



ASSERTIVE DISCIPLINE THEORY IN THE MANAGEMENT OF CLASSROOM DISRUPTIVE BEHAVIORS AMONG SOCIAL GENDER

Article Type: Review Article; Submitted: June 20, 2021; Accepted: July 28, 2021; Volume 3 Issue 2, pp. 46-50; August 2021

Indexing: All work published in this series are submitted to the Web of Science CitationIndex, to Scholastica, Scopus, ResearchGate, Academia.edu, Medium Research, and to Google Scholar.

Zacharia Mohammed

Mampong Technical College of Education, Asante Mampong, Ghana

Abstract: The purpose of the study was to use assertive discipline theory in the management of classroom disruptive behaviours among students, the study is pure literature. This study draws on the Assertive discipline theory proposed by the Canters. The Canters' discipline theory is based on teacher needs, wants and feelings. The Canters believe that teachers have their rights which include the following; the right to establish classroom rules and procedures that produce the optimum learning environment, the right to insist on behavior from students that meets teachers' needs, the right to receive help in disciplining from both parents and school administrators when support is needed. The Canters' philosophy in this literature study is that teachers are there to teach and students are there to learn, misbehaviors should not interfere in this equation. The study reviews the following. Definition of classroom disruptive behaviour, Types of classroom disruptive behaviour, The effects of teasing (verbal bullying) on learning, Effects of students' classroom noise on learning, Gender differences and its implication on classroom behaviour, Physical differences in gender on behaviour, social differences in gender on classroom behaviour, and how public and private basic schools address discipline issues. The study endorses that Parental support for teachers' disciplinary efforts is equally important in the building of the student characters, and behaviours.

Keywords: Canters, behaviours, disruptive behaviours, assertive discipline, Teachers

1. INTRODUCTION

Canter (1992) stated the key to assertive discipline is catching students who put up good behaviour, recognizing and supporting them when they behave appropriately and letting them know that their good behaviour is appreciated day in and day out. Canter stated classroom teachers must have a systematic discipline plan that explains exactly what will happen when students choose to misbehave. An effective discipline plan is applied fairly to all students. The teacher gives specific directions for each classroom situation. Canter suggested that a discipline plan includes a maximum of five consequences for misbehaviour, but teachers must choose consequences with which they are comfortable. Teachers must provide positive reinforcement for appropriate and on-task behaviour and disciplinary consequences for disruptive or continually off-task behaviour. In earlier work, (Samuel et al., 2019) stated administrators need to understand that Assertive Discipline is not a negative practice, but it could be misused by negative teachers. Additionally, he reported that administrators should mentor teachers, and staff developers should coach negative teachers in the use of positive reinforcement. Canter (1987) recommended a three-step cycle of behaviour management to establish a positive discipline system. First, whenever teachers want students to follow certain directions, they must teach specific behaviours.

Next, teachers must use positive repetition to reinforce the students when they follow the directions. Finally, if a student is misbehaving after a teacher has taught specific policies and has used positive repetition, only then should the teacher use the negative consequences.

It is equally essential for parents to support their children's teachers' disciplinary efforts (Samuel et al., 2019). When they do not get support from the parents of their kids, many instructors feel discouraged and give up on their pupils. Canter recommended that instructors should be educated in how to interact successfully with parents, and that replacement teachers should also be trained in how to implement this behavior management strategy. Active Punishment plans urge instructors to create personalized discipline plans for children who exhibit significant behavioral issues and to record persistent student misbehaviors in their classrooms. Specifically, according to Samuel et al. (2019), there may be some kids in any class for whom the general classroom design does not work. Administrators should provide teachers with the skills they need to deal effectively with challenging kids and raise student performance levels, and Assertive Discipline is the management style that produces successful teachers, students, and educational institutions. The effectiveness of a school disciplinary program is dependent on the creation of a classroom



environment in which children thrive and enjoy their time in school.

Assertive Discipline has been modified and combined with other plans over the years since the Canters first established the Assertive Discipline Model in 1976. Canter suggests that Assertive Discipline is not a cure-all. It is a starting point. Every teacher should also know how to use counseling skills, how to use group process skills, and how to help students with behavioral deficits learn appropriate classroom behaviors (Jan, 2018). Successful teachers provide students with a positive environment that fosters learning and allows everyone an equal opportunity to succeed. Students are held to high standards and are accountable for their choices and behavior. Positive reinforcement and verbal praise through the acknowledgment of good choices and appropriate behaviour are essential to the success of the teacher and the classroom. It is important to note that many negative interpretations have come from burned-out teachers who are overwhelmed and do not feel supported by parents or administrators. Unfortunately, these teachers often take out their frustrations on the students (Canter & Wilkinson, 2021). Assertive Discipline is not a negative program, states Canter, however some teachers misinterpret the elements of the program and some parents do not understand the core concepts. It is essential that the focus remain on positive reinforcement and maintaining a well-balanced classroom. The classroom environment is a major contributing factor to the success of a teacher's behavior management plan. An effective classroom is led by a teacher who is in-charge, is well organized and every student has the opportunity to learn without disruptions.

Canter said Students need teachers who can create classroom environments in which learning can take place. Every student has the right to a learning environment that is free from disruption. Students also need teachers who can help them learn how to behave appropriately in school. Many students who are categorized as behaviour problems would not be so labeled if their teachers had taught them how to behave appropriately in the classroom and had raised their self-esteem.

Classroom noise by students and classroom teasing are the independent variables that affect the dependent variable learning. Teasing in the classroom can also bring about noise-making which eventually affects learning. In much the same way noise-making in the classroom can also generate teasing which will also affect learning.

2. DEFINITION OF CLASSROOM DISRUPTIVE BEHAVIOUR

Classroom disruption is generally regarded as behaviour a reasonable person would view as being likely to substantially or repeatedly interfere with the conduct of a class (Patrick et al., 2021). Ali and (De Dieu & Andala, 2021) explained classroom disruptive behaviour as behaviour that interrupts the educational process and causes stress for teachers and other students. Classroom discipline, according to (Center, n.d.) is to follow instructions, and to be obedient to an authority in order to facilitate learning and minimize disruption.

3. TYPES OF CLASSROOM DISRUPTIVE BEHAVIOUR

According to (Mollel & Onyango, n.d.) types of disruptive behaviour fall into one of these categories; behaviour by the student individually (e.g., Playing games or reading), student interacting with other students (e.g., chatting), and student interacting with the instructor (asking irrelevant questions, confronting, arguing). To Ali and Cracey, the forms of disruptive behaviour include reading the newspaper, sleeping in class, arriving late, chatting and laughing, playing with smartphones, text messaging, and arguing with the instructor. Other categories of classroom disruptive behaviour as indicated by (Mollel & Onyango, n.d.) include the following; Grandstanding: this is where students use the classroom for themselves by monopolizing the class discussion, speaking protractedly, and bombastically on favorites subjects with no regard to relevancy to the discussion. Gerald mentioned sleeping in class, prolonged chatting, excessive lateness, noisy electric devices, disputing the teachers' authority or expertise, and verbal or physical threats to students as some of the major disruptive behaviours in the classroom.

4. THE EFFECTS OF TEASING (VERBAL BULLYING) ON LEARNING

Verbal bullying is a common occurrence in most classrooms and varies greatly between schools and school districts (Bäckström, 2021). Regardless of the grade level, socioeconomic environment, gender, religion, or sexual orientation, bullying can happen to anyone especially in the classroom (Martin, 2021). Olweus added that a person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself. Verbal bullying may include direct forms such as name-calling or teasing or indirect forms such as gossiping with peers about the targeted individual (Alharbi et al., 2021). saw verbal bullying as an act of repeated unwanted utterances behaviour to intentionally hurt another person mentally or emotionally.



Verbal bullying in classrooms results in low academic achievement as victims tend to be absent more often, spend less time and energy on their classwork, and do not concentrate in class (Amalia, 2021) indicated that students who are teased in the classroom feel hurt, embarrassed, insecure, low self-esteem, and self-blame resulting in lower-class achievements. Inability to form a relationship in the classroom which tends affecting students learning is what (Minja, n.d.) saw as major effects of teasing in the classrooms and the school environment in general. Carney explained that victims who have the targets of verbal bullying can suffer long-term emotional and behavioural problems which can lead to post-stress disorder which is detrimental to learning. Learner behaviour plays a major role in academic achievement and social development. A learner's behaviour can affect his/her ability to learn as well as the learning environment of other learners (Tafahomi, 2021). According to (Minja, n.d.) the school is the first place where behavioural and emotional problems that require social work intervention begin to be exhibited. Moreover, research has shown that when children with psychosocial problems are acting out their most disturbing emotions, their behaviours confuse and distract parents and teachers who are often "so preoccupied with the surface behaviours that they are unable to address the underlying emotional issues" (Tafahomi, 2021).

Learners who behave disruptively by teasing other learners or by requiring the teacher to interrupt lessons to discipline them can have a negative effect on an entire classroom. A 2010 study found that disruptive learners can lower the test scores and academic achievement of an entire classroom (Mazzoli et al., 2021).

5. EFFECTS OF STUDENTS' CLASSROOM NOISE ON LEARNING

There are a variety of ways a learner might behave in a disruptive manner. Some are minor and are often easily ignored, but some types of disruptive behaviour go beyond simple rudeness. A learner who monopolises discussions or speaks on particular subjects with no relevance to the current lesson exhibits disruptive behaviour called 'grandstanding' or 'showing off.' Excessive talking with other learners during class or the passing of notes can affect the entire class by making it difficult to hear the teacher or forcing him or her to interrupt the lesson to stop the chatter. Another disruptive behaviour occurs when a learner challenges the teacher's authority or knowledge on a subject because of anger over a grade or a general dislike of that particular teacher. This type of behaviour can evolve into verbal or physical threats to the teacher or other learners. (Mazzoli et al., 2021).

Disruptive learners interfere with the teacher's ability to teach effectively. The behaviours require large amounts of the

teacher's time and attention. The teacher must stop the lesson or discussion to address the behaviour and this takes away from the valuable time needed to instruct the rest of the class. If the disruptive behaviour is threatening, it may challenge the teacher's authority and can create tension in the classroom, which pushes learning into the background. Disruptive behaviour by one learner also encourages others to do the same and this compromises the teacher's authority and ability to control the group. Teachers who have disruptive learners in their classroom have to spend additional time on behaviour management, thus reducing the time they spend teaching (Mazzoli et al., 2021).

6. GENDER DIFFERENCES AND THEIR IMPLICATION ON CLASSROOM BEHAVIOUR.

According to (Satchell et al., 2020) there are some differences between the way the brains of boys and girls are wired, hence boys and girls behave differently at any given moment. Ellis further explained that boys may get into physical fights more often but tend to resolve conflicts quicker than girls. Again, boys are more likely to indulge in risk-taking activities and are less likely to be fearful of loud noises or stimuli. Girls on the other hand have keen emotions, language, and reasoning abilities and therefore need to talk through issues before the issues are resolved.

7. PHYSICAL DIFFERENCES IN GENDER ON BEHAVIOUR

Physically, boys tend to be more active than girls, and by the same token more restless if they have to sit for long periods. They are also more prone than girls to rely on physical aggression if they are frustrated (Hasan, 2021). Both tendencies are inconsistent with the usual demands of classroom life, of course, and make it a little more likely that school will be a difficult experience for boys, even for boys who never actually get in trouble for being restless or aggressive. During the first two or three years of elementary school, gross motor skills develop at almost the same average rate for boys and girls. As a group, both sexes can run, jump, throw a ball, and the like with about equal ease, though there are of course wide significant differences among individuals of both sexes. Toward the end of elementary school, however, boys pull ahead of girls at these skills even though neither sex has begun yet to experience puberty. The most likely reason is that boys participate more actively in formal and informal sports because of expectations and support from parents, peers, and society (Satchell et al., 2020). Puberty eventually adds to this advantage by making boys taller and stronger than girls, on average, and therefore more suited at least for sports that rely on height and strength.



In thinking about these differences, keep in mind that they refer to average trends and that there are numerous individual exceptions. Every teacher knows of individual boys who are not athletic, for example, or of particular girls who are especially restless in class. The individual differences mean, among other things, that it is hard to justify providing different levels of support or resources to boys than to girls for sports, athletics, or physical education. The differences also suggest, though, that individual students who *contradict* gender stereotypes about physical abilities may benefit from emotional support or affirmation from teachers, simply because they may be less likely than usual to get such affirmation from elsewhere.

8. SOCIAL DIFFERENCES IN GENDER ON CLASSROOM BEHAVIOUR

When relaxing socially, boys more often gravitate to large groups. Whether on the playground, in a school hallway, or on the street, boys' social groups tend literally to fill up a lot of space and often include significant amounts of roughhousing as well as organized and "semi-organized" competitive games or sports (Ruttledge & Petrides, 2012). Girls, for their part, are more likely to seek and maintain one or two close friends and to share more intimate information and feelings with these individuals. To the extent that these gender differences occur, they can make girls less visible or noticeable than boys, at least in leisure play situations where children or youth choose their companions freely. As with physical differences, however, keep in mind that differences in social interactions do *not* occur uniformly for all boys and girls. There are boys with close friends, contradicting the general trend, and girls who play primarily in large groups. Differences in social interaction styles happen in the classroom as well. Boys, on average, are more likely to speak up during a class discussion sometimes even if not called on, or even if they do not know as much about the topic as others in the class (Ruttledge & Petrides, 2012). When working on a project in a small co-ed group, furthermore they tend to ignore girls' comments and contributions to the group. In this respect, co-ed student groups parallel interaction patterns in many parts of society, where men also tend to ignore women's comments and contributions (Ruttledge & Petrides, 2012).

9. HOW PUBLIC AND PRIVATE BASIC SCHOOLS ADDRESS DISCIPLINE ISSUES

(Gatongi, 2007) looked at the differences in how public and private schools' approach disciplinary issues in their way. According to Belford, discipline in the public school system is enforced from the above. That is, students in public schools always wait on the school authority to tell them what is right

and what is wrong. Belford further explained that ineffective monitoring and supervision in public schools affects proper character training. However, in the private school system, the school management attaches seriousness to the goal of the school in building character among students. Discipline is considered a learned trait. Children are taught to understand discipline as an internal trait every individual should possess.

10. CONCLUSION.

Students' classroom loudness and verbal bullying were the subject of this study, which examined the impact of these factors on learning in schools. It discussed some of the problems that the education system as a whole is experiencing, as well as the difficulties that schools are experiencing in attempting to offer a comprehensive education while coping with bad classroom behavior. Furthermore, the chapter examines the variations in gender between students and the implications of these differences on disruptive behavior in the classroom. A study of how public and private elementary schools deal with disciplinary problems at their level was also included in the piece, which also included a look at the theoretical foundation of classroom disruptive behavior. In addition, the conceptual framework was taken into account. The Canter's Assertive Discipline Model was the focal point of the conversation today.

REFERENCES

- Alharbi, K., Cristea, A. I., Shi, L., Tymms, P., & Brown, C. (2021). Agent-Based Classroom Environment Simulation: The Effect of Disruptive Schoolchildren's Behaviour Versus Teacher Control over Neighbours. *International Conference on Artificial Intelligence in Education*, 48-53.
- Amalia, N. (2021). Disruptive Behaviour in EFL Classroom and Its Impacts on Classroom Engagement. UIN Ar-Raniry Banda Aceh.
- Bäckström, P. (2021). School Composition, Disruptive Classroom Behaviour and Student Results: A Study of Mechanisms of Peer Effects. *Nordic Studies in Education*, 41(2), 167-184.
- Canter, L., & Wilkinson, E. (2021). Podcasting as a multifaceted teaching and learning tool: Enhancing students' employability skills via production and content. *Journalism Education*, 10(1), 90-94.
- Center, I. D. (n.d.). National Center for Education Statistics.
- De Dieu, H. J., & Andala, H. O. (2021). Parental Involvement and Students' Discipline in Twelve Years Basic Education Schools in Rwanda: A Case Study of Nyarugenge District. *Journal of Education*, 4(1), 33-52.



- Gatongi, F. (2007). Person-centred approach in schools: Is it the answer to disruptive behaviour in our classrooms? *Counselling Psychology Quarterly*, 20(2), 205-211.
- Hasan, S. S. (2021). Classroom Management Strategies for Novice Teachers.
- Jan, S. (2018). Investigating the Relationship between Students' Digital Literacy and Their Attitude towards Using ICT. *International Journal of Educational Technology*, 5(2), 26-34.
- Martin, I. (2021). An experimental evaluation of the introduction of Bodyfurn chairs on on-task and disruptive behaviour in the classroom. The University of Waikato.
- Mazzoli, E., Salmon, J., Pesce, C., Teo, W.-P., Rinehart, N., May, T., & Barnett, L. M. (2021). Effects of classroom-based active breaks on cognition, sitting and on-task behaviour in children with intellectual disability: a pilot study. *Journal of Intellectual Disability Research*, 65(5), 464-488.
- Minja, O. B. (n.d.). An Assessment on the Role of the Teacher in Classroom Management: A Case of Arumeru District, Tanzania.
- Mollel, N. L., & Onyango, D. O. (n.d.). The Role of Adult Education Graduates in Improving Secondary School Education: A Case of Nyamagana District, Tanzania. *East African Journal of Education and Social Sciences (EAJESS)*, 2(2), 65-71.
- Patrick, P. A., Canter, J. F., Brumberg, H. L., Dozor, D., Aboudi, D., Smith, M., Sandhu, S., Trinidad, N., LaGamma, E., & Altman, R. L. (2021). Implementing a Hospital-Based Safe Sleep Program for Newborns and Infants. *Advances in Neonatal Care*, 21(3), 222-231.
- Rutledge, R. A., & Petrides, K. V. (2012). A cognitive behavioural group approach for adolescents with disruptive behaviour in schools. *School Psychology International*, 33(2), 223-239.
- Samuel, N., Onasanya, S. A., & Yusuf, M. O. (2019). Engagement, Learning Styles and Challenges of Learning in the Digital Era among Nigerian Secondary School Students. *International Journal of Education and Development Using Information and Communication Technology*, 15(4), 35-43.
- Satchell, L., Mahmud, A., Warren, F., & Hoskins, S. (2020). A Personality Approach to Understanding Disruptive Behaviour in the Classroom.
- Tafahomi, R. (2021). Effects of the Wall-Faced Seating Arrangement Strategy on the Behavioural Patterns of the Students in the Architecture Thesis Design Studio. *Asian Journal of Assessment in Teaching and Learning*, 11(1), 85-97.

THE ORIGINAL

Scientific Journals (OSJ)