

CHAPTER II

LITERATURE REVIEW

This chapter is a review of all the literature used in this research. The different terms used in this research will be further discussed in this chapter. In this chapter, there will be discussions about the behavior development of first-grade students, classroom discipline, impulsive classroom behaviors, and behavior chart, as viewed from theoretical and Christian perspectives.

2.1 Child Behavior Development

According to Eggen and Kauchak (2010), development is seen in the changes that occur as a human being grow from infancy to adulthood. They mentioned that development in human beings includes physical, cognitive, personal, social, and emotional development. They also stated that personal development refers to age-related changes in personality and the ways that the individual reacts to his environment (Eggen and Kauchak, 2010).

A child is a social being; his strongest motivation is the desire to belong. The Bible stated in Psalms 51:5 that a child is “sinful at birth....” He will repeat the behavior that fulfills his desire to belong and abandon that which makes him feel left out (Driekurs, 1987, p. 14). Driekurs (1987, p. 16-17) also mentioned that a child draws his own conclusions from what he sees, and he searches for guiding lines for his behavior. Tilestone (2004, p. 22) stated that “the young child entering school may still be egocentric, concerned primarily with the self, and limited in the ability to see and understand others’ perspectives. Time taken to support children

in learning social skills in the early years can provide a positive foundation for later social and emotional development”

There are seven primary physical needs that affect behavior according to Tilestone (2004, p. 40-41):

- a. Hunger
- b. Thirst
- c. Relationships – relationship with the teacher, other students, or anyone outside the classroom.
- d. Space and other physical factors
- e. Rest and breaks from routine
- f. Fear of pain
- g. Need for a restroom break

Children at this age need to learn that there are consequences to their actions within the context of a secure and supportive environment rather than a punishing, negative atmosphere (Arthur, Gordon, & Butterfield, 2003). Children are to be taught between the right and wrong values and conducts according to Deuteronomy 32:46-47. Students in the primary school years have a greater experiential basis than children in the early years on which you have to build social and interpersonal relationships. Gordon & Browne (2010) stated that in developing the ability to understand and predict the consequences of their actions, children in this age can be encouraged to stop and think about the results of their actions, and thus begin to monitor their own behavior. Decision making will begin to be developed in this stage of childhood.

2.1.1 Ideal Classroom Behavior

Different schools, teachers, parents, and children of different ages, have different expectations about appropriate behavior (Tilestone, 2004). Teachers who are most successful at classroom management maintain clear and appropriate rules and boundaries, address the antecedents of problem behavior, and provide an environment where rewards flow naturally. Making sure these practices occur day-in-and-day-out also requires that teachers are confident in their own abilities, and are disciplined in managing their own emotions, taking care to manage their levels of stress. Good behavior management is crucial for a successful teaching and learning experience (Wood, 2010 p. 23).

2.1.2 Behavior Problems in the Classroom

“Students often display deplorable manners – their petulance, their loud demands for attention, their restless running around” (Dreikurs, 1987, p. 4). Often times, first graders would show an appalling lack of co-operation and being inconsiderate, boisterous, and unmannerly. The problems that first grade students show tends to increase in terms of frequency and intensity. Teachers must understand the psychological mechanisms of a child to know how to get the students to function in a co-operative classroom-friendly way (Dreikurs, 1987). All human behavior has a purpose and is a movement toward a goal

An effective teaching-learning process is desired by all teachers. However, the fact has been shown that the teaching-learning process will always deal with classroom discipline problems. Many cases have shown that classroom discipline problems have a negative impact on teacher effectiveness

and even career longevity (Levin & Nolan, 2007, p. 34). If teachers can manage it, they will feel satisfaction within their profession.

Recent studies reported that disruptive behavior reduces the time spent on learning, encourages misbehavior in other students because of a ripple effects, and may cause fear in other students, with a resultant decrease in school attendance and academic achievement (Levin & Nolan, 2007, p. 37). Some students find it difficult to concentrate whenever the other students are off-task and interfere with their learning. The teacher would also feel the frustration and it could affect the teaching and learning experience. If the teacher does not find ways to manage this situation, it will affect the flow of the teaching and learning process. Tilestone (2004, p. 40) mentioned that there are “four major causes of misbehavior in the classroom – the need for attention, power, revenge, and self-confidence.” She mentioned that when these needs are not met, the child’s behavior could “escalate and become difficult to control.” She also stated that the three factors involved discipline problem in the classroom – the teacher, the misbehaving student, and the class.

2.2 Impulsive Behavior

Children are more resilient and tenacious than adults. Students would often show attention-seeking behavior when they are not getting the attention through normal means or when they are off-task (Tileston, 2004, p. 27). Student, when off-task, would eventually resort to impulsive behavior. Tilestone (2004) states that students who shows impulsive behavior would react inappropriately towards certain circumstances.

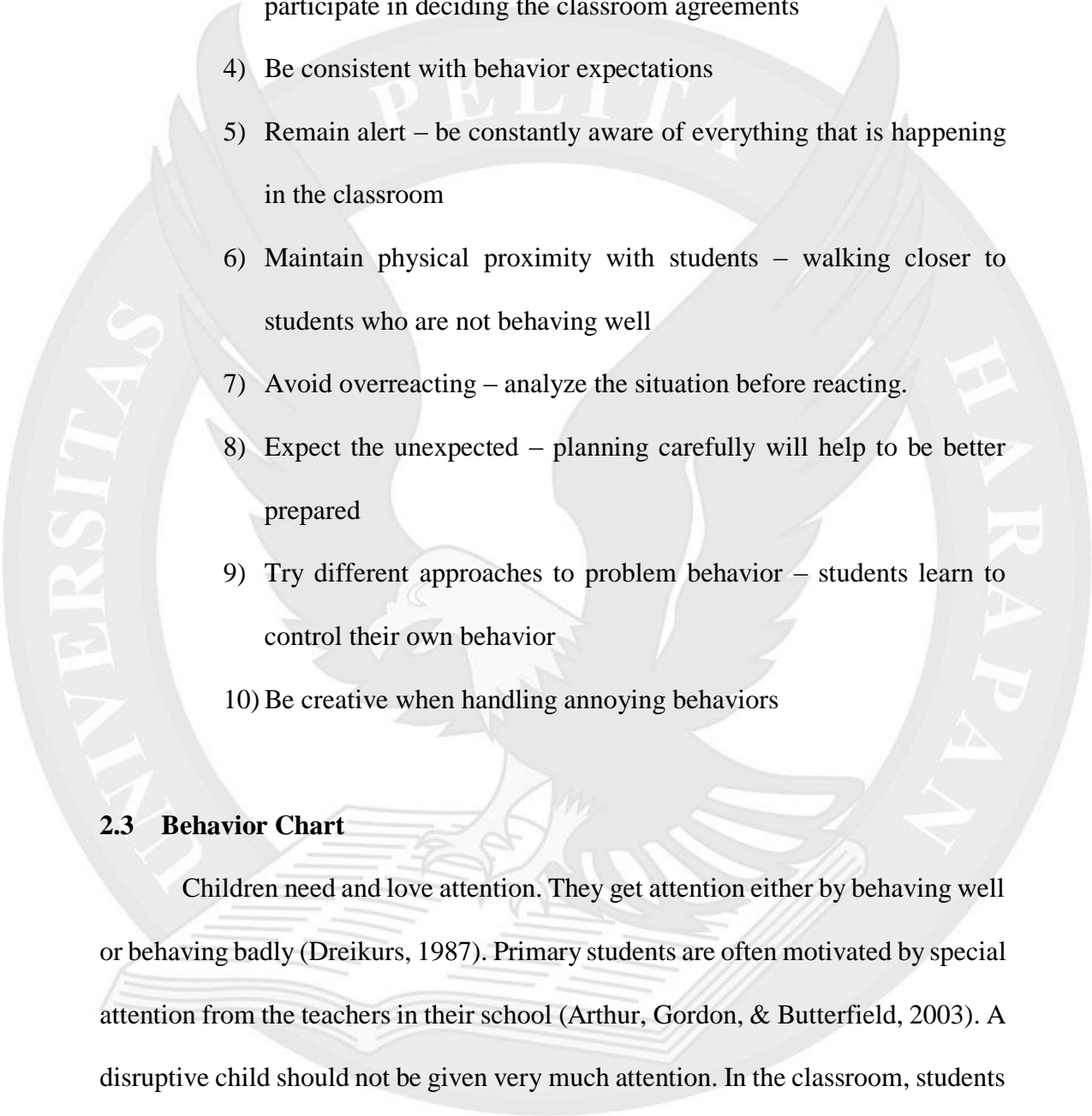
Some of the ways in which students exhibit impulsive behavior are (Tileston, 2004, p. 28):

- a. Being late for class
- b. Speaking out without permission
- c. Making noises
- d. Talking out of turn
- e. Getting up from their desks or chairs to walk around or to go to the pencil sharpener, trashcan, and so forth, for the third or fourth time
- f. Intentionally breaking rules
- g. Shouts and verbal attacks (can escalate to this)

2.2.1 Dealing with Impulsive Behavior

Students are more likely to do things that they will be rewarded for than punished for (Grossman, 2004). But what often happens is teachers often focus more on pointing out poor behavior, than on appreciating appropriate behavior (Martin et. al., 1999). There are instances that a more positive, rather than negative, approach may not be effective. For example, rewarding students who are already intrinsically motivated may reduce their motivation to do better in the future. It is essential for teachers to have a clear understanding of reinforcement principles that the application may lead to good classroom environment. Punishment needs to be replaced by a sense of mutual respect and co-operation

Wood (2010, pp. 23-25) stated ten general guidelines for impulsive behavior management in the classroom:

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- 1) Maintain a professional approach to discipline
 - 2) Encourage student participation
 - 3) Develop standards for appropriate behavior – ask the students to participate in deciding the classroom agreements
 - 4) Be consistent with behavior expectations
 - 5) Remain alert – be constantly aware of everything that is happening in the classroom
 - 6) Maintain physical proximity with students – walking closer to students who are not behaving well
 - 7) Avoid overreacting – analyze the situation before reacting.
 - 8) Expect the unexpected – planning carefully will help to be better prepared
 - 9) Try different approaches to problem behavior – students learn to control their own behavior
 - 10) Be creative when handling annoying behaviors

2.3 Behavior Chart

Children need and love attention. They get attention either by behaving well or behaving badly (Dreikurs, 1987). Primary students are often motivated by special attention from the teachers in their school (Arthur, Gordon, & Butterfield, 2003). A disruptive child should not be given very much attention. In the classroom, students who are showing disruptive or impulsive behavior can be dealt with various approaches. One is by using behavior chart.

Behavior chart is a personalized chart wherein a students' behavior is monitored and tracked, with appropriate consequences for both positive and negative behavior (Hersen, 2005). Behavior charts can be used to track students' behavior during class hours. These charts, according to Higgins-Klein, provide an initial motivator to attain symptom relief for some students (Higgins-Klein, 2013). Behavior chart is a kind of instructional aid for students. It is a visual type of instructional aid (Mukalel, 2004). Mukalel (2004) also stated that "visual modality is a sense medium that the teacher exploits to pass on to the class units of information, to develop a variety of skills for the learners and bring about desirable behavior changes of a variety of kinds." Behavior charts, according to Higgins-Klein (2013) will help students to be self-reliant and responsible of their actions. "Behavior charts provide an initial motivator to attain symptom relief, that is why it can be used for behavior therapy for certain students" (Higgins-Klein, 2013).

Another term for behavior chart is reward chart. According to Claire Moore (2005), "students who use reward charts should be given a visual reward in recognition of their progress in meeting their agreed target during different sessions throughout the day." She mentioned that the rewards can be visual reward such as stickers, dots, or smileys that can be given to the students "at the end of each targeted session which they can collect on their reward chart as directed by the teacher" (Moore, 2005).

A reward chart can be effective towards behavioral issues. They can be very useful for children ages three to ten. Geller (2016) mentioned that most children, when they are three years old, "can make performance-related judgements and thus should be able to understand the concept of earning a sticker on a chart for

performing a desired behavior.” A connection between the behavior and the consequences of performing the behavior must be done by the child, so that in using reward chart, it would encourage the child to be involved (Geller, 2016). A student who is involved will give him the idea of ownership in the process and increase his motivation to aim for the proper behavior and avoid doing the wrong behavior. Geller (2016) adds that using immediate response like putting points on the reward chart “serves as a visual interpretation of the child’s behavior.” “Teaching students to monitor their own behavior can help them appreciate how often they act impulsively by saying things they later wished they hadn’t said, calling out without being called on, volunteering to answer a question without being sure they know the answer, and answering a question on a test or starting a seat assignment before either reading the directions or allowing teachers to complete their instructions” (Grossman, 2003).

2.4 Relation of Behavior Chart and Impulsive Behavior

Freedom implies responsibility. The freedom for someone with a driving license to drive their car implies that he or she accept the restrictions in accordance with the rules of safety for everyone. Order need to be observed to have freedom. Students must understand about this aspect in the classroom. That is, in order for them to be able to do what they want to do, they must maintain order in the classroom. This order can be helped shown through the behavior charts. These charts monitor the students’ behavior and helps the students keep track of keeping order in the classroom. Edward Kempf (2006), in his journal, mentioned that

behavior charts can be used towards mental issues that usually is the cause of behavior difficulties.

Bacon (2011) stated that if we want to help a child change his direction, we must understand what makes him move. Unless we are aware of what is in back of his behavior, we have little chance to change it. We can only encourage him to behave differently by changing his motivation. Failure indicates a lack of skill and does not affect the value of the person. We need to separate the deed from the doer (Bacon, 2011). According to the Journal of Positive Behavior Intervention Plan and The Effects on Student Behavior by Conley (2013), using behavior charts can help students to be more aware of their own behavior, therefor preventing the students to show disruptive and impulsive behavior.

Both teachers and students will enjoy a classroom that is less in distractions and disruptions during the teaching and learning process. No matter how well a learning activity is designed and prepared, if the students do not observe discipline, the learning objective will not be met. Moelichatoen (1993 as cited in Bafadal, 2004, p. 37) said that students' discipline is the most important factor that determines the success of education. Changing behavior is not just a quick fix; it should be an opportunity to help students see their behavior for what it is and to find proper ways to satisfy the need (Tileston, 2004).

CHAPTER III

RESEARCH METHODOLOGY