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CLASSROOM RULES AS A TOOL TO ESTABLISH AND MAINTAIN
DISCIPLINE IN THE CLASSROOM IN GRADES 7 AND 11

KLASES IEKŠĒJĀS KĀRTĪBAS NOTEIKUMI KĀ PALĪGLĪDZEKLIS
DISCIPLĪNAS NODROŠINĀŠANAI UN SAGLABĀŠANAI 7. UN 11.
KLASĒ

DIPLOMA PAPER

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I declare that this study is my own and does not contain any unacknowledged work from any source.

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ABSTRACT

The main goal of the education is not only to educate students and to provide the theoretical and practical basis in different subjects but, also to teach children basic behaviour rules so that later on they can easily adapt to the society's etiquette norms.

In school students learn how to communicate with each other and how to be successful in everyday communication with their friends, family and other people who surround them.

The aim of the Diploma Paper was to explore whether appropriate behaviour can be established and maintained in the classroom with a help of the classroom rules.

The case study was used as a research method in order to find out students' and teachers' attitude to the classroom rules, what is more, to prove that the classroom rules can help to establish and maintain discipline in the classroom. The research was carried out in the Grammar School of Nordic Languages in grades seven and eleven. Data collection methods used were questionnaires for students and interviews for class tutors of grades seven and eleven.

The data obtained from the questionnaires for students showed that learners were not against the classroom rules; moreover, they considered that with the help of the classroom rules order, discipline and respectful attitude to each other and teachers could be established. However, the opinions of the learners in grade seven differed from those of the grade eleven, for instance, younger children supported more the idea that discipline had to be improved in order to make the learning process effective while eleven graders' considered that the classroom rules could not improve the discipline but rather to change the attitude towards each other and teachers, as a result, the atmosphere could be improved in the classroom.

To conclude, it must be stated that the classroom rules proved to be an effective tool to establish and maintain discipline both in the classroom and during the breaks, however it should be acknowledged that discipline problems still exist even if the classroom rules are created and students are aware of them. Thus, the author of the Diploma Paper strongly believes that all teachers should have one united rule system; otherwise, the teachers' aim to establish appropriate behaviour norms can not be achieved as teachers may make different demands and consequently students can not follow them. Therefore, teachers should carefully consider the theoretical frame works for the classroom rule creation as well as exchange their experience with their colleagues.

ANOTĀCIJA

Izglītības galvenais mērķis ir ne tikai izglītot skolēnus un nodrošināt teorētiskas un praktiskas pamatzināšanas dažādos priekšmetos, bet arī iemācīt bērniem pamata uzvedības noteikumus, lai vēlāk tie varētu pielāgoties kopējās sabiedrības uzvedības normām.

Skolā skolēni mācās kā savstarpēji saprasties un kā būt veiksmīgiem kontaktējoties ar saviem draugiem, ģimeni un pārējiem cilvēkiem ar kuriem tie saskaras.

Diplomdarba mērķis bija atklāt vai atbilstoša uzvedība var būt nodrošināta un saglabāta klasē ar klases iekšējo kārtības noteikumu palīdzību.

Atsevišķa gadījuma pētījums tika lietots kā izpētes metode, lai noskaidrotu skolēnu un skolotāju attieksmi pret klases iekšējā kārtības noteikumiem, kā arī pierādītu, ka klases iekšējās kārtības likumi var palīdzēt nodrošināt un saglabāt atbilstošu uzvedību klasē. Pētījums tika veikts Ziemeļvalstu Ģimnāzijas septītajā un vienpadsmitajā klasē. Pētījuma metodes bija anketēšana skolēniem un intervijas klases audzinātājiem.

No skolēnu anketām iegūtie dati parādīja, ka skolēni neiebilst pret klases iekšējās kārtības noteikumiem, turklāt, bērni uzskata, ka ar to palīdzību klasē tiktu nodrošināta kārtība, disciplīna un cieņas pilna attieksme pret klases biedriem un skolotājiem. Tomēr salīdzinot datus, septītās klases skolēnu uzskati atšķīrās no vienpadsmitās klases skolēnu viedokļiem, piemēram, jaunākās klases skolēni vairāk atbalstīja ideju par disciplīnas uzlabošanas nepieciešamību, lai nodrošinātu efektīvāku mācību procesu, kamēr vecākās klases skolēni uzskatīja, ka klases iekšējās kārtības noteikumi nevarētu uzlabot disciplīnu, bet drīzāk mainīt savstarpējo attieksmi vienam pret otru un pret skolotājiem, līdz ar to, būtu uzlabojusies atmosfēra klasē.

Secinot jāatzīst, ka klases iekšējās kārtības noteikumi izrādījās efektīvs līdzeklis disciplīnas nodrošināšanai un saglabāšanai gan stundu laikā, gan starpbrīžos, tomēr jāpiebilst, ka neskatoties uz to, ka noteikumi pastāv un skolēni ir informēti par tiem, disciplīnas problēmas joprojām pastāv. Tāpēc, Diplomdarba autors ir pārliecināts, ka visiem skolotājiem vajadzētu izveidot vienotu noteikumu sistēmu, citādāk, skolotāju mērķis nodrošināt piemērotas uzvedības normas netiks sasniegts. Tā kā katram skolotājam ir savas prasības, skolēniem rodas grūtības ievērot noteikumus. Tādējādi, skolotājiem vajadzētu rūpīgi izvērtēt klases iekšējo kārtības noteikumu teorijas pamatus, kā arī dalīties savā pieredzē ar pārējiem kolēģiem.

TABLE OF CONTENTS

Introduction.....	7
1. Discipline.....	10
1.1 Models and types of discipline.....	10
1.2 Discipline methods nowadays and before years.....	12
1.3 Discipline problems in schools.....	13
2. Classroom rules as a solution to discipline problems.....	16
2.1 Issues that should be considered before creating the classroom rules.....	17
2.2 Ways of teaching and learning classroom rules.....	18
3. Punishment versus encouragement as a corrective method.....	21
4. Case study in grades seven and eleven.....	24
4.1 Data of the pre – questionnaires in grades seven and eleven.....	26
4.2 Data of the post – questionnaires in grades seven and eleven.....	34
4.3 Classroom rule creation in grades seven and eleven.....	42
4.4 Data obtained from the interviews with the class tutors of the grades seven and eleven.....	44
Conclusion.....	47
Theses.....	49
Bibliography	
Appendices	

INTRODUCTION

Discipline problems among young teenagers have always been a topical issue. Nowadays there are modern media like movies, Internet and video games from which children are affected negatively and adopt inappropriate behavior models. As a result children take aggressive and violent behavior model as acceptable communication way with other people. Parents and educators are those who must work with children and teach them appropriate behavior norms, so that children could realize themselves what is acceptable in communication with others.

Schools are like a mirror reflection of a country and society where students are citizens in it. Teachers and administrators of the schools are like the government which define the rules and laws in the country. Students have to take into consideration rules which are initiated by the teachers and the principle of the school. As it happens in the life, people break the rules and laws. The same happens in the schools where students also break the rules and there are various reasons why, for instance, pupils may start disrupting the rules because of the pace of the lesson which is too fast or too slow, boredom, unmotivated teacher or inappropriate learning materials.

Discipline problems are wide spread among young people and that is the reason why the rules are important. Both teachers and parents should be responsible for children's education. Teachers can not only rely on parents ability to educate their children and parents should realize their crucial role in the educational process of their children and be the first ones who show their children how to behave, but not to expect that a child will be educated only in the school. Apparently, teachers are responsible for the students while they are in the school that is why it is important to investigate the clear concept of what is discipline in the school and what behaviour model is acceptable, what is more, the rules should be created to establish and maintain discipline in the school.

The author of the Diploma Paper admits that during the teaching practice in school, discipline problems appeared both in primary school and secondary school. Moreover, one case in grade six came popular in Latvia where a girl had to leave the class and the school because of the classmates' rude and disrespectful attitude to her. According to the newspaper Diena (2008) the girls' parents decided to change the school and send their daughter back to her previous school in Līvāni where the family used to live. The whole society and media

blamed teachers saying that it was only educators' fault that such situations happen in schools, as The Grammar School of Nordic Languages is not the only school where students have suffered psychologically because of the classmates' bad behaviour, rudeness or even meanness to each other. Judging from the people's viewpoints, teachers' mission is not only to provide students with knowledge but also to be responsible for children's behaviour and actions in different situations.

The Aim of the Diploma Paper was to explore whether appropriate behaviour and discipline can be established and maintained in the classroom with the help of the classroom rules.

To achieve the Aim the following objectives were stated:

- 1) To study literature about the discipline problems, and reasons why they appear among students in the schools.
- 2) To study theory about the rules, what are classroom rules, as well as to explore and analyze theoretical frameworks for classroom rule creation.
- 3) To find out students' attitude to the classroom rules with the help of the questionnaires (pre – questionnaires and post – questionnaires).
- 4) To find out the teachers' opinions on the classroom rules with the help of the interviews (before and after the rule creation).
- 5) To observe whether the discipline could be established and maintained during the classes and breaks among students after the creation of the classroom rules in both grades seven and eleven.
- 6) To analyze the role of the classroom rules as a tool to establish and maintain discipline in the classroom.

Research questions:

- 1) What the classroom rules are.
- 2) What kinds of discipline problems in the schools can be faced.
- 3) What the reasons for the discipline problems are.
- 4) What the possible solutions to discipline problems are.
- 5) Why the discipline problems in schools appear.
- 6) Whether the classroom rules help to establish and maintain the discipline during the lessons and breaks.

The Hypothesis of the Diploma Paper is to verify that the classroom rules are a helpful tool to establish and maintain discipline in the classroom.

To achieve the aim of the Diploma Paper the case study was used as a research method in order to find out students' opinion on the role of the classroom rules as a helpful tool to establish and maintain discipline in the classroom.

Questionnaires, interviews and observation were used as data collection methods to find out students' and class tutors' attitude and previous experience with discipline establishment and maintenance in the classroom. Pre – questionnaires were used for students to find out what kind of discipline problems could be faced in their classroom and post – questionnaires were used to see whether discipline has improved after classroom rule creation. Pre – interviews and post – interviews were used to find out their viewpoints about the situation in the classroom concerning discipline problems and whether it has changed since they have established the classroom rules. Observation as a data collection method was used by the author of the Diploma Paper during the teaching practice in grades seven and eleven in order to find out whether the classroom rules served as a helpful tool to improve the working atmosphere during the lessons and students' behaviour during the breaks.

In the first chapter the author of the Diploma Paper defines the concept of discipline and demonstrate how it has changed during the years, as well as introduces the reasons for discipline disruption in schools, in other words, what factors make students break the rules in the school and what the out – of school and in - school affective factors are.

The second chapter introduces the notion of classroom rules and sets the theoretical basis for classroom rule creation, as well as explains how the rules should be presented to the students.

In the third chapter the author of the Diploma Paper speculates on the corrective methods used by teachers if the rules are broken, as well as considers the self – correction methods as a way to deal with discipline problems.

1. DISCIPLINE

Discipline has been described in many theoretical sources in literature from various authors' viewpoints. The author of the Diploma Paper considers that it has been one of the top problems in schools, especially nowadays. Furthermore, discipline disruption is one of the reasons why teachers cannot work effectively and productively during the lessons. Safer Child (2008) has stated that discipline does not include only correction of behaviour problems, but also teaching how to avoid them and how to behave appropriately. The concept *discipline* includes not only strictness, structures and rules but also laughter, fun and praises. Methodologists such as Mendler and Curwen, Canters' and others believe that children need and want strict, clear rules in their lives which show and teach them how to behave in society, moreover, it is necessary to make them see what happens if they overstep the boundaries of the rules. For parents and teachers it is crucial not only to say that something is forbidden, but also to react appropriately when the rules are violated. Appropriate model of discipline teach children self – controlling and reasonable thinking. Corresponding to well – known methodologists the author of the Diploma Paper agrees to Mendler and Curwin (1999) that discipline is not only strict rules, shouting at children or forcing children to obey but rather a calm and friendly attitude, guiding children into the etiquette of behaviour. Perhaps, one of the most fundamental and important goals of schooling is teaching the appropriate behaviour. Unfortunately, the day – to day process teaching behaviour norms in most schools focuses more on making students obedient. The negative sides of the obedience are that it does not teach students' critical thinking and responsibility of their action but show children that teachers or parents have the power to force them if the misbehaviour appears.

1.1 MODELS AND TYPES OF THE DISCIPLINE

Burden (2006) has classified the types of the discipline into the models of discipline. Discipline models are divided in three groups: low teacher control, medium teacher control approaches and high teacher control approaches of the discipline in the classroom. Low – control approaches are based on the philosophical belief that students have to take responsibility of their behavior themselves, as well as to make decisions and to be capable to solve conflicts. This theory states that students have to be concerned as intelligent people who have their own inner potential to resolve behavior problems. Child's emotions – inner feelings

are taken into consideration when dealing with this discipline method in classroom management. The main aim of this discipline is to teach students to think themselves and to be socially sensible, what is more, to recognize their own values. What regards medium – teacher control approaches, students are let to choose themselves the commonsensible way how to behave; still there is impact from the teacher side. Medium control teachers acknowledge student – centered psychology that is dominating feature in the low control approaches. High – teacher control approaches are based on the philosophical belief that students’ psychological development is the result of strictness and rules that are controlled by adults – parents and teachers.

The author of the Diploma Paper has found and compared the following types of the discipline models which have been supported and accepted by various psychologists and educators, for instance, C.M Chareles (1999) has reflected that preventive discipline prevents classroom from misbehaviour. In other words, teachers should think about ways how to involve students in the lessons so that there is no time to misbehave and disrupt the rules in the classroom.

Another type of discipline that C.M Charles (1999) has stated is a supportive discipline. Its main idea is to support students when the discipline disruption appears, for instance, teachers support students with signals of the body language (head shakes, frowns and eye contact, voice). Teachers also support learners by showing their interest of their works, ask exhilarating questions and give encouraging comments, moreover, teachers should give students advices how to make a progress in learning. The main idea is that teacher supports students with the signals and students make self – control, by realizing their misbehaviour themselves.

Corrective discipline type is the third type that C.M Charles (1999) has defined. It is usually needed when students do not take into account both prior mentioned types. In this case teachers have to deal with the inappropriate discipline by correcting students’ action, for example, do not ignore misbehaviour in the classroom, talk to student who disrupts the rules, but in a calm and balanced voice, not shouting to children. Teachers could also ask questions to find out how to help students.

Rogers (20001) points out that positive discipline is more than just keeping the voice calm and gentle when correcting the discipline disruptions. It is about creating the best classroom management and atmosphere for teaching and learning.

1.2 DISCIPLINE MODELS FROM HISTORY UNTIL NOWADAYS

D.W Tileston (1999) has defined that discipline models of the past were based on a system of punishments and rewards to establish behaviour norms in the classroom. Children were punished for the discipline's disruption and rewarded for the good behaviour. Coping with misbehaviour was not planned and based on each student's individuality; as a result students who were frequently punished, left schools early and continued discipline disruption on the streets. Nowadays the government and the law prevent students from leaving the schools.

Mendler & Curwin (1999) characterize the models of the past as the obedience models. It was considered so because teachers in those times disciplined students using their power over them, what is more, teachers used punishments in order to achieve obedience. In the short term period this discipline model worked, however, for the long run, obedience caused immaturity among students, as well as the lack of responsibility and making salvation themselves.

D.W Tileston (1999) has stated that nowadays, teachers realize that obedience model is not effective and does not work with students. Moreover, it does not develop students self – controlling and critical thinking in situations when the discipline problems appear. Teachers have come to conclusions that discipline plans should include, firstly, insurance for teaching pupils self – discipline processes. Secondly, students must realize teachers' expectations in terms of both academics and behaviours, and thirdly, teachers should not adapt only one behaviour type in the classroom, for instance, behaviour that is adequate when students are reading silently is not the same as behaviour model when students are having group or pair work.

The author of the Diploma Paper agrees with the prior mentioned authors that it is more effective for children to realize themselves what is the root of misbehaviour. As it was mentioned, obedience does not teach critical thinking, as a result students act like mechanical dolls acting like parents or teachers ask without understanding what for. The author of the Diploma Paper believes that discipline can be established if a child understands the reasons of the misbehaviours, what is more, if adults explain in friendly why it is crucial to act appropriately not only in the schools and classrooms but also at home and in the streets.

1.3 DISCIPLINE PROBLEMS IN SCHOOLS

Mendler and Curwin (1999) have pointed out that schools are not institutions parted from the whole world. All the social problems which appear in every day life appear also in schools, for instance, violence in society is one of the misbehaviour creators among youngsters. There are numerous acts of violence, not only in the streets but also in families happening frequently. Children see cruelty every day and get used to it. They accept hooliganism as a commonsensible way how to solve problems. Nobody is shocked when another violent death is reported on TV news or in newspapers.

Many explanations of undisciplined behavior in schools suggest that the cause lives within the pupil, or their family and background. Schools have to cope with the consequences of social dysfunction and with peer group attitudes to anti-social behavior. More specifically, teachers may be on the receiving end of incidents of violence and anti-social behavior that exist in certain elements of society (S. Blandford 1998: 7).

Campa et.al. (2008) have defined in their research that children's background is the dominate factor of their behaviour and intelligence and that family, traditions and lifestyle influences children behaviour in schools.

The author of the Diploma Paper agrees that discipline starts already in the childhood in each family; what is more, background from which a child comes includes also traditions, cultural contexts, countries and states with its rules and norms of behaviour. What is more, violence and hooliganism nowadays have increased and there is no surprise that children become more and more cruel, as a result, the model of the whole society is reflected in the schools and reasons for discipline disruptions. However, according to the author's of the Diploma Paper theoretical researches, the discipline problems in schools raise outer factors, for instance, social background of life and inner factors, like, classroom management.

Students' temperament is also believed to affect discipline disruption in schools. These problems usually are noticed by boys who are fighting with each other to solve their disputes. Macenzie (2003) has outlined that there are four different types of temperament: sanguine, choleric, melancholic and phlegmatic. When creating safe and positive classroom management teachers must acknowledge that there will always be different types of temperament in one classroom. Teachers should be informed from the school's social pedagogue which student

belongs to certain type of temperament. According to the statistics, phlegmatic and melancholic disrupts discipline rarely than choleric or sanguine.

Energetic students are another cause of discipline problems in schools. Mendler and Curwin (1999) have outlined that there are certain rules what students can not do in the school but there are not suggested actions what to do instead, for instance, if running in the school is forbidden, teachers should think about how students could substitute this action. The author of the Diploma Paper believes that students should be provided with special places in the school where they can be active and loud, for instance school's sport hall where students could relieve of the energy during the breaks. As a result children would not be running and playing games where it is forbidden or even dangerous, for example, in the stairs.

According to the authors of the Diploma Paper experience during the teaching practice, students' low self esteem is another reason of inappropriate discipline in the schools. For students who have experienced behaviour problems in the past, it is hard to believe that they can change and start to behave properly. They do not even try to improve their behaviour and to act according to the rules, because these learners do not believe in themselves. Mendler and Curwin (1999) have said that this problem is topical for students who have low marks. They decide that if they are losers in studies, they have to be losers also in behaving properly. As a result they want to be rebellions in all spheres.

The author of the Diploma Paper considers that another reason for discipline disruption might boredom in the classroom. G.Manini and Artusi (2007) have defined that teachers should think of the ways how to make lessons enjoyable and topical for students. There should be interesting activities during the lesson and all students must be involved in the work, what is more, interesting materials and extra handouts should be used to activate children's interest in the lessons. However, no matter how exciting the activities are, students may find the lesson boring if the pace is too slow, as a result, students will start disrupt the discipline norms again.

Shenton and Smith (2007) considers that pace has always been an important component of a successful lesson, particularly with able or gifted groups of high-achieving students who are able to cope with 50 minutes of rigorous challenge, who thrive on the demands of a lesson that asks them to move quickly through exposition and review to learn new topics. Pace is also a critical feature of a well-disciplined classroom; if pupils are busy enough there is no time for off-task behavior. Moreover, well-paced lessons for able pupils seem to require two major

elements: considered planning and the establishment of systems and routines. The benefit is a well-structured lesson in which pupils play an active and responsible part.

To sum up the first chapter about the discipline, models and types of discipline nowadays and long time ago, the author of the Diploma Paper agrees to the prior mentioned authors that teachers must acknowledge that the discipline model working with one student will not be appropriate with others. Another essential issue is that teachers have to take into account that children are changing within the time; as a result, discipline models that were appropriate to the past are not working nowadays, especially in schools, because children know their rights and realize that teachers can not punish them for the bad behaviour with the help of physical or psychological demerits, for instance, making children to sit on their knees where there are peas under them or making children stand in the corner for hours as these methods were popular in previous centuries. The author of the Diploma Paper accepts the prior mentioned authors' thoughts about the high – control approach disappearing from the schools' discipline plans, as it is stated that, children must learn self – controlling in situations where misbehaviour appears. However, adults can not rely only on children conciseness that the discipline will be appropriate in all occasions. Thus the author of the Diploma Paper states that there should be rules in every family, school and classroom, because it makes children realize that there are norms of behaviour everywhere, not only in each family but in schools as well. Moreover, the author of the Diploma Paper states that rules could help to establish and maintain discipline in the classroom.

2. RULES AS A SOLUTION TO DISCIPLINE PROBLEMS IN CLASSROOMS

The Author of the Diploma Paper considers that an effective work in the classroom is not established only by goal oriented learning process, different productive activities of the lesson, understandable objectives, evaluation and students feedback, but also by classroom rules. The main reason why teachers create the classroom rules is to create a positive classroom management and to introduce students with the behaviour that is expected in the classroom.

Hayes (2006) has stated that rules are statements that translate principles about appropriate conduct and behaviour into practice. Effective rules are clear and understandable for students and adults and do not cause misunderstandings what is allowed and what is forbidden. There are certain rules in every school that are obligatory for every student and serves as a regard of the place where students are. Each teacher can create their own classroom rules which serve as a requirement of a students and it is strictly suggested to take these rules into consideration while being in the classroom.

Rules deceive teachers if they expect them to be as a tool that teaches students how to behave. Rogers (1995) has said that cognitive development fathers Piaget and Vygotsky explain that written or verbal rules are too complicated for children to understand their basic meanings, instead of that, children keep the rules in their heads like something abstract or literally said, as a result rules stays extrinsic to their thinking. The fathers of the cognitive development consider that it is also similar with the older teenagers who take the rules as something extrinsic, connected with the social relationships development.

Rozanovs (2007) has defined that children needs strictness and rules to follow in their every day life, and they actually expect them to be there, because it helps to feel safe, what is more, children know how to behave and what limits of behaviour are expected in each situation. The way how rules are involved in pupils' lives causes negative emotions not the fact that the rules should be there, to be more precise, young teenagers do not like the term as such, because the associations are negative and adults must be careful when thinking of the investigation of the rules.

The author of the Diploma Paper considers that rules are effective if students are involved in the process of rule creation, thus teachers should consider the idea about learners' attendance in that.

2.1 ISSUES THAT TEACHERS SHOULD CONSIDER BEFORE CREATING THE RULES

Wilke (2000) considers that teachers' success or failure in the classroom will depend on rules that teachers establish on the first day of school and the way how teachers will show the consequences if the rules are broken. These two things should be considered as seriously as lesson planning or exciting activities because well – controlled and disciplined class will naturally establish effective learning.

Before creating classroom rules, teachers should realize what exactly they want to gain with these rules. Weinstein and Mignano (2000) points out that educators have to take into consideration the age group of the children for whom the rules will be created. If the rules are designed for primary school children they will not be appropriate for secondary school learners as well.

Except age peculiarities, teachers also should think whether the rules will be logical and needed, because it is pointless to create rules which will serve for no certain reason. Curwin and Mendler (1999) have stated that it is crucial to explain to students that every rule includes also consequences. As children are individuals they learn individually as well. That is why teachers should explain to each student that if he or she breaks the rule, consequences will follow immediately. Asking opinion about what should be the consequences after breaking the rule is also one way how to involve learners in the creation process.

The author of the Diploma Paper considers that the next step which should be noticed when creating the rules is students understanding of the rules. It is not acceptable if rules are abstract. Before introducing learners with the rules, teacher should think about examples how to explain what is meant by the rule. There could be even discussions about certain rules.

Furthermore, rules have to be compatible with educational aims. As Weinstein and Mignano (2000) have defined, before developing the rules, teachers should ask themselves whether the rule will motivate students learning process or limit it. It is not a successful rule if students start being afraid to communicate with each other during the lessons or brakes. It limits the development of students' interaction skills which is certainly not the aim of the teacher.

Finally, classroom rules must support school rules. For instance, if the school rules require that students are not allowed to run during the breaks, teachers have to support it and make no rules where it is allowed.

When creating the classroom rules, teachers should ask students for help. They can create rules together, because students can give advices what rules should be included into the classroom rules. Canters' (2001) have stated that teacher may help learners to think by asking questions, for instance, what kind of rules they think would help them to learn more productively, or what rules are needed for them to feel safe in the classroom. If the teacher involves students in this process, they feel equal to the teacher and consider these rules as their own ones. Students are more motivated to remind each other about the existence of the rules when they see others violating them.

The author of the Diploma Paper considers that rules created together with the class tutor may help students to understand the meaning of the classroom rules as well as to realize neediness of the behaviour norms.

2.2 WAYS OF TEACHING AND LEARNING CLASSROOM RULES

According to Mackenzie's (2003) thoughts there are four ways how teachers teach rules to students: permissive approach – respectful but based on the use of power to students. The punitive approach – strict not respectful, may cause resistance in the classroom. The mixed approach - not strict and respectful, carries out the worst characteristics of students. The democratic approach – it is strict and respectful. This is the only way which provides positive atmosphere and productive communication between student and teacher.

Weinstein and Mignano (2000) have suggested keeping the rules in some place where students can reread through the rules whenever it is needed. Another point to keep in mind is to define the rules according to students' age so that the rules would be understandable and clear, furthermore, there should not be more than seven items on the basic discipline guide.

To show more detailed how teachers teach rules to students step by step, Mackenzie (2003) considers that on the first day teacher should introduce students with the theory of the rules in an understandable way, avoiding using long lists of papers written in a complicated language. What is more, teacher should introduce students with the rules and explain that they are meant for students' safety and for more productive work during the lessons. On the first

day teacher should also send a list of the rules to students' parents, to introduce them what is expected of their children. During the first two weeks teacher should not only revise the rules for students all the time, but also ask questions to see whether students have understood everything and accepted the rules. Especially for younger learners daily routines should be regarded every day, for example, when to speak during the lesson, or when the students may leave the classroom. Teachers have to be ready to come across first serious discipline problems during the first month. The appropriate reaction would be to support the rules and to act adequately. Teachers' have to support their limited rules throughout the year. Now and then there should be parent problem - solving conferences where teachers can introduce parents with discipline problems in the school and to solve the problems together.

Children learn rules in concrete situations. They trust something only when they experience that it is so in reality not only told by the teacher. That is why rules should be taught in both ways: orally - with explanations and simultaneously act them out in a real situation. When teachers' words match students' actions consistently, children learn to trust their educators' words and recognize the rules behind them (Mackenzie 2003: 79).

The author of the Diploma Paper believes that teachers have to stress out to their students that every new day is a new start of behaving as it is expected according to rules. Canters' (2001) continue that learners have to understand that it does not mean anything that they misbehaved yesterday, teacher never counts it again, otherwise it will seem pointless for students to start follow the rules if they once had broke them.

As Macenzie (2003) defines there are two types of students. One is compliant children who do not need repeated testing. It is enough with one time for them to break the rule. Afterwards they follow the rules and consider them to be serious. Other type is strong – willed children who are more spiteful and who need more than one time to break the rules and test the teacher to see whether the rules are serious.

The Author of the Diploma Paper believes that students like to check whether the rules really work in the real life situations by violating them. Children learn about appropriate ways to behave through trial and error, observing and imitating, discovering what actions are rewarded and being given direct guidance by an adult (Hayes 2006: 21).

To sum up the chapter, the author of the Diploma Paper states that classroom rules are needed and have to be created in order to help to improve the working atmosphere and discipline in the classroom. Moreover, rules make students behave as it is expected in the schools and classrooms. They are meant to establish discipline in the classroom during the

lessons and brakes, so that teachers do not have to spend extra time coping with misbehaviour during the lessons, but use the time for effective teaching, moreover, with the help of the classroom rules students can feel safe during the breaks as it should be forbidden to use any physical or moral offences to each other.

The author of the Diploma Paper defines that if there are rules in the classroom, there should be stated also sanctions or consequences. What is more, students should be told that if a rule is violated, teachers will react and students will feel certain consequences as a correction method. Thus, educators can not pretend that nothing has happened if students continue disrupting discipline even though the classroom rules exist. However, correction methods chosen by the teachers must be reasonable, without physical or psychological damages for the children. What is more, teachers should think about the ways how to encourage students not to break rules, instead of gaining obedience or using punishments to learners.

3. PUNISHMENT VERSUS ENCOURAGEMENT AS A CORRECTIVE METHOD

M.E. Engandler (1987) has said that classroom rules do not establish discipline in the classroom in all cases. There will be students who will break the rules anyway. Teachers react differently when one student spitefully strikes another or when students speak out without raising their hands. The effect of making conclusions about individual students is less visible. When students break rules, teachers react. However, the reaction differs among students, depending on the conclusions that each teacher makes about the student. Teachers respond differently, depending on their respective goals and beliefs regarding how to best achieve these goals. Furthermore, teachers behave differently depending on the seriousness of the wrong behavior. To punish or not to punish is not the typical question. Punishment is a common phenomenon throughout our society; it exists. The use of punishment as a primary response to misbehavior is supported by history, the courts, public opinion, and common child-rearing practices.

The power to discipline (2007) analyzes the sanctions for the discipline disruption. It is stated that any use of sanctions must be reasonable and appropriate to the circumstances of the case. In particular, the act requires that pupil's age should be taken into account, any special educational needs, any disability and any religious requirements affecting the pupil. What is more, the government advises schools to focus on promoting positive behavior, helping to build self-discipline and encouraging respect for others. But schools also need sanctions to stop pupils from misbehaving with the help of behavior policies which are regularly publicized to parents and pupils. Thus, the behavior policies should include a code of conduct for pupils. Rules on conduct can apply before and after school as well as during the school day. They can set expectations for how pupils will behave in corridors, in bus queues and at lunch and during the breaks as well as in the classroom.

Schools have a legal right to impose reasonable sanctions if a pupil misbehaves. Sanctions a school might use include: a scolding, a letter to parents, removal from a class or group, loss of privileges, confiscating something belonging to child if it is inappropriate for school, for example, a mobile phone or music player.

Rogers (1995) says believes that successful teachers establish rules and cope with the consequences, but they do not depend on rules and punishments to establish positive

environment for teaching and learning, what is more, reasonable teachers will avoid impersonal, crime and punishment classroom management. The positive atmosphere in the classroom can be reached when the teacher establishes basic understandings through person to person communication, not with the help of strict rules and punishments. However, teachers and students need rules, but they must be rules, which teach self – control, in other words, rules which make students think themselves about their behaviour and why do they want to disrupt rules. Punishments or the threats of punishments only damages the efforts of teaching students to behave with empathy, in other words, to behave well to others.

The author of Diploma Paper agrees to the prior mentioned that rules should be educational in a way that students learn to understand the reasons why do they act one way or another. Moreover, punishment as such does not make students think over the situation, it is more like salary for the job. That is why teachers who use punishments cannot establish discipline in the classroom as those teachers who use communicational ways to make students themselves realize the roots of misbehaviour.

If students have violated rules, reaction from the teacher must not be physically or psychologically destructive. Canters' (2000) points out that corrective actions should not be meant as embarrassing to students. However, corrective action or, in other words, consequences for broken rules should be something that students do not like, for instance, if a student has been late for the lesson, he/she will have to spend the missed time after the lesson. Punishment as such does not encourage students to choose appropriate behaviour themselves. It is productive for teachers to use corrective actions as the natural consequences of misbehaviour.

Above all corporal punishment must never be used with students (Canters 2000: 62). However, there are many arguments about the relationship between corporal punishment and teacher-pupil relationships. These arguments make conclusions to what physical punishment does to students' and teachers' relationship and the consequences that this has on education. It is claimed that for a teacher to use corporal punishment indicates that the teacher has failed to solve the discipline problems in other ways - by moral authority, by a system of rewards, or by milder punishments. It also indicates that these teachers lack the ability to communicate with children first gently and then more strictly. However, corporal punishment often indicates teachers' failure to cope with the discipline problems in humanistic, democratic way. It is considered that when the teacher uses corporal punishment it indicates that the efforts of discipline have failed. Teachers can not punish pupils physically, but can physically restrain

them where it is necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption. (D. Bentar 1998).

The author of the Diploma Paper agrees to the prior mentioned authors that certain consequences should follow after the violation of the rules, however, educators and parents should take into consideration the age peculiarities of a child before using any correction methods, as the children in every age group needs different way of explaining why it is forbidden to act inappropriately.

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To sum up the third chapter, the author of the Diploma Paper agrees that corporal or any other physical punishment must not appear in schools as a corrective method. Instead of that teachers must use more effective ways how to make students behave appropriately. For, instance, children should be encouraged to take responsibility for their behavior. Ultimately, pupils must learn to control themselves so that they can behave and work quietly even when a teacher is not watching them; this is what they must be able to do as autonomous adults. Teachers must provide opportunities for pupils to take responsibility for themselves and others through classroom and extra-curricular activities (Blandford 1998: 3).

Centers' (2001) have stated that correction method should be appropriate for students and teacher should feel comfortable using it. Teachers should use corrective actions that are easy to implement and students will respond to. Authors suggest not using correction methods just because someone has recommended them. If a corrective method is difficult for teacher to use, teacher will be less inclined to do so. Consistency is the key to the success of the discipline plan. Teachers should realize what they really are willing and able to do consistently.

The author of the Diploma Paper agrees to the prior mentioned authors that certain consequences should follow after the violation of the rules, however, educators and parents should take into consideration the age peculiarities of a child before using any correction methods, as the children in every age group needs different way of explaining why it is forbidden to act inappropriately in the classroom.

4. A CASE STUDY IN GRADE SEVEN AND GRADE ELEVEN

The aim of the case study was to find out whether the creation and establishment of the classroom rules help to maintain the discipline in the classroom and improve students' attitude to each other, as well as improve the atmosphere during the lessons.

To achieve the aim, the author of the Diploma Paper chose two different classes in the Grammar School of Nordic Languages – grade 7 from the primary school and grade 11 from the secondary school. Such classes were chosen because the author of the Diploma Paper wanted to compare two critical periods of the pupils' lives – the early teenager period (grade seven) and the late teenager period (grade eleven). According to various psychologists' viewpoints, teenager period is the most troublesome time for children. At this age children are tended to violate the rules and disrupt discipline because of the mental and physiological changes in their bodies and minds.

Three data collection methods were chosen – questionnaires, interviews and observation to obtain the data. As a result, the case study consisted of three parts. The interviews were chosen to find out students' attitude to the classroom rules as a tool to establish discipline, as well as what their expectations about the rules were. 36 pupils (16 seven graders and 20 eleven graders) received two questionnaires – pre questionnaires - to fill out before the creation of the classroom rules and post – questionnaires – to explore students' opinions on effectiveness of the classroom rule creation to establish and maintain discipline in the classroom.

The pre – questionnaire consisted of six questions (Appendix1). The aim of the pre – questionnaire was to find out learners' opinions on discipline problems in the classroom, as well as to explore students' expectations concerning classroom rules as a means to establish discipline.

The post – questionnaires consisted of six questions. The aim of the post – questionnaires was to explore pupils' views on classroom rules' effect on the learning process in their classroom (Appendix 2).

Two teachers' were interviewed – the class tutor of grade seven and the class tutor of the grade eleven. Both tutors were interviewed twice – before the classroom rule creation (Appendix 4) and after, in order to find out their considerations on the classroom rules - whether they help to establish and maintain discipline in the classroom (Appendix 5). Both tutors had a possibility to observe the students not only during the breaks but also in English

and Latvian lessons as the class tutor of grade seven was also an English teacher, and the class tutor of grade eleven – Latvian teacher.

The author of the Diploma Paper was also the English teacher for both – grade seven and grade eleven; as a result, it was possible to observe students before and after classroom rule creation. It was observed that students in grade seven were more enthusiastic to follow the classroom rules and all the time reminded of them to each other if the misbehaviour appeared. In the author's of the Diploma Paper viewpoint, classroom rules served as obvious, existing reminder that children were not allowed violate the discipline, as a result, the working atmosphere in the classroom improved.

The author of the Diploma Paper considers that the classroom rules were not as crucial for eleven graders as for seven graders as they tried to behave appropriately even before the new rules were introduced to them. There were few situations when students reminded each other about the classroom rules, for instance, if somebody was late for the lesson, as learners found it disturbing.

4.1 ANALYSIS OF THE PRE – QUESTIONNAIRES FOR THE STUDENTS IN GRADES SEVEN AND ELEVEN

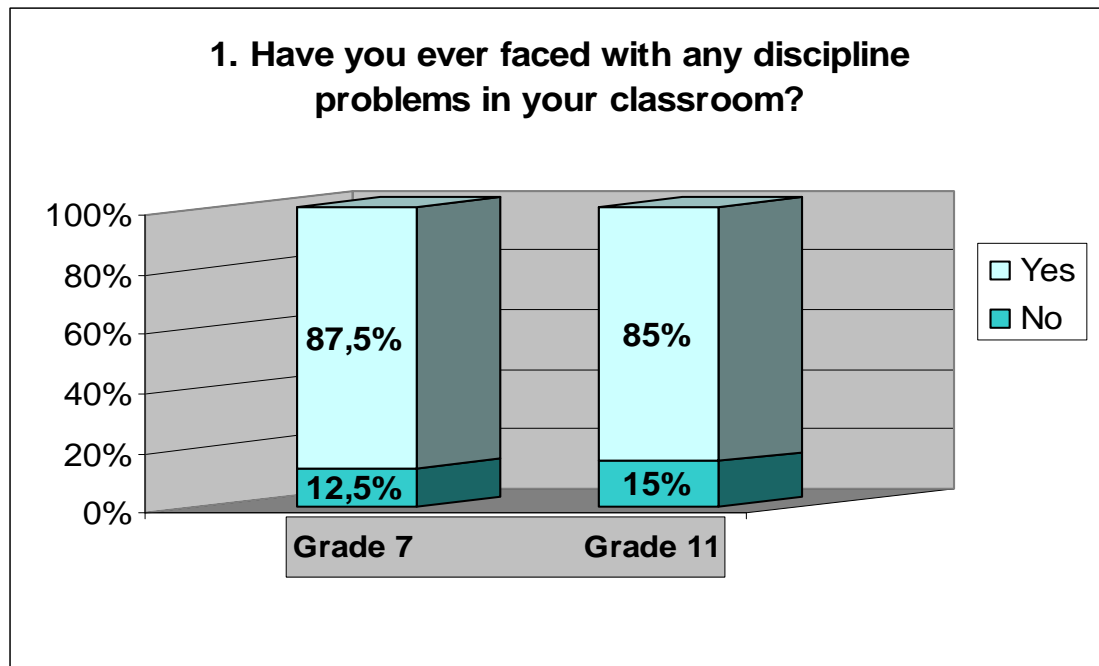


Figure 1. Reflection of the data if students have ever come across discipline violation in their classroom (in grade 7 and in grade 11).

In the first question of the pre – questionnaire, learners’ had to answer if they had ever experienced discipline disruption in their classroom, in other words, the author of the Diploma Paper wanted to find out if there were any discipline problems in the grades seven and eleven. This question was formulated in order to understand whether children considered that there were discipline problems in their classroom or not.

As the data showed, majority in both classes have dealt with the discipline problems (more than 80% in both classrooms). However, it should be emphasized that students from grade seven experienced discipline problems often than learners from grade eleven.

The author of the Diploma Paper considers that pupils in grade seven came across discipline violation more than in grade eleven because of the immaturity that is the common feature of the young teenagers. As it was noticed during the author’s of the Diploma Paper observation, children in primary school were brimming with energy, as a result, they acted inappropriately during the lessons, for instance, they chatted with their classmates, wrote notes

to each other or disturbed by being too loud. In essence, younger learners were not responsible enough to realize the importance of the correct behavior in school, especially during the lessons. The reason why teenagers in grade eleven misbehaved more seldom could be their wish to act and to look like adult people and as it is believed by teenagers; adults act reasonably and do not misbehave.

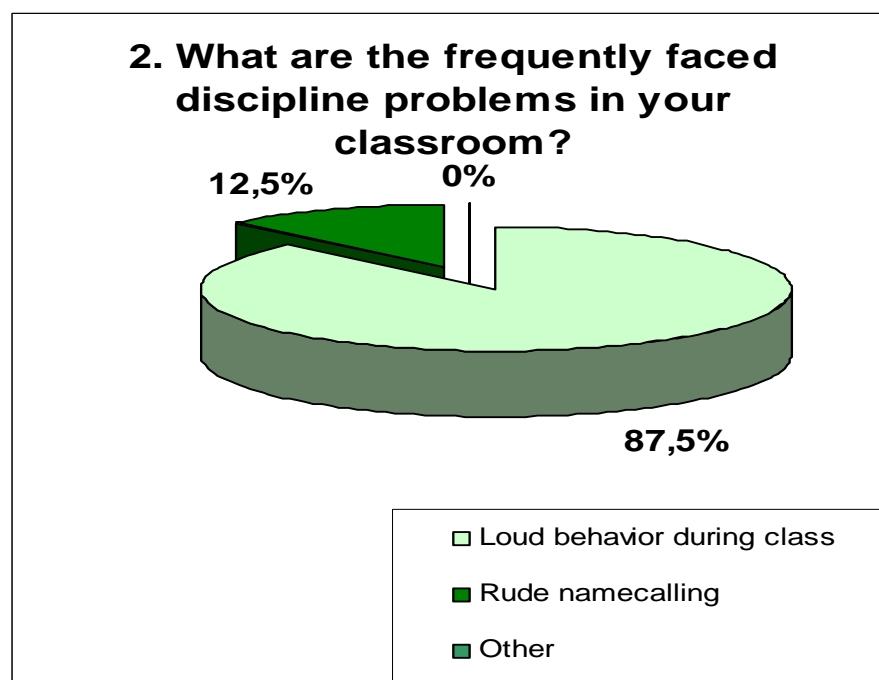


Figure 2. Reflection of the data concerning the commonly observed discipline issues among classmates during the classes in grade seven.

The second question faced with the students' versions what were the frequently observed discipline problems in their classroom during the lessons. This question was included in the questionnaire to research and compare students' data about their considered common discipline problems.

Two variants were defined in the questionnaires - loud behavior during classes and rude name-calling. According to the author's of the Diploma Paper experience during the teaching practice these were the often observed discipline violations. The author of the Diploma Paper included also the answer where learners could write their own opinions; however, the data showed that none of the seven graders have mentioned any. 87, 5 % of all students considered that loud behavior during classes was the commonly observed discipline problem, while other 12, 5 % believed that rudeness was the frequent misbehavior during the lessons.

The author of the Diploma Paper believes that probably students have not mentioned other discipline problems because two possibilities were already stated and learners did not want to think of others.

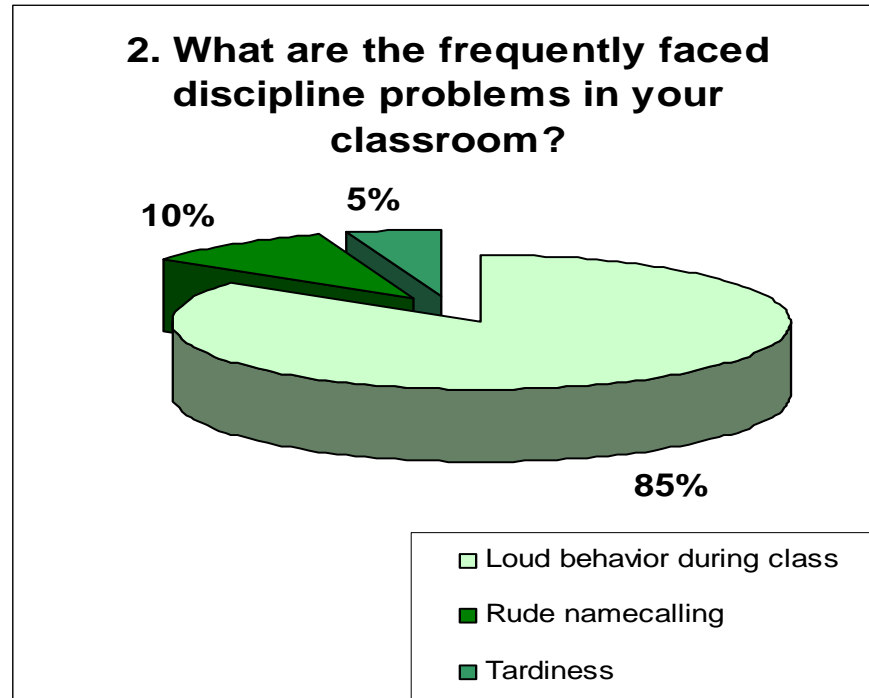


Figure 3. Reflection of the data concerning the commonly observed discipline issues among classmates during the classes in grade eleven.

Figure 3. reflected the data of the grade eleven to the second question – about the common discipline problems during the lessons. As the data showed, majority of the learners’ – 85% considered that loud behavior was the major bother during the lessons. 10% of the students stated that rude name-calling was the second frequently observed issue during the classes after the loudness. However, 5% of the eleven graders named also other variant as one of the frequent one during the lessons – tardiness, in other words, it was bothering for students if somebody was late for the lessons, as a result, teacher had to give the instructions one more time and explain the tasks again. Judging from the experience during the teaching practice, the author of the Diploma Paper defines that students were often late for the lessons; moreover, this feature was common among Secondary school students. As this issue persisted, teenagers felt disturbed.

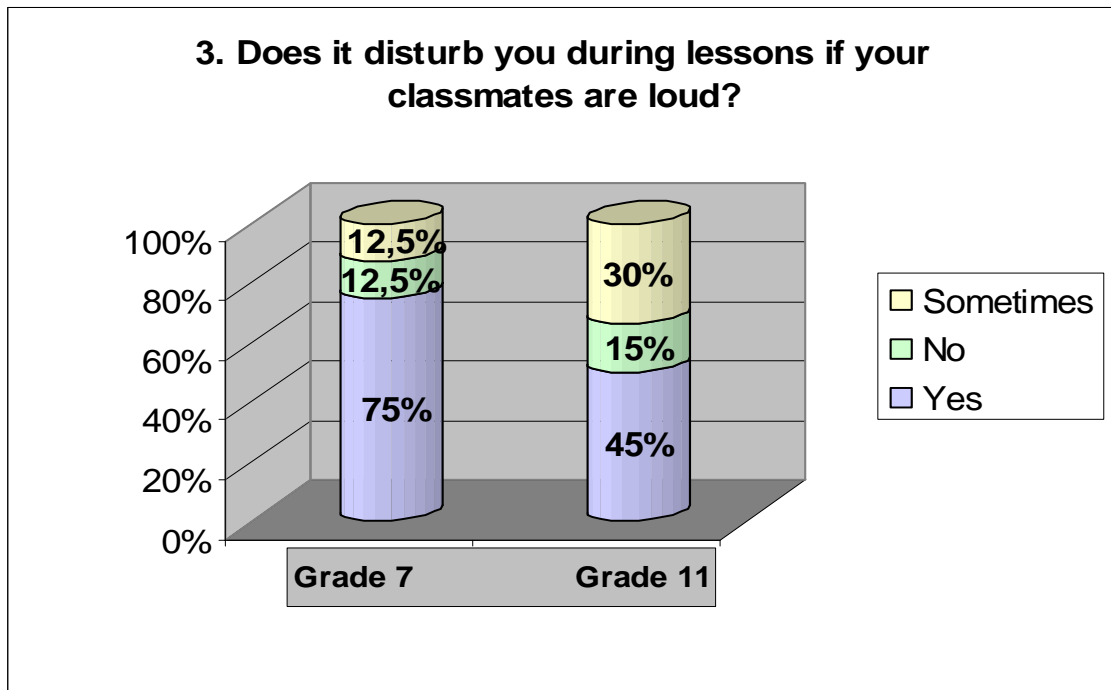


Figure 4. Reflection of the data whether pupils felt disturbed if others misbehaved during the lessons.

The third question dealt with the children’s opinions whether it was bothering if somebody misbehaved during the lessons. Students had to answer with *yes* or *no*, however, there were given third variant where pupils could mention other thoughts. As the data reflected, children felt disturbed if others misbehaved in both grades seven and grade eleven. Nevertheless, younger teenagers – seven graders – felt more disturbed during the lessons if others behaved inadequately - 75% of all seven graders. In comparison with the seven graders, only 45% eleven graders answered that they felt disturbed. Close to that - 30% of the eleven graders said that sometimes it was bothering for them if somebody overstepped discipline during the lessons, while 15% stated that they did not feel disturbed during the lessons. What regards seven graders 12% of the students said that they did not feel disturbed and 12% assured that sometimes it was disturbing if others were aloud during the lessons.

The author of the Diploma Paper considers that according to the data younger teenagers felt often disturbed than secondary school students, which mean that younger learners’ level of knowledge and marks could reduce and become lower because of the factors caused by their classmates’ misbehavior during the lessons. Thus, teachers should not be careless if students

misbehave during the lessons, but react and solve the discipline disruption, especially while students are learning.

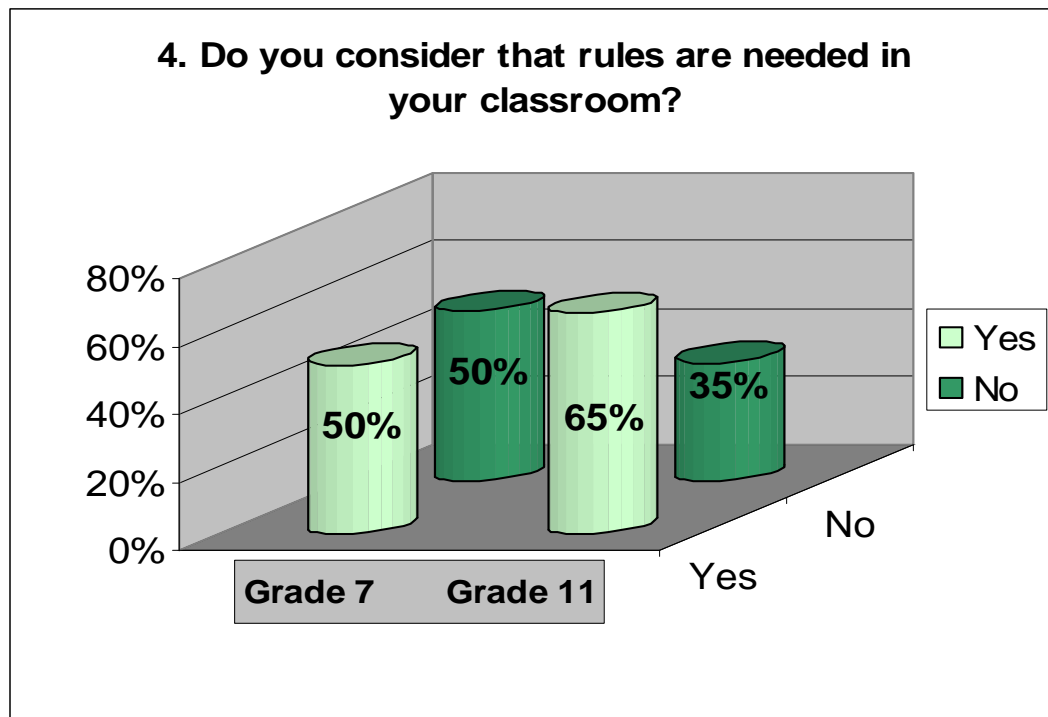


Figure 5. Students’ opinions if rules are needed in their classroom from their viewpoints.

In the fourth question both classes were asked to define their attitude toward the need of the classroom rules in their classroom. This question was stated to see whether students realize the importance of the rules.

In grade seven students’ opinions were divided in two positions – 50% considered that they needed classroom rules and other 50% - that they did not need rules. In grade eleven, majorities – 65% believed that they did not need classroom rules; however, 35 % still thought that rules were needed.

The author of the Diploma Paper considers that students did not want classroom rules because the rules sounds like boundaries of students’ lives. Majority of the students in grade eleven did not want classroom rules because of the misbelieve that rules could change anything. Older teenagers - pupils in grade eleven - considered themselves as adults; as a result, they did not want to be overseen by teachers or parents.

What regards grade seven, the author of the Diploma Paper considers that children were not against the rules, especially, those who did not have behavior problems, because they

realized that if there were boundaries everybody would take them into consideration. Usually learners who violate discipline are against the rules, as it would mean new laws for them to follow.

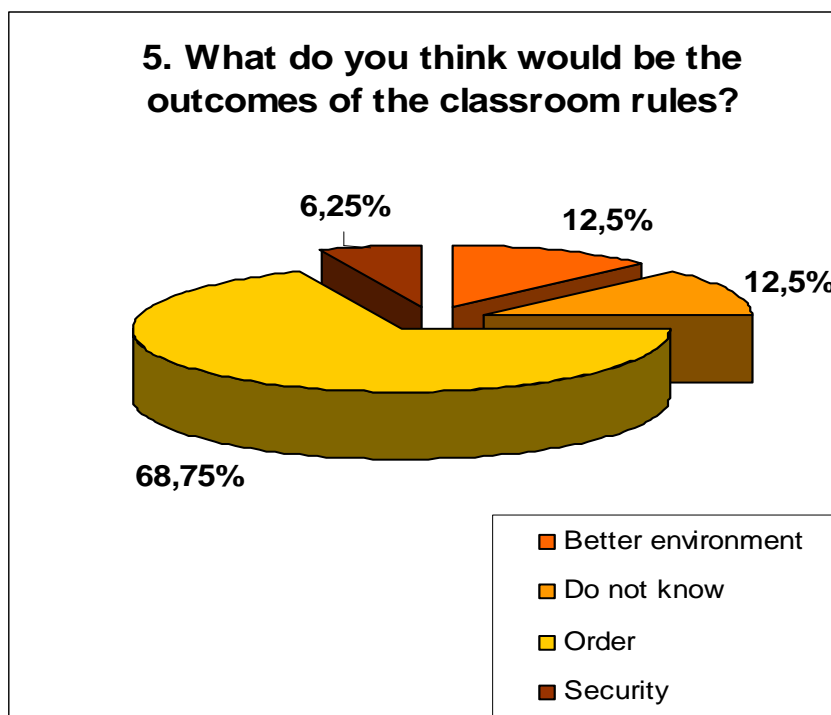


Figure 6. Students' expectations of the outcomes of the classroom rules in grade 7.

The fifth question dealt with the students' expectations of the outcomes if they had classroom rules. As the data showed, learners had different thoughts; what is more, answers were diverse among seven graders and eleven graders (see figure 7). In grade seven majorities of the pupils – 68, 75% - believed that classroom rules would establish discipline, or in other words, order in the classroom. Other children in grade seven stated that the classroom rules would improve environment for the studies in the classroom; in other words, students believed that the classroom rules would discipline other students in the lessons; as a result, affective atmosphere would be established for the learners during the classes. 6, 25% considered that classroom rules would provide security in the classroom. The author of the Diploma Paper considers that children would feel safer probably because classmates' would act more appropriately and there would not be fighting's and strikes. However, there was other 12, 5% of the seven graders' who answered that they did not know what would change if they had classroom rules. The author of the Diploma Paper considers that there are students who have

never faced with the rules and teachers have never explained the concepts of the rules or appropriate behavior in the school, as a result, learners do not know what would be improved in their learning process if there are rules.

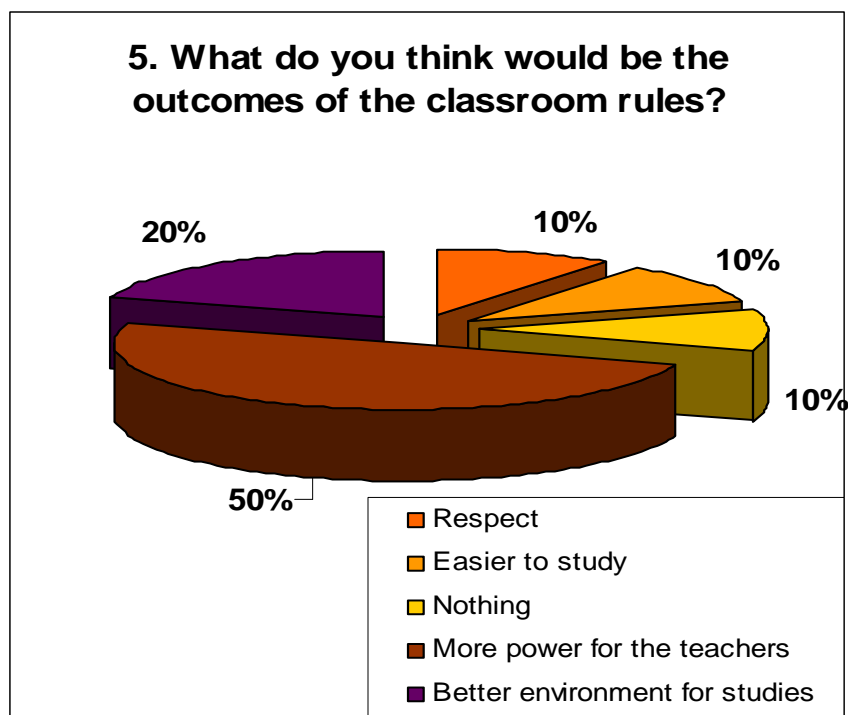


Figure 7. Students' expectations of the outcomes of the classroom rules in grade eleven.

The data of the grade eleven to the fifth question showed that most of the students - 50% considered there would be more respect in their classroom. 20% believed that the rules would provide effective environment for learning. 10% of the eleven graders stated that it would be easier to study because of the rules. The author of the Diploma Paper admits that the study process would not be stopped because teachers have to solve the discipline problems, as a result, teachers could use the lessons' time to teach students not to deal with discipline disruptions. Other 10% stated that the classroom rules would give more power for the teachers'. However, 10% of the eleven graders thought that the classroom rules would change nothing. According to the author's of the Diploma Paper conclusions, students in grade eleven saw the outcomes of the rules as advantages, such as respect among each other and towards teachers, as well as better environment for the studies during the lessons. In comparison with the grade seven, the majority of the both classes considered that rules would provide order and respect among students. The common feature in both classes was expectation that the classroom rules could

supply effective environment for learning – 12, 5% in form seven and 20 % of all teenagers’ in form eleven.

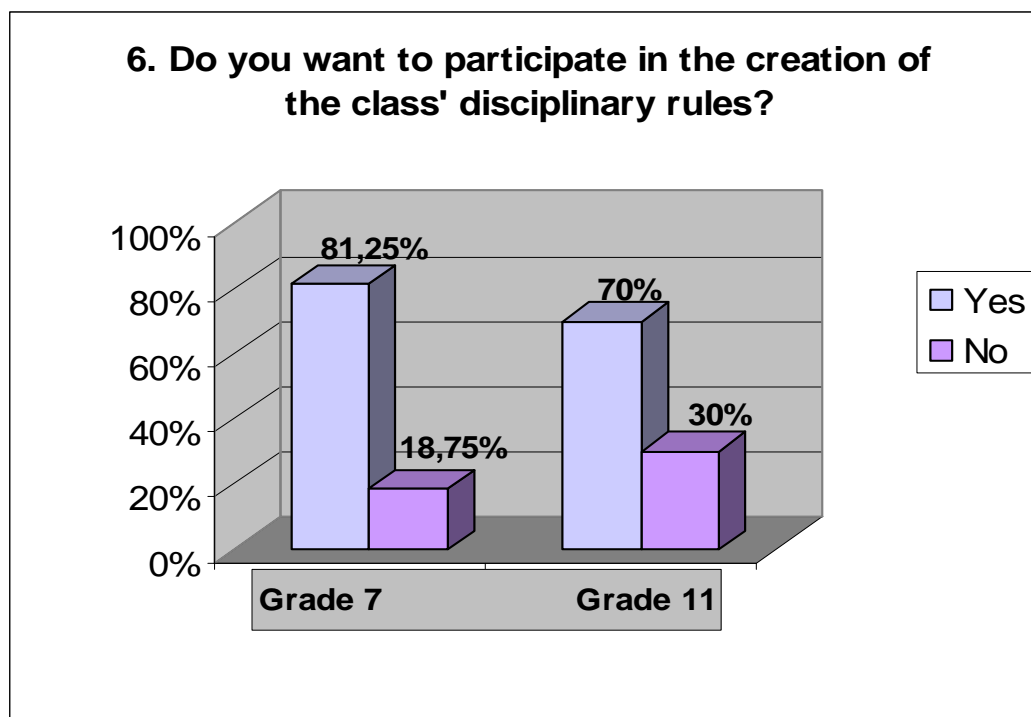


Figure 8. Reflection of the data whether students from grades 7 and 11 would like to participate in the classroom rule creation.

The data to the sixths question reflected students’ desires to participate in the classroom rule creation. This question was included in the questionnaire to find out whether teenagers’ would be interested to help teacher to decide what rules would be needed in their classroom.

As the data showed there were grater interest in grade seven to participate in the creation of the classroom rules – 81, 25 %. The interest in participation of the classroom rule creation showed also 70 % of the eleven graders. However, there were students who did not showed interest to take part in the creation of the rules.

The author of the Diploma Paper esteems that students who answered *no* to the question six, were those learners who answered negatively also to the question four – where teenagers had to reflect their thoughts whether the rules were needed in their classroom or no. However, according to the data students, who considered rules as the needless, still expressed the wish to take part in the process of the classroom rule creation. It was indicated that students would accept the rules if they would be created by themselves.

To summarize the data of the pre – questionnaire, the author of the diploma Paper states that majority of the students were not against the establishment of the classroom rules. Teenagers in both classes – seven and eleven, considered the rules as the discipline organizers in the classroom, as a result, respectful atmosphere among the students would be established. Moreover, children believed that the rules could improve environment for the more effective learning.

4.2 ANALYSIS OF THE POST – QUESTIONNAIRES

After one month of establishing the classroom rules in the classrooms students from the grades seven and eleven received post – questionnaires. The aim of this questionnaire was to see the teenagers’ opinions whether something has changed or improved in their classroom live since they have classroom rules.

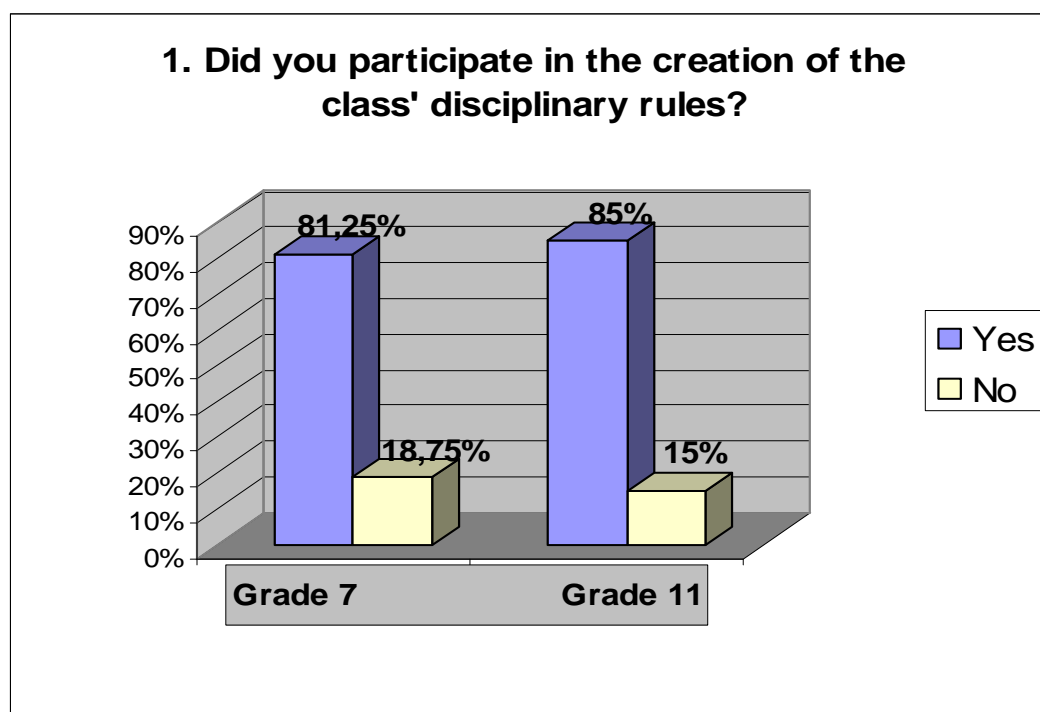


Figure 1. Students’ activity in the creation of the classroom rules in grades 7 and 11.

The first question of the post – questionnaire was stated to find out how many pupils participated in the creation of the classroom rules. As the data showed, majority of the learners in both classes participated in the process of rule creation. To be more precise, in the grade

seven these were 81, 25 % of all children but in grade eleven – 85%. According to the data eleven graders proved to be more active in the process of the rule creation.

The author of the Diploma Paper asserts that corresponding to the data; students have proved their wish and ability to help their teacher to create classroom rules. Judging from this, it was clear that involving students in the process of the rule creation was important for both – younger teenagers in grade seven and older teenagers’ in grade eleven.

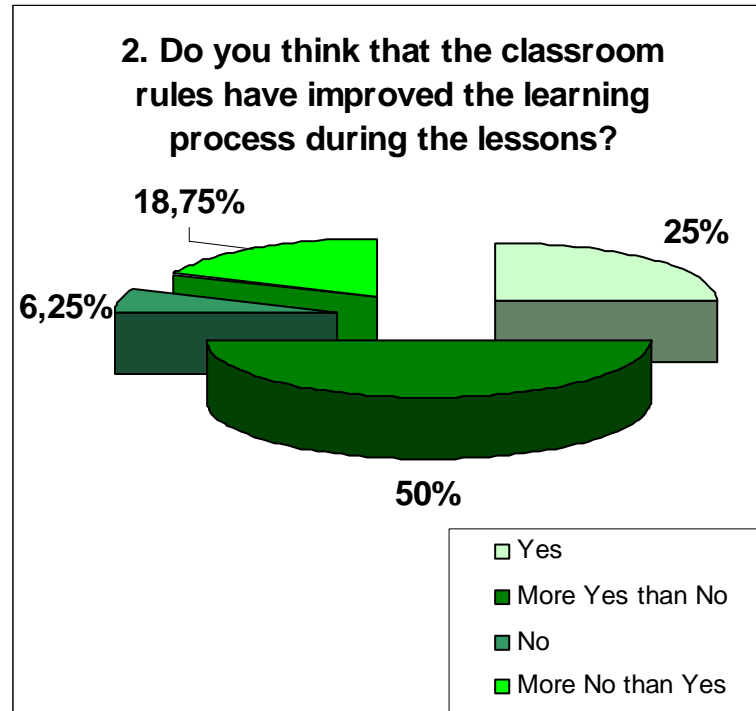


Figure 2. Students’ opinions whether the classroom rules have improved the work during the lessons in grade 7.

The second question of the post – questionnaire was stated to explore learners’ viewpoints whether the classroom rules have improved the work during the lessons.

As the data reflected, half of the class or 50 % considered that rules have rather improved the work during the classes, thus the author of the Diploma Paper considers that majority of the students were not sure that rules have changed the behavior model in the classroom as there were only 25 % of the seven graders who stated that the rules have certainly improved the work. 6, 25% of all seven graders considered that the rules had not improved or changed the work during the lessons while 18, 75 % of the pupils have stated that the rules rather had not changed or improved the work during the lessons.

The author of the Diploma Paper considers the students' data as positive, because the answers indicated that the majority in both classes saw the classroom rules as meaningful ones and learners have noticed the improvement of the working atmosphere during the lessons.

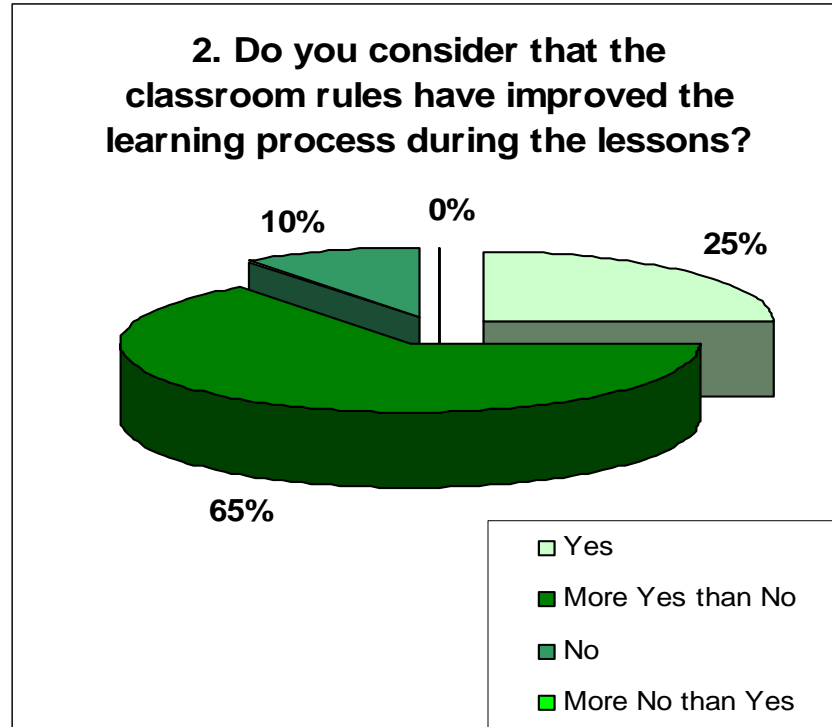


Figure 3. Learners' opinions whether the classroom rules have improved the work during the lessons in grade eleven.

As the data showed, 65% of the eleven graders thought that the classroom rules have rather improved the work during the lessons. It was about 15 % more than in grade seven where 50 % of the children stated that work has become more productive since there were rules. However, 10% of the teenagers in grade eleven considered that rules had no crucial role in the improvement of the learning process during the lessons.

The author of the Diploma Paper defines that according to the pupils' answers, classroom rules have improved the productivity of the work during the lessons; what is more, the percentage of those who saw the rules useless was not higher than 10% in both classes. Thus the author of the Diploma Paper esteems the idea of the classroom rules as a helpful tool to establish and maintain discipline during the lessons.

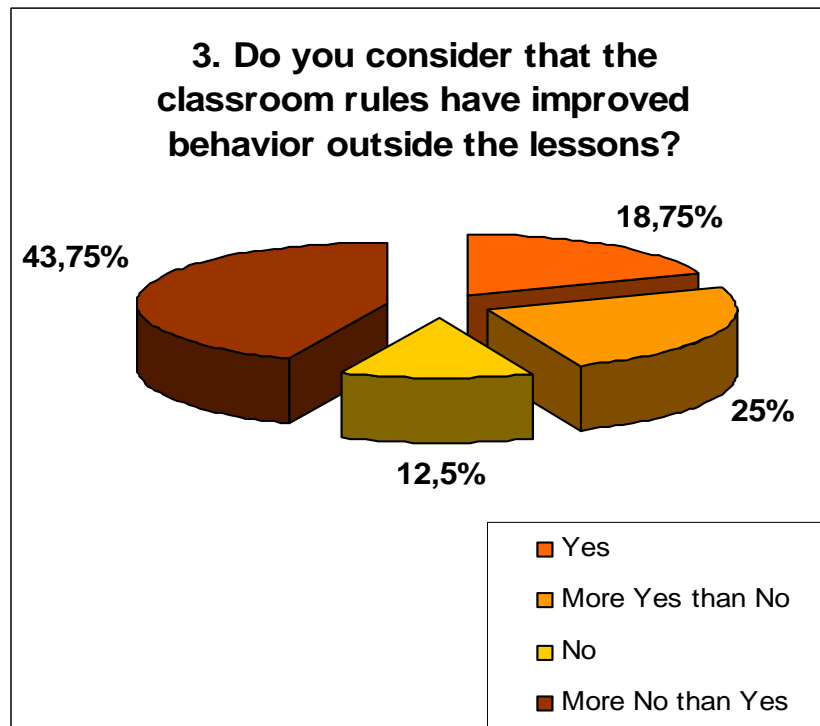


Figure 4. Students' viewpoints whether the classroom rules have improved their behavior outside the lessons among seven graders.

The data of the third question reflected students considerations whether the classroom rules have improved behavior outside the lessons. The reason why this question was included in the questionnaire was to find out learners' conclusions if discipline has been established with a help of the classroom rules among teenagers' or no.

As the data showed, majority of the grade seven, to be more precise, 43, 75%, stated that the classroom rules rather have not changed their behavior outside the lessons. The author of the Diploma Paper considers that it was so because teachers could not control students behavior outside the lessons like it was during the classes, as a result, students have to take responsibilities of their behavior themselves. However there were 18, 75 % of the learners in grade seven who stated that the classroom rules have established discipline also outside the lessons. The author of the Diploma Paper admits that classroom rules could be considered as a helpful tool in discipline establishment even if only some students have noticed the improvement of the discipline. Moreover, students should realize that teachers have rights to correct students' behavior also outside the lessons. The author of the Diploma Paper believes that if students would feel more affect from teachers during the brakes they would not be so enthusiastic to violate the rules during the brakes.

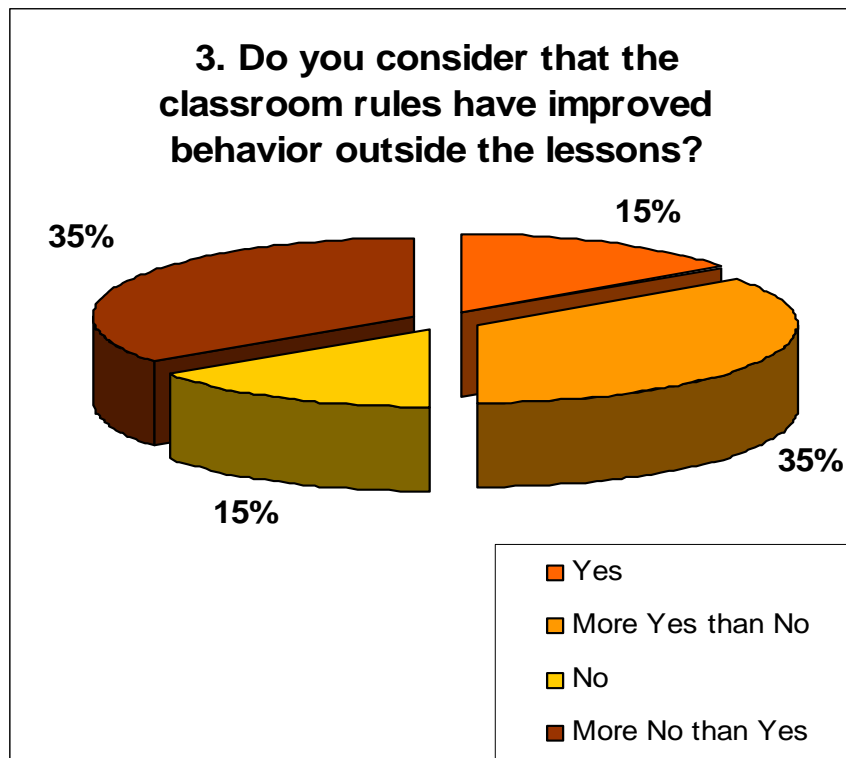


Figure 5. Learners' opinions whether the behavior have improved outside the lessons after the classroom rule creation in grade eleven.

Though the data of the third question showed that 35 % of the eleven graders have noticed that behavior has rather improved outside the lessons, there were another 35% of teenagers who stated that the discipline rather has not improved. 15% of the pupils in grade eleven considered that behavior certainly has become more appropriate but other 15% says that the behavior definitely has not improved.

The author of the Diploma Paper defines that according the data grade eleven has been divided into four similar positions where half to half learners believe that the discipline has been established but other half of the children deny that improvement of the discipline would be observed.

The author of the Diploma Paper compares the data between both classes and considers that answers were rather negative and students have not noticed the changes in their classmates' behaviour after the creation of the classroom rules. However, the data showed that for some students situation seemed more positive, as there were teenagers who believed in discipline improvement outside the lessons. The author of the Diploma Paper believes that it is so because of the age differences in both classes, to be precise, secondary school learners act

more like adults, as a result they come across discipline problems more seldom than it happens in the early period of the teenagers – in grade seven.

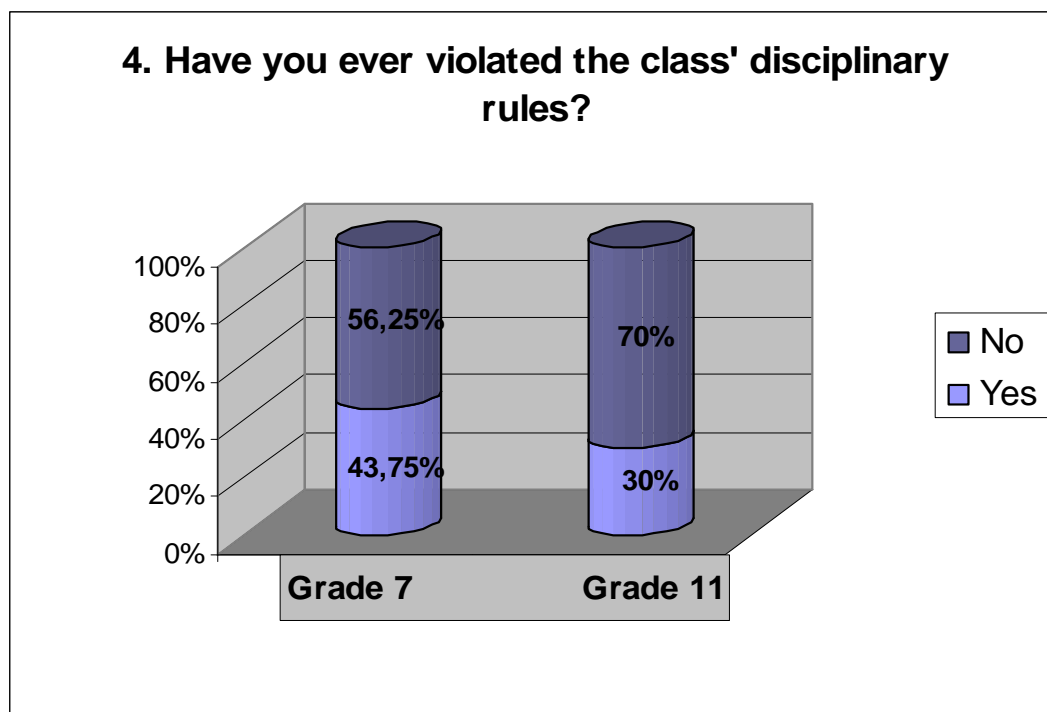


Figure 6. Reflection of the data if teenagers have ever misbehaved or violated classroom rules in grade 7 and grade 11.

The data of the fourth question - whether students have ever violated the classroom rules showed that in both classes' majority of the learners have broken the rules. In grade seven these were 56,25% but in grade eleven even more – 70% of the students.

This question was included in the questionnaire to explore the data how students follow the rules and how honestly children could admit that they misbehaved if it was so.

The author of the Diploma Paper intend that teenagers' have been honest when answering this question, as the data showed high percentage of the discipline violators . It means that even though there are rules and students are aware of them, discipline problems still exist.

The author of the Diploma Paper found interesting the fact that data reflected eleven graders as those who violated rules more than seven graders, because it was believed that teenagers in secondary school were willing to act like an adult people, as a result they tried to dismiss misbehavior, however, students in secondary school often violated rules by missing the

lessons or homework while pupils in grade seven broke the rules by being loud and rude among each other.

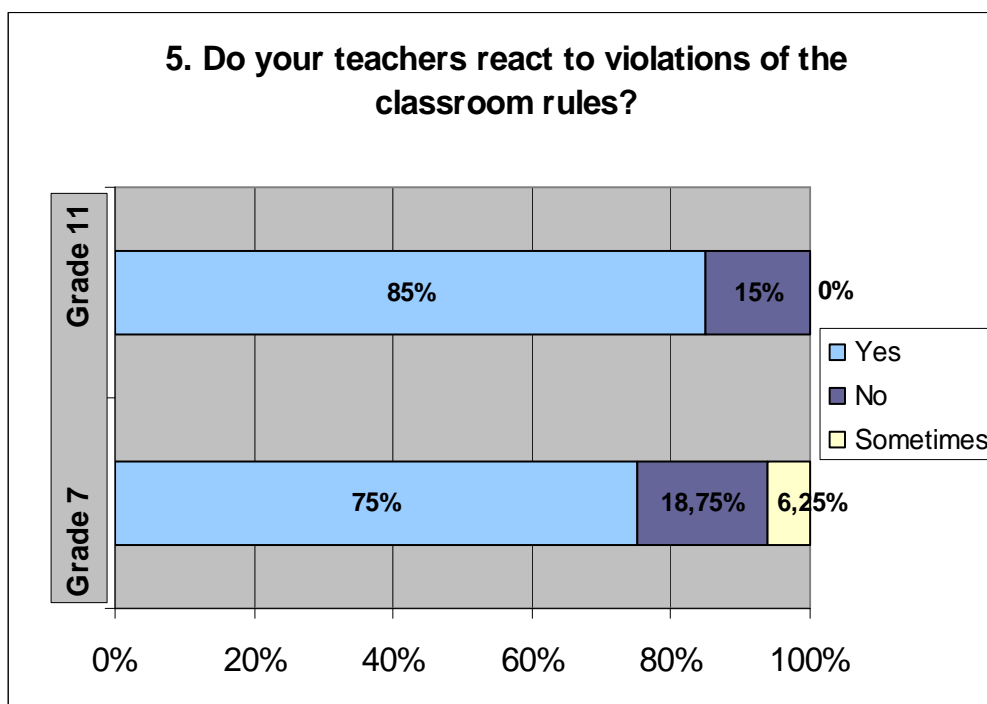


Figure 7. Students’ opinions whether the teachers reacted if learners violated the classroom rules.

The data of the fifth question showed whether the class tutors and other teachers reacted if the rules were broken. This question was included to find out if the broken rule has any consequences or no. The author of the Diploma Paper believes that teachers should react appropriately; otherwise discipline will never be established and maintained among students.

As it was reflected in the diagrams, majority in both – grades seven and eleven stated that teachers reacted properly if the classroom rules were broken. In grade eleven 85% of all students answered positive while in grade seven – 75%. According to the data teachers reacted more in secondary schools if learners misbehaved, however, 6, 25% of the children in form seven stated that teachers reacted, but not in all cases. The author of the Diploma Paper considers that teachers’ disinterest or weariness is the reason why sometimes teachers react but sometimes do not react if students violate the rules. However, the author of the Diploma Paper considers that it is positive that teachers care students’ discipline and in more cases learners felt the consequences for misbehavior.

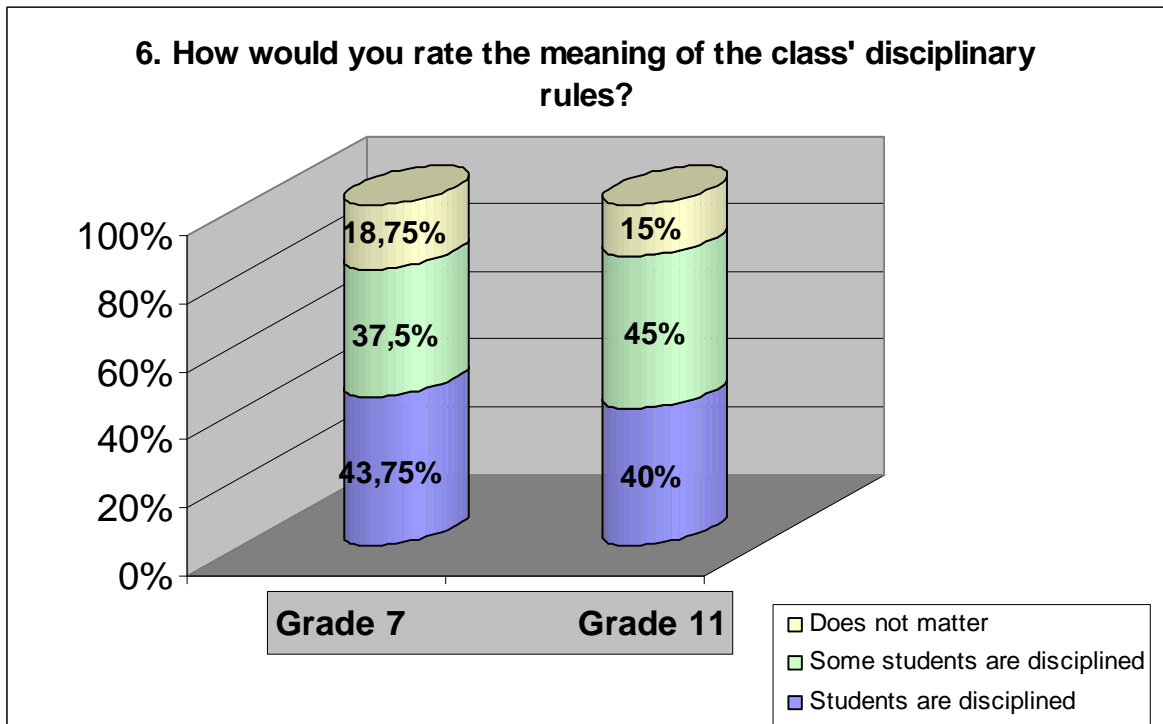


Figure 8. Students' beliefs about the classroom rules' role in the classroom.

The data of the sixth question of the post – questionnaire showed students' viewpoints about the significance of the classroom rules. This question was included to explore whether the teenagers realized the importance of the rules or did not.

As the diagram reflected the data were similar in both classes. In details, 43, 75% of the seven graders considered classroom rules as needed and significant while in grade eleven - 40% of the students.

In secondary school majority of the learners considered that the rules disciplined only some students – 45 % of all the pupils. Meanwhile, 37, 5 % of the seven graders thought that the rules disciplined only some of the students.

However, there are teenagers in both classes who believed that the classroom rules did not establish discipline; moreover, they stated that rules were useless. In form seven 18, 75 % of all students considered rules ineffectual but in form eleven – 15%.

The author of the Diploma Paper states that according to the data of the post – questionnaires, learners saw the classroom rules significant during the lessons. Students mentioned that the rules provide respectful attitude toward teachers and among teenagers, as well as established and maintained more productive work during the lessons.

4.3 ANALYSIS OF THE CLASSROOM RULES CREATION IN GRADES SEVEN AND ELEVEN

As the majority of pupils in both classes showed the interest in the classroom rule creation – 81, 25 % of seven graders and 70% of the eleven graders – the author of the Diploma Paper found it crucial to involve students in the process.

Creation of the classroom rules took place during the author's of the Diploma Paper teaching practice, where two different classes were chosen according to their age peculiarities' - early period of teenagers – grade seven, and late period of the teenagers – grade eleven.

In both classes two lessons were spent discussing the discipline problems in schools among students. Later on students were divided into groups. Each group received clean sheets of paper where teenagers could note down their thoughts.

Each group had to write down all the common discipline problems that students have cam across in the school, classroom or during the lessons. When the misbehaviors were stated students had to think of the solutions what could be done to avoid these problems. As result teenagers created the rules for the common discipline disruptions (see table 1).

Later on, students discussed the problems and appropriate solutions and decided upon certain rules which to establish in their classroom.

When students and the teacher (the author of the Diploma Paper) had decided which rules would bee needed and included in their classroom rules, the roll of the classroom rules were created.

The roll was posted to the wall so that teenagers could see it and reread whenever it is needed. The roll of the classroom rules was meant like visible evidence that since that day teenagers have new order in the classroom that must be taken into consideration.

When the classroom roll was posted to the wall, all the points of it were discussed one more time so that there would not be any misunderstandings. Teacher explained also about the consequences if the rules will be broken.

The author of the Diploma Paper observed both class during the teaching practice how students took the rules into account. It was seen that in grade seven learners were practicing self controlling, in other words, students corrected each other by reminding that now they have the rule which forbidden, for instance, walking around the class during the lesson.

In the conclusion, the author of the Diploma Paper considers that students in both classes were edited when they were let to take part into the creation of their classroom rules. It is good idea to divide students at the beginning into small groups and let them discuss the problems in their groups. As a result teenagers have more ideas for problem solving than it would be if they had to speak as a whole class.

What regards grade eleven, students' behavior during the creation process of the rules was not as active as it was with younger pupils in grade seven. Eleven graders commented them selves and their ideas, by saying that the rules could not change the behavior in the school, but what regards their classroom, students believed that the work during the lessons could be improved with the help of the classroom rules. However, eleven graders came to the conclusion that the rules are needed only for some of their classmates – for those who disturb others by, for example, being late for the lessons.

The author of the Diploma Paper also informed the class tutors of the grade seven and grade eleven about the classroom rules so that teachers could observe their students and later could help to decide whether the classroom rules helped to establish discipline in the classroom, or improved the work during the lessons. Teachers were interviewed before and after the classroom rules' creation in their classrooms.

TABLE 1. Discipline problems faced in the classroom by students causes of them and possible solutions.

Problem	Cause/ reason	Solution
➤ Loud behavior during the lessons	<ul style="list-style-type: none"> • Boredom • Unmotivated teacher • Too fast/ slow pace 	<ul style="list-style-type: none"> • Lessons more interesting and enjoyable • extra materials used(not only books) • Students' needs considered • extra homework
<ul style="list-style-type: none"> ➤ Listening to the music during the lessons ➤ Using mobile phones 	<ul style="list-style-type: none"> • Boredom • Disrespect • No interest for studies 	<ul style="list-style-type: none"> • taken away till the end of the lesson (mobile phones) • Call out parents • Send to the principal

➤ Being late/absent for the lessons	<ul style="list-style-type: none"> • Disrespect to others • Bus/train was late • Have not done homework 	<ul style="list-style-type: none"> • Keep student after the lesson (missed time) • put minus (3 minuses make one bad mark in the register) • Give extra homework
➤ Using rude words	<ul style="list-style-type: none"> • Disrespect 	<ul style="list-style-type: none"> • Send to the principle • Call out parents • Put the bad mark
➤ Eating/drinking during the lessons	<ul style="list-style-type: none"> • Boredom • Disrespect 	<ul style="list-style-type: none"> • Send out of the classroom • Put a minus for the work • Give extra homework

4. 4 ANALYSIS OF THE INTERVIEWS OBTAINED FROM THE TUTORS OF THE GRADES 7 AND 11

The author of the Diploma Paper interviewed both class tutors to find out their opinions about the students behavior in the classroom. First the tutors answered to the questions before the classroom rules were created (Appendix 4).

As the data of the interviews showed, both tutors admitted that discipline problems existed in their classrooms. However, none of the teachers believed that the classroom rules could change students' discipline or improve the working atmosphere during the lessons. Class tutors admitted that every education lesson was spent, basically by discussing learners' misbehaviors or low marks. Educators also acknowledged that there were few time to discuss the planned themes at the education lessons, for instance, teenagers' problems with friends, smoking, using drugs or alcohol and other topical issues.

Class tutors declared that there were certain students in their classes who were the trouble makers. What regards others, teachers admitted that students behaved appropriately. However, according to the data of the interviews, these so called "trouble makers" could spoil the entire lesson, as the teachers had to deal with the discipline problems instead of teaching students. As the result, learners who did not overstep discipline, suffered from those who did it, as the teachers were busy with them.

The author of the Diploma Paper considers that teachers should pay more attention to the solutions of the discipline problems because talking the issues over and over again during the education lessons does not improve the situation.

Both class tutors have heard about the classroom rules, as there were colleagues who have involved their own rules in the process of learning. However, the class tutors of grade seven and eleven had not thought about the classroom rules as a discipline establishing and maintaining tool. When the author of the Diploma Paper informed the teachers about the plan to create the classroom rules during the teaching practice, both teachers look surprised in a positive way, what is more, teachers admitted that it was a good idea and hoped that with the help of the classroom rules behavior would improve and discipline disruptions would not be the only theme discussed during the education lessons.

One month after the rules were established in the grade seven and grade eleven, the class teachers were interviewed for the second time. At this time tutors of the grades seven and eleven already had experience how it was when the classroom rules were created.

There were different opinions among the both tutors, for instance, the class tutor of the grade seven admitted that students were excited about the classroom rules; what is more, they had controlled each other and corrected misbehaviors of the classmates if there were any. However, teacher of the grade seven concerned that the classroom rules have improved the work during the lessons and there were less disturbing among the students. The tutor defined that teenagers acted adequately in the lessons since they have the classroom rules. Nevertheless, there were students who disrupted discipline anyway, but the difference was that other classmates were keen on correcting them as they all new the classroom rules. Judging from the tutor's interviews, students stopped misbehaving if their friends remained them about the rules.

The author of the Diploma Paper finds it useful if students correct each other and remind about the rules whenever the discipline problems appear because there are methodologists who consider self – correction as effective, sometimes even more than adult corrections.

In the tutor's of the grade eleven viewpoints at the beginning classroom rules had no effect in discipline establishment. It was so because of the students' misbelieves that the classroom rules will be taken into considerations by the teachers. When the first consequences were observed, teenagers started to realize the significance of the classroom rules. The class teacher admitted in the interview that with the second week since they had the classroom rules, learners accepted the rules and tried to take them into considerations. As the class tutor stated,

students really tried to be on time for the lessons because they did not like the consequences – the teacher kept each student after the lesson for the time student had missed the beginning of the lesson, however, exceptions were if students apologized for being late and explained the reason, for instance, if the buss was late.

The author of the Diploma Paper concludes that according to both teachers' interviews, students' behavior have improved mostly during the lessons. Interesting fact was that also other teachers noticed that students have started to correct each other, especially in grade seven.

What regards behaviors outside the lessons; teachers' have not noticed any changes or improvement. However, the both teachers believe that it might take longer time to improve their behavior outside the lessons and it is good that at least working atmosphere during the lessons has improved.

CONCLUSION

The studies of the literature about the discipline and rules proved that discipline problems have been crucial among the teenagers not only in every family, on the streets but in schools as well. Although before the theoretical literature research the author of the Diploma Paper found the issue about the rules as a matter – of – course, in other words, that every child knows how to behave themselves, after the studies of the literature it seemed different. From the one hand children know that each action is followed by the consequences of this action, for instance, if a child helped his mother to wash the dishes, he received praises, but if a child kicked the dog, he received penalty from his parents. In other words, children were taught already from their childhood about the behavior norms and appropriate discipline in communication with others. However, as children were brought up in different families and cultures, many author viewpoints were that rules and certain boundaries of behavior must be stated. In other words, the social background has made people different from each other, as a result the understanding of the behavior norms were diverse as well. Thus, the author of the Diploma Paper believes that rules are necessary to establish and maintain discipline.

The author's of the Diploma Paper research in the Grammar School verified that classroom rules helped to establish and maintain appropriate discipline among students. As it was suggested in the literature, rules should be created together with children. Taking into account the theories underlying classroom management methodology, the Diploma Paper involved learners in the rule creation process and let teenagers decide what rules were needed for them to improve the working atmosphere during the lessons and behavior in break times, in other words, students were involved in discipline establishment in the classroom.

As the data obtained from the students' questionnaires showed the majority of the teenagers in both grade seven and grade eleven considered that the discipline were initiated in their classroom after the rule creation. Moreover, during the teaching practice the author of the Diploma Paper observed that students' behavior improved after the creation of the classroom rules, especially in the lessons. Thus the author of the Diploma Paper considered that the aim of the Diploma Paper - to explore whether appropriate behaviour and discipline can be established and maintained in the classroom with the help of the classroom rules was reached. Hypothesis which the author of the Diploma Paper has stated – that the classroom rules are a helpful tool to establish and maintain discipline in the classroom was verified.

Judging from the data of the research the author of the Diploma Paper considers that every school should have not only school rules but classroom rules as well, as it proved to be a helpful tool to establish discipline in the classroom. What is more, the author of the Diploma Paper states that classroom rules could be defined as the sub – chapter of the school rules, because with the help of the classroom rules every teacher could decide what rules are necessary for the certain class where children are known to the class tutor. The author of the Diploma Paper states that rules meant for the whole school could not be as effective as rules meant for the concrete classroom created together with the learners.

To continue the research, the author of the Diploma Paper could explore whole school to find out whether the discipline could improve if there were classroom rules in every class. To be more precise, teachers could create classroom rules together with students in every classroom and observe whether the behaviour and discipline improves during the lessons and breaks, as a result discipline could be established in whole school.

However, the author of the Diploma Paper can suggest teachers that classroom rules will be a helpful tool to establish and maintain discipline if only there are appropriate corrections or, in other words, consequences after the violated rule. It is pointless to set the rules for no certain reason, thus educators should consider the possible solutions to classroom rule violation. Judging from the experience, the author of the Diploma Paper defines that students behave appropriately and respect teacher's guidance if the teacher respects students and tries to be consistent in classroom management.

All in all the author of the Diploma Paper states that even parents teach children how to behave there should be rules stated in the classrooms, because for children it is crucial to see that there is a rule that forbids, for example, shout in the classroom or use mobile phones during the lessons. As soon as it is written somewhere students can not afford do this anymore. As soon as it is written somewhere students can not afford doing this anymore.

THESES

1. The concept *discipline* includes not only strictness, structures and rules but also laughter, fun and praises.
2. Positive discipline is more than just keeping the voice calm and gentle when correcting the discipline disruptions - it is about creating the best classroom management and atmosphere for teaching and learning.
3. Discipline models of the past were based on punishments and rewards in order to establish behaviour norms in the classroom; however, nowadays teachers realize that obedience does not teach sense of responsibility.
4. Children's background is the dominate factor of their behaviour and intelligence and family, traditions and lifestyle influences children behaviour in schools.
5. Rules are statements that translate principles about appropriate conduct and behaviour into practice.
6. Rules establish and maintain discipline in the classroom during the lessons and brakes, as a result, save teachers' time coping with misbehaviours.
5. Children learn about appropriate ways to behave through trial and error, observing and imitating, discovering what actions are rewarded and being given direct guidance by an adult.
6. Children see cruelty every day and get used to it, moreover, they accept hooliganism as a commonsensible way how to solve problems.
7. The act of correction methods requires that pupil's age are taken into account, as well as any special educational needs, any disability and any religious requirements affecting the pupil.

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