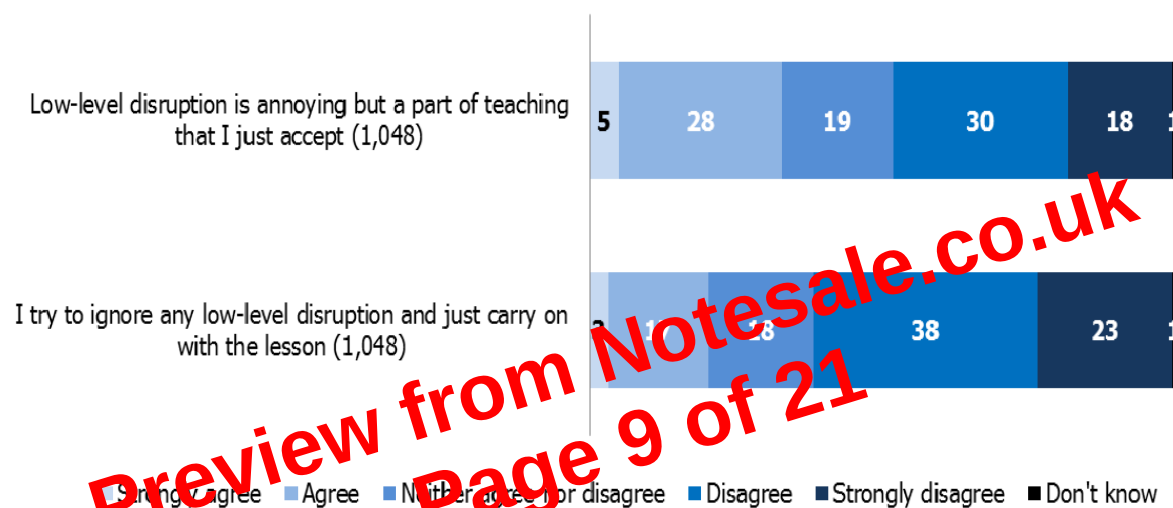


The long-term effects of this amount of time lost could be drastic. If there are roughly five minutes of time lost every lesson, that could add up to twenty-five minutes of lesson time everyday which is just over two hours every week – lost due to the poor behaviour of others. This could cause serious effects for certain pupils over an academic year, as they would be losing out on a large amount of lesson time; this means that they could have missed out on key subject content that is critical for their exam.

It is important for teachers to be able to cope with this disruption and if pupils are to blame then the training that teachers receive in terms of dealing with bad behaviour may need to be reviewed. There are further results in this report that somewhat support the answers that I received in my questionnaire.

Percentage of teachers responding to the following statements on low- level disruption⁶



These results are showing greater differences between the two categories in comparison to the previous graph. In this graph however, there is no separate categories for the type of school or the gender of the teacher.

When responding to the first statement, 33% of teachers agreed with it to some extent (Combining 'Strongly Agree' and 'Agree') in comparison to 20% on the second statement. Following the same procedure for the 'Strongly Disagree' and 'Disagree' section, 48% of teachers disagreed with the first statement whereas an overwhelming 61% of teachers disagreed with the second statement.

This suggests that teachers are unable to ignore low-level disruption and carry on with their lesson and are instead more inclined to accept it as a part of teaching – rather than try and do something about it. Therefore, one could suggest that teachers do not have the right attitude to dealing with this type of disruption if 'accepting it' is their only method.

Conclusion

The purpose of my report was to look at whether or not children's attitudes were the main cause for an increase in bad behaviour over the past 50 years. I wanted to investigate this because I truly believe that bad behaviour is one of the biggest issues in the education system and it is something that Michael Gove failed to correct whilst he was education secretary and it is something that Nicky Morgan is yet to correct now that she is in the same position. There are various teacher's unions set up that try and offer support for teachers in order to ensure that their voice is heard – but some unions fail to recognise that there are greater problems within schools than there are within the government.

It can certainly be concluded that pupils are not the main cause for this increase in bad behaviour. It would simply be irrational and illogical to place all the blame on them. There are other influences that can also be blamed, such as the parents of the children, the teachers and even the government as they have failed to implement an effective policy to control bad behaviour.

According to one online article, misbehaviour is caused by inconsistency²⁰. This is completely true. Teachers are inconsistent in terms of how well they are following the school rules and parents are inconsistent in terms of how strictly they are raising their children. Some teachers may not tell one child off for breaking a rule one day, but give another pupil a detention for breaking the same rule the next day. Some parents may tell their child off at home for answering back but they won't care when their child does it to a teacher. Inconsistency is the heart of bad behaviour.

In my opinion, it is a close call between parents and teachers when deciding who is the main cause for an increase in bad behaviour. One thing to remember is that parents will always be in control of their children, even when they are not at home. Parents will always have the last say on any decision that affects their child in the majority of cases. Despite this, however, parents continue to let their children cause disruption in the classroom that has not only been proven to affect teachers but other pupils as well. How can any parent be comfortable with the fact that their children are possibly disrupting the future of others?

It's simply down to naivety. Parents do not know enough about the education system and what happens when their children go to school. That is their own fault, because they consistently fail to show enough interest in order to understand what is really happening. Of course, this is not the case for all parents as there are some who are thoroughly involved. However, in my opinion I believe that the majority of parents fail on this matter and therefore I can conclude that parental attitudes and behaviours are the main cause for an increase in bad behaviour over the last fifty years.

After reviewing the work that I have done, I would say that I could improve my EPQ in several ways. Firstly, I would try and give my questionnaire to a wider range of people, including students and teachers from different schools, in order to receive more accurate and valid results. Also, I would look to create a similar questionnaire for parents in order to find out their opinion. I would also make sure that I reviewed my EPQ more thoroughly from the beginning to the end to ensure that I had enough references and that my project remained un-biased.

19 – Connect with their parents

(Date Unknown) by Changing Minds

http://changingminds.org/disciplines/teaching/classroom_management/connect_parents.htm

(Assessed April 2016)

20 – How can we improve the behaviour in English schools?

(March 2013) by anonymous

<https://pragmaticreform.wordpress.com/2013/03/09/behaviour/>

(Assessed April 2016)

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