

Teachers' Conduct as an Effective Tool of Handling Students' Conduct

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ABSTRACT

Amongst all of the school stakeholders, teachers are the most important stake holder, who has direct influence on students and its own colleagues morally and disciplinarily. Students have direct interaction and remains under influence of their teachers. It has been accepted that teacher's personality is a role model for his students. Students are always under the influence of their teachers. They recognize and regard teachers as noble, pious, courteous, reliable and beneficent personality. Therefore students' personality reflects the personality of their teachers and they mold themselves into the image of their teachers. Students react the way their teacher behaves. Therefore teachers' conduct is utmost important to be considered in order to change the behaviour of the students.

KEY WORDS: Teachers' Conduct, Students' behaviour.

INTRODCUTION

According to Oxford University Press (2014) the behaviour and manner of a person is known as conduct, particularly when he behaves on a specific premises or circumstances (Oxford Dicisionaries Language matters, 2014). There are some basic manners which are common among all organizations, for example, honesty, fairness, punctuality, respects for others, justice and unselfishness are the values expected by each organizations from its employess. The antonym of conduct is misconduct. Misconduct can be defined as the ommission of proper manner or official duty with out any genuin reasonable excuse would be consider misconduct or breach of rules regulation related to the education services which can damage the reputation of the profession will be considered misconduct (USAID, 2008). When conduct raises disciplinary issues then normally it is considered as misconduct. According to the Oxford Dictionary definition when an employee or professional person adopt an improper behaviour which is unacceptable to a particular department or institution he works for is considered as misconduct.

Bracknell Forest Council (2012) has defined misconduct as any unacceptable and unexpected behaviour by the school will be consider misconduct on behalf of the staff. Further, council has categorized misconduct into three main types. These are illustrated with examples as minor, serious and gross misconduct.

Minor Misconduct

If misconduct does not impact significantly over the work will be considered as minor misconduct. The examples of this kind of misconduct can be

- (i) Unpunctuality or absenteeism without a genuine reason;
- (ii) Not following instructions of the head or carrying out simple tasks;
- (iii) Smoking in a non-designated area etc;
- (iv) Entering class without proper preparation of lesson;
- (v) Wasting time in irrelevant discussion with students or staff;
- (vi) Leaving school premises without permission of the principal/headmaster for a while or long time; etc.

Serious Misconduct

Serious misconduct if a misconduct which has impact up to some extent over the work of any of the stake holders and school or that conduct which is repeatedly adopted and formerly have been dealt as minor misconduct. Example of this kind of misconduct can be

- (i) intolerable/abusive language in front of other person, infringement of rules which can put in danger of other person's safety and security disclosure of confidential information which can cause serious damage to school,
- (ii) negligence of duties;
- (iii) a prejudiced conduct;
- (iv) damaging school property with malicious intension;

- (v) misuse of school property; and
- (vi) distribution of inappropriate literature or material against the head of the institute or school with malicious intention, etc.

Gross Misconduct

Misconduct which is totally unacceptable and intolerable in any case and have serious impact over the school. Like

- (i) stealing school property or other colleagues belongings
- (ii) any fraudulent act with staff, principal or department.
- (iii) incapable of performing duties in case of drug addiction violence against the stake holders
- (iv) sexual harassment towards the students
- (v) having fake academic/professional documents
- (vi) doing fraud with students' or school records, etc
- (vii) physical violence or fighting towards student or school staff
- (viii) doing an act which can be caused of serious disrepute of staff.etc

Teachers' Conduct

Teachers' conduct is the behaviours and manners which are adopted to satisfy the rules regulation of that particular school they work for. It is expected from teachers that they will bear good moral character and conduct. Because educational aims of institution depend upon the conduct of teachers. Therefore it is emphasized on those authorities, who supervise teachers serving in educational institution, to supervise teaching task when teachers are carrying out their teachings. Their control management, student's handling techniques and supervision must be to an expected level of the institution. It desist teachers from applying wrong method and attitude in carrying out their professional task (Archibong, 2014).

Zaria (1998) has classified conducts into two categories that is Personal and professional conducts. Conducts brought under the heading of "personal Conduct" are

- (i) fully devotion to his profession;
- (ii) in time arrival to school as determined by the department and punctuality of attending classes;
- (iii) its overall physical appearance like tidy hair and polished shoes etc;
- (iv) proper dress ethically or proper uniform as determined by the school authority;
- (v) not smoking or eating except the area designated by the school authority;
- (vi) not leaving school before the closing time as determined by the department or school authority;
- (vii) honesty with student's up gradation etc;

Moreover school staff is expected to be faithful, hard working, enthusiastic and creative.

Professional conducts pertains those behaviours which relate to the teaching profession. Therefore they are expected

- (i) have full command over his course subject;
- (ii) understand the psychology of child growth;
- (iii) staff must know how to plan his lesson
- (iv) staff attitude towards his work need to be positive in the since that they proud of their job etc.(Zaria, 1998).

The stake holders of the public sector schools agree that this is personal and ethical responsibility of the teachers to be ethical with the students, parents, principal and other prominent members of the community in the deeper interest of the education and society. Hence it puts extra responsibility on the shoulder of the staff to articulate and justify actions in order to tackle down the issues. It is not enough simply to behave good or bad. As teachers need to prove himself a role model of ethics to be followed by the learners. They are expected and desired by the society to behave morally and socially. The New Zealand Teachers' council (2004) emphasized that teachers are expected to possess good conduct and follow these four basic principles;

- (i) freedom of thoughts, views and work
- (ii) fair and honest and no nepotism or favouritism
- (iii) feel the responsibility on behalf of their profession and
- (iv) caring and truthful.

These four commitments are required to make by the teachers to

- (i) pupils
- (ii) parents
- (iii) community members and

- (iv) officials of education.

Apart from professionalism, to be ethical and social is equally important. The researcher like Campbell (2003) that teachers whose moral or ethical knowledge fades away create a situation of tension, challenges and uncertainty in the school. He further explains that teacher has to make morally difficult and hard decision to an unforeseen event which in turn can be problematic. This the time when a teacher takes bold steps ethically, to tackle down the problem, tension, challenges and uncertainty. Campbell considers that uncertainty is caused due to the weak ethical and moral foundation.

Being a profession, the job of teaching becomes more complex and valuable. Therefore teachers must recognize that their professional practices fulfill the high standard of ethics and conduct. Therefore to acquire these high standards they must be committed to improve and develop their professional qualification (Government of Australian Capital Territory, Canberra, 2006).

Staff professional conduct is vital for teaching profession. The Teaching Council of Ireland (2005) describes that teachers' professional ability is utmost important for quality education, their commitment towards the teaching profession, professional development and welfare of students. The role of a professional teacher is to prepare the young generation for future challenges and respectable life. It further illustrates that teachers' professional ability promotes the standard of teaching and capability of to be a teacher. The Ireland Council's Code Of Professional Conduct For Teachers has mentioned the following core values.

- (i) Dedication;

Teachers' primary commitment should be towards their teaching services to the students.

- (ii) Education Quality;

When teachers impart knowledge and education their center of concentration should be students and their overall development morally, ethically and educationally according to expectation of the community. In this way teachers will be able to promote and maintain the quality of education.

- (iii) Centre of learning should be student;

Teachers' attitude should be students-centered learning. They need to create such an environment where centre of teaching and learning are students. They participate actively in the occurrence of education and knowledge.

- (iv) Responding to Change;

It is important to note that teachers must possess the knowledge according to changing and demanding circumstances of the society so that they may realize their role for the development of the society. They should be able to identify and respond the changing circumstances in the shape of educating its youngsters with the cooperation of their parents and community. Teachers acknowledge the changing nature of society and recognize their role in providing appropriate educational responses to cater for the identified needs of students.

- (v) Professional Development;

Professional improvement of teachers should be reflected from their teaching methods and need to be continue as education is a continuous process and not static

- (vi) Holistic Development;

It is the responsibility of the teachers to be committed to the development of students' overall personality like aesthetically, emotionally, cognitively, intellectually, critically, culturally.

- (vii) Cultural Values;

Teachers should be a model of culture values and provide an opportunity for the development and appreciation of positive culture values. They need to raise awareness in students about positive culture values and deny the negative values.

For a quality learning, good teaching practice, acceptable behaviour of all school community and staff responsibility are interconnected. Hence these three elements are unbreakable from each other. (Steer, 2005)

Teacher behavior must be according to the standard of teaching profession. It has been considered important that today's public sector education appeals for passionate and committed teachers to their profession regardless that passion and commitment is a driving force for their own career building and satisfaction (R.j Vallerand, 2010).

Effect of Teachers' Conduct on Students' Conduct

The effect of teachers' conduct on student's conduct is explained by Zubair Haider (2012) that the conception of the relationship between students and teachers is same whether it is east or west. The whole life of students in the school remains under the influence of teachers intellectually, socially, morally and physically. Their all activities in the in school cannot be carried without the cooperation of teachers and other school mates.

Students are the reflection of their teachers' conduct (of both, personal and professional conduct). Their conducts have direct effect over the students' conduct. They practice and react whatever they see and learn. Therefore it is said that students are the best judges of their teachers. They note and judge each and every action of their teachers and then react and behave in the same way. It cannot be ignored that school staff and other prominent adults are the role model for the learners and deeply influence the behavioural development of the students. Everyone needs to realize and accept responsibility for their own conduct according to their own developmental ability. Students, school community, families of students and the services they present, will jointly work to advance the students' development plans in order to give support to their learning, change in their behaviour and manage seriously or determinedly unacceptable conduct (Government of South Australia , 2007).

The main problem that we have had since long time is that we always blame the child and think what is wrong with the child, not examining that what is wrong with the learning environment. Anyone who runs a business having an idea in mind that what is wrong with their customers rather than what is wrong with his services would soon be out of business. The link between the teacher's conduct and students' conduct is most apparent in the skill with which the teacher uses to get his pupil's attention in the first place. A good and positive standard of behavior lead to an improved and valuable attainment and fruitful outcomes for the learners. Bad behavior spreads like cancer; it is very difficult to hold it (U.K House Of Common Education Committee, 2010-11).

School staff is responsible to emphasize students to behave in such a way which contribute academic achievements. It will promote an atmosphere of safety and reliability between teachers and students inside the school. Therefore it is emphasized through staff conduct that staff should promote students' positive behaviour by their teaching. In this way students will be respectful to their teachers. It is needed to teach in a way that pupils' minor misconduct should be considered a part of teaching. This is obligatory for the school teachers to address unacceptable students' behavior which disrupts learning or teaching. It is also expected from school staff either principal, teachers or others including counselors to engage students in different kind of constructive activities to learn and improve the behaviours. Teacher must not be personal when a student misbehave rather he should adopt positive attitude to reform the students' behaviour. Staff must concentrate on students' academic and personal behavior. School officials should mediate in students' personal and family problems, problems with peers, emotional and psychological matters or facing conflicts with other staff members. The restorative role from staff has positive impact over other students (New York City Department of Education, 2012).

Therefore teachers are urged to use their professional ability and judgments to mold the behaviour of the students through their own conduct. It is well known idiom, "charity begins at home". So first a teacher will adopt a positive and acceptable behaviour then it is expected that his pupils will follow him positively. It is very effective to be a role model. After all a teacher should think about the use of professional judgment to stop this sort of misbehaviours and prevent students in the very beginning. In the beginning these small misconducts looks nominal but gradually it grows into incurable without proper disciplinary action. It is rightly said that "a stitch in time saves nine" Because these minor behavioural incidents will further grow and can be converted into gross misconduct (The School District of Palm Beach County, 2013).

It has been mentioned by government of UK(2012) that there are some aspects which need to be kept in mind in developing students' behaviour towards their discipline. It will greatly effect and make its contribution in developing the quality of the students' behaviour. These key aspects are as below.

- i) Management of behavior need to be based on a consistent behaviour.
- ii) Head of the institute and staff should be strong ethically and morally. It means that principals and teachers' own conduct must be to the standard of the school.
- iii) Class must be well managed.
- iv) There should be reward and sanctioned system in the school.
- v) Proper strategies of behaviour and teaching of positive conduct.
- vi) Proper arrangements should be a system to train the staff professionally in respect of developing and support their skills.
- vii) Along with staff development program arrangement to support the students all round.
- viii) Close contact with parents/guardians and other related agencies.
- xi) Positive management of pupil conversion.
- x) Providing proper accommodative facilities in institution.

Children from different backgrounds and families come to school with different problems. These "problem students" so called by Kourkoutas (2012) has emotional and social incompatibility with learning and school environment. Aggressive and inappropriate behavior by teachers to approach the problem will further complicate the situation. He explains that emotionally and bahviourally rejection of such children by teachers affects them

emotionally to various degrees. The researchers have found that disruptive and antisocial stem in youngsters are normally caused by mistreating them emotionally and behaviourally. It causes violence, sadistic rage and aggression in children. In fact this type of children reacts against the unbearable depressive feelings which he faces from family and school environment (Zulueta, 2000).

It has been seen that most of the teachers tackle the disruptive behavior of students by corporal punish or use remedial techniques to overcome the issue instead of positive strategies. The positive strategies are the teacher's professional and moral conduct which empowers a teacher to deal the disruptive behavior in a sophisticated manner. This is the sign of least effective teachers that he uses a number of negative techniques such as, warnings, punishment, scolding, fine or sending down a student with disruptive behavior to the principal office for further necessary action. The researcher does not refuse the importance of the negative techniques. He thinks some time it is important to get hold on class management. But regular and exclusive use of these strategies can be harmful and less effective as teacher and student relationship rely on trust and positive conduct of teacher (M.L.Billoquist and S.V.Schnell, 2002) . As Montalvo, Mansfield and Miller (2007) says that class is too impressively influenced by teachers through their passion of teaching. The students learn and benefit more effectively when their teachers are passionate and caring. Teachers have the charisma to influence the learner in a constructive course. This is what can be judge by the students. It has been studied that teacher effectiveness is mostly an external study. It contains a teacher's professional efficiency, personal behavior towards the management of class room, activities which affect the achievements of colleagues and students and the skill to organize his work. These are the measurements which are visible and prove the effectiveness of teaching staff over the students (Thomas D. Bordelon, 2012) . Efficacy in education is a level of confidence that leads the overall action of a teacher to accomplishment. In other words it is the mastery that teacher gets over himself and put positive effects over others (A.Bandura, 2007) .

It is reported by Bordelon (2012), a strange theory about attitude that self efficacy is explained by an attitudinal theory. According to this theory the attitudinal relationship travels around in the sociology of an organization. The theory imagines

- (i) The oasis behind a behavior is the intention of a person to be engaged in it;
- (ii) Where intention means an attitude which leads to the behaviours and prejudiced norm;
- (iii) These manners strengthen the beliefs that it leads to significant outcomes And
- (iv) The norms reflect a person's perception of prejudice that whether he adopts the particular behaviour.

Efficacy empowers teachers to influence the learning ability of their pupils through this power (S.Catapano, 2006). But it is not easy to change the unacceptable behavior and negative image of a student specially, when they come from the low-image family. It becomes a challenge for a teacher to replace this negative image with the positive one. Here teacher uses his abilities, professional skills and experience to influence the student (N.Gonzalez, 2005).

School serves like a workshop for the young generation of the society. It molds the behaviour of the youngsters according to the expectations of the community. It provides a fostering ground for the young generation. Therefore, school should be a model ethically and behaviourally for the youngsters. Hence, school administrator must set a model of good governance and maintain of moral environment between the staff and students in school (Corruption Prevention Department Hon Kong, 2012).

Benson (2012) keeps the students on front and emphasized that the real satisfaction for teacher is to find out new ways to teach the students and not to ease himself. He quoted that teacher should not let himself down for the little things instead he need to create the ways which could help him in the management of teaching. So that he may enjoy and have a fun practicing it. A teacher should do best for the students as he means to bring up the achievements of the students. Therefore, it should b tried to prepare lesson which could be interested for them and keep them engaged. Furthermore, the aim of teaching is to prepare the students to enter in the future world. It is not easy to get control over the future world. Every day is a new challenge in this regard. Only it is possible if a teacher accept their impressive and powerful effect on their students. This positive attitude of teacher make easier to maintain the students attitude positively to get their education.

Conclusion

The research shows that teachers' conduct has positive effect over students' behaviour. It gives teacher better control over class as well school discipline. Teachers' personal conduct has been remained the top priority in school organization. The literature review shows teachers' punctuality is utmost important in all aspects according to the school timing, punctual of attending classes, have good physical appearance like tidy hair and polished shoes, proper dress ethically, or proper uniform as determined by the school authority, honest with student's up gradation etc have good effect over his students. The examples of disciplinary issues are poor time keeping, not proper entry of clock-in and clock-out timing, lateness, absence, not taking leaves in proper way and not having proper

appearance. Occurrence of this kind of conduct affects the conduct and discipline of students as well as discipline of school. Personal appearance contains clothing, hygiene, hair dressing etc. Teachers must not discriminate students in any means as standard of conduct is essential for effective job performance. This is gross misconduct to discriminate and bully students and cannot be justified by any means. Good discipline says that staff should be non discriminatory. Academic achievements of student, teaching and behaviour of teachers and students are the issues which are inseparable from each other. It is the responsibility of all teaching staff to provide quality teachings and show a standard behaviour. It is unacceptable and cannot be tolerated, the poor behaviour of teachers and it would be considered denial from own duties and right of teaching and learning of students. The most effective teaching takes place when occurs in preventive action. It is a fact, to gain respect you have to give respect to someone. The all stakeholders of school community Teachers, parents of students and students have to make the learning process in a culture of mutual respect.

As much as professional conduct of teachers concerns, an educator needs to be always positive minded in favour of students. His whole struggle must be for developing the potential of student and provide students an equal opportunity of learning. This is the responsibility of the teaching staff to gain and possess the highest level of conduct. It is teacher's professional duty to get into the class fully equipped with teaching methods and materials and must have full command over their relevant subject. The research literature shows that teacher must not adopt discriminatory behavior with students, because this is against the ethics and profession of teaching to discriminate or harass students sexually, socially, racially, age wise, over marital status, beliefs, religion, physically handicapped and on behalf of family or socio-economic background. Misuse of authority is strongly prohibited and comes under gross misconduct. This is obligatory for an educator to be honest and fair in all kind of dealings with students and avoid nepotism and favouritism. Bullying students either explicit or concealed is not acceptable and comes under serious misconduct. The explicit bully covers physical aggression like beating, kicking and touching with sexual intention. If someone is debarred from his fellows group shadowed, look intently at, tittle-tattled about, threatening verbally and harassing, this is called concealed or covert bullying. It not only harms the victim physically and psychologically but also endangers those who are mere onlookers. As a result, can cause the disciplinary issues and create violence among the students which is not a good sign for school discipline. Hence it is utmost important that teachers must adopt positive behaviour ethically and professionally in order to develop positive conduct and discipline in students and school.

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