physical punishment.

## **INTRODUCTION**

Many Public Schools in the world have identified "lack of discipline" as the most serious problem facing the nation's educational system. Many educators and students are also gravely concerned about disorder and danger in school environments, and with good reason: Each month approximately three percent of teachers and students in urban schools, and one to two percent in rural schools, are robbed or physically attacked. Nearly 17,000 students per month experience physical injuries serious enough to require medical attention (Harvard Education Letter 1987).

School personnel, students, and parents call attention to the high incidence of related problems in school environments--problems such as drug use, cheating, insubordination, truancy, and intimidation--which result in countless school and classroom disruptions and lead to nearly two million suspensions per year (Harvard Education Letter 1987).

In addition to these school discipline issues, classrooms across continents are frequently plagued by other, more minor kinds of misbehavior which disrupt the flow of classroom activities and interfere with learning. Approximately one-half of all classroom time is taken up with activities other than instruction, and discipline problems are responsible for a significant portion of this lost instructional time (Cotton 1990).

However, there are many schools which, regardless of their size, socioeconomic influences, student composition, or geographic setting, have safe and orderly classrooms and grounds. As the research literature makes clear, these well-disciplined, smooth running school environments are not the product of chance. This report offers a synthesis of findings from research studies which have identified effective classroom- and school-level disciplinary practices .Discipline is an important component of human behavior. It helps in regulating people's reaction to various situations. Without discipline an organization cannot function well towards the achievement of its goals. Okumbe (1999), asserts that discipline is in real terms the epicenter of a success of school. The efficiency and effectiveness of all organizational activities depend on the organizational degree of discipline.

## **BACKGROUND OF NORWEGIAN EDUCATION (HISTORY, BASIS AND PRACTICE)**

In Norway, the school system represents one of the major institutions of the state. The school, together with the family, has the mission to instruct and educate the pupils, to prepare them to become useful and competitive members of the society. Norway was one of the first countries to introduce the right to education and doing so explicitly recognized the important role of schools in the society. Since then, the school system has passed through many forms, from the traditional school to the free school. History tell us that, Norway was the first nation to pass laws providing a school that was free and open for all children regardless of social background . Throughout the whole period from 1850 to 1950, there was a continuous growth in the number of teacher from 2575 in 1850 to 11900 in 1950. Also the number of female teachers increased almost none in 1870 to about 5200 in 1950. The percentage of educated teachers, trained in teacher education colleges, increased rapidly from 30% to 80 % in 1870. From 1950 to date, teaching has changed to a female occupation. Today most of the teachers in compulsory are female. In primary schools more than 80% are female ( . <http://education.stateuniversity.com/pages/1131/Norway.html>)

1739 was a crucial year for the development of schooling in Norway this year was the year that the 1739 school ordinances was passed. The decree required all young people in the country to attend school in order to be taught the fundamentals of the Christian faith. The first major objective of schooling the masses in Norway was based on the assumption that Gods children possessed the capacity to be saved and had an equal right to salvation. The idea of equality in education was further developed during the period of romantic nationalization (from about 1850). The basic idea was that all people possessed the capacity to think, to learn, and to grow as human beings regardless of social background, and it was the aim of schooling to stimulate the skills in addition to the spiritual aims that were focused in the 18<sup>th</sup> century. Enlightenment should not be reserved for the upper classes; it should be available to everyone. . The major aim of Norwegian schools towards the end of 19<sup>th</sup> century was to provide an institution that could ensure that everyone was given equal access to the educational system (.<http://www.theoslotimes.com/history-of-education-in-norway/>).

After the turn of the 20<sup>th</sup> century the predominant view was that equality only could be achieved by creating one school for all learners ( the unitary school), requiring everyone to participate in every similar course of studies, at least through a basic period. The philosophy

of sameness (equality) is still an important platform in Norwegian education policy ( the ministry of education and research states on its website: where ever they live in the country , all girls and boys must have an equal right to education , regardless of social and cultural background and possible special needs .All public education in Norway is free up to and including the upper secondary level . The standards of instructions at schools and work places are of paramount importance for the equality of Norwegian society.

With very few exceptions, compulsory education in Norway is organized and run by public authorities. Private schools receive grants if their curriculum is largely in the line with of the public school, but only a few number of schools exist. This consequence is as a result of a consistent, mostly social democratic, policy throughout the last century, of building a comprehensive compulsory school system that ensures all children receive the same (treatment) quality of basic education. The wave of neo- liberalism has left its mark on Norway too, but the traditional way of organizing schools has a strong position, and resistant to privatization in most political parties.

In Norway the curriculum is generally a concrete document, book which contains the aims, objectives and description of the subjects. Norway has the long tradition of written curricula, and Norwegian teachers are acquainted with and also trained to use them. In many countries the aims and goals are already interpreted and given to the teachers as standards and defined outcomes. A curriculum for primary schools was written in the 1920s .At that time children in cities and in the countryside were given a different education. More education to pupils in cities and pupils in rural areas had to combine school with farm work and a consequence was given less time in school. The first national curriculum did not contain any basic values that the school should strive towards.

Later the new curricula were published in 1939. There was still one education for schools in urban and another one for the schools in the countryside. The curricula have been characterized as both progressive and creative, first of all because of the principle of active learner and that of the working school. In 1974 Norway decided to extend the compulsory school from 7 to 9 years and in the same year Norway got the first national curriculum covering the education for young people from seven to sixteen years. This curriculum differed from the 1939 on several points. Firstly, this curriculum was made for 9 years of schooling and to provide the basis for post-compulsory education, secondly, the curriculum was made for pupils, both in cities and rural areas, thirdly the national curriculum was in contrast to the



1939 one, a maximum plan, or a framework plan, within which the teachers were to work. (<http://www.theoslotimes.com/history-of-education-in-norway/>)

In 1976, only 2 years after the 1974 curriculum was put into effect, a new education act containing great changes was passed by the parliament. The act stated that all pupils, with or without special needs should have the right to attend their local schools. This was a watershed in the sense that effort were made in order to integrate pupils with special needs in the ordinary classrooms.

The new curriculum in 1987 strengthened local freedom. Research had shown that the national curriculum tend to focus on the national and central culture, and therefore did not serve the districts. The new curriculum should, to some extent, counteract this development, giving the schools opportunities to connect more closely with the environment and stimulate the local identity. The curriculum emphasized much on local freedom, for example the curriculum described the content of mathematics for the 3 years from 4<sup>th</sup> 5<sup>th</sup> and 6<sup>th</sup> grade and then it was the job of the local teachers to organize the content and decide what to learn in the grades mentioned above.

This curriculum however did not have a smooth start because teachers were critical of the work load, and some school politicians were critical because they thought it was a plan made for schools in rural areas, and not in the cities. There was a critical attitude among many researchers claiming that too much focus on local content would decrease the national standards of schooling.

The next curriculum process was started in 1997, the aim was to focus on knowledge and a common, national content. Norway introduced 10 years of compulsory education from the autumn of 1997. More knowledge, national content, and cultural heritage were main focus areas in the 1997 curriculum. A common platform for primary, lower secondary and upper secondly school, and adult education was presented. The basic values of the core curriculum are expressed through 6 idealistic portraits which include the spiritual being, the creative human being, the working human being, the liberally-educated human being, the social human being, the environmentally aware human being and as a result of them all: integrated human being.

In the autumn of 2006 the school reform called The Knowledge Promotion was introduced. The objectives and quality framework for primary and secondary education and training are laid down in The National Curriculum for the Knowledge Promotion which applies to all levels of primary and secondary education and training and comprises: The Core Curriculum, Quality Framework, Subject Curricula, Distribution of teaching hours per subject, Individual Assessment. The overall- design was not changed dramatically but parts of the content was renewed. The information was sourced from (<http://www.theoslotimes.com/history-of-education-in-norway/>)

Looking at the history, it is easier to follow in which way the changes influenced the process at large, including the organization of the classes, the number of pupils per teacher, the time plan and the choice of books, the discipline in the classroom , school and in the society. However, this research focuses on the component of discipline not only in the classroom but at the school level also.

### **STATEMENT OF THE PROBLEM**

The main objective of the study is to investigate how teachers, school administrators and parents have managed to control and maintain discipline in the pupils without using any form of physical or “psychological” punishments such as scolding, deprivation, threats, spanking, suspension, expulsion to mention but a few both at school and classroom levels.

### **PURPOSE OF THE STUDY**

The aim of this study is to find out how pupil discipline is managed in primary and junior secondary schools both at school and classroom levels especially that there are neither classroom nor school established (written) rules and procedures to guard the behavior of pupils in the primary and junior secondary schools under study one in the little town and the other one in the rural area.

### **RESERCH QUESTIONS**

1. What discipline problems are experienced in the primary and junior secondary schools?
2. What effective methods are used by school administrators, teachers and parents in managing pupil’s discipline in the primary and junior secondary schools?

3. What support do parents give to administrators and teachers to ensure pupil discipline is well maintained?

## LITERATURE REVIEW

According to Boswell and Cannon (2008), literature review is a well written synthesis of information about a topic that includes a discussion on the research that has been done and the evidence gathered; the methodologies, the strength and weaknesses of findings and the gaps that require more knowledge.

### Definitions and descriptions of classroom and discipline management

**The term discipline** comes from a Latin word *disciplina*, meaning instruction or teaching to correct, strengthen, or perfect. Discipline is therefore connected with training, guiding and arranging conditions of learning. Through good morals among the youth a good society can be molded.

Is "discipline" concerned with preventing misconduct or with punishing it? The word, according to the American Heritage Dictionary of the English Language, refers to both prevention and remediation. It can be "training that is expected to produce a specified character or pattern of behavior" or "controlled behavior resulting from such training"; but it can also be "punishment intended to correct or train." Educational researchers have examined both the prevention and the remediation aspects of school and classroom discipline, and thus findings about both are cited in this report. Jones (1979) says that "discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption"

**Pupil Discipline management:** is a required action by a teacher toward a pupil or student (or group of students) , after the pupil or students behavior disrupts the ongoing educational activity or breaks a p reestablished rule created by the teacher , school administration or the general society. Discipline, guiding children `s behavior or setting limits which are concerned with helping children learn how to take care of themselves and the people around them.(www .oxford dictionary. com/definition/English /definition)

(Wayson, 1984) notes that some educators view disciplinary activities as irritating intrusions into school life which should not be necessary. Wayson disagrees, regarding these activities as a natural part of the educational process, and quotes educator who defines discipline as: The slow, bit-by-bit, time-consuming task of helping children to see the sense in acting in a certain way.

**The term punishment** is referred to as the use of psychological or physical force to prevent undesirable behavior from recurring. Scolding, threats, deprivation, spanking are all forms of punishment physical punishment. It is characterized by control by fear, power and coercion, it is done to a child, elicits anger, guilt, resentment and deceit, punishment normally, impairs communication and wholesome teacher -pupil relationships, it stops undesirable behavior in the specific situation temporarily but behavior often is existed in other thing ([www.psychology .about.com/od/operating conditioning/f/punishment.htm](http://www.psychology.about.com/od/operating_conditioning/f/punishment.htm)) .However, some educators view discipline as a “neutral” that can exclude, punishment. Discipline in this report according to the researchers is considered to be different from punishment both in its intent and consequences it may be referred to as positive discipline or guidance.

According to Brophy (1983), discipline is not punishment. Punishment is adult oriented, imposes power, arouses anger and resentment, and invites more conflict. Punishment includes isolation, embarrassment and humiliation, shaming, brute force, or grounding. It makes the wounds worse rather than healing them by focusing on blame and pain. Punishment discourages students from acknowledging their actions because they might deny doing the behavior or place blame on anything or anybody other than themselves. When teachers use punishment, good behavior is bought at a terrible price. Punishment leaves control in the teacher’s hands and gives students the message that the teacher is all powerful, accepts responsibility for student’s behavior and negates the need for students to develop Inner Discipline. Moreover, (Brophy1983) believes that teachers should not rely on rewards to promote positive behavior. Rewards also send the wrong message that kindness and positive behavior can be bought and bartered. Students who are bribed and rewarded constantly will often start to ask questions such as “What’s in it for me?”, “What’s the payoff?” etc. According to (Brophy1983), threats are by their nature, punitive. Threats are also adult oriented and are based on subjective judgment. Arousing anger and resentment and inviting more conflict, threats rob students of their sense of dignity and self -worthy. .However, some educators view discipline as a “neutral” that can exclude, punishment. Discipline in this report according to the researchers is considered to be different from punishment both in its intent and consequences it may be referred to as positive discipline or guidance.

Whatever their exact definition, most researchers and writers seem to agree that nowhere is it more true that "an ounce of prevention is worth a pound of cure" than in disciplining young people in educational settings.

## **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 and well-managed schools. The following components of preventive discipline are identified:

1. **Commitment-** on the part of all staff, establishing and maintaining appropriate student behavior as an essential precondition of learning is vital. Well-disciplined schools tend to be those in which there is a school wide 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 (Cotton and Savard, 1982).

2. **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 (Docking, 1982).

3. **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 (Short, 1988).

4. **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 (Lasley and Wayson, 1982).

5. **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 (Stalling and Mohlman, 1981).

**6. 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 (Stalling and Mohlman, 1981).

Duke (1989) writes: What is known about the organization of orderly schools is that they are characterized by commitment to appropriate student behavior and clear behavior expectations for students. Rules, sanctions, and procedures are discussed, debated, and frequently formalized into school discipline and classroom management plans. To balance this emphasis on formal procedure, the climate in these organizations conveys concern for students as individuals. This concern manifests itself in a variety of ways, including efforts to involve students in school decision making, school goals that recognize multiple forms of student achievement, and end-emphasis on homogeneous grouping. (Short, 1988:3) underscores these findings: Research on well-disciplined schools indicates that a student-centered environment, incorporating teacher student problem solving activities, as well as activities to promote student self-esteem and belongingness is more effective in reducing behavior problems than punishment.

Finally, Wayson and Lasley (1984) note that, in well-disciplined schools:...rather than rely on power and enforce punitive models of behavior control, [staff] share decision making power widely and so maintain a school climate in which everyone wants to achieve self-discipline. (p. 421) Enforcing School Rules yet, even in school environments with excellent preventive discipline, problems still arise and must be addressed. Of the many practices in use, which ones have researchers identified as effective in remediating school discipline problems? Not surprisingly, the answer depends on the severity of the problems. For the discipline issues faced by most schools, research supports the use of the following practices, many of which are applicable at either the school or classroom levels:

**Punishment-** in some forms has been found to be an effective method of re mediating individual misbehavior and therefore improving school order if the punishment is Commensurate with the offense committed. Draconian punishments are ineffective, as discussed further on. Perceived by the student as punishments can sometimes be too light or even unintentionally reinforcing to students. Effective, frequently used punishments include depriving students of privileges, mobility, or the company of friends. (Cotton and Savard, 1982, Docking, 1982)

**Delivered with support-** Students often need encouragement to improve their behavior and assistance in learning how to do so. Counseling services for misbehaving students are based on the assumption that target students lack insight and understanding regarding their own misbehavior.

Positive outcomes have been noted by researchers as a result of:

...observing and interviewing students to determine their awareness of their troublesome

behavior and the meanings that it holds for them, providing information and instruction when necessary, setting needed limits, and insisting that students assume personal responsibility for their behavior and its consequences. (Brophy, 1983, p. 192)

**In-school suspension-** In-school suspension programs which include guidance support, planning for change, and opportunities to build new skills have been demonstrated to be effective in improving individual student behavior and thus increasing school order (Allen, 1981; Cotton and Savard, 1982; Doyle, 1989; Miller, 1986).

**Contingency contracting-**Research supports the cooperative development and use of contingency contracts, which specify the sanctions students will face if they do not behave in accordance with the terms of the contract (Allen, 1981; Cotton and Savard, 1982).

**Home-based reinforcement-** Structures in which students are given rewards (e.g., verbal, tangible, or privileges) and sanctions (e.g., loss of privileges, such as television time, snacks, or later bedtime) at home, based on their behavior at school, have been shown to improve student behavior (Atkeson and Forehand, 1979; Leach and Byrne, 1986).



## **Classroom Management**

Generally, classroom management is how a teacher organizes his or her students, time, space and materials so that students can learn in a proper environment. It includes class room environment, the lay out of the desks and chairs, the flow of lessons, space, time and materials.

Classroom management, a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students, also implies the prevention of disruptive behavior (Bicard, 2005).

**Learners' behavior management**- a broader concept of classroom management involves learners' behavior within the classroom and outside the classroom, this possibly is one of the most difficult aspects of teaching for many teachers. The greatest challenge of an educator is to maintain order in the classroom so as to achieve academic objectives thus creating an optimal work environment. As such, discipline which ensures the safety of educators and learners and creates an environment conducive for teaching and learning is of great importance in schools today and requires attention. (Shechtman and Leichtentritt, 2004:324)

However, Defining effective managers as those teachers whose classrooms are orderly, have a minimum of student misbehavior, and had high levels of time-on-task, and ineffective managers as those whose classrooms lack these qualities, effective and ineffective managers do not differ greatly in their methods for dealing with disruption. Instead, effective managers are found to be much more skilled at preventing disruptions from occurring in the first place.

We can identify the specific behaviors which these effective managers engaged in to keep students focused on learning and to reduce the likelihood of classroom disruption. These included:

(A.) "**Witlessness**"--the teacher communicating to the children by his/her behavior that he/she knows what the students are doing and what is going on in the classroom

(B.) **Overlapping**--attending to different events simultaneously, without being totally diverted by a disruption or other activity.

(C) **Smoothness and momentum in lessons**-conducting smooth and brisk pacing and providing continuous activity signals or cues (such as standing near inattentive students or directing questions to potentially disruptive students)

(D.)**Group alerting**-attempting to involve non reciting children in recitation tasks and keeping all students "alerted" to the task at hand stimulating seat work--providing students seat work activities that have variety and offer challenge (Bowman (1983).

(E)Holding and communicating high expectations for student learning and behavior. Through the personal warmth and encouragement they express to students and the classroom requirements they establish, effective manager/teachers make sure that students know they are expected to learn well and behave appropriately explained by ( Brophy 1983, 1986).

(F)**Establishing and clearly teaching classroom rules and procedures.** According to (Docking 1982) he justifies that, effective managers teach behavioral rules and classroom routines in much the same way as they teach instructional content. Docking further explains that Classroom rules are specifying consequences and their relation to student behavior are not posted in classrooms. Therefore, effective managers are careful to explain the connection between students' misbehavior and teacher-imposed sanctions. This connection, too, is taught and reviewed as needed.

(G)**Effective managers**, respond quickly to misbehavior, respond in the same way at different times, and impose consistent sanctions regardless of the gender, race, or other personal characteristics of misbehaving students and they share with students the responsibility for classroom management. (Cotton and Savard (1982) describe effective managers, as those managers who work to inculcate in students a sense of belonging and self-discipline, rather than viewing discipline as something imposed from the outside. Effective maintain a brisk pace for instruction and make smooth transitions between activities and they keep things moving in their classrooms, which increases learning as well as reducing the likelihood of misbehavior.

### **Monitoring classroom activities and providing feedback and reinforcement**

(Brophy (1983, 1986) identifies effective managers, as those that observe and comment on student behavior, and they reinforce appropriate behavior through the provision of verbal, symbolic, and tangible rewards. In addition to this general, strongly supported list of practices

associated with well-disciplined classrooms, researchers have identified other approaches which are effective in establishing and maintaining positive, orderly classroom environments. For example, engaging in misbehavior is sometimes a response to academic failure. (Lasley and Wayson 1982) have noted improvements in classroom order when marginal students are provided opportunities to experience academic and social success. Many students simply do not perceive a connection between their level of effort and the academic or behavioral outcomes they experience. These students have what psychologists call an "external locus of control," and do not believe in their own ability to influence events. Oftentimes, they do not have the skills to identify inappropriate behavior and move from inappropriate to appropriate behavior. Anderson and Prawat (1983), have observed behavioral improvements in settings where students are taught to attribute their success or failure to their personal effort, and in which they (1) learn to check their own behavior and judge its appropriateness; (2) talk themselves through a task, using detailed, step-by-step instructions; and (3) learn and apply problem-solving steps when confronting classroom issues.

(Gottfredson (1986, 1988), has also noted that the use of cooperative. He explains that, Learning structures can increase student task engagement, acquaint students with the benefits of working together, and ease the tensions that sometimes arise among racial/ethnic groups-all of which are related to reductions in the incidence of misbehavior.

The work of other researchers (Ornstein and Levine 1981) has also revealed that it is beneficial for teachers to use humor to hold student interest and reduce classroom tensions and to remove distracting materials, such as athletic equipment or art materials, that encourage inattention or disruption.

Research focused on the beginning-of-the-year behavior of elementary and secondary teachers has shown that the above-mentioned effective management practices produce much more positive outcomes when they are enacted from the very first day of school. Research also shows that teachers who are ineffective managers at the beginning of the year find it very difficult to establish and maintain control in their classrooms later on (Emmer and Evertson 1980).

## **Re- mediating Classroom Discipline Problems**

Effective managers intervene more quickly when disruptions occur than do ineffective managers, and their interventions get results more quickly. The kinds of interventions for dealing with classroom misconduct are supported are effective approaches, some of which are similar to techniques used to prevent misconduct and, not surprisingly, are also similar to effective discipline practices identified at the school level ( Pestello, 1989).

Behavior modification approaches for example reinforcement (verbal, symbolic, or tangible) is effective in improving the classroom conduct of misbehaving students. The provision of reinforcement does not undermine students' intrinsic motivation, provided the reinforcement is contingent on performance and given sparingly (Wright 1985; Docking 1982).

Another behavior modification technique is teaching self-control skills (modeling plus teaching self-instruction, self-monitoring, and self-reinforcement) to improve the conduct of misbehaving students. Contemporary behavior modification approaches involve students more actively in planning and shaping their own behavior through participation in the negotiation of contracts with their teachers and through exposure to training designed to help them to monitor and evaluate their behavior more actively, to learn techniques of self-control and problem solving, and to set goals and reinforce themselves for meeting these goals. (Brophy, 1986)

Group contingencies: The uses of structures in which rewards and punishments are meted out to groups based on the behavior of individuals within those groups have been found effective in re mediating misbehavior.

Pro social skills training: Training in self-awareness, values clarification, cooperation, and the development of helping skills has been successfully used to improve the behavior of misbehaving students.

As previously noted, students need to be taught what constitutes appropriate behavior, what then school and classroom rules are, and how to follow them. Obviously, this will be approached differently, depending upon the age/grade level of the students. Children below the fourth grade require a great deal of instruction and practice in classroom rules and procedures. Therefore, effective management, especially in the early grades, is more an instructional than a disciplinary enterprise. Effective managers socialize their students to the

student role through instruction and modeling. It is important that these teachers be consistent in articulating demands and monitoring compliance, but the most important thing is to make sure that students know what to do in the first place. (p. 185) with older students, (Brophy 1976, 1986). Furthermore, (Doyle1986) justifies that the best results are obtained through vigilantly reminding students about the rules and procedures of the school and classroom and monitoring their compliance with them.

Researchers have also found that, whereas the developmental level of small children is such that they tend to regard all punishment as unfair and undeserved, older students generally do regard punishment for misbehavior as fair and acceptable, provided that the punishment "fits the crime."

### **INEFFECTIVE DISCIPLINARY PRACTICES**

Research investigations which have yielded information on effective disciplinary practices have also produced findings about ineffective practices. It is important for educators to be aware of the strategies research has shown to be ineffective, in part because this knowledge can assist them in planning local programs, and in part because, unfortunately, some of these practices continue to be widely used. Ineffective practices include:

**Vague or unenforceable rules-** The importance of clear rules becomes obvious when observing, as researchers have, the ineffectiveness of "rules" such as, "be in the right place at the right time" (Doyle 1989) Teachers ignoring misconduct. Both student behavior and attitudes are adversely affected when teachers ignore violations of school or classroom rules.

**Ambiguous or inconsistent teacher responses to misbehavior-** When teachers are inconsistent in their enforcement of rules, or when they react in inappropriate ways (such as lowering students' grades in response to misbehavior), classroom discipline is generally poor (Gottfredson 1989)

**Punishment-** which is excessive or which is delivered without support or encouragement for improving behavior. Among the kinds of punishment that produce particularly negative student attitudes are public punishment (Elliot 1986) and corporal punishment (see below).

**Corporal punishment-** Most of the literature on corporal punishment is unrelated to research on effectiveness. As Doyle (1989) points out, most writers either ignore or assume the efficacy of this highly controversial practice, and go on to discuss it from a moral perspective.

Recently, however, more researchers have studied the effectiveness of corporal punishment in reducing misbehavior and have found that, in addition to the moral and psychological arguments against its use, it is indefensible on grounds of efficacy. The results of corporal punishment are unpredictable. Even when it is successful at inhibiting inappropriate behavior, corporal punishment still doesn't foster appropriate behavior.

Corporal punishment is sometimes unintentionally reinforcing, since it brings attention from adults and peers. Corporal punishment often creates resentment and hostility, making good working relationships harder to create in the future. Corporal punishment is related to undesirable outcomes, such as increased vandalism and dropping out.

**Out-of-school suspension-** Once again, minority students are overrepresented in out-of-school suspension rates (Doyle 1989; Slee 1986). Moreover, research does not support the use of out-of-school suspension. As Slee points out, suspension doesn't help the suspended student, nor does it help the other students, because school staff simply get rid of troublesome students rather than changing the school environment in such a way as to prevent or reduce discipline problems.

## RESEARCH DESIGN AND METHODOLOGY

The research design is the overall plan for obtaining answers to the questions being studied and for handling various challenges to the worthy of the study evidence.( Polit & Beck, 2010).Therefore the collected data contained in this research paper was obtained using interview guides, books and articles. Polit and Beck( 2010) further defines Qualitative research as a broad term used to describe research that is focused primarily on human experience through exploring attitudes, beliefs, values and experiences (Whitehead, 2007). Qualitative research is more in-depth and holistic than quantitative, generating rich material on which to base the findings of a piece of research. Therefore, the data collected in this research was critically analyzed and interpreted using qualitative methods. According to Flick (2011:12), data collected through qualitative method is rich in content, summarized and categorized into similar answers that constitute a step in any project.

### **Data Collection Methods**

Data collection tool/method may take the form of a questionnaire or interview schedule, checklist, projected device or some other type of tool for eliciting information (Polit and Beck, 2006).

In order to gather data for this study, a variety of data collection tools are employed, such as in depth interviews, literature review and observation (field notes). The rationale for using a variety of tools, according to Merian, quoted in Simon-Uguru (1991:39), is that, the weakness of one tool is the strengths of another. Thus, by combining investigation tools, the researchers will be able to achieve the best of each, while overcoming the unique deficiencies of each.

The researchers chose these instruments in order to help achieve the intended aim set for this study. Ghosh (1992:213) asserts that “the relevance of using particular research instruments will depend on the aim of the study being carried out”. for instance, if the aim is to understand how certain phenomenon are done, then the use of interviews and observation (field note) to collect the intended data is necessary. Thus, the researchers using these tools in this study.

### **In-Depth-Interview (semi-structure interview)**

In-depth-interviews: An in-depth –interview, sometimes called information conversation interview is a direct verbal technique for obtaining data. It is a commonly used method of data collection in the study of human behavior of perception (Ghosh, 1992). In a qualitative survey, the main purpose of the interview is to obtain a specific kind of information which the

researcher may wish to find out. Partons (1980:196) explains, “We interview people to find out from them those things we cannot directly observe situation under investigations.

The researchers used this method to conduct the interview at an urban School. The supervisor for this research ensured that research questions were presented to this particular school in advance. Not only that, our supervisor informed the school authorities to select appropriate respondents and choose correct dates on which the interviews were to be conducted, through the coordinator at the same school as shown in the appendices i and ii . Interviews were conducted in a conducive environment with respect to the ethical considerations.

### **Advantage of in-depth-interview**

The in- depth- interview seeks to describe and find the meaning of the central themes in the subject matter. The main task in interviewing is to understand the meaning of what the interviewees say. It seeks to cover both a factual and a meaning level though it is usually more difficult to interview on a meaning level. According to Cohen D (2006), semi- structure interview can provide reliable, comparable qualitative data. Furthermore, semi-structure interview contains structured and unstructured as well as open-ended questions which enable respondents to express their views freely in their own terms. The structured interview consists of a list of specific questions which are prepared in advance and this gives the interviewer enough time to prepare and look content during the interview .It makes the interviewer not to deviate from the list or inject any extra remarks into the interview process but encourages the interviewee to clarify vague statements or to elaborate more on brief comments.

### **Disadvantage of using In -Depth- interview or (semi-structure interview)**

This method requires competence and concentration. It becomes difficult for the interviewer to conduct the interview, listen and record at the same time.This kind of method requires a lot of time (time-consuming), as supported by (Walsh and Wigans 2003 pp 93)that semi-structure interview takes long to be complete and even longer to transcribe into a written record of what was said. Therefore, the interviewer should be aware of the time when to start and end the conversation.



## **Observation method**

Observation research is a kind of data collection in which researchers set out to observe human behavior not by interview but just by observing. It can be done either by getting openly involved in the activity being involved or acting like covert observers. Emerson, et al. (1995:14) explain that, “Field researchers seek to get close to others in order to understand their way of life, to preserve and convey that closeness they must describe situation and events of interest in detail”. He further states that field note “is to observe and record naturally occurring talk and interaction”....the researchers deeper concern lies in the actual, situated use of those terms in ordinary interaction (Emerson, et al. 1995:140).

Researchers used this method to observe how pupils behave in classrooms, school and during extracurricular activities. During practical placement in both schools rural and urban, researchers did some observations (take field notes) to see how pupils behave in and outside class room. Researchers interacted and actively participated in various field trips and extra-curricular activities such as sports, drama, dancing, mountain hiking, boat trips as shown in appendices iii and iv. This has been supported by (John 2009), that participant observation is a well-established social science technique and has been used in investigations of human interactions.

## **Sampling**

According to Denzin and Lincoln (2000: 370), “purposive sampling method seeks out groups setting and individuals where the processes being studied are most likely to occur”. Also (Silverman, 2005) puts it that purposive sampling allows choosing a case because it illustrates some feature or process in which one is interested in. Researchers conducted a sample at a peri- urban school and they took advantage of it because that was the school where they had their practical placement. The sample in this study was taken on a subject teacher from the junior secondary section, this is because he was able to give the required information and his English language was fluent.

## **Population**

The population size in this study comprised 2 class teachers, 1 male career and guidance teacher, 1 male subject teacher , 2 school administrators (female & male) and 1 female parent.

**Scope of the study**

The research covered the period of 5 months (January- May, 2015)

**Target Group**

Pupils (students) from Primary to Junior Secondary (from Grade 1 to 10)

**Data collection technique**

Data collection technique is the actual method of how the data will be collected (Polit and Beck, 2006). The researchers conducted the interviews in a conducive and private place, comfortable for the researchers and the respondents. In this study, one of the researchers was conducting the interview while the other was taking notes with the consent of the respondents. Researcher in this work decided to use the data collection technique when conducting the interviews.

**Ethical Considerations**

The purpose of ethical considerations is to stick to the stated guidelines such as confidentiality and honesty at the same time to report as accurate as the original source.

They include principles of respect for persons, beneficence and justice that are relevant to the conduct of research. . The respondents have the right to know the risks involved in participating, the purpose of the research, and the nature of the study situation and the results of the study. This means that the required development and implementation of research should be ethically and culturally acceptable. The people interviewed in this report include: the school principal (rector), the deputy head teacher, two class teachers, a guidance counselor and one parent. Researchers assured the respondents that the information they had shared was for the project purpose and was confidentially kept.

**Data Analysis procedures**

Presentation, interpreting and reporting of data are essential elements in an empirical research. Gosh (1999) states that reporting of data is a critical examination of data. It involves the verification of the problem for the study. Additionally, it involves the representation of the data, which can be done by tabulation, categorization, coding among other inferences. In this study, the researchers will attempt to report on the three modes of tools or instruments used to collect data. These tools include in-depth-interview, observation and literature review. The above mentioned tools were used to find ways and means of achieving the main aim of the study by realizing that they are valid and reliable.

## **Strength and weaknesses of the findings (including methodologies used)**

### **Strengths**

The research needs information from teachers basing on the difficulties and methods used related to management of pupil discipline they encounter as they implement good behaviors in their learners. Therefore, researchers realized that this kind of methods would review a lot and relevant information.

### **Strengths**

Researchers used structured interview simply because this method gave them enough time to prepare adequately and look content during the interview process. This is due to the fact that the research questions were prepared in advance. The structured interview consisted of a list of specific questions which made researchers not to deviate from the list or inject any extra remarks into the interview process. This gave the researchers room to control the interview with less difficulties.

Furthermore, during the interview, interviewer tried to encourage the interviewee to clarify vague statements or to further elaborate on brief comments, as asserted by (Emans, 1986) that researchers in semi-structure interview, the interviewer can tailor the questions they ask to the respondent in order to get rich, full stories and the information they need for their project. They can make it clear to the respondent when they need more examples or explanations. This level of detailed description, whether it can be verbal or non-verbal, it can show an otherwise hidden interrelatedness between emotions, people, objects unlike many quantitative methods of research. Therefore, this method was so useful and relevant to the researchers to probe more and come up with quality information from the respondents. Researchers observed and actively participated in almost all learners activities in the practical placement schools which were an advantage to come up with relevant information. Besides, books and other material resources were available and accessible to support this research work.

### **Weaknesses**

**Language barrier-** Sometimes language was a problem between some respondents and researchers as some respondents could not express themselves so well in English. The other disadvantage is that the interview sometimes could be rushed for fear of consuming time for the respondents who had other duties to execute.

**Insufficient instruments**

It will not be easy for the researchers however, to write down whatever they would observe in a group of people after the interaction especially that there will be no tape recording. Just as (Silverman 2005:175) puts it, “It becomes a little reluctant to use our eyes as well as our ears when doing observation work.” The researchers tried to collect data during school calendar from February to May 2015 which was a long period and we had no tape recorders to record everything.

**Climate (weather challenge)**

As Zambian students, coming from a different climate and environment, it was difficult to carry out the duties (interviews) on some particular days due to weather challenges. The researchers had no option but to adopt the Norwegian environmental values and culture with its slogan “Never bad weather, only bad clothes!”

**General challenges**

Despite using the interview technique mentioned earlier, it was not easy to conduct the in-Depth- interview because it requires the interviewer to listen, think, and talk almost simultaneously to enable the interview proceed smoothly.

## **RESULTS AND DISCUSSIONS**

### **Presentation of Empirical Data (findings)**

In-depth-interview, observation and literature review were used as tools to collect the data because they are reliable and effective. Therefore, the mentioned instruments would be useful in achieving the main aim of the study. The reporting of the results is organized as follows:

- Personal details of respondents
- Approach applied towards failure to complete assignment
- Testing
- Resolving Conflict between Students
- Approach to Out-of-school suspension and corporal punishment
- Democracy and pupil participation in decision making.
- Go the Extra Mile
- Teachers attitude towards work
- Adequate learning and teaching resources
- Teacher- Pupil relationship
- Incorporate Humor into Lessons
- Culture (equality and democratic values)

### **(i)Through interview**

Personal details of the respondents

All the teachers interviewed at both schools (rural and peri- urban) explained that they use behavior modification as technique to teach self-control skills (modeling plus teaching self-instruction, self-monitoring, and self-reinforcement) to improve the conduct of misbehaving students. As supported by (Brophy, 1986) that contemporary behavior modification approaches involve students more actively in planning and shaping their own behavior

through participation in the negotiation of contracts with their teachers and through exposure to training designed to help them to monitor and evaluate their behavior more actively, to learn techniques of self-control and problem solving, and to set goals and reinforce themselves for meeting these goals. Teachers provide students with structures which are essential to maximize learning and make them feel safe, and generally makes a teacher's job easier. There are exceptions, but most learners want their teachers to be structured with a given set of rules and expectations and they will respond positively to structure. Being structured means that the teacher is organized, seldom gives down time, and generally expects every student to adhere to a given set of expectations. Teachers explained that students are given teacher work plan every after two weeks to enable learners plan ahead and get to know what they are supposed to do in advance. Teachers from the two schools under study, understand that, "an unstructured classroom is a chaotic classroom and learning is minimal which can lead to learners' promotion of unacceptable behaviors and poor performance in learners."

### **Approach applied towards failure to complete assignment**

Engaging in misbehavior is sometimes a response to academic failure this is an issue that can swell from something minor to something major very quickly. This is not a problem that should ever be ignored. Contacted teachers explained that concepts in all subjects are taught sequentially, so even missing one assignment, could lead to gaps down the road. For instance, a 3rd grade student did not complete two reading assignments in a row. When asked why, he said that he didn't have time to do them even though most other students finished the assignments during class. . There are many factors that contribute to learner failing to complete assignments and one of them has been noted in the research of ( Lasley and Wayson 1982) that many students fail to complete assignments simply because they do not perceive a connection between their level of effort and the academic or behavioral outcomes they experience. These students have what psychologists call an "external locus of control," and do not believe in their own ability to influence events. Oftentimes, they do not have the skills to identify inappropriate behavior and move from inappropriate to appropriate behavior. However, to prove the effectiveness in teaching and classroom management, teachers help such students to complete the assignments even if only partial credit is given, this will keep the student from missing a key concept. In a situation like this, when asked the respondents testified that such students could be required to stay with the teacher for extra tutoring to make up for the assignments and sometimes the parents are contacted if the situation calls for

parents' interventions, and a specific plan is designed to discourage this issue from becoming a habit

Additionally, Gottfredson (1988, 1989) has found that increasing parent involvement is a critical element in improving order in schools and the teacher's job is to recognize individual student needs and to cater to those needs when appropriate. To support positive behavioral change in learners, parents also ensure that they attend meetings concerning learners positive behavioral change whenever they are called by the school.

### **Testing**

The overemphasis of standardized testing is limiting schools in their approach to education, for example in our country Zambia, teachers have been forced to teach and give assessment tests to pupils. Pupils who fail to qualify to the next level or grade (transition grades include 7, 9 and 12) are made to repeat the grade. These pupils tend to misbehave when they repeat school and remain in the same grade. This has led to a lack of creativity, inability to implement activities which address real life issues, and has taken authentic learning experiences away in virtually every classroom. Due to the high stakes associated with these assessments, teachers and students believe all their time should be devoted to preparing and taking tests. This has had a negative impact on school effectiveness and is an issue that schools will find it difficult to overcome. However, teachers in the two schools under study explained that despite having national standardized examinations in Norway, continuous assessment helps pupils to identify their respective intelligences which Gardner noted in Dale, H.S., (2009) and named as seven distinct intelligences. These include visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic and logical-mathematical intelligences. He further notes that students learn in ways that are identifiably distinctive. Individuals differ in the strength of these intelligences – the so called profile of intelligence and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains. Therefore, teachers from the two studied schools have found it significant to apply these multiple intelligences in reducing unacceptable behavior in learners. The seven multiple intelligences are shown and explained in appendix iv.

### **Resolving Conflict between Students**

There will likely always be petty conflicts between students for various reasons. It does not take long for a petty conflict to turn into an all-out fight. That is why it is necessary to get to

the root of the conflict and put a stop to it immediately. For example, two 9th grade boys came back from lunch upset at each other. The conflict did become physical, but the two had exchanged words without cursing. After some investigation, the teacher determined that the boys were arguing because they both had a crush over the same girl. To remedy this problem, the teacher engaged herself in a conversation with learners with a view of allowing these learners to express themselves, as justified by Freire (2003) in his “Pedagogy of the Oppressed”, that, if learners are allowed to express themselves freely and not regarded as “empty accounts” by their teachers, then such students are likely to participate vigorously in dialogue as a process of learning and knowing; and hence such a dialogical virtue is manifested later in adulthood for a healthy society. Dialogue requires an ever present curiosity on object of knowledge and hence dialogue is never an end in itself but an engine or rather a means to develop a better comprehension about the object of knowledge.

One is capable of critically contemplating on issues and looking at the world perspective view in a dialogical encounter with others. Freire (2003) further explains that, provided with the proper tools for such an encounter, the learner can gradually perceive personal and social reality as well as the contradictions in it, become conscious of his or her own perceptions of reality, and deals with it critically. Teachers including administrators in the two studied schools mentioned that when trying to mold good behavior in students, they do not use punishment. They understand punishment has the following characteristics: is adult oriented, imposes power, arouses anger and resentment, and invites more conflict. It includes isolation, embarrassment and humiliation, shaming, brute force, or grounding. Punishment makes the wounds worse rather than healing them by focusing on blame and pain. Punishment discourages students from acknowledging their actions because they might deny doing the behavior or place blame on anything or anybody other than themselves. That is why when teachers in the two schools under study prefer having a dialogue or a conversation with their learners to punishing when resolving a conflict between students. It should be noted that when teachers use punishment, good behavior is bought at a terrible price and gives students the message that the teacher is all powerful.

### **Approach to Out-of-school suspension and corporal punishment**

Once again, minority students are overrepresented in out-of-school suspension rates (Doyle 1989; Slee 1986). As Slee (1986) points out, suspension doesn't help the suspended student, nor does it help the other students, because school staff simply get rid of troublesome students



rather than changing the school environment in such a way as to prevent or reduce discipline problems. In the same way, the results of corporal punishment are unpredictable. Even when it is successful at inhibiting inappropriate behavior, corporal punishment still doesn't foster appropriate behavior, corporal punishment is still does not foster appropriate behavior instead it often creates resentment and hostility, making good working relationship harder to create in the future. As Doyle (1989) puts it, punishment is related to undesirable outcomes such as increased vandalism and dropping out.

Contacted teachers explained that, extreme unacceptable behaviors are observed in some students which may require psychological counselling. When noted, such learners are presented or taken to an organization called the Educational Psychology Service (PPT), for counselling. If the situation becomes worse, then such learners are finally taken to a social organization called child Service for rehabilitation. The two organizations are independently established organizations specifically for child counselling and rehabilitation. Unlike suspending learners from school and exercising corporal punishment (physical), interviewed teachers confirmed that providing psycho-socio counselling to the learners gives the learners options for solving the problem and leaves their dignity intact. In this way, students can change their attitudes and habits that might have led to the misbehavior. By so doing, there would be a more peaceful classroom and school.

As the source ([urbanex.illinois/challenges\\_discipline.cfm](http://urbanex.illinois/challenges_discipline.cfm)) asserts that, unlike punishment, discipline puts a student in charge of his own actions. It teaches a child how to act, it is a training expected to produce a specific character or pattern of behavior, especially that produces moral or mental improvement. It is control obtained by enforcing compliance or order which should make sense to a child and helps him feel good about himself and gives him the chance to correct his mistakes.

### **Democracy and pupil participation in decision making**

Sometimes pupils misbehave to get attention, to test authority or to fit an image. Therefore, there should be commitment, on the part of all staff, to establishing and maintaining appropriate student behavior as an essential precondition of learning. As Lasley and Wayson (1982) state that well-disciplined schools tend to be those in which there is a school wide emphasis on the importance of learning and intolerance of conditions which inhibit learning. Lasley and Wayson (1982) further explains that, 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 and they 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.

Duke (1989) also writes, what is known about the organization of orderly schools is that they are characterized by commitment to appropriate student behavior and clear behavior expectations for students. Rules, sanctions, and procedures are discussed, debated, and frequently formalized into school discipline and classroom management plans. To balance this emphasis on formal procedure, the climate in these organizations conveys concern for students as individuals. This concern manifests itself in a variety of ways, including efforts to involve students in school decision making, school goals that recognize multiple forms of student achievement, and end-emphasis on homogeneous grouping. In the two studied schools, school administrators explained that in the core curriculum, the chapter called the social human being, democratic education is a central point. Therefore, the two interviewed administrators mentioned that student councils were established both at primary and secondary levels, with a representation of one or two students from each class. The councils help to create well-being and a positive attitude towards the school and school work in general. The student council is the link between the class councils and the bodies within the school that make decisions. Students at the lower secondary level must be represented on the coordinating committee of the school. The whole idea is to involve learners in the school decision making to promote democracy and transparency in the running of the school.

## **(ii) Observation**

### **Go the Extra Mile**

Some students need teachers who will go that extra mile to ensure that they are successful. Some teachers provide extra tutoring on their own time before and/or after school for struggling students. They put together extra work packets, every student comes with their own unique circumstances and experiences. A student in first grade will not have the same needs as a student in ninth grade, but two students in ninth grade will not likely have the same exact needs either. A major part of a teacher's job is to recognize individual student needs and to cater to those needs when appropriate. In the two schools under study, we observed that teachers had high expectations for their students, they were truly outstanding teachers who

were able to shift the burden of those expectations to the students themselves. For those students who lacked the drive and/or the confidence necessary to be successful, teachers tended to be innovative, motivators capable of getting even the most reluctant learners to be successful by encouraging them to have confidence to set obtainable goals that would build a foundation for success and encourage ambitious students to set higher goals. They knew that the backbone of education was to teach the students the fundamental academic skills necessary to succeed in life.

### **Teachers' attitude towards work**

In the study of the two schools, we observed that teachers were dedicated to work – showing up every day and spending the necessary time to provide their students with the best education. They often arrived early and stayed late. Teachers were willing to do anything to ensure that all students received the education they needed. It was essential that the teachers' personal issues did not interfere with their ability to teach. They approached their classes each day with a positive attitude. For example, if the teacher is positive, the students will generally be positive. No one likes to be around someone when they are always negative. Students will in time resent a teacher who is always negative. However, they will run through a wall for a teacher who is positive and continuously offering praise. This gave us a picture that teachers are role models who can communicate and control learners' behavior indirectly by not absenting themselves or reporting for work late.

### **Adequate Learning and teaching resources**

Money is a crucial aspect when it comes to school success as it affects key issues including class size, programs offered, curriculum, technology and professional development. When there are educational budget cuts, the quality of education each child receives will be affected. Each of these can have a profound effect on student success and discipline. However, in the two schools studied, we observed that there was good infrastructure to provide enough space and create conducive learning environment for the learners and teachers. A reasonable number of pupil in a class room enabled students to work independently (as individuals) and allowed teachers to manage and be able to pay particular attention to each individual student. We noticed that there were enough learning and teaching materials such as computers and books in both schools. Despite one being the rural, it had same teaching and learning resources with one in the peri- urban area. This is not the case in Zambia where lack of adequate teaching/ learning resources, poor infrastructure has contributed to the students to

exercise unacceptable behaviors such as fighting and petty theft. This is as a result of insufficient resources to cater for each individual's needs. Poor infrastructure and exceeding number of student per class due to over enrollment has led to the teacher failing to control students behavior as students struggle to find themselves accommodated in the classrooms with fewer furniture and limited resources.

### **Teacher- Pupil relationship**

Building a trusting relationship with your students can be both challenging and time consuming. That is why Docking (1982) makes it clear that, clear and broad-based rules, sanctions and procedures should be developed with input from students. They should be clear and made known to everyone in the school .Widespread dissemination of clearly stated rules and procedures, moreover, assures that all students and staff understand what is and is not acceptable.

However, during the practical placement, we observed that there were no written rules neither in the classroom nor in the school to regulate learners' behavior but we noticed that the relationship between teachers and learners was well built. The learners were able to address the teachers by their first names which is seldom in most countries including Zambia. Learners were free to interact with the teacher even during the lesson. Even though teachers were incharge of the classroom, we noted that it was of great significance that the teachers had built an individual relationship with their students regardless of each students' age. Teachers took extra time to find out a little about each students' likes and dislikes. They had to seek out activities and methods to gain their students trust. Teachers were handling situations professionally and were able to deal with problems individually and in a respectful manner. Moreover, teachers were treating each student the same and did not play favorites. It was also vital that a teacher be fair and consistent when dealing with students. As teachers from another country, we also learned not to yell, use sarcasm, single a student out, or attempt to embarrass them knowing that such habits can lead to a loss of respect not only from the individual student but also from the entire class and the school at large.

Another observation we made was on the principal of one of the two studied schools who was very visible in the school hallway and the playground. Pupils found it easy to approach the said principal and would even have conversations and playful time together. The principal

knew most of the pupils by name. Coming from the hierarchical system, this was something we noted with much interest and admiration

### **Incorporate Humor into Lessons**

The work of other researchers (Ornstein and Levine 1981) has also revealed that it is beneficial for teachers to use humor to hold student interest and reduce classroom tensions and to remove distracting materials, such as athletic equipment or art materials, that encourage inattention or disruption. Teaching and learning should not be boring. Most people love to laugh therefore, teachers should incorporate humor into their daily lessons. For example, teachers may share an appropriate joke related to the content for the teaching of that day or may be getting into character and donning a silly costume for a lesson or may be laughing at oneself when a silly mistake is made.

Humor comes in several forms and students will respond to it. We observed that students enjoyed coming to class because they loved to laugh. It was also observed that teachers were making learning fun and exciting which allowed students to be creative and take ownership in the learning process. We noted that students enjoyed hands-on kinesthetic learning activities where they could learn by doing. They were enthusiastic about technology based lessons that were both active and visual. It was observed that students loved teachers who incorporated creative, fun, engaging activities into their daily class which contributed to positive student behavior.

### **Culture**

We observed that culture has played a significant role towards pupils' behavior especially that the Norwegian culture seems to be highly influenced by Christianity. Culture can be defined as the attitudes and behavior that are characteristic of a particular social group or organization. It provides the structure for people's social activities, contributes to their belief of community, and helps individuals form their identity. It is an essential component of the foundation of every society (Advocates for Youths, 2008).

Giddens (1991) identified two types of cultures namely, traditional (pre-modern) culture and post-traditional (modern) culture. In traditional societies, individual actions need not be extensively thought about, because available choices are already determined (by the customs, traditions,).

In contrast, in post-traditional (modern) society people (actors, agents) are much less concerned with the precedents set by earlier generations, and they have more choices, due to flexibility of law and public opinions. As Giddens (1991) further explains, the modern society is undergoing a reflexivity process that exists at an institutional as well as personal level, which is crucial in creating and changing modern systems and forms of social organization.

During our practical placement in a rural area school, we had a privilege to experience the Norwegian social way of life as we were coming from private homes. We observed that Norwegian parents being in a modern society, seemed to appreciate child participation and tended to encourage their children to adopt democratic behavior. The modern family is described as a symmetrical family consisting of equal and autonomous members. Democratic behaviors implies an ability to reflect, to make personal judgments and to develop personal opinions. We noted that reflexivity has been consequently a virtue which today stands as one of the most valued abilities of a child. Impression of “well” raised and “badly” raised children exist and these impressions are based on the extent to which a child behaves according to what is expected. Apart from being democratic, the value of equality has so much been exhibited in the Norwegian context at almost all if not at all levels of development. From educational history we read that the new educational act of 1976, stated that all pupil, with or without special needs should have the right to attend school. Equality has led learners with special needs (disabled) socially be included in the main stream with the able bodied learners. This cultural value helps control behavior in learner by considering that everyone is equal to one another regardless of the race, disability, ethnicity or nationality.

### **Conclusion**

Basing on our findings from the two school under study, we discovered that for the learners to exhibit good behavior either in the classroom or school or in the entire society, it does not require physical or corporal punishment. However, when effective methods such as guidance and counseling, establishing good teacher-pupil or learner relationship, parents involvement in molding pupils behavior, democracy and participation of pupils in school decision making are implemented in a school, behavioral problems may not be encountered. In addition to this, other methods such as incorporating humor into lesson by teacher, having enough learning and teaching resources including adequate infrastructure, making a dialogue or a conversation with learners when resolving conflicts between students rather than imposing difficulty rules,

and having dedicated teachers towards work are well implemented then school discipline can be well maintained and managed.

### **Recommendations**

It is with less difficulty that discipline is managed in the two schools studied, therefore we recommend that the idea of reflectivity mostly exercised in these two schools when a student portrays an acceptable behavior may have a negative effect on the child's development because not every child has the ability to reflect and correct his or her mistakes.

We recommend that there should be a stipulated period of time for reflection then call for the teacher's innervation.

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## APPENDICES

### **Appendix i**

Sogn Og Fjordane University College

Box 6856

Sogndal

The principle

Kvale skule

Sogndal

Dear Sir,

RE: Request to conduct interviews

We seek permission to interviews some of your teachers for our research project.

Kindly consider us to conduct the interviews the first week of April as we will be on teaching placement from 16<sup>th</sup> of March, 2015 to 27<sup>th</sup> March,2015 in Solund.

Attached are questionnaires to use during the interview.

Your positive response will be highly appreciated

## Appendix ii

## QUESTIONNAIRE

1. What do you think are the common behavioral problems in learners?
2. What methods do you use to solve such problems?
3. How effective are those methods in solving these problems
4. How would you rate the behavior of girls in comparison to that of boys?
5. Which age group and grade is the most challenging in terms of behavior?
6. What role do administrators play in ensuring that there is discipline in learners?
7. What methods or ways do administrators use to ensure that there is discipline in school?
8. What role do parents play to help maintain discipline?
9. Are there any challenges faced by teachers or administrators in involving parents in maintaining discipline?
10. In your opinion, what is the general behavior of learners?

Appendix iii





Appendix iii



