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Broadening the horizon:
recognizing, accepting, and embracing
differences to make a better world for
individuals with special needs.
Paper:

*Interactional problems in classrooms; which are the right educational values?*

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INTRODUCTION

Research team in site web:

http://violencia.dste.ua.es
THE PROBLEM OF LEARNING CLIMATE

1. There are several research about the undisciplined behavior of students in:
   – primary education (Wheldall and Merrett, 1988)

2. The disciplinary problems within the educational environment are common in each and every area and subject that constitute the educational curriculum (Ishee, 2004).
   • Those converge with our researches since 2000.
   • There are confirmed for ODEC, 2009.
3. The Spanish ministerial report from INCE indicates that the most conflicting cases, which have multiplied in recent years, are concentrated around 14-16-year-old pupils, which corresponds to the compulsory secondary level.

4. The fact that discrepancies and disruptions very often hinder the development of the educational actions.

5. So, this impede to cope with the teaching-learning process successfully.

(Peiró, EERA, 2007)
STRUCTURAL CONSEQUENCES.

1. Then, teachers don’t explain lessons, they become as caregivers, so students can’t learn. OCDE, 2009: 16% of the cases.

2. **Wast of time & energy**: In Valencian Autonomous Region, secondary education headmasters dedicate part of their time:
   - 50% to cases of vandalism (2004) and
   - 66.66% to provide assistance in peaceful-coexistence-related problems (2006).
CONSEQUENCES
RESPECT THE STAFF

1. Those undisciplined behaviors of students often represent a source of professional stress, while simultaneously questioning the work performed by the teacher (Graham, 1992), generating distraction, concern

2. and even abandonment of the profession (Esteve, 2005; Fernández-Balboa, 1991).

3. This situation mainly affects morest on beginner-teachers (Borko, Lalik & Tomchin, 1987).

4. Bad behavior can destabilize students as much as teachers (Fernández-Balboa, 1991; Esteve, 2006),

5. and can easily lead to the emergence of feelings of disappointment among the teaching staff.
Democratic societies need citizens who not only look reflexively at the big topics arising inside their societies and can ‘manufacture’ their own opinion but also are aware, active members of those societies who know their rights and duties (Marco, 2002, 111-13). And they must be able to implement these.
AN PARTIAL CONCLUSION.

1. **Without a positive climate** it is impossible to achieve an effective and **efficient teaching**.

2. In this sense, the most **significant indicator of success** in teaching is **disciplined** behavior in the classroom.
2.

BUT,
WHAT’S DISCIPLINE?
Los españoles piden más disciplina en las aulas y castigos para los alumnos

La encuesta del Centro de Investigaciones Sociológicas señala que los ciudadanos se muestran muy o bastante preocupados con el consumo de pastillas y con el fenómeno del “botellón”

El 32,9 por ciento de los españoles considera buena la calidad de la enseñanza en los colegios, frente a un 13,3 por ciento que la califica de mala, y la mayoría (el 65%) cree que no hay suficiente disciplina y que los profesores deben tener la facultad de imponer castigos, según el último barómetro del Centro de Investigaciones Sociológicas.

Al 64,5% le preocupa el paro
WHAT’S DISCIPLINE?

1. The general public and the collectivity of teachers have a distorted vision about what discipline really is,

2. along with a wrong conception of the reasons for the lack of discipline in the educational context (Dreikurs et al., 1982).
PRINCIPLES TO BOUND DISCIPLINE IN SECONDARY EDUCATION.

1. The climate must improve attitudes concerning to accustom on the fulfilment democratic citizenship.
2. The problems spread to the overall promotion of personality, which covers self-regulation, interpersonal relationships based on social skills, team work, decision-making, etc.
3. Here, self-awareness turns out to be basic for making mature trials. This presupposes to put in practice critical trial skills.
SOCIAL EDUCATIONAL COMPETENCES
OF GOOD CITIZENSHIP.

To promote growing levels of good citizenship, it’s necessary same skills, which can be looked at from a twofold perspective:

A) Mental skills: to be informed, to communicate, to advance, to invent, to negotiate, to decide, to imagine, to cooperate, to evaluate, to assume risks, to face complexity, to analyze necessities, to carry out projects, etc.; and

B) Axiological attitudes: courtesy, affability, cordiality and the corresponding gratitude, indulgence: before the defects of others; kindliness: to judge and treat others and their acts with fineness; respect: to look at others valuing the positive things, all of which shapes a pro-social element called ‘tolerance’, which is our main concern.
TO GET TWOFOLD VIEW, THE STUDENT’S PERSONALITY MUST TO PERFORM ON...

With everyone’s help, we need to insert the aspects that relate the formal developments with the individual’s deepest personality and are condensed in social and civic behavior. Those that we can mention now allow sharing the information, the axis being dialogue, which implies: to give advice, to keep a constructive attitude, to defend and justify one’s own point of view, to make an effort to understand others, to respect the truth, to ensure mutual respect, to look for alternatives acceptable for both parties, etc.
SOCIAL VALUES NEED HUMAN HABITS TO BE EFFECTIVE

The figure provides an intuitive outline of the interdependence of human and democratic attitudes that exist in real life.

**HUMAN VALUES**

- PATIENCE
- CALM
- HUMBLENESS
- UNDERSTANDING
- GENEROSITY
- AVAILABILITY
- FREEDOM
- TOLERANCE
- PEACEFUL COEXISTENCE
- JUSTICE
- DEMOCRACY

**SOCIAL VALUES**

Minimum ethic
HOW VALUES DISCRIMINATE BETWEEN MISBEHAVIOUR IN SCHOOLS?

A case study.
SUBJECT MATTER: DELIMITATION.

1. The research I carried out between 2003 and 2005.

2. It compares the attitudes of normal (non-conflicting) students with those of students who show behaviors that can be described as conflicting, undisciplined, etc. (undisciplined).
1. We used a questionnaire that integrates human and social values and applied a Lickert-scale to value the interviewees’ choices.

2. The questionnaires to induce data can be analyzed entering the following website: http://violencia.dste.ua.es; then, you can click on one of the sections located at the top of the main page: study of school violence, or in the one about school peaceful coexistence.

3. To see each questionnaire, you must write as a key p_estudio, but that is only useful to see but not to operate with the instruments.
FINDS
The position’s indicator is related with average = 3
IN RÉSUMÉ...

• Calculating differences for the *accumulated* mean and adding up the results of 2003, 2004 and 2005…

• The axiological attitudes difference the needs on values among some misbehaviour and good students.

• Results the next figure…
The cases of conflicting students would be on the extreme left side of the coordinate axis, its value starts on 0.
RESULTS

The differences between the two groups are:

a) **Functionals**, instrumentals, like tools:
   
   *Punctuality* (2,17) *Order* (1,79) *Cure* (2,02)

b) Attitudes corresponding to the vertical relationship:
   
   *Obedience* (1,99) Respect (1,85) Generosity (1,89)

c) And other as a linking between a) & b): **responsibility** (2,13). This means students are able to do exercises, roles, agreements, etc.
A MANNER OF PARTIAL CONCLUSION.

It can be inferred from all the above that the attitudes toward the integration of human and social values define the peaceful climate of educational centers.
INTERCULTURAL VALIDATION

• We have performed similar studies in other places. The two graphs below refer to two case studies carried out in the state of
  – Zacatecas (Mexico), 2003
  – the city of Buenos Aires (Argentina), 2004/05.
Las actitudes compartidas son:
3. Discussion and conclusions.
THE COMON SIMPLE EDUCATIONAL MODEL.

Indiscipline & Violence

1) Punishment, rules...

2) Mediation, empathy...

There are REDUCTION:

a) On improvement of personality’ structure.

b) Carrying out all educational process.
IT WILL BE NECESSARY TO BREAK THE CYCLE OF SCHOLARS VIOLENCE AND CONFLICT

1. CRISIS OF VALUES
2. Imbalance of quality factors of education.
3. Disruption, indiscipline, violence.
4. Attack against the dignity
5. Anger, rager… irascible, vindictive...
6. New acts of aggression: bigger conflict
IMPORTANCE OF VALUES

• There is an urgent need to compensate that by proposing a new, more responsive approach (Unesco, 1999, a)
• that highlights the programs focused on promoting a culture of peace (Unesco, 1999, b).

Values are the key to deal with macro and micro crises¹

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¹ I am referring to my paper at EERA (Hamburg, 2003) entitled Values in the educational prevention of violence. It is a case study (Yin, 1993).
1. NOMOLOGICAL NET OF “EDUCATION”. One of the reasons for failure in peaceful coexistence is the confusion regarding the theoretical notions of value and the actions which are performed in accordance with those values (knowing what tolerance is not the same as being tolerant).

2. Experience and common sense tell us that global values are hollow without previous human values.
CONCLUSIONS

1. There is any bad student. So, it is not necessary to be exclusively centered on negative behaviors; this is a reactionary measure. We should optimize the disciplinary climate in classrooms because it is impossible to achieve an effective and efficient teaching without a positive climate.

2. This means appealing to peaceful coexistence within the educational environment, for which it becomes necessary to refer to the links between discipline, value and peaceful coexistence in schools.
3. If the educational institution does not promote peaceful-coexistence attitudes and values, it could fail both to improve the pro-social climate at school and to prepare students for their future civic life.

4. Exercising citizenship means acquiring social skills, for which students need not only formal processes but also axiological habits which include human and democratic attitudes. All this should be integrated deep inside the student’s personality.
5. From N = 1. These values can be studied with the aim of verifying the ideas that have been put forward above. Case studies can help to explain the situation, pointing out marked differences between the attitudes of ‘normal’ students and those shown by ‘problematic’ students, which reflect immaturity and lack of pro-social behaviors.

6. MISBEHAVIOUR = LACK OF CRITICAL. One of the reasons is the lack of the criticality which one needs so badly before adopting a specific behavior. This happens because undisciplined students’ values are not clear yet, which makes education for citizenship suffer.
4.

Recommendations.
1. Teaching only constitutional values is not sufficient for to educate. This statement implies to elaborate an educational project – PEC – linked with all the educational community.

2. As these aspects concern the family and informal educational institutions more directly.

3. So, we should try to involve parents more deeply into the educational process.
TO IMPLEMENT THAT IDEA, STAFF MUST CHANGE THEIR WORK’S ATTITUDES.

Focusing the development of the curriculum on a culture of peace makes it easier to integration of teaching: subjects of syllabus, values and procedures and to provide them for students and teachers as reference groups in life, thus favoring interdisciplinary teaching and flexible learning for different groups of students.
THANKS YOU VERY MUCH FOR YOUR ATTENTION.

DIALOGUE.
5. COMPLEMENT OF EMPIRICAL METHODOLOGY.
SCHOLAR CYCLES

% STUDIE’S KIND FOR YEAR

- Infantil
- Primaria
- ESO
- Bachiller
- COU
- FP

2003 2004 2005

0,00% 20,00% 40,00% 60,00%
% KIND OF CENTRES FOR YEAR

![Graph showing percentages for different kinds of centres over years 2003 to 2005. The graph has three lines representing Estatal, Concertado, and Privado. The percentages for Estatal decrease from 77.84% in 2003 to 70.87% in 2005. The Concertado line starts at 14.37% in 2003 and rises to 28.16% in 2005. The Privado line starts at 7.78% in 2003 and decreases to 0.97% in 2005.]}
TEACHERS INQUIRED %

0,00%  20,00%  40,00%  60,00%  80,00%

2003  2004  2005

- TEACHERS
- STUDENTS
- BOS OF STUDIES
- Tutor
- FATHER
- MATHER
- HEAD MASTER
There’s used the virtual campus to induce data.

Diagram:
- **Cuestionarios usuario 1**
- **Cuestionarios usuario N**
- **Pagina WEB**
- **Base de datos**
- **Extracción cuest.**
- **Creación ficheros EXCEL vía SPLUS**
- **Tablas**
- **Gráficas**
REPRESENTATIVE SAMPLES?

We did not use representative samples, etc. but took advantage of the opportunity to deal with these topics, which provoke resistance on the part of the interested parties and administrations.

(Polit, Hungler, 1995).
% CONFIDENCE

• In general, the procedures and the statistical techniques used are considered reliable with an error of 5 per cent; or trustly level 95%.
• Student’s t-test indicates certain variability; there is not homogenization either.
Faithful of axiological attitudes

**t’ Student**

<table>
<thead>
<tr>
<th>NON-CONFLICTING</th>
<th>UNDISCIPLINED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AVERAGE</td>
</tr>
<tr>
<td></td>
<td>200 4</td>
</tr>
<tr>
<td>HAPPINESS</td>
<td>4.05</td>
</tr>
<tr>
<td>OPTIMISM</td>
<td>4.06</td>
</tr>
<tr>
<td>FRIENDSHIP</td>
<td>3.97</td>
</tr>
<tr>
<td>GENEROSITY</td>
<td>4.26</td>
</tr>
<tr>
<td>RESPECT</td>
<td>4.18</td>
</tr>
<tr>
<td>SOCIALITY</td>
<td>4.13</td>
</tr>
<tr>
<td>TOLERANCE</td>
<td>4.12</td>
</tr>
<tr>
<td>HARMONY</td>
<td>4.00</td>
</tr>
<tr>
<td>MODESTY</td>
<td>4.14</td>
</tr>
<tr>
<td>AUDACY</td>
<td>3.77</td>
</tr>
<tr>
<td>PRUDENCE</td>
<td>4.12</td>
</tr>
<tr>
<td>CARE</td>
<td>4.33</td>
</tr>
<tr>
<td>EFFECTIVENESS</td>
<td>3.70</td>
</tr>
<tr>
<td>OBEDIENCE</td>
<td>4.38</td>
</tr>
<tr>
<td>PERSEVERANCE</td>
<td>4.10</td>
</tr>
<tr>
<td>FEITH</td>
<td>3.90</td>
</tr>
<tr>
<td>STRONGHOLD</td>
<td>3.86</td>
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<tr>
<td>INTIMACY</td>
<td>4.06</td>
</tr>
<tr>
<td>ORDER</td>
<td>4.07</td>
</tr>
<tr>
<td>PUNCTUALITY</td>
<td>4.40</td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td>4.33</td>
</tr>
<tr>
<td>MILDNESS</td>
<td>4.06</td>
</tr>
<tr>
<td>NATURALNESS</td>
<td>4.15</td>
</tr>
<tr>
<td>SINCERIDTY</td>
<td>3.83</td>
</tr>
</tbody>
</table>

t’ means there are a variability among educational centres.

(This statements are according with Researches of Olweus, 1993; Withney & Smith, 1994; Debarbieux, 1999, y Blaya, 2001)
6.

RESOURCES

ARENT, H. (1957) _Was ist Autorität?_. Frankfurt/Main.


CEREZO, F. (2001) "Variables de personalidad asociadas en la dinámica bullying (agresores versus víctimas) en niños y niñas de 10 a 15 años", in _Anales de Psicología_, No. 17, pp. 37-43.


7.
OTHER
ANEXS
Validations of VALUES INTEGRATION: SOCIAL, HUMAN & DEMOCRATIC

This model was presented by the author at the following events:


A CLIMATE REQUESTS
ABILITIES & VALUES

1. Criticality can be promoted within the individual attitudes and capacities such as the readiness to be interrogated, to question facts, to value explanations and valuations, etc.,

2. when it comes to accept or to reject alternatives related to participation in the democratic process.

3. But this depends on the values around which criticality has been built and on the person’s ability to use the aforementioned attitudes and capacities properly in order to become a good citizen.
AXIOLOGICAL & DEMOCRATIC CONCLUSION

If the school must prepare students for citizenship, the climate must be according with this objective; so, it will be necessary to integrate axiologically both human & social dimensions into the curricula.

COMENTARIES ON THE FIGURE

1. The figure offers two sections:
   – the upper one located above Likert’s average (more than 3, on a scale between 1 and 5) and
   – the lower one, where averages are situated below 3.
2. What really matters is not the attitudes as such but whether there is a real difference regarding those attitudes between one group of students and the other.
3. The absence of a certain level in the values can also cause a negative climate.
THE HUMAN DIGNITY A KEY: VALUES FOR TO COMPENSATE.

1. Human beings behave in accordance with their beliefs and following their social group of reference (Fishbein & Ajzen, 1983).

2. If individuals see this beliefs as nothing but a product, they will most probably ignore both their own dignity and that of others.

3. The fundamental values, not only constitutes human nature, but have also given consistency to the communities inside which one lives.