Challenges and Solutions of Discipline in Contemporary Classroom Education

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Abstract	
Keywords: students; beginning teachers; discipline management; disciplinary issues; class of students.	The concept of classroom discipline refers to the various techniques utilized by educators to regulate the conduct and dispositions of pupils throughout the educational experience, with the aim of promoting compliance with institutional standards and fostering a secure, structured, and stimulating milieu conducive to learning. This article investigates the current methodologies and obstacles encountered by modern educational institutions in effectively addressing classroom behavior management. This article examines the perspectives of aspiring and novice educators on the significance of discipline within the classroom setting. It underscores the criticality of effective communication and collaboration among educational institutions, families, and communities in fostering a conducive and inspiring learning atmosphere. This article examines the perspectives of students in the field of education sciences and novice teachers on the origins of inappropriate student behavior and its impact on the educational process within the school setting. Additionally, the article suggests effective strategies and techniques for fostering responsible and appropriate behavior in the classroom. The article underscores the significance of both initial and continuous professional development in effectively managing student behavior, as well as preventing and addressing incidents of school violence.

Zusammenfasung	
Schlüsselworte: Schüler; angehende Lehrer; Disziplinmanagement; disziplinäre Probleme; Schülergruppe.	Das Konzept der Klassenführung bezieht sich auf die verschiedenen Techniken, die von Pädagogen angewendet werden, um das Verhalten und die Einstellungen von Schülern während ihrer Bildungserfahrung zu regulieren, mit dem Ziel, die Einhaltung der institutionellen Standards zu fördern und eine sichere, strukturierte und anregende Umgebung für das Lernen zu schaffen. Dieser Artikel untersucht die aktuellen Methoden und Hindernisse, mit denen moderne Bildungseinrichtungen konfrontiert sind, um das Management des Klassenverhaltens effektiv anzugehen. In diesem Artikel werden die Perspektiven angehender und unerfahrener Lehrkräfte zur Bedeutung von Disziplin im Klassenzimmer beleuchtet. Er unterstreicht die Bedeutung effektiver Kommunikation und Zusammenarbeit zwischen Bildungseinrichtungen, Familien und Gemeinschaften, um eine förderliche und inspirierende Lernumgebung zu schaffen. Dieser Artikel untersucht die Sichtweisen von Studierenden im Bereich der Bildungswissenschaften und angehenden Lehrern zu den Ursachen unangemessenen Schülerverhaltens und dessen Auswirkungen auf den Bildungsprozess in der schulischen Umgebung. Darüber hinaus schlägt der Artikel wirksame Strategien und Techniken zur Förderung verantwortungsbewussten und angemessenen Verhaltens im Klassenzimmer vor. Der Artikel unterstreicht die Bedeutung sowohl der anfänglichen als auch der kontinuierlichen beruflichen Entwicklung für das effektive Management des Schülerverhaltens sowie für die Verhinderung und Bewältigung von Vorfällen von Schulgewalt.

1. Introduction

Contemporary educational institutions encounter formidable obstacles in adhering to regulatory frameworks and upholding an environment conducive to order and discipline within the confines of the classroom. Educators across various proficiency levels, alongside educational administrators responsible for overseeing academic institutions, often encounter challenges in upholding classroom discipline and cultivating an atmosphere that facilitates effective learning. (Evertson, & Weinstein, 2006)

Discipline, within the context of the scholastic milieu, assumes a pivotal role as an essential constituent of the pedagogical endeavor, thereby fostering the holistic growth of students and engendering profound ramifications for their scholastic and personal trajectories. The objective of fostering discipline within the student classroom is to establish an optimal educational setting that cultivates the values of rule adherence, respect for peers and objects, accountability, cooperation, and self-regulation. Simultaneously, it is imperative to acknowledge that discipline plays a pivotal role in the development of one's character and the cultivation of responsible and engaged individuals within the societal framework.

The issue of classroom discipline presents an enduring and ubiquitous challenge for both educators and learners. The establishment and sustenance of a positive and well-organized learning environment frequently presents a significant challenge to pedagogical aptitude. (Hochweber et al., 2014) The classroom environment is often confronted with challenges pertaining to discipline, which can be attributed to various factors such as students' diminished ability to concentrate, engagement in disruptive behaviors, or a complete disregard for established rules and norms.

The influence of discipline on the prevalence of stress within the educational setting is a subject of considerable importance. The establishment of a disciplined environment has been found to effectively mitigate confusion and chaos, thereby fostering a heightened sense of stability and control among individuals. Research suggests that an enhanced ability to concentrate and a heightened sense of confidence in managing academic demands can significantly benefit students. Furthermore, the implementation of effective classroom discipline strategies plays a pivotal role in promoting equitable learning opportunities for all students. In the absence of disruptive conduct, individuals have the potential to derive advantages from education within an environment characterized by fairness and equity.

Character building is a fundamental component of discipline within educational institutions. The acquisition of responsibility, adherence to rules, and self-regulation are key components of students' educational development. The aforementioned character traits exhibit substantial utility, not only in the present moment but also in the long-term trajectory of individuals' lives. Hence, it is evident that the field of study not only makes a valuable contribution to the advancement of scholarly knowledge, but also plays a pivotal role in cultivating individuals who possess a sense of responsibility and empathy, thereby equipping them with the necessary skills to thrive in the intricate and dynamic global landscape of the future.

2. Theoretical foundation

The semantic interpretation of the term "discipline" is contingent upon contextual factors, thereby encompassing a diverse array of connotations and facets. According to the Merriam-Webster dictionary, the word "discipline" is defined as a noun with multiple meanings and has its roots in the Latin word "disciplina". The dictionary provides a comprehensive analysis of the etymology and various interpretations of the term. The source, available at https://www.merriam-webster.com/dictionary/discipline, offers a reliable and authoritative reference for understanding the historical development and semantic nuances associated with this word. From an etymological perspective, it is noteworthy that the term "discipline" originates from Latin. In its original sense, it encompassed various meanings such as "punishment," "system of orderly conduct," "instruction," "branch of learning," "teaching," "training," "branch of study," and "orderly conduct based on moral training" (ibid). According to the explanatory dictionary of the Romanian language, the concept of "discipline" is defined as the comprehensive set of obligatory rules of conduct and order that are applicable to the individuals belonging to a particular collective (Dexonline, 2021). The concept of discipline encompasses a diverse array of themes ascribed to it in existing literature. These themes encompass mental development, adherence to predetermined norms, indoctrination, and the utilization of physical punishment as a pedagogical tool. The concept of "discipline" encompasses two distinct but interconnected dimensions within the educational setting: the proactive prevention of misconduct and the reactive implementation of corrective measures.

The effective management of disciplinary matters within a classroom setting plays a significant role in fostering an optimal learning environment. In this study, the authors, Afifah and Ifnuari (2022), aim to investigate and analyze a specific research topic. The purpose of this research is to contribute The establishment of clear rules and expectations in educational settings provides students with a comprehensive understanding of anticipated outcomes and appropriate conduct. The reduction of uncertainty and stress has been found to have a positive impact on individuals' ability to effectively engage in the learning process. By minimizing uncertainty and stress, individuals are able to allocate their cognitive resources more efficiently, leading to improved focus and attention. This enhanced cognitive state facilitates the acquisition and retention of new knowledge and skills. Consequently, reducing uncertainty and stress can be considered a crucial factor in optimizing the learning experience.

Sieberer-Nagler (2015) posits that discipline is a pedagogical strategy employed by educators to uphold and reinforce established classroom regulations, with the ultimate aim of modifying the conduct of students

who exhibit disruptive behavior. According to Sieberer-Nagler (2015), discipline can be defined as the deliberate actions undertaken by educators to uphold regulations and address instances of student misconduct.

The influence of classroom climate on students' attitudes and motivation towards school and learning has been widely acknowledged in academic literature. Numerous studies have demonstrated the significant role that the classroom environment plays in shaping students' perceptions and experiences within educational settings (Lopes & Oliveira, 2017; Doyle, 2006; Osher et al., 2010). This research underscores the importance of creating a positive and supportive classroom climate to foster students' engagement, enthusiasm, and commitment to their academic pursuits. By cultivating an environment that promotes inclusivity, respect, and collaboration, educators can enhance students' overall attitudes towards school and learning, ultimately leading to improved educational outcomes (Mitchell, & Bradshaw, 2013). The establishment and sustenance of a positive and supportive classroom environment are crucial factors in fostering a sense of security, encouragement, and confidence among children. These elements serve as catalysts for their motivation to attend school regularly and engage actively in the educational process. According to Wiseman and Hunt (2008), the establishment of a positive classroom climate emerges as a significant determinant for children's inclination towards attending school. Furthermore, the authors assert that this favorable environment fosters an intrinsic motivation for learning among children.

The issue of classroom discipline is a significant and prevalent challenge encountered by educators in their professional practice (Simón & Alonso-Tapia, 2016). The effective management of student misbehavior is widely recognized as a crucial skill for educators in facilitating optimal conditions for the instructional and educational process (Tsouloupas, 2011; Baker, 2005).

According to Grayson and Alvarez (2008), educators expend a considerable amount of energy in maintaining discipline within the classroom setting while engaged in instructional activities. The allocation of substantial resources, both in terms of effort and time, towards the establishment and maintenance of discipline within the classroom environment can yield noteworthy consequences for educators and the educational outcomes of students. Multiple research studies have demonstrated that a substantial number of educators hold the perception that the management of discipline within the classroom setting demands a significant allocation of both time and resources. According to Tsouloupas et al. (2010), a prevailing belief among educators is that the establishment and preservation of discipline within the classroom setting is a significant contributor to the perceived inefficiency of instructional time. The experience described can potentially result in the manifestation of frustration and emotional exhaustion, thereby exerting a detrimental influence on the overall personal and professional well-being of individuals. This phenomenon has been identified as a prominent contributing factor to the occurrence of emotional exhaustion within the teaching profession (Carson et al., 2011; Oliver & Reschly, 2007).

The present study examines the correlation between school discipline in the classroom and teacher turnover, as discussed in the existing body of specialized literature. Tsouloupas et al. (2010) posit that teacher turnover is particularly prevalent in instances where educators encounter elevated levels of disciplinary issues and lack sufficient administrative support (Kersaintet et al., 2007; Ingersoll & Smith, 2003).

The management of student misbehavior poses a considerable challenge for educators, as it has been recognized as the primary source of distress among teachers (Evers et al., 2002; Cothran et al., 2009). The potential consequences of this phenomenon extend to various aspects of the educational setting, including the learning environment within the classroom, the allocation of teachers' time and energy, as well as their emotional well-being. The presence of problem behaviors within a classroom setting has the potential to significantly impact the learning outcomes of both the individuals engaging in such behaviors and their peers. The training of teachers is of utmost importance in order to effectively address these situations and establish a learning environment that is both safe and conducive to positive outcomes.

3. Research methodology

3.1. General objective

The primary aim of this study is to examine the perspectives of students in the area of educational sciences and novice teachers on the various ways and difficulties faced by modern schools in effectively addressing disciplinary issues within the student body.

3.2. Specific objectives

SO1: Investigating the perception of aspiring and novice teachers on the significance of their subject area in the classroom.

SO2: The significance of communication and cooperation between the school, home, and community in fostering a disciplined and stimulating school environment.

SO3: Examine the perspectives of students in the area of education sciences and rookie instructors on the factors contributing to students' improper conduct and the resulting impact on the learning process within the school setting.

SO4: Identifying successful tactics and procedures for promoting proper and responsible conduct in the classroom, specifically focusing on preventative and intervention approaches.

SO5: Examine the perspectives of students in the area of educational sciences and novice teachers on the significance of initial and ongoing professional training in effectively addressing student conduct, as well as preventing and addressing instances of violence within educational settings.

3.3. Sample

A total of 384 individuals were included in the research study. The demographic composition of the target group, as shown by gender/sex (Table 1), profession (Table 2), environment of origin (Table 3), and age (Table 4) of the participants, exhibits the following attributes:

Table 1. Structure of the target group according to the gender of the respondents

Gender/sex	Number of responses	%
Male	32	8.33%
Female	352	91.67%
TOTAL	384	100.00%

Table 2. Structure of the target group according to the respondents' occupation

Occupation	Number of people	%
Pedagogy student of primary and preschool education	200	52.08%
Master's student in Educational Management	16	4.17%
Student at the Teaching Staff Training Department	64	16.67%
Student and beginning teacher	56	14.58%
Beginning teaching staff	48	12.50%
TOTAL	384	100.00%

Table 3. Structure of the target group according to the respondents' background

The environment of origin	Number of responses	%
Urban	256	66.67%
Rural	128	33.33%
TOTAL	384	100.00%

Table 4. Structure of the target group according to the age of the respondents

Age	Number of responses	%
under 20 years	0	0.00%
21-30 years old	176	45.83%
31-40 years old	120	31.25%
41-50 years	72	18.75%
50-60 years	16	4.17%
over 60 years	0	0.00%

3.4. Methodology

In this research, a sociological survey based on a questionnaire was used. The questionnaire included 19 items structured according to the specific objectives of the research.

4. Results

The research findings are organized and presented based on the questionnaire questions and the particular goals of the study.

SO1: Investigating the perception of aspiring and novice teachers on the significance of their subject area in the classroom.

Based on the feedback provided by the participants, the primary obstacles faced by the educational institution in effectively managing student discipline within the modern setting encompass issues such as school violence (including bullying and conflicts), students' inappropriate conduct during school hours, inadequate parental support and engagement, individual variations and the unique requirements of students, as well as diminished student motivation and engagement levels. In light of a growing array of issues, the educational institution must identify and implement suitable solutions. The persistent difficulty faced by educators is the escalation of violent conduct and violence inside educational settings. Verbal and physical violence, together with online bullying, are significant concerns that have the potential to detrimentally impact the school atmosphere and the overall well-being of

children. The data pertaining to the primary obstacles encountered by the school in effectively regulating classroom discipline is shown in Table 5.

Table 5. The main challenges of the school regarding the management of discipline in the class of students in the contemporary context

Answer options	Number of responses	%
a) Inadequate behavior of students in the school environment	328	85.42%
b) Bullying and conflict between students	352	91.67%
c) Low motivation and commitment of students	216	56.25%
d) Individual differences and special needs of students	232	60.42%
e) Discipline problems in the classroom	80	20.83%
f) Lack of parental support and involvement	304	79.17%
g) Limited access to educational resources and appropriate teaching materials	136	35.42%
h) The negative impact of students' social and cultural environment on classroom behavior	224	58.33%
j) Academic pressure and student stress as factors affecting classroom behavior	80	20.83%

The study findings indicate that a significant proportion of participants (360 individuals, accounting for 93.75% of the sample) hold the belief that maintaining discipline in the classroom is crucial for establishing an atmosphere that facilitates successful learning.

The maintenance of discipline within the classroom setting has a substantial influence on both the instructional-educational process and the personal and social growth of pupils. A structured and disciplined classroom setting fosters an optimal atmosphere for the facilitation of instruction and acquisition of knowledge, so enhancing students' academic performance, nurturing their social competencies, and equipping them with the necessary abilities for future accomplishments in their professional life. The collected responses (Table 6) pertain to the impact of punishment in the classroom on the instructional-educational process, as well as the personal and social development of students.

The primary objective of classroom discipline is to provide an ideal setting for educational and individual growth, whereby children are able to experience a sense of security, get due respect, and remain motivated to achieve their maximum capabilities. The

educational setting fosters the development of pupils in anticipation of their future endeavors and cultivates conscientious and proficient individuals for the betterment of society. Based on the survey participants' responses, the primary objective of classroom discipline encompasses the promotion of mutual respect and proper conduct (87.5%), the establishment of a safe and organized learning environment (81.25%), and the cultivation of self-control abilities and student responsibility (75%). The data obtained for this item is shown in Table 7.

Table 6. How discipline in the class of students can influence the instructional-educational process, as well as the personal and social development of students

Answer options	Number of responses	%
a) Provides a stable and structured framework to maximize student attention and participation in lessons	344	89.58%
b) It helps to maintain a high level of concentration and commitment in learning	240	62.50%
c) It allows teachers to manage the instructional-educational process as well as possible, facilitating the students' learning process	328	85.42%
d) It contributes to increasing the efficiency and quality of students' learning	224	58.33%
e) Classroom discipline contributes to the development of self-control skills and respect for others	280	72.92%
f) Classroom discipline can positively affect interpersonal relationships and collaboration between students	176	45.83%
g) I do not consider that the discipline in the students' class has a significant impact on the personal and social development of the students	24	6.25%

Table 7. The main purpose of the discipline in the class of students

Answer options	Number of responses	%
a) Ensuring a safe and orderly environment for learning	312	81.25%
b) Promoting mutual respect and appropriate behavior	336	87.50%
c) Developing self-control and responsibility skills among students	288	75.00%
d) Improving the learning process and students' concentration	264	68.75%
e) Increasing commitment and motivation for learning	152	39.58%
f) Improving interpersonal relationships and collaboration between students	216	56.25%

The use of effective classroom disciplinary strategies is of paramount importance in fostering the growth and cultivation of students' social and behavioral competencies. This entails acquiring knowledge and adhering to established guidelines, fostering efficient interpersonal exchange, and cultivating abilities to address and resolve conflicts. Moreover, discipline has a crucial role in fostering collaboration, promoting the cultivation of empathy and respect, and facilitating the practice of self-control and personal accountability. Students acquire the ability to demonstrate reverence for the regulations and jurisdiction of educators, as well as to exhibit courteous conduct towards their peers. The acquisition of these abilities is crucial for the personal and social growth of students, equipping them with the necessary tools to assume accountability and engagement as productive members of society. The respondents included in the study offered the following responses, as displayed in Table 8, in relation to the question "In what ways can classroom discipline contribute to the enhancement of students' social and behavioral skills?"

Table 8. How classroom discipline can contribute to the development of students' social and behavioral skills

Answer options	Number of responses	%
a) By promoting respect and tolerance between students	344	89.58%
b) By learning the appropriate social rules and norms	280	72.92%
c) By developing communication and collaboration skills in group activities	280	72.92%
d) By cultivating responsibility and self-discipline in managing one's own behavior	288	75.00%

SO2: The significance of communication and cooperation between the school, home, and community in fostering a disciplined and stimulating school environment.

The establishment of effective communication and cooperation among educational institutions, families, and communities is crucial for fostering a structured and inspiring school atmosphere. The cultivation of classroom discipline, in conjunction with the establishment of open lines of communication, collaborative efforts, and mutual support among educational institutions, families, and communities, plays a pivotal role in fostering the comprehensive growth of students and equipping them with the

necessary skills and competencies for their future endeavors.

In your perspective, how significant is the role of communication and cooperation among the school, family, and community in fostering a disciplined and inspiring school environment? A total of 368 individuals, accounting for 95.83% of the sample, selected the option labeled as "Very important." According to the viewpoint of 87.5% (336 individuals), the establishment of a disciplined and motivating school environment is contingent upon the presence of effective communication and collaboration. Conversely, 12.5% (48 individuals) hold the belief that communication and collaboration may play a partial role in fostering such an environment.

In relation to the topic of enhancing communication and cooperation between schools, families, and communities, the statistics shown in Table 9 have been collected.

Table 9. Types of activities or programs that could be developed to promote communication and collaboration between school, family and community.

Answer options	Number of responses	%
a) Organizing regular meetings between teachers, parents and community members to exchange information and ideas	272	70.83%
b) Creation of volunteering programs and partnerships with local organizations in order to involve the community in school activities	272	70.83%
c) Using modern means of communication (e.g. online platforms, newsletters) to maintain a constant connection with parents and the community	224	58.33%
d) Organizing events and activities that bring school, family and community together to promote collaboration and positive relationships	304	79.17%

SO3: Examine the perspectives of students in the area of education sciences and rookie instructors on the factors contributing to students' improper conduct and the resulting impact on the learning process within the school setting.

The occurrence of student misconduct within the educational setting may stem from several sources and have notable impacts on both the learning process and the overall atmosphere of the school. The opinions of the participants regarding the primary factors contributing to inappropriate student behavior in the

classroom, as presented in Table 10, elucidate these behaviors as being influenced by negative societal factors (83.33%), unmet student needs such as emotional and social needs (81.25%), and the quality of education received within the family environment (81.25%). Considering the demographic of the participants, who are affiliated with the educational setting as either current or aspiring teaching professionals, it is evident that a much less proportion attribute the origins of students' improper conduct to factors inside the school context.

Table 10. The main causes of inappropriate behavior of students in the classroom

Answer options	Number of responses	%
a) The education received in the family environment	312	81.25%
b) Academic pressure and stress	72	18.75%
c) Unsatisfied needs of students (e.g. emotional, social needs)	312	81.25%
d) Negative influences from the social environment	320	83.33%
e) Inadequate attitude of some teachers	168	43.75%

In relation to the primary ramifications resulting from students' inappropriate conduct within the classroom and its impact on their academic achievement, the study participants have identified a range of consequences as outlined in Table 11. Noteworthy among these are the following: "distraction and diminished concentration among students" (79.17%), "adverse effects on the learning environment and student collaboration" (77.08%), "disruption of the lesson's rhythm and progression, thereby impeding comprehension and assimilation of the subject matter" (68.75%), and "elevation of stress and anxiety levels within the classroom" (66.67%).

Table 11. The main consequences of students' inappropriate behavior on the learning process in the classroom and their academic performance

Answer options	Number of responses	%
a) Distracting attention and decreasing students' concentration	304	79.17%
b) Increasing the level of stress and anxiety in the classroom	256	66.67%
c) Negative impact on the learning atmosphere and collaboration between students	296	77.08%
d) Decreased academic performance and reduced involvement in school activities	192	50.00%

e) Disturbance of the rhythm and flow of the lesson, affecting the understanding and assimilation of the content	264	68.75%
f) Disturbance of the balance and emotional stability of other students	176	45.83%
g) Slowing down the progress and learning process of the whole group/class	176	45.83%
h) Dispersing the teacher's energy and resources, reducing effective teaching time	128	33.33%
i) Developing a feeling of insecurity and dissatisfaction among students	96	25.00%
j) Reduced participation and active involvement in class activities and academic discussions	112	29.17%
k) Developing a negative learning environment, where students feel demotivated or discouraged	112	29.17%
l) Deterioration of the teacher-student relationship, generating tensions and communication difficulties	184	47.92%
n) Difficulties in implementing teaching and assessment strategies and methodologies	104	27.08%

SO4: Identifying successful tactics and procedures for promoting proper and responsible conduct in the classroom, specifically focusing on preventative and intervention approaches.

The cultivation and maintenance of suitable and accountable conduct within the educational setting necessitates the use of efficacious tactics and methodologies. The query "How can a balance be achieved between maintaining discipline in a classroom setting and fostering an inclusive and motivating learning atmosphere?" yields the responses outlined in Table 12. A significant proportion of participants (91.67%) hold the view that a harmonious equilibrium between classroom discipline and a stimulating learning environment can be attained through the integration of behavioral guidelines with diverse and engaging pedagogical approaches and activities. Additionally, fostering collaboration and constructive interaction between students and the instructor (81.25%) is seen as another effective strategy in achieving this balance.

According to the participants, the strategies and techniques deemed most effective for fostering appropriate and responsible behavior within the classroom (as indicated in Table 13) encompass the promotion of communication and collaboration among students during group activities, with a majority of

respondents (81.25%) endorsing this approach. Additionally, the development of a social-emotional curriculum aimed at cultivating behavior management skills was identified by a significant proportion of participants (64.58%) as another effective method.

Table 12. Strategies to strike a balance between classroom discipline and creating an open and motivating learning environment

Answer options	Number of responses	%
a) By combining behavioral rules with varied and interesting learning methods and activities	352	91.67%
b) By promoting collaboration and constructive interaction between students and the teacher	312	81.25%
c) By adapting strategies and approaches according to the individual needs of students	256	66.67%
d) By integrating innovative technologies and resources in the learning process	160	41.67%

Table 13. Effective strategies and techniques used to promote appropriate and responsible behavior in the classroom

Answer options	Number of responses	%
a) Implementing a system of rewards and recognition for positive behavior	192	50.00%
b) Consistent application of rules and disciplinary sanctions	176	45.83%
c) Promoting communication and collaboration between students in group activities	312	81.25%
d) Developing a socio-emotional curriculum to teach behavior management skills	248	64.58%

Effectively addressing challenging student behavior is a significant hurdle for educators and school personnel. The cultivation of a good learning environment, whereby pupils experience a sense of acceptance and are motivated to study and adhere to school regulations, necessitates the exercise of patience, professionalism, and dedication on the part of educators and school personnel. Table 14 presents the answers gathered for the inquiry on successful pedagogical tactics or approaches for regulating students' behavior in the classroom.

The educational process and the level of student engagement are influenced by the physical environment in which students conduct their activities. In response to the query regarding the utilization of the physical classroom environment to foster suitable and responsible conduct, the participants expressed their belief that this objective can be accomplished through several means. Firstly, they emphasized the importance of arranging the classroom space in a manner that facilitates student collaboration and interaction, with 83.33% of respondents supporting this approach. Additionally, 77.08% of participants highlighted the significance of establishing a safe and orderly environment that promotes discipline and mutual respect. Furthermore, 58.33% of respondents suggested the use of visual cues and symbols to serve as reminders of rules and to guide appropriate behavior. Lastly, 56.25% of participants advocated for the integration of design elements and decor within the classroom setting to enhance student motivation and engagement.

Table 14. Effective pedagogical techniques or approaches in managing student behavior

Answer options	Number of responses	%
a) Using different instructional methods and interactive activities to keep students engaged and engaged	328	85.42%
b) Implementing classroom management techniques to quickly signal and resolve inappropriate student behavior	240	62.50%
c) Using time management techniques to maintain a steady flow of activities and reduce the possibility of inappropriate behavior	240	62.50%
d) Promoting self-regulation and conflict resolution skills through training and practice	216	56.25%

The item "How can parents of students and the community be involved in promoting appropriate and responsible behavior in the classroom?" obtained the following answers, shown in Table 15.

Table 15. Strategies for involving students' parents and the community in promoting appropriate and responsible behavior in the classroom.

Answer options	Number of responses	%
a) Organizing sessions and meetings with parents to discuss student behavior and receive feedback and suggestions	296	77.08%
b) Creating a partnership with the local community to provide resources and support in promoting appropriate behavior	240	62.50%
c) Informing parents about the rules and behavior expectations in the classroom and asking for their support in applying them	280	72.92%

d) Organizing activities and events in which parents and the community can participate to support and promote appropriate behavior	256	66.67%

Teachers must use a well-rounded strategy rooted on comprehension and constructive punishment when addressing instances of student disobedience. When inquired about the manner in which educators should approach and address inappropriate student behavior, the individuals engaged in the study emphasized the significance of discerning the underlying factors contributing to such behavior (68.75%). Additionally, they highlighted the involvement of parents and the community as crucial in effectively managing student conduct (66.67%). The responses collected for this question have been compiled and are shown in Table 16.

Table 16. Ways in which teachers can respond to inappropriate student behavior

Answer options	Number of responses	%
a) By establishing clear rules and expectations and by consistently applying sanctions	232	60.42%
b) By approaching inappropriate behavior as an opportunity for learning and personal development	240	62.50%
c) By identifying the causes of inappropriate behavior	264	68.75%
d) By involving parents and the community in managing student behavior	256	66.67%

SO5: Examine the perspectives of students in the area of educational sciences and novice teachers on the significance of initial and ongoing professional training in effectively addressing student conduct, as well as preventing and addressing instances of violence within educational settings.

Regarding the item "What is the significance of initial professional training in managing student behavior and preventing school violence?" Out of the total number of respondents, 91.67% (352 individuals) selected the option labeled as "very important," whilst 8.31% (32 individuals) chose the option labeled as "important."

The primary advantages that educators or aspiring educators can derive from engaging in ongoing professional development programs focused on student behavior management and school violence prevention include the acquisition of new skills and competencies in behavior management (89.58%),

enhancement of relationships with students and parents (68.75%), and a boost in confidence regarding behavior management abilities (62.5%). The responses collected for this question are consolidated and presented in a centralized manner in Table 17.

Table 17. The main benefits that teachers or future teachers can obtain by participating in continuing professional education programs in managing student behavior and preventing school violence

Answer options	Number of responses	%
a) Developing new skills and competencies in behavior management	344	89.58%
b) Increasing confidence in behavior management skills	240	62.50%
c) Improving the relationship with students and parents	264	68.75%
d) Reducing incidents of violence and bullying in school	256	66.67%
e) Improving the learning environment and classroom atmosphere	184	47.92%
f) Increasing academic performance and student engagement in the learning process	184	47.92%
g) Improving conflict management skills and solving problems constructively	176	45.83%
h) Promoting a safe and secure school environment for all students	152	39.58%
i) Developing a preventive approach in identifying and intervening on inappropriate behavior	104	27.08%
j) Improving the ability to communicate and collaborate with colleagues and school teams	128	33.33%
k) Better understanding of individual student needs and differences	152	39.58%
l) Developing an approach based on respect and students' rights in the school environment	120	31.25%
m) Promoting a culture of responsibility and citizenship among students	72	18.75%

Item: What sorts of continuing professional education programs in the areas of student behavior management and school violence prevention are you interested in pursuing?

Table 18 displays the findings for this item.

Table 18. Types of in-service training programs in student behavior management and school violence prevention that respondents would be interested in

Answer options	Number of responses	%
a) Trainings and practical workshops in behavior management techniques	248	64.58%
b) Conflict resolution skills development programs	264	68.75%
c) Training programs to prevent and combat bullying and violence in school	256	66.67%
d) Effective communication trainings with students and parents	248	64.58%
e) Programs to develop students' socio-emotional skills	224	58.33%
f) Training in motivation techniques and active involvement of students in learning	104	27.08%
g) Trainings to manage the diversity and special needs of students	112	29.17%
h) Training programs in the implementation of positive pedagogy and positive discipline	144	37.50%
i) Personal development and self-knowledge trainings for teachers	104	27.08%
j) Training programs in the identification and early intervention in inappropriate student behavior	120	31.25%
k) Trainings in stress and anxiety management techniques in the classroom	104	27.08%
l) Programs to develop counseling skills and emotional support for students	128	33.33%
m) Ethics and professional responsibility courses in managing student behavior	104	27.08%

5. Discussions

Classroom discipline fosters a safe atmosphere in which students learn essential lessons about responsibility and the consequences of their behavior. These teachings are not only applicable in the classroom, but also in their everyday lives and professional destinies. Another important part of discipline is the development of self-control abilities. Students are taught to manage their urges and make sound judgments in a range of settings, so learning key abilities for dealing with future issues efficiently. The research data show that the main challenges of the school regarding the management of discipline in the classroom of students in the contemporary context are finding appropriate answers to problems related to bullying and conflicts that have arisen between students, as well as inappropriate behaviors of students at school, but also the low involvement of parents in maintaining and developing the relationship with the s. Due to the intricacy, subtlety, and variety of manifestations of these phenomena, combating bullying and violence in school may be a challenging challenge for teachers. Involving parents and the community alongside the school may be a realistic alternative, with the knowledge that achieving the intended outcomes requires tact and expertise on the part of the school. Some kids' aggressive and disruptive conduct costs instructional time, interrupts learning for all students, jeopardizes safety, and overwhelms instructors (Wiseman & Hunt, 2008).

Students are exposed to an ideal learning environment in a disciplined atmosphere, where they may process material more effectively and take full use of educational possibilities. Discipline helps children acquire self-control, responsibility, and respect for others, as well as promotes them to interact successfully with others and resolve disagreements constructively. Thus, classroom discipline can influence students' social and behavioral skills development by promoting respect and tolerance (89.58%), cultivating responsibility and self-discipline in managing one's own behavior (75%), learning appropriate social rules and norms (72.92%), and developing communication and collaboration skills in group activities (72.92%).

Preparation for success is one of the noteworthy outcomes of a well-maintained discipline. Students learn to meet deadlines, follow instructions, and work in groups. These abilities are in high demand and respected in the professional world, so a strong foundation of discipline may provide them with a competitive edge. Simultaneously, the development of respect and empathy are important factors. Students learn to respect the rights and needs of others in a disciplined setting, which promotes to their growth as compassionate and responsible persons. Schools' low resources, both in terms of time and staff, might be an additional impediment to efficient administration of instances of indiscipline.

A balanced and intelligent approach to student discipline in the classroom by teachers is particularly crucial for fostering a happy and productive learning environment. Open and courteous communication with students, along with clear standards and consistent enforcement of those norms, may aid in the establishment of effective discipline and a learning environment built on mutual trust. Fostering curiosity

and critical thinking may help kids become more motivated and involved in their study, which is important for developing social and academic abilities.

The findings of the study show that respondents are concerned about and eager to increase communication and cooperation between school, family, and community. This reflects a recognition of the significance of effective cooperation among all stakeholders engaged in education. With 79.17% of respondents, the most preferred choice is the organizing of events and activities that bring together school, family, and community. It highlights the goal to build bridges between different organizations in order to foster beneficial relationships and enhance collaborations. Regular meetings between teachers, parents, and community members (70.83%), as well as the development of volunteering programs and partnerships with local organizations (70.83%), are also highly regarded and demonstrate a strong desire to establish a constant dialogue and to actively involve parents and the community in school life. 58.33% of respondents cited the usage of contemporary communication tools such as online platforms and newsletters. This demonstrates an understanding of the importance of technology in promoting communication and remaining connected with parents and the community. We can say that the prospective teachers and starting teachers who took part in the study understand the necessity of fostering successful partnership with parents and the community. By incorporating all stakeholders, these activities and initiatives may greatly contribute to enhancing school atmosphere and boosting student growth.

A variety of factors contribute to pupils' improper conduct in the classroom. The study findings represent the respondents' thoughts on the elements that might lead to the onset of behavior issues in the school environment. The majority of respondents (81.25%) agree that the education obtained in the home setting, as well as pupils' unfulfilled needs (such as emotional and social), are key reasons of improper conduct. This underlines the family's vital role in children's development and implies that deficits or issues in home life may have a substantial influence on kids' conduct in school. A substantial majority of respondents (83.33%) name negative impacts from the social environment as a factor leading to improper conduct. This might include peer pressure or negative communal pressures. Academic pressure and stress are mentioned as reasons in student misbehavior by a lesser number of respondents (18.75%), but they should not be overlooked since they may have a

substantial influence on students' emotional condition and stress management abilities. 43.75% of respondents acknowledged certain instructors' improper attitudes. This highlights the significance of the teacher-student connection and the impact instructors may have on student conduct in the classroom. The framework's data reveal that there are various perceived reasons of student misconduct, which may be complicated and interwoven. In order to address these concerns, teachers and school personnel must be aware of the variety of variables that might impact student behavior and establish appropriate solutions to handle these obstacles.

The preferences and interests of respondents in different forms of continuing professional education programs in the areas of student behavior management and school violence prevention provide a clear picture of the areas of interest and priority in professional development for teachers. The majority of responders seem to be interested in programs and trainings that concentrate on the development of practical skills and the successful control of student conduct. This includes initiatives to prevent and fight bullying and school violence, as well as training in behavior management tactics and dispute resolution skills. Programs aiming at enhancing students' socio-emotional skills and applying positive pedagogy are also popular. Trainings on motivational approaches and active student engagement in learning, as well as those relating to personal growth and self-awareness for instructors, draw less interest. These data may be used to help design and improve in-service teacher education programs, enabling them to concentrate on teachers' actual needs and interests in regulating student behavior and maintaining a disciplined and safe school environment.

6. Conclusions

Understanding and clearly articulating the function of discipline in the classroom is critical for students training for a teaching profession as well as new instructors. Thus, discipline is more than just keeping order; it is also about providing a safe and inspiring atmosphere for pupils. Communication and cooperation among school, family, and community members are critical in fostering a disciplined and inspiring educational environment. Success in proper student behavior management is dependent on a comprehensive, constructive strategy that includes all players in a kid's school life.

Students in educational sciences and starting instructors have a realistic and well-founded

perspective of the causes of incorrect student conduct and its repercussions for the learning process. They recognize that improper conduct may have a detrimental impact on learning and that it is critical to discover underlying reasons in order to respond effectively. In addition, prospective educators and starting instructors must discover and create successful tactics and procedures for fostering proper and responsible conduct in the classroom. They understand the need of tailored methods and classroom management abilities in producing an effective and disciplined learning environment.

Students and starting teachers believe that initial and in-service training is critical in equipping them to manage student behavior and prevent and fight school violence. They see training to be an investment in gaining the abilities required to cope with particular issues in the educational setting.

It may be stated that today's students, tomorrow's potential educators, and starting instructors understand the complexities and necessity of handling discipline in a school setting, as well as the need for teamwork and ongoing training to be effective in their educational position.

Classroom discipline refers to the various techniques used by educators to regulate students' conduct and dispositions throughout the educational experience, with the goal of promoting compliance with institutional standards and fostering a safe, structured, and stimulating learning environment. This essay explores the current approaches and challenges that contemporary educational institutions face when dealing with classroom behavior control. This essay investigates the perceptions of aspiring and rookie educators on the need of discipline in the classroom. It emphasizes the need of good communication and cooperation among educational institutions, families, and communities in creating a welcoming and inspirational learning environment. This paper investigates the opinions of education science students and rookie instructors on the causes of improper student conduct and its influence on the educational process in the school environment. Furthermore, the paper recommends practical ideas and approaches for promoting responsible and proper conduct in the classroom. The paper emphasizes the need of both initial and ongoing professional development in successfully managing student conduct and preventing and responding to incidences of school violence.

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