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Teacher concepts on students' obtaining self-control

Bahri AYDIN*

**Abant İzzet Baysal University, Education Faculty, Department of Educational Sciences, Bolu, 14280, Turkey*

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Abstract

As is known the collaboration between schools and industry has stemmed from the need to create human labor which new jobs. One of the aims of class discipline is to help students obtain self-control. To achieve this aim, teacher views relate to self control play an important role. The purpose of this research is to define the possible ways of how the teachers can bring in self-control to their students. The research is based upon 45 selected teachers from the secondary schools located at the center of Bolu, Turkey. The research is designed according to survey. The teachers are given a form consisting of two cases on students' building self-control. Teacher concepts are shown by tables considering the number of citation. At the end of the research, teachers indicated that "assigning tasks for students", "becoming a model", "achievement of obtaining self-control in previous classes", "rewarding", "apprehending the importance of learning", "explaining", "prescribing regulations", "giving task to successful students", "making the course entertaining", and "punishment" would be efficient for students' obtaining self-control.

Keywords: Self-control; discipline.

1. Introduction

Classroom management can be seen in five dimensions as the physical arrangement of the classroom, planning-schedule activities, time management activities, relationship and behaviour arrangement (Başar, 1994). Behaviour arrangements are somehow related to in-class discipline. As a result of this, discipline is a sub-concept of classroom management.

Discipline doesn't mean punishment. In Latin, it means "to educate", and it is generally used to teach the young how to know and control him/herself, and how to implement the rules with affection and clear principles (Thompson, 1996). Discipline is to teach the desired behaviours and habits, and to realize the moral development all of which yield self-control (Yavuzer, 1998).

*Bahri Aydın; Tel.: +90 (535) 818 28 79; fax: +90 (374) 253 46 41
E-mail address: bahriaydin@hotmail.com

A lot of definitions have been made to explain discipline. It can be observed that some notions are emphasized in those definitions. These notions are undesirable behaviours, student's self-control, implementation of the rules, forming the learning environment, attending the appropriate learning activities, teachers' reactions to the undesirable behaviours, expanding the learning time, and teaching responsibility (Aydın, 2002).

The purposes of discipline are stated differently by different researchers. The aim of discipline is no "punishing", it is "teaching" the students how to control themselves (Cummings, 2000).

The purpose of discipline is to help students build closer relationships with each other, learn easily, orientate themselves more and take responsibility (Charles, 2008).

When we look at the main purposes of discipline, self-control is one of the leading notions. Self-control contributes to prevent undesirable behaviours without the teacher's interference.

Self-control, self-discipline, self-orientation, self management, internal control, self investigation, inner discipline are very similar notions.

Similar to critical thinking, problem solving, entrepreneurship, and communication, self-control is also an expected behavior from contemporary people. Borba defines moral intelligence as the seven features for a student to behave appropriately, and to resist the pressure that damages his/her character (Charles, 2008).. These seven basic features are empathy, conscience, self-control, respect, courtesy, tolerance, and honesty. According to Borba, the first three forms the core of moral.

Our classes are expected to fulfill the expectations (innovation, individuality, initiative, self-control) of the new century. In the information age, education is different for our students. It should be build upon the principle of mutual respect and interest, and focus on teaching students self-discipline and responsibility (McLeod, 2003).

To teach self control and responsibility to the students is the most important role of a teacher. These skills are important not only in schools, but also in democratic society. We should take to teach our students how to become autonomous, independent, and fruitful individuals in society (McLeod, 2003).

The students do not come to the classrooms knowing self-control and self- management skills completely (McLeod, 2003). According to Gordon, it is possible for the students to develop self-control skills in the classroom (Charles, 2008). Also, self-control is a quality that teachers and parents think like "if only we could bring it in" for the students. As a result, it seems important for students to obtain self-control.

Problem Statement: What are the teacher views about students' obtaining self-control skills?

Purpose of the Research: With this research, the aim is to define how teachers can make their students obtain self-control skills.

Limitations: This research is limited to the selected four secondary schools' teachers working in schools located at the center of Bolu city centre in academic year 2008-2009

2. Method

Research Model: This research is configured by survey. According to the model, the teachers are given two sample cases in form of questions, and in what ways they can help students to build self-control skills.

Total Field Under Survey and Sample: the sample of the research consists of the teachers working in schools located at the center of Bolu city centre in academic year 2008-2009. In total, 45 teachers participated in the research.

Data Collection Tool: In the research, secondary school teachers are given two sample cases about students' obtaining self-control skills, and they are asked how they should react in these cases. The first sample case question is: "What is your opinion about making the students behave as you are in the classroom when you are actually not there?", and the second sample question is: "What do you think should be done by teachers to get the students have their seats when the bell rings without the indication of the teacher?".

Data Collection: The researcher distributed the forms containing two questions concerning the teachers by school administrators in 3 schools, and in 2 schools by the help of two teachers; and he collected the papers by the help of them again.

Analysis of Data: In the analysis process, content analysis method is used. The teachers' declarations are encoded. The citation number of encoded declaration is shown in a separate column. There are teachers who answered both of the questions as well as the teachers who declared more than one opinion for the questions.

3. Findings and Comments

The findings related to the given answers on the first students case (What do you think about “when the teacher is out of the class, to make them maintain their studies what should be done as a teacher”) that were directed to the teachers are stated below.

Table 1. The teachers’ views on when the teacher is out of the class, to make them maintain their studies what should be done

The teachers’ views on when the teacher is out of the class, to make them maintain their studies what should be done	The Number of Citation
Assigning tasks for students (homework, test or giving worksheet)	13
Apprehending the importance of activity and learning	5
Charging a student who is successful, dominant in class and approved by everyone	5
To teach this habit in grades 1-5	4
Rewarding when the studies are done	4
To teach the habit of valuing the leisure time	4
To teach the consciousness of responsibility	3
To define the rules with the students and to supply the students to adopt them	2
To explain that they have no rights to disturb their friends	2
To teach when the teacher does not come to the class what should be done	2
To state that other classes are having class and not to disturb them	2
To have entertaining classes(the students do not want to bother such kind of a teacher)	1
To remind frequently the students of their being individuals and the necessity of behaving accordingly	1
To draw the attention to the selected successful students	1
To request to be silent explaining the absence in the class	1
Punishment	1
Total	51

To the question of “ What do you think about when the teacher is out of the class, to make them maintain their studies what should be done as a teacher?” the teachers mostly replied as “I assign tasks for students” (12). To assign the students with tests, homeworks and worksheets is to give responsibilities to them in one point of view. To give responsibilities is important in terms of gaining self-control. But, according to Jones, the teachers who want the students personalize more responsibilities frequently give duties such as arranging the class, arranging the equipment of the class, helping in the care of plants and animals, etc (Charles, 2008). Besides, the teachers stated the usage of reward and punishment as well. There are different views on usage of the reward-punishment matter. For instance, according to Gordon, reward and punishment are the aids of outer control(Gordon, 1999). Outer control harms the student’s self-control. Defining the rules may be helpful in making his self-control. But the question on “the rules should be defined by the teacher or the students” is debatable. For example, Canter utters that it is necessary defining the rules by the teacher and teaching them to the students(Charles, 1996). Assigning tasks to a student while teacher is not in the class may result in having problems with his/her friends. If the students is going to sit without doing anything and the charged student is going to write the names of the ones who are not silent on the paper or board and then giving the names to the teacher, the students who are not silent are going to be punished, the relation between the charged student and the other members of the class is going to fail.

Table 2. Teacher views related to the issue that provides the students to sit their seats without warning of “go into your class” when the bell for students rings

Teacher views related to the issue that provides the students to sit their seats without warning of “go into your class” when the bell for students rings	The Number of Citation
Teacher’s going into the class on time	6
Rewarding (Thanking to the students who get on time)	6
This behaviour should be taught even from the first grades	5
The reasons and importance for going into when the bell rings should be explained	4

Punishment	3
Making the class attractive and entertaining	3
Preparing the class rules with the students	4
Teaching the responsibility consciousness	2
Teaching the importance of going into before the teacher and making preparations	2
The sanction implementation of school management	1
Abolish the usage of bell	1
Total	37

The teachers replied the question of “What should be done in order to provide the students sit their seats without teacher’s warning of “go into your class” when the bell for the students rings?” mostly saying “Teacher’s going into the class on time”(6). In another words, the teacher should be a model with her behaviours. According to Redl ve Wattenberg one of the roles of the teacher is her being a model in the class. According to Ginott the teachers should discipline themselves before they discipline the students (Charles, 1996). Teachers’ being models may contribute in providing the students’ self-control. Giving award to the students who go into the class on time may be stimulating for other students. In Skinner’s “See the good ones” approach, it is stated that it is more fruitful to see the positive behaviours and to reinforce them instead of beholding the negative behaviours. This approach has two benefits. First, the student behaving positively is going to repeat the action. Second, it will stimulate the other students to make the positive behaviour. In the research, some teachers used the statement of “The reasons and importance for going into when the bell rings should be explained”(4). However, for their self-control skills telling what should be done and solving the problems in the name for the students may be harmful. For instance, to say “The weather is cold outside, so do not forget your coats” is a kind of saving them from the problems. Whereas, to say “Look outside. What should you remember to protect yourself” helps the students to discover the solutions (Charles, 2008). Having an entertaining lesson with different activities may lead the students to sit their seats when the bell rings.

4. Results and Suggestions

1. When the teacher is not in the class, assigning tasks may contribute to provide the self-control of the students. But the teacher can give responsibilities the students both in the class and outside the class. Gradually self-control skill can be taught.
2. For gaining self-control, teachers suggest reward-punishment usage. But there are different views on the usage of reward and punishment. Experiencing the reward-punishment method the teacher can evaluate its effectiveness.
3. Defining the rules may be an option in proving self-control. But it is debatable if these rules are going to be defined by the teacher or the students. At the beginning of the semester, with the students the teacher can define some rules such as going into the class when the bell rings or being silent when the teacher is not in the class.
4. Teachers’ “making some explanations” or “reminding” related to what should be done when the teacher is not in the class or when the bell rings, may mean to decide in the name of the students. To make decisions in the name of the students and to tell what should be done may lead to a dependence. Students raised dependently gain self control hardly.
5. Teachers should go into the classes on time to be a good model.
6. Some studies should be done related to gaining self-control skill from the first grades.
7. Teachers should desing their classroom activities in a way that students entartin the lesson and eager to wait next lesson

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