THEORETICAL PERSPECTIVE OF SCHOOL DISCIPLINE

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Abstract:　This paper aimed to help teacher to solve discipline problems at school level with the help of discipline theories. School education is shaping child's personality and builds healthy citizenship. Teacher can get more innovative ideas for main streaming of disruptive students who misbehave in class through discipline theories. The concept paper strongly points out preventive, supportive and corrective discipline as teaching strategy. Therefore, this study of discipline theories strengthens knowledge and change attitude towards discipline in positive way effectively.

Key Words - School Discipline, Discipline theories and types- Preventive, Corrective, Supportive.

I. INTRODUCTION

The main objective of education is to promote the overall development of the students. While achieving this goal of education, many problems of students arise at school. These problems are manifested in this level of physical intellectual and emotional mentality of the students. It is important for the students to be well-adjusted for their overall development because in society, the tendency to violate rules seems to be on the rise. It is the responsibility of the community to improve this disorder, especially for the schools, for which the role of the schools in the formation of students' organized personality is important.

At the elementary level of school education, the personality of the student is strengthened. Discipline is an important aspect of embracing the personality of students. Therefore, the key to investing in students is discipline. Discipline is the key psychological and sociological basis for interpreting values. Discipline is not a matter of teaching but of practical study. Students learn from simulation. Discipline is practiced at school through school activities. Therefore, in schools, the teacher really creates creativity for cultivate discipline in the students. Class teachers are well-advised to go into the classroom armed with a solid behavior management plan. Yet, developing such a plan can be an overwhelmingly difficult task. In "Solving Discipline and Classroom Management Problems," author Charles Wolfgang points out that "there are many discipline theories and classroom management approaches, models and systems available for the teacher to deal with misbehaving students."

2. Teacher – student relation with respect to discipline-

A theory of discipline colours how student and teachers relate and interact in a school. In schools where discipline is severe and rules are inflexible, the student teacher relationship is formal and distant. Where rules have been replaced by guidelines and reprimand by rapport, the teacher-student relationship tends to be casual and informal. Different approaches to discipline are also one of the most frequent sources of conflict between teachers and administrators as well as teachers.

3. Communication and Consistency:

All theories of student discipline stress the need for clear communication and consistency. The first few days of any class are a critical time for establishing disciplinary policies. Behavioral expectations, rules and the consequences for breaking those rules need to be communicated early, clearly and frequently. But teachers must also strive to be consistent with classroom discipline throughout the school year.

4. Discipline Philosophies

Three broad philosophical categories about student discipline exist across educational literature. The first philosophy is referred to as Relationship/Listening and rests on the belief that students are capable of controlling their own behavior. Within this philosophy, misbehavior is understood as the result of inner emotional turmoil, and key to disciplining students is talking with them about the feelings causing their misbehaviour. The Confronting/Contracting philosophy espouses that teachers should confront and stop student misbehavior. But the teacher should then grant the misbehaving student a chance to elect a means for changing his behavior, and hold the student accountable to the behavioral contract he has made with the teacher. The Rules and Consequences philosophy of discipline, however, gives all disciplinary authority to the teacher. The teacher sets the behavioral expectations, rules and consequences for the classroom, and she is responsible for teaching positive behaviors to her students.

5. Types of Discipline

Carol M. Charles, a leading expert on classroom management, defines three types of student discipline: **preventive, supportive and corrective.** Preventative discipline attempts to lessen the chances of misbehavior occurring in the classroom, by posting class rules and verbally praising positive behaviors, for example. Supportive discipline refers to techniques used to help students maintain self-control and warn them when they're starting to misbehave, such as by making direct eye-contact with and increasing physical proximity to a student. Corrective discipline refers to the consequences a teacher administers after a student misbehaves, which might include taking away a privilege or putting a student's name on the board.

6. Mental Discipline Theories

The earliest mental-discipline theories of teaching were based on a premise that the main justification for teaching anything is not for itself but for what it trains-intelligence, attitudes, and values. By choosing the right material and by emphasizing rote methods of learning, according to this theory, one disciplines the mind and produces a better intellect.

The theory of learning involving mental discipline is more commonly associated with Aristotle's "faculty psychology", by which the mind is understood to be composed of a number of faculties, relatively independent of the others. The principle had its origin in a theory that classified mental and spiritual life in terms of functions of the soul: knowing, feeling, hungering, reasoning, and doing.

7. Modern Discipline Theories:

The discipline practices are generally informed by theory from Psychologists and educators. There are a number of theories to form a comprehensive discipline strategy for an entire school or a particular class.

1. Reality Therapy-involves teachers making clear connections between student behavior. 2) Discipline with dignity- supports the idea that good discipline starts by keeping student dignity. 3) Positive approach- is grounded in teachers respect for student. 4) Teacher effectiveness training- differentiates between teachers owned and student owned problems.5) Assertive discipline- the right of the teacher to define and enforce standards for student behavior. 6) The student's responsibility centre-discipline process was evaluated for effectiveness in the participating schools. (www.google.com/school discipline theories)

8. Various Discipline Theories:

There are various theories of school discipline which is given in the following table -

TABLE 1: VARIOUS DISCIPLINE THEORIES

YEAR	TITLE	Author	Description
1951	Understanding Group Dynamics	Fritz Redl & William Wattenburg	Explains forces that cause students to behave differently in groups. - First systematic theory-based approach to discipline
1954	Applying Reinforcement Theory in Teaching	B.F. Skinner	How behavior can be shaped through the process of reinforcement
1969	Understanding Behavior as Student Choice	William Glasser	Behavior as choice - Classroom Meetings
1971	Using Congruent Communication	Haim Ginott	Teacher communication in harmony with student perceptions and emotions - Address situations rather than the character of offending students
1971	Managing Student during Lessons	Jacob Kounin	Management of Classroom Organization - Lesson Delivery - Attention to Individual Students
1972	Emphasizing the Value of Democratic Classrooms	Rudolph Dreikurs	Students involving in making decisions about classroom matters - Engaging in give and take with classmates and teachers - Having the opportunity to express personal ideas about class matters - Gaining a sense of belonging
1979	Assertively Taking Charge	Lee Canter and Marlene Canter	Firm but Kindly Manner - Teachers Take Charge of Students Behaviors - Teachers Right to Teach - Students Right to Learn
1986	Applying the Principles of Choice Theory	William Glasser	Cannot Control Anyone's Behavior except our Own. - Help Students Envision a Quality Existence in School and Plan Choices that Lead to It
1987	Keeping Students Actively Involved	Fred Jones	Students Seldom Misbehave if They are kept Actively Involved in Lessons - Engage Students through Body Language, Frequent Personal Interaction.
1988	Discipline with Dignity	Richard Curwin & Allen Mendler	Allow Students to Maintain Self-Respect - Promotes Positive Relationships between Teachers and Students
1994	Building Inner Discipline	Barbara Coloroso	- Helping Students Develop Self-Control - Provide a Climate of Trust and Responsibility - Students are empowered to make Decisions about Problems and Manage the Outcomes of their Decisions
1998	The Value and Use of Classroom Roles and Procedures	Harry Wong	Importance of the First Days of School - Routines and Procedures
2000	Implementing Realistic Discipline	Ronald Morrish	Insistence on Compliance to Accept Adult Authority - Teach the Social Skills - Offer Students the Opportunities to make choices that take into account the needs and rights of other students and school personnel
2000	Building Synergy in the Classroom	C.M. Charles	Energize the Classroom through Conditions and Activities that Interest and Motivate Students F- actors Promoting Synergy Include Teacher Charisma, Topics and Activities of High Interest, Competition, Cooperative Work, and Recognition of Accomplishment.
2001	Building Moral Intelligence	Michele Borba	Ability to distinguish Right from Wrong - Establishment of Strong Ethical Convictions - Willingness to Act on those Convictions in an honorable way

2001	Organizing Classrooms as Communities of Learners	Alfie Kohn	Involve students as partners in the process - Work cooperatively, support each other, and participate fully in resolving class problems
2001	Understanding the Hidden Rules of Various Social Groups	Ruby Payne	Each economic class has its own set of rules that help it survive. - Hidden Rules of Poverty
2002	Establishing a Teacher-Student Same-side Approach to Discipline	Spencer Kagan, P. Kyle & S. Scott	Win-Win Discipline - Three Pillars--- Same Side, Collaborative Solutions & Learned Responsibility
2003	Using the Responsible Thinking Process	Ed Ford	- Non-controlling Discipline System that enables students to meet their needs without infringing on the rights or comforts of others.
2004	Self- Restitution Theory	Diane Gossen	Self-Restitution is explained as an activity in which students who have behaved inappropriately are encouraged, in a needs-satisfying environment, to reflect on their behavior, identify the need that prompted it, and create a new way of behaving as the responsible person they want to be.
2006	Working Effectively with Students who are Difficult to Manage	Tom Daly	Techniques to work with all students including the fifteen percent who are the most disruptive in the classroom
2008	Discipline through Teacher Leverage & Student Accountability	Craig Serganti	Establishment of an Ambience of Respect, Attention, and Academic Learning in the Classroom - Benign Teacher Leverage
2009	Building Democratic Communities in Technology Rich Environments	Eileen Kalberg VanWie	Democratic Sense of Community - Use of Digital Technology

(www.timetoast.com/discipline theories, Retrieved on16/8/15)

9. Discipline Models

After studying these theories, researcher knew some techniques and theoretical importance of school discipline management. It caused to select following theories and respective ideas from following discipline model.

I. The Jones Model of Body Language, Incentives & Efficient Help (1991):

The main focus of Jones's model of discipline is on helping students support their own self -control. Toward that end he emphasis's effective use of body language, describes how to provide incentives that motivate desired behavior, and details procedures for providing effective and efficient help to students during independent work time.

1. Teachers in typical classrooms lose approximately 50% of their instructional time because students are off task or otherwise disturbing the teacher or other class members.

2. Practically all of this lost time results from two kinds of student misbehavior - talking without permission (80%) and general goofing off, including making noises, daydreaming, or getting out of one's seat without permission.

3. Most of this lost teaching time can be salvaged if teachers systematically employ three kinds of techniques that strongly assist discipline:

(i) effective body language(ii) incentive systems (iii) efficient individual help.

4. Good classroom discipline results mainly from the first technique - effective body language, which includes posture, eye contact, facial expression, signals, and physical proximity.

5. Incentive systems, which motivate students to remain on task, complete work, and behave properly, also contribute strongly to good discipline.

6. When teachers are able to provide individual help to students quickly and effectively, the students behave better and complete more work.

Incentive Systems

Jones gives incentives a prominent place in his classroom management program, as a means of motivating students. He found that some of the most effective teachers used incentives systematically, but that most teachers used them ineffectively or not at all. The ineffective teachers typically made use of marks, stars, having work displayed, being dismissed first, and so forth. Generally, students respond well to the anticipation of preferred activities such as art, viewing a film, or having free time to pursue personal interests or to talk with friends. Such group activities are genuine incentives in that almost all students desire them sufficiently to make extra effort to obtain them. Many teachers use tangible objects such as awards and certificates as incentives. These are less desirable because they may be costly or difficult to dispense and they have little educational value.

Educational Value

To the extent feasible, every class period should be devoted to activities that have educational value. Work that only keeps students occupied, but teaches very little, can be seldom justified. There are many educationally valuable activities that students enjoy greatly, both individually and in groups. Total group activities can be chosen by vote, and all students engage in the same activity during the time allotted. Teachers need do only four things, they are:

1. Establish and explain the system. 2. Allow the class to vote from time to time on which teacher-approved activities they wish to enjoy during incentive time. 3. Obtain a stopwatch and use it conscientiously. 4. Be prepared when necessary to conduct the class in low -preference activities for the amount of time that students might have lost from their preferred activity time allotment. The teacher can establish a policy wherein the class will not be penalized for the actions of individual students that result in isolation or removal from the room.

Providing Efficient Help

Jones asked teachers how much time they thought they spent on the average when providing help to each student who signalled. The teachers felt that they spent from one to two minutes with each student. Jones's research found that teachers actually spent around

four minutes with each student. From Jones's observations he described independent seat work as having four inherent problems, they are: 1. Insufficient time for teachers to answer all requests for help. 2. Wasted student time. 3. High potential for misbehavior. 4. The perpetual dependency. Jones determined that all four problems could be solved through teaching teachers how to give help more efficiently.

Jones' research has isolated behaviors seen in teachers who are often called "naturals" in working with students. Jones has also found that most of those behaviors are teachable, although many teachers never learn them well within the pressures of day-to-day teaching. But it is unrealistic to think that teachers can read Jones's work and then walk into the classroom the next day transformed.

II) The William Rogers Model of Decisive Discipline (1990):

Rogers suggests that indecisive teachers hope for compliance but, in the real world, rarely receive it. Decisive teachers expect compliance, they don't demand it. Decisive teachers recognize that they cannot make students do anything. Instead their verbal language and body language convey an expectation that their reasonable requests will be followed. If teachers can keep the language transactions at the least intrusive level, they will keep the unnecessary 'heat' down. Instead of snatching objects off a student's desk, Rogers proposes that a directional choice be given. Choice gives the ownership back to the student. It is not the severity of the consequences, but rather the certainty of the consequences that makes them work. The key is to avoid boxing yourself or the student into a no-win situation.

Levels of Decisive Teacher Action

Rogers proposes four ever-increasing levels of decisive teacher action. As with any skill development, each of these steps requires practice.

Step 1: Tactical ignoring as a first action. **Step 2:** Simple direction or rule restatement.
Step 3: Secondary behaviour (giving a clear choice). **Step 4:** Imposing time-out.

Roger's Decisive Discipline model borrows from those of other discipline gurus especially other interactionalists. He contrasts logical consequences and punishment just as Dreikers does - favouring logical consequences. He offers attention seeking and a need to belong as motives for misbehavior. He stresses the value of rules and avoids asking misbehaving students why they have misbehaved as does Glasser in Schools Without Failure (1969). He maximizes student choice as does Glasser in Control Theory in the Classroom (1986). Thoughtful, planned discipline language will improve the quality of discipline transactions by reducing unnecessary emotional exchanges and focusing on the primary issues.

III) The Canter Model of Assertive Discipline (1979):

Assertiveness and insistence are at the focus of Canter's model. If, at first, these do elicit the desired behavior from students, well organized follow up procedures are brought into play. This model provides a very powerful system of corrective discipline.

Key ideas forming the core of assertive discipline are presented below. These provide a summary of the assertive discipline model.

1. Teachers should insist on decent, responsible behavior from their students. Students need this type of behavior, parents want it, the community at large expects it and the educational process is ineffective without it.
2. Teacher failure, for all practical purposes, is synonymous with failure to maintain adequate classroom discipline.
3. Many teachers labor under false assumptions about discipline, believing that firm control is stifling and inhumane. On the contrary, firm control, maintained correctly, is humane and liberating.
4. Teachers have basic educational rights in their classrooms.
5. Students have basic rights in the classroom too.
6. The needs, rights and conditions outlined above, are best met through the use of assertive discipline. The teacher communicates clearly his/her expectations to students and follows up with appropriate and consistent actions which do not violate the best interests of the students.
7. Assertive discipline involves the use of the following behaviours. To be effective they must be used consistently: Identify expectations clearly, Be willing to say "I like that" or "I don't like that", Follow-up with promises (reasonable consequences, previously established) rather than with threats, Be assertive in confrontations with students; include the use of statements of expectation, indicate consequences that will occur, and note why action is necessary.
8. To become more assertive when using discipline, teachers should do the following: Practice assertive response styles, Set clear limits and consequences, Use follow-up procedures that are consistent, Make specific assertive discipline plans and rehearse them mentally, Write things down; do not trust to memory, Practice the 'broken record' technique when reinforcing expectations. Ask school principals and parents for support in your efforts to help students.

Mistaken Ideas about Discipline- Mistaken ideas about discipline widely held by educators include:
- Good teachers can handle discipline problems on their own without any help.
- Firm discipline causes psychological trauma to students.
- Discipline problems disappear when students are given activities that meet their needs.
- Misbehavior results from deep-seated causes that are beyond the influence of the teacher.

Correct Ideas about Discipline- These mistaken ideas about discipline must be replaced, according to Cantor, by the following, if favourable conditions are to be effectively maintained:
- Discipline is necessary for psychological security.
- Discipline is necessary to prevent us from carrying out actions which would leave us with subsequent feelings of shame.
- Discipline is necessary as a liberating influence that allows us to build up and expand our best traits and abilities.
- Discipline is necessary to maintain an effective and efficient learning environment.

The Basis of Assertive Discipline- Canter maintains that an assertive teacher is one who clearly and firmly communicates needs and requirements to students, follows the expression of these needs and requirements with appropriate actions and responds to students in ways that maximize compliance. A climate of care and support develops from what Canter calls "basic teacher rights" in working with students. These "basic teacher rights" include:
- The right to establish an optimal learning environment for students, consistent with the teacher's strengths and limitations.
- The right to expect and experience behavior from students that, while contributing to the students' optimal growth, also meets the special needs of the teacher.

- The right to ask and receive help and backing from administrators and parents. When these basic rights of teachers are met, they are then in a position to provide a climate of positive support and care for the students. However, for this potential to be realized an additional factor is required; this additional need is training in the use of assertive discipline techniques.

IV) The Dreiker's Model of Confronting Mistaken Goals (1972)

All students want recognition. Most misbehavior results from their attempts to get it. When frustrated in their attempts to gain the recognition they desire, their behavior turns toward four "mistaken goals". Teachers must recognize and deal effectively with these.

1. Discipline is not punishment. It is teaching students to impose limits on themselves.
2. Democratic teachers provide firm guidance and leadership. They allow students to have a say in establishing rules and consequences.
3. All students want to "belong". They want status and recognition. Most of their behavior is directed by their desire to belong.
4. Misbehavior reflects the mistaken belief that it will lead to the recognition they want.
5. Misbehavior is associated with four mistaken goals: seeking attention, gaining power, taking revenge, and displaying inadequacy. The goal in each case is to elicit certain responses from teachers.
6. Teachers should quickly identify the mistaken goals and act to avoid their reinforcement.
7. Teachers should encourage student's efforts while avoiding praise of either their work or character.
8. Teachers should teach students that unpleasant consequences always follow inappropriate behavior.

Dreikers believed that teachers who teach in a mostly democratic fashion are those who most effectively establish discipline. Dreikers' categorization of teachers is based on the predominant behavior they display in the classroom.
He identifies three types of teachers:

1. Autocratic.

Autocratic teachers force their will on students in order to control the class. They motivate students with outside pressures rather than stimulate motivation from within. This attitude and approach tends to perpetuate problem behavior. Authoritarian figures are increasingly being rejected by students. Students seek a democratic atmosphere in which they are treated as equal human beings and react with hostility to the autocratic teacher.

2. Permissive.

Permissive teachers generate problem behavior because the atmosphere they allow is not based on everyday reality. Students in a permissive classroom fail to learn that successful living in general society requires them to follow rules. They do not learn that acceptable behavior requires self-discipline.
Discipline and control must be present in classrooms if learning is to occur. Students want guidance and leadership. They are willing to accept guidance if it is not forced on them and if they believe they are being heard. This does not mean that they want control of the classroom.

3. Democratic.

Democratic teachers are neither permissive nor autocratic. They provide firm guidance and leadership by establishing rules and consequences. Freedom grows from discipline. To the extent that students understand that consequences follow behavior, they are then free to choose behavior that will attain their legitimate needs. Discipline involves teaching students how to establish an inner control that permits them to choose behavior compatible with their best interests. Teaching students how to attain self- discipline eliminates the need for constant corrective action by the teacher.
In summary, Dreikers' greatest contribution lies, not in how to suppress undesired behavior in the short term but in how to build in students an inner sense of responsibility and respect for themselves and others.

V) The Ginott Model of Co-operation Through Communication (1971):

Discipline is a series of little victories gained when teachers use sane messages; messages that address the situation rather than the students' character; messages that guide students away from inappropriate behavior towards behavior that is appropriate and lasting.

- Discipline is a series of little victories slowly acquired over time.
- The most important ingredient in classroom discipline is the teacher's self-discipline.
- The second most important ingredient is the use of sane messages when correcting misbehaving students. Sane messages are messages that address the situation rather than the students' character.
- Teachers when at their best, use congruent communication; communication that is harmonious with students' feelings about the current situation and themselves.
- Teachers at their worst, attack and label students' characters.
- Teachers should model the behavior they hope to see in their students.
- Inviting cooperation from students is vastly preferable to demanding it.
- Teachers should express anger but in appropriate (sane) ways.
- Labelling students disables them. They tend to live up to the label.
- Sarcasm is usually dangerous and praise is often ineffective. Use both with great care!
- Apologies from students should be accepted only after there is a clear understanding that students intend to improve their behaviour.
- The best teachers help students to build their self-esteem and to trust their own experience.

The teacher is a decisive, powerful element in the classroom. Teachers create and maintain the classroom environment. They have the power to humanize or dehumanize students. Their effectiveness depends on their ability to establish a productive educational climate. Children who are in constant emotional turmoil cannot learn.
Teachers must constantly endeavor to use it. Congruent communication incorporates many of the different elements that we see included in Ginott's descriptions of teachers at their best and at their worst. However, becoming adept in the use of Ginnott's techniques is often not enough. Many teachers find that when they are confronted by hostile, defiant students who refuse to work properly, something more is required. While teachers are, by and large, in sympathy with Ginnott point of view, most conclude that for hard-to-manage classes, Ginnott's suggestions fall far short of providing the help and answers they need.

VI) The Kounin Model of Withitness & Organisation (1971):

Good classroom behavior depends on effective lesson management, especially on pacing, transitions, alerting, and individual accountability.

1. When teachers correct misbehaviors in one student, it often influences the behavior of nearby students. This is known as the ripple effect.
2. Teachers should know what is going on in all parts of the classroom at all times. Kounin called this awareness, 'withitness'.
3. The ability to provide smooth transitions between activities, and to maintain consistent momentum within activities is crucial to effective group management.
4. Teachers should strive to maintain group alertness and to hold every group member accountable for the content of a lesson, which allows optimal learning to occur.
5. Student satiation (boredom) can be avoided by providing a feeling of progress and by adding variety to curriculum and classroom environment.

The Ripple Effect

From Kounin's studies into this phenomenon, he concluded the following: The ripple effect may occur as the teacher gives encouragement ("Good, I see that many of you are almost finished") and as the teacher gives reprimands ("I see a few people who may have to stay in after class to finish"). The ripple effect is most powerful at the early childhood/primary level. It is weaker at the secondary and college levels where it depends on the popularity and prestige of the teacher.

Movement Management

The techniques advocated by Kounin for class control are all intended to create and maintain a classroom atmosphere conducive to learning. By keeping students busily (and happily) engaged, behavior problems are reduced to a minimum. In order to function as Kounin suggests, teachers must be able to deal with the entire class, various subgroups and individual students, often at the same time. Kounin does not believe that teachers' personality traits are particularly important in classroom control.

There is no doubt of the value of Kounin's suggestions in maintaining a good learning environment, one that also prevents misbehavior For that reason his suggestions fit best into the preventive facet of discipline.

VII) The Glasser Model of Rational Choices (1969):

Glasser's work in the field of school discipline has two main focuses. The first is to provide a classroom environment and curriculum which motivate students and reduce inappropriate behavior by meeting students' basic needs for belonging, power, fun, and freedom. The second focus is on helping students make appropriate behavioral choices that lead ultimately to personal success.

1. Students are rational beings. They can control their own behavior. They choose to act the way they do. 2. Good choices produce good behavior. Bad choices produce bad behavior. 3. Teachers must always try to help students make good choices. 4. Teachers who truly care about their students accept no excuses for bad behavior. 5. Reasonable consequences should always follow student behavior, whether it is good or bad. 6. Class rules are essential and they must be enforced. 7. Classroom meetings are effective vehicles for attending to matters concerning class rules, behavior and discipline. Glasser's Fundamental views about discipline were simple and powerful:

- Behavior is a matter of choice.
- Good behavior results from good choices. Bad behavior results from bad choices.
- A teacher's duty is to help students make good choices.

Students are capable of understanding what is generally regarded as acceptable school behavior and can choose to behave in acceptable ways. However, in order to make good choices, students must see the results of these choices as desirable. If bad behavior gets them what they want then they will make bad choices. The teacher refuses to accept excuses for bad behavior. Instead the teacher always directs the student's attention to alternative, more acceptable, behaviour. The essence of discipline then, lies in helping students make good choices.

Glasser (1978) firmly believes that teachers hold the key to good discipline. He concludes that both teachers and students have important roles to play in maintaining effective discipline, but today he puts much greater responsibility on the shoulders of teachers than he formerly did. Glasser maintains that most schools do not meet students' needs to a level sufficient to keep more than half of them involved with the curriculum. Glasser believes that unsatisfying classrooms can be made better almost at once, by teachers moving from traditional structure to having students work together in small learning teams.

VIII) The Skinner Model of Shaping Desired Behavior (1954):

Human behavior can be shaped along desired lines by means of the systematic application of reinforcement. This model includes new applications of Skinner's basic ideas. Skinner himself never proposed a model of school discipline. Other writers have taken his ideas on learning and adapted them to controlling the behavior of students in schools. The following ideas reveal the essence of Skinner's model:

1. Behavior is shaped by its consequences, by what happens to the individual immediately afterward.
2. Systematic use of reinforcement (rewards) can shape students' behavior in desired directions.
3. Behavior becomes weaker if not followed by reinforcement.
4. Behavior is also weakened by punishment.
5. In the early stages of learning, constant reinforcement produces the best result.

6. Once learning has reached the desired level, it is best maintained through intermittent reinforcement, provided only occasionally.
7. Behavior modification successfully uses various kinds of reinforcers. They include social reinforcers such as verbal comments, facial expressions, and gestures; graphic reinforcers such as marks and stars; activity reinforcers such as free time and collaborating with a friend; and tangible reinforcers such as prizes and printed awards.

The Skinner model can be a powerful model for classroom teachers, one that can be easily modified and implemented with students of all ages and backgrounds.

Types of reinforcers commonly used in schools fall into four categories:

1. Social- Social reinforcers consist of words, gestures, and facial expressions. Many students work diligently just to get a smile, pat, or a kind word from the teacher. Some examples are:

- Verbal - OK. Wow! Excellent. Nice going. Exactly. Right. Thank you. I like that.
- Nonverbal - Smiles, winks, eye contact, nods, thumbs up, touches, pats. walk besides, stand near, shake hands.

2. Graphic- Graphic reinforcers include marks of various kinds such as numerals, checks, happy faces, and special symbols. Teachers make these marks with felt pens and rubber stamps. They may enter them on charts or use a paper punch to make holes in cards kept by the students. They may attach stars or stickers that are commercially available in large quantities and varieties.

3. Activity- Activity reinforcers include those activities that students prefer in school. Any activity can be used as a reinforcer if students prefer it to another. Examples of activities that usually reinforce academic learning are:

- For younger students: Being a monitor, sitting near the teacher, sharing a pet or toy.
- For middle students: Playing a game, decorating the classroom, going to an assembly.
- For older students: Working with a friend, being excused from a test, being excused from homework.

4. Tangible- Tangible reinforcers are real objects that students can earn as rewards for desired behavior and are more powerful for some students than other types of reinforcers. Examples of inexpensive reinforcers are: popcorn, raisins, chalk, crayons, felt pens, pencils, badges, etc. Skinner rejected the concept of free will, which he considered to be a formidable road block to understanding human behavior.

IX) The Redl & Wattenberg Model of Dealing with the Group (1951):

Group behavior differs from individual behavior Teachers can learn how to use influence techniques to deal with undesirable aspects of group behavior. People in groups behave differently than they do individually. Group expectations influence individual behavior, and individual behavior affects the group. Teachers need to be aware of the characteristic traits of group behavior.

1. Groups create their own psychological forces that influence individual behavior Teacher awareness of group dynamics is important to effective classroom control.
2. Group behavior in the classroom is influenced by how students perceive the teacher. Students see teachers as filling many psychological roles.
3. Dealing with classroom conflict requires diagnostic thinking by the teacher. This thinking involves: forming a first hunch, gathering facts, applying hidden factors, taking action; and being flexible.
4. Teachers maintain group control through various influence techniques. These techniques include: supporting self-control, offering situational assistance, appraising reality, and invoking pleasure and pain.
5. Supporting self-control techniques are low keyed. They address the problem before it becomes serious. They include eye contact, moving closer, humor, encouragement, and ignoring.
6. Situational assistance techniques are necessary when students cannot regain control without assistance from the teacher. Techniques to provide assistance include: helping students over a hurdle, restructuring the schedule, establishing routines, removing the student from a situation, removing seductive objects and physical restraint.
7. Appraising reality techniques involve helping students understand underlying causes for misbehavior and foresee probable consequences. Teachers 'tell it like it is', offer encouragement, set limits, and clarify situations with post - situational follow-up.
8. Pleasure-pain techniques involve rewarding good behavior and punishing bad behavior Punishment should be used only as a last resort because it is too often counterproductive.

Redl and Wattenberg view the group as an organism. 'A group creates conditions such as its members will behave in certain ways because they belong to it; at the same time the manner in which the parts function affects the whole'. In other words, group expectations strongly influence individual behavior, and individual behavior in turn affects the group.

Psychological Roles of Teachers

The ways in which groups and individuals behave in the classroom are greatly influenced by how they perceive the teacher. Like it or not, teachers fill many different roles and present many different images. Some of these roles and images are: Representatives of society, Judges, Source of knowledge, Helpers in learning, Referees, Detectives, Models, Caretakers, Ego, Supporters, Group leader, Surrogate parents, Targets for hostility, Friends and confidants, Objects of affection.

10. Towards discipline to positive discipline to self -discipline

Class teacher should study above theories and should decide strategy to improve students' discipline.
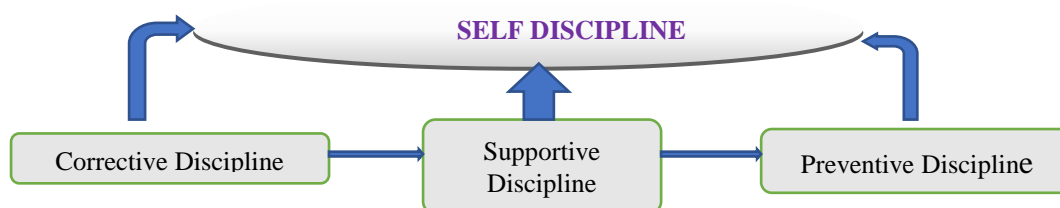

Figure 1: Flow of discipline

11.Focused theories/models for self-discipline

Teachers should practice teaching in order to maintain discipline in the classroom through preventive supportive and corrective discipline practice focusing in following table:

Table 2: Focus to self -discipline

	Preventive Discipline	Supportive Discipline	Corrective Discipline
Theories	-Discipline with dignity -Value: use of classroom roles and procedures -Understanding the hidden rules of various social groups -Prompting civility in the classroom -Building democratic communities in technology-rich environments	-Building inner discipline -Building synergy in the classroom -building moral intelligence -Raising the level of student responsibility -Using the responsible thinking process -Discipline through teacher & student accountability	-Implementing realistic discipline -Organizing classrooms as communities of learners -Establishing a teacher student same side approach to discipline -Self restitution theory
Models	- The Kounin Model of Withitness & Organisation - The Skinner Model of Shaping Desired Behavior - The Dreiker's Model of Confronting Mistaken Goals	- The Skinner Model of Shaping Desired Behavior -The Jones Model of Body Language, Incentives & Efficient Help - The Glasser Model of Rational Choices - The Dreiker's Model of Confronting Mistaken Goals	-The William Rogers Model of Decisive Discipline - The Redl & Wattenberg Model of Dealing with the Group - The Ginott Model of Co-operation Through Communication -The Canter Model of Assertive Discipline
Role of teacher	Permissive	Democratic	Autocratic

12.Conclusion

This study provides a wide spectrum to teacher various approaches that differ in their philosophical underpinning and practical applications. The review encompasses major areas with respect to school discipline theories and models for developing student behavior as psychological and social aspects as natural sources by age. The discipline of school discipline and the principles behind it are very clear in shaping students' primary education. These theories and models should be great help to all teachers practicing in the school level. It would certainly be beneficial for teachers to use these theories of school discipline to incorporate positive force in the behavior of students in their classroom.

13.References

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