

THE RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT STYLES OF TEACHERS AND THE OCCURRENCE OF DISCIPLINE PROBLEMS IN INTERNATIONAL SCHOOLS BANGKOK, THAILAND



NESSRINE CHELLAL, Inesrinmebare@hotmail.com

Advisors: Dr.Rose and Dr.Samjet from St Theresa international College Thailand,

ABSTRACT

The study tried to find the relationship between the classroom management style of international school teachers in Bangkok and the discipline problems that exist in those teachers' classrooms. The study had 3 objectives

1) to determine to what extent the teachers have been frequently using the following classroom management styles in the classroom: Authoritative, Authoritarian, Indulgent, Permissive; 2) to determine to what extent are discipline problems encountered in teachers' classrooms in terms of the following: Disruptive, Social, Academic and Physical; 3) To find if there is any relationship between the classroom management styles that are frequently used by teachers and the discipline problems encountered in the classrooms .

This study observed the sample of 178 teachers in the three international schools in Bangkok and provided them a survey. The hypothesis was that there is no relationship between the classroom management style used and the discipline problems that exist in those international school teachers in Bangkok.

The study's findings were

1) Indulgent was the most frequently used classroom management style by the participants, followed by authoritative, permissive and authoritarian .2) Disruptive are the most common student discipline problems encountered by the participants, followed by Academic, Physical and Social respectively; and 3) Indulgent had significant negative correlations with all of the student discipline problems, authoritative had significant but weaker negative correlations, authoritarian had significant negative correlations with only Academic and Physical Discipline Problems, and finally permissive had negative correlations with only Social and Physical Discipline Problems. The researcher recommends using Indulgent and authoritative styles to reduce most classroom discipline problems, while using permissive Style and authoritarian only selectively to handle certain classroom discipline problems. Further research should be conducted with individual discipline problems and with classroom observations by researchers.

Key Words: Classroom Management Style, Discipline Problems, Relationship, International School in Bangkok

INTRODUCTION

Currently, the results of achievement tests for lot of students in Thailand are discouraging. Aramnet (2012) reported that the O-Net scores for 2012 indicated that the total of students passing was "below 55 %" regardless of the Thai Ministry of Education's actions to improve test scores. Saengpassa (2009) wrote that, in the accord to some researchers, Thais don't have enough "English skill, computer skills, logic of punishment, infrastructures skills or a strong concern in their jobs" due to poor education, which will certainly lead to the country's "growth abilities that have dropped behind a lot of other countries". Thailand also has a troubling dropout amount, with an important number of students dropped out of school through the past academic years

Examination grades are not the only difficulties developing in Thai schools. Another severe difficulty that messing up schools and distracting students is violence and it became very serious. Many students are not feeling secure at schools these days they are kind of scared; a journalist from The Nation (2007) wrote about a Public Health Ministry study which finds that "40 % of secondary students are terrorized every single month" and that a prominent researcher found that "approximately 40 % of teachers failed to help students who had been terrorized by their schoolmates."

Today Thai schools are facing lots off additional problems that didn't look to be a problem in the past. The teachers and the parents are worried about the trend of school-age adolescents having a sex so early. Perhaps, classroom behavior problems possibly will be considered to be one of the most pressing problems in the schools. Manning & Bucher (2007) wrote that, different classrooms from the past, it looks like "behavioral problems are growing more severe" in classrooms today. Tan & Yuanshan's (1999) studies of teachers found that discipline problems are getting worse. As well, violence and bullying are a part of schools today in a way that they were not in the past. The new teachers are having a lot to deal with. According to Manning & Bucher (2007), study has found that the majority of

the teachers are spending more time organizing and controlling students' behavior than in real teaching. In most classrooms, an excessive volume of time is missed in getting the class to study. Lots of classes are filled of students difficult to control who are disturbing the rest of the students and are keeping the teacher from teaching. However in class students from time to time talk, walk around, throw objects or even fight. Various students do things that are not linked to the subject being learned in classroom, which disturb them and their classmates from studying.

In view of all these problems happening in the international level, in Thailand specially and in what I'm seeing myself, this researcher decided to do a study on "classroom management styles of teachers in international schools in Bangkok" so that the researcher may possibly define what classroom management styles are used by teachers which have the best effect on monitoring certain problem behaviors of students.

RESEARCH PROCESS

The Conceptual Framework

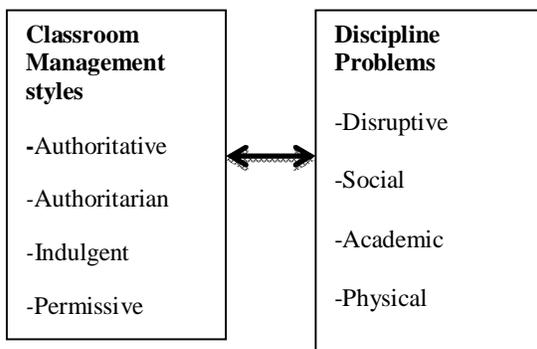


Fig 1: Conceptual Framework

Shown in Figure 1 is the conceptual framework of the study. The focus of the study is the relationship between the classroom management styles of the teacher and the discipline problems in their classroom.

DEFINITION OF TERMS

Classroom Management style:

in this study refers to authoritative, authoritarian, indulgent and permissive styles.

-The authoritative style in this study, it refers to the style of classroom management and teaching which is characterized by behavioral principles, high expectations of appropriate behavior and clear about why certain behaviors are acceptable and others not acceptable.

-The authoritarian style in this study, it refers to the style of classroom management and teaching which characterized by numerous behavioral regulations. Is often seen as punitive and restrictive, and students have neither a say in their management and the teacher's character is sometimes perceived as being cold, even punishing.

-The indulgent style in this study, it refers to the style of classroom management and teaching which is characterized by a present's environment where the students are actively supported in their efforts to seek their own ends using any reasonable means.

-The permissive style: in this study, it refers to the style of classroom management and teaching which characterized by a lack of involvement, and there are few demands on students

Discipline Problems: In this study, it refers to the different negative behaviors that students are having in class which is distracting them and their classmate from studying.

These include:

-Disruptive Discipline Problems: In this study, it refers to students doing stuffs that distracting the teacher and their classmates and keeping the lesson from continuing in the class.

-Social Discipline Problems: In this study, it refers to behaviors that can affect or hurt the other students physically or emotionally.

-Academic Discipline Problems: In this study, it refers to behaviors that impair that specific students' academic achievement in class.

-Physical Discipline Problems: In this study, it refers to any student act that affects the student to miss school time.

RESEARCH DESIGN

This study intended to find out which of the four classroom management styles: Authoritative, Authoritarian, Indulgent, Permissive are most used by classroom teachers in the international schools in Bangkok, as well as the frequency of discipline problems faced by teachers in those schools.

The descriptive method was used in this study. The respondents consisted of teachers from three international schools in Bangkok. Conjoint Sampling was used to select the respondents. The research instrument was a questionnaire which was tested for content validity and reliability, the statistical tools used were Frequency and mean and Pearson Product-Moment Correlation Coefficient

Table1: Summary of the Research Process

Research objective	Sample	Data collection method	Data analysis
1) To determine to what extent the teachers have been frequently using the following classroom management styles in the classroom in international schools. -authoritative -Authoritarian -Indulgent -Permissive	Teachers in International Schools in Bangkok. - Wells International School :49 - The American school of Bangkok:96 - Trinity International School :33	Survey questions to find out frequency of the use of classroom management style in the classrooms of international school teachers in Bangkok	Frequency Mean
2) To determine to what extent are discipline problems encountered in teachers' classrooms in international schools in Bangkok in terms of the following : -Disruptive Discipline Problems -Social Discipline Problems -Academic Discipline Problems -Physical Discipline Problems		Survey questions to ascertain frequency of the discipline problems encountered in teachers' classrooms in international school in Bangkok.	Frequency Mean
3)To find if there is any relationship between the classroom management styles that are frequently used by teachers in international schools in Bangkok and the discipline problems that exist in those teachers' classrooms		Survey questions to ascertain frequency of the discipline problems encountered in teachers' classrooms in international school in Bangkok.	Pearson Product-Moment Correlation Coefficient

RESEARCH FINDINGS

Research Objective One:

Was to determine to what extent have the teachers been frequently using the following classroom management styles in the classroom in international schools authoritative, authoritarian, indulgent and permissive.

To analyze the data for Objective 1, Means and Standard Deviations were calculated to establish the teachers' uses of certain classroom management styles.

Table 2: Teacher Reported Classroom Management Styles Overall Classified by Mean and Standard Deviation

Classroom Management Style	Rank	Standard Deviation			C.V
		mean	S.D	s.e mean	
Authoritative	2	13.80	1.836	0.138	0.133
Authoritarian	4	12.69	2.470	0.186	0.194
Indulgent	1	14.31	1.732	0.131	0.121
Permissive	3	13.44	2.025	0.152	0.150

Table 2: The highest mean was for the Indulgent, with the mean score for teachers being 14.31 out of a total of 16. The second highest style was Authoritative, with a mean score of 13.80 out of 16. The third highest chosen style was Permissive, with a mean of 13.44 out of 16. Finally, the least used style was the authoritarian with a mean of only 12.69 out of 16.

Research Objective Two

Research Objective Two was to determine to what extent is the following discipline problem categories in centered in teachers' classrooms in international schools in Bangkok.

-Disruptive, Social, Academic and Physical

Table 3: Teacher Reported Classroom Discipline Problems Classified by Mean and Standard Deviation

Classroom Discipline Problem	Rank	Standard Deviation			C.V
		Mean	S.D	s.d mean	
Academic	2	3.86	2.493	0.188	0.645
Disruptive	1	4.60	2.764	0.209	0.600
Social	3	3.17	2.371	0.179	0.747
Physical	4	3.20	2.508	0.190	0.783

Table 3 contains the mean and standard deviation of the scores for the classroom discipline problems of teachers. The highest mean was for the Disruptive, with the mean score for teachers being 4.60 out of a total of 16. The second highest problem was Academic, with a mean score of 3.86 out of 16. The third highest selected problem type was Physical, with a mean of 3.20 out of 16. Finally, the least common problem was Social, with a mean of only 3.17 out of 16.

Research Objective Three was to try to find if there is any relationship between the classroom management styles that are frequently used by teachers in international schools in Bangkok and the discipline problems that exist in those teachers' classrooms.

Table 4: Relationship between classroom management styles and discipline problems

D.P \ C.M.S	Academic	Disruptive	Social	Physical
Authoritative	-.190* <.013>	-.190* <.013>	-.252* <.001>	-.169* <.027>
Authoritarian	-.158* <.039>	-.113 <.141>	-.027 <.730>	-.222* <.002>
Indulgent	-.271* <.000>	-.244* <.001>	-.256* <.001>	-.317* <.000>
Permissive	-.095 <.216>	-.115 <.132>	-.154* <.154>	-.157* <.040>

◇ refer to the p value

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the Pearson Product Correlation between the scores of Classroom Management Style and the reported Classroom Discipline Problems. Permissive showed a -.095 correlation with Academic Discipline Problems, a -.115 correlation with Disruptive Discipline Problems, a -.154 correlation with Social Discipline Problems, and a -.157 correlation with Physical Discipline Problems; the latter two correlations were significant at the 0.05 level for a 2-tailed test. Moreover, Authoritarian showed a -.158 correlation with Academic Discipline Problems, a -.113 correlation with Disruptive Discipline Problems, a -.027 correlation with Social Discipline Problems, and a -.222 correlation with Physical Discipline Problems; the first and last two correlations were significant at the 0.05 level for a 2-tailed test. Also, Authoritative showed a -.190 correlation with Academic Discipline Problems, a -.190 correlation with Disruptive Discipline Problems, a -.252 correlation with Social Discipline Problems, and a -.169 correlation with Physical Discipline Problems; all of these correlations were significant at the 0.05 level for a 2-tailed test. Finally, Indulgent showed a -.271 correlation with Academic Discipline Problems, a -.244 correlation with Disruptive Discipline Problems, a -.256 correlation with Social Discipline Problems, and a -.317 correlation with Physical Discipline Problems; all of these correlations were significant at the 0.05 level for a 2-tailed test.

Findings in this study have shown an overall negative relationship between Classroom Management Styles and Discipline Problems in the classroom, meaning that a higher score for the different Classroom Management Styles brings a lower score for the various Classroom Discipline Problems. The effect is most pronounced with Indulgent, with a significant negative correlation

with the four Classroom Discipline Problems. This implies that the Indulgent Style is very helpful in reducing student discipline problems over many areas. This study has also shown significant negative correlations with the use of Authoritative and all of the four Classroom Discipline Problems. Although the shown effect is less than Indulgent Style, it still does imply that Authoritative is effective in reducing Classroom Discipline Problems in various areas. Authoritarian only shows significant negative correlations between Academic and Physical Discipline problems. This implies that Authoritarian is effective in reducing student discipline problems in those areas, but perhaps not elsewhere. Finally, Permissive has a significant negative correlation only between Social Discipline Problems and Physical Discipline Problems. This implies that Permissive may reduce student discipline problems in those areas. Another possible implication of this study is that Authoritarian may not be a good means of reducing student discipline problems in the areas of Academic Discipline Problems and Social Discipline Problems. Furthermore, this study may imply that Permissive is not a good means of reducing student discipline problems in the areas of Academic Discipline Problems and Disruptive Discipline Problems.

This study's research hypothesis was "There is no significant relationship between the classroom management styles of teachers in international schools in Bangkok and the discipline problems that exist in those teachers' classrooms." And hence,

Table 4 clearly shows that the most of the Classroom Management Styles did have a significant effect upon the majority of the Classroom Discipline Problems. Therefore, this study's hypothesis has been shown to be incorrect. Given how important managing a classroom is for a teacher, and the effect that it has on the students' discipline and education, it is not surprising that classroom management would have an effect upon the discipline problems of the students in the classroom.

FINDINGS

1. In the three schools surveyed, instructors most often used the Indulgent style, followed by the Authoritative style, then the Permissive style. Authoritarian was the least used style out of the four.
2. In the three schools surveyed, instructors identified that Disruptive Discipline Problems were the most common discipline problems in their classroom, followed by Academic Discipline Problems and then Physical Discipline Problems.

Social Discipline Problems were the least common problems in those teachers' classrooms.

3 There was an overall negative relationship between the various classroom management styles and the level of discipline problems in those teachers, although not all of the correlations were significant.

3.1 The Authoritative style was shown to have a significantly negative relationship with all four of the discipline problem categories.

3.2 The Authoritarian style was shown to have a significantly negative relationship with both Academic Discipline Problems and Physical discipline problems, although the negative relationship with Disruptive Discipline Problems and Social Discipline Problems is not significant.

3.3 The Indulgent style was shown to have a significantly negative relationship with all four of the discipline problem categories. The relationship with Positive Classroom Management and the classroom discipline problems is greater than with the other 3 classroom management styles.

3.4 The Permissive style was shown to have a significantly negative relationship with both Social Discipline Problems and Physical Discipline Problems, although the negative relationship with Academic Discipline Problems and Disruptive Discipline Problems is not significant.

CONCLUSIONS

From the findings, the following conclusions are drawn:

1. In general, the teachers in international schools in Bangkok most frequently use the Indulgent Classroom Management style, followed by Authoritative, Permissive and then finally Authoritarian style respectively.
2. In general, the teachers in international schools in Bangkok have the most incidents regarding Disruptive Discipline Problems, followed by Academic Discipline Problems, Physical Discipline Problems and then finally Social Discipline Problems respectively.

3

3.1 There are statistically significant negative correlations between the Authoritative style and the four discipline problems listed in this study.

3.2 There are statistically significant negative correlations between the Authoritarian style with both Academic Discipline Problems and Physical Discipline Problems.

3.3 There are statistically significant negative correlations between the Indulgent style and the four discipline problems listed in this study.

3.4 There are statistically significant negative correlations between the Permissive style with both Social Discipline Problems and Physical Discipline Problems.

Finally, lots of thanks should be given to all my Family specially my Mother for her prepares and my little boy Rayan you're all valuable and I wish you all the best.

REFERENCES

- [1] Aramnet, C. (2010, April 2) Students achieve low grades in ONet exams. The Nation, Retrieved from <http://www.nationmultimedia.com/home/2010/04/02/national/Students-achieve-low-grades-in-ONet-exams-30126152.html>
- [2]Manning, M & Bucher, K. (2007) Classroom Management: Models, Applications, and Cases (2nd ed.). Upper Saddle River, NJ: Pearson Education
- [3] Saengpassa, C. (2009, August 13) We're Falling Behind Because of Poor Education. The Nation, Retrieved from <http://www.nationmultimedia.com/home/2009/08/13/national/We-re-falling-behind-because-of-poor-education-30109661.html>
- [4]Tan, E &Yuanshan, C. (1999).Discipline problems in schools: teachers' perceptions. Teaching and Learning, 19(2), 1-12
- [5] The Nation Reporter. (2007, December 1) 40% of High Scholars. The Nation, Retrieved from <http://www.nationmultimedia.com/home/2007/12/01/national/40-of-high-schoolers-30057979.html>
- [6] The Nation Reporter. (2007, October 16) Teachers Turn a Blind Eye to Bulling in the School. The Nation, Retrieved from <http://www.nationmultimedia.com/home/2007/10/16/national/Teachers-turn-a-blind-eye-to-bullying-in-the-schoo-30052587.html>

ACKNOWLEDGEMENT

I am very thankful to my Husband Imadfor I couldn't finish this thesis without his honesty, determined assistance and straight-forwardness to fixing problems with my research and for being so patient with me all the time. He is a wonderful value in my life and I love him so much.

I also wish to thank the professors and especially thesis advisors, Dr.Rose and Dr. Somjetat St Theresa international college in the Graduate School of Education for their great work in teaching us present and future teachers. I must remark that they've studied so hard to toil so much and receive so little reward. I hope the knowledge that they've improved teachers like me gives them some satisfaction.