

Factors Affecting Students Classroom Behavior in St. Mary's University College with Particular Focus on Department of Marketing Management

By

Ephrem Gossaye, Terefe Feyera & Sisay Habte

Abstract

The study is aimed to investigate factors contributing for the rise of students' discipline problem in the department. Our department has faced many practical problems in monitoring the discipline of our students and ensuring the desirable change of behavior. This statement can be evidenced by the facts where by significant size of our students have been earning no grade marks (NGs) due to poor attendance record, earning nil marks due to cheating on exam and involving in various act of undesirable behavior. The following research questions were raised for investigation: 1). what does the practice of the department's academic staff class attendance and exam administration look like? 2). Does the nature of courses contribute for students' discipline problem? 3). Do students have sufficient awareness on the rules and regulations of the University College? 4). Does the mode of delivery followed by the department contribute for discipline problem? The following conclusions were drawn in line with the research questions. The practice of academic staff's attendance administration is not as per the desirable pattern. Regarding exam administration, both the department and non department, instructors give less attention for exam room arrangement before hand. This practice leads students to misbehavior. In addition, the findings proved that the student disciplinary problem such as cheating, absenteeism, NG and others tend to be higher in the course that they are not interested in. It can be concluded from this that there is some gap in showing the relevance of supportive and common courses so that students develop interest towards these courses. It has been revealed that students do not have sufficient awareness about the rules and regulation. This is partly due to inadequacy of the orientation during their entrance, little number of attendants and partly because of failure of follow up and re-orientation during their educational pursue. Thus, it can be said that the orientation is not highly effective in preventing students' behavioral irregularities. No significant gap was observed with respect to the mode of delivery followed by instructors. At last some recommendations were forwarded.

1. Background

Education has always been the fundamental tool for the social advancement and economic growth of a given country in general and for personal development and change of behavior of the trainee in particular. However, there are various barriers to the actual practice of the process, of which discipline problem might be the prominent one.

Discipline, according to Singh, A. (2003:5), is part of an educational process that aids individuals to develop self-control and a sense of responsibility for the collective good. It requires effective policies and programs to teach common values and socially appropriate skills that allow groups to formulate and achieve goals. This may demand, for instance, to design classroom management as an integral part of the teaching learning process.

The author further states that the behavioral and pedagogical dimensions of educational process are ultimately related in that student learn best in environments that are free of disruptive, distracting, or potentially harmful behaviors.

A teacher may face a situation where some students or majority of students do not acting the way he/she wants them to act. This may include irregular attendance, lateness, cheating on exam or copying assignments from someone, involvement in undesirable show in classroom, lack of respect for him/her, failure to pay attention to him/her, etc. These require a teacher to closely work on classroom discipline that would otherwise certainly hamper the smooth flow of teaching learning process. The purpose of this study is therefore, to investigate factors contributing for the rise of students' discipline problem in our department.

2. Statements of the problem

For a desirable learning outcome to be realized, an instructor must ensure the smooth flow of the teaching–learning process. The responsibility of an instructor extends from course delivery to ensuring the change of behavior from learners. However, our department has faced many practical problems in monitoring the discipline of our students and ensuring the desirable change of behavior. This statement can be evidenced by the facts where by significant size of our students have been earning no grade marks (NGs) due to poor attendance record, earning nil marks due to cheating on exam and involving in various act of undesirable behavior. To substantiate this, it is possible to note the following evidences:

- Thirty five regular students of 1997 entry got NG in one course and couldn't graduate in 1999 as a result. Of these students 25 of them registered for the

course for the second time during 2000. Surprisingly, 6 students got NG for the second time.

- Though the issue was considered for some good reason, 16 students of 1998 entry got NG in a single course during 2000 academic year in one course.
- The exam irregularity notification that had been sent from Academic Vice President Office (between February 2008 to June 2008, within 5 months), showed that 10 TVET students had been engaged in cheating. Similarly, the department file indicates that, 14 students got nil mark on project work due to cheating. There have been various forms of deficiencies for which more than 30 students of the department couldn't register at the beginning of the year.
- It is also possible to raise many other instances whereby our students have been eliciting various sort of behavioral irregularities on academic matters.

The department has been challenged in managing the cases of those students and has been applying various exit strategies as a way out for the existing problem. But, it was felt to conduct an action research to investigate contributing factors for the discipline problem of our students. To investigate the stated problems the following research questions were raised:

1. What does the practice of the department's academic staff class attendance and exam administration look like?
2. Does the nature of courses contribute for students' discipline problem?
3. Do students have sufficient awareness on the rules and regulations of the University College?
4. Does the mode of delivery followed by the department contribute for discipline problem?

3. Significance of the study

- The finding of the study might help the department to closely work on those identified problems and to strengthen its good practices.
- It might be taken as a footstep for other researchers who want to conduct similar research on a wider scale. This may include Marketing Management department

itself and other departments who want to investigate the discipline problem of their students.

- It can encourage other instructors to take the initiative of conducting academic research even on other topics.

4. Delimitation of the study

Department Delimitation

Though the discipline problem might be the concern of some other departments in the institution, this study covers only the practice of the department of Marketing Management.

Program Delimitation

Since the problem is more prevalent in TVET program, this study didn't cover those at degree program. It addressed only TVET program but both the extension and regular divisions that have been attending the class starting from 1997 E.C. till now.

Subject Delimitation

Discipline is a comprehensive aspect addressing all aspects of enforcing classroom standards, norms or behavior. However, this study was delimited to investigate only factors meant to have contributed for the discipline problem of our students namely class and exam administration, the nature of courses and students level of awareness about the rules and regulations, the nature of the courses, mode of delivery etc.

Unit Delimitation

There might be various stakeholders that are accountable for the discipline of these students, for example, the society at large, family, other department instructors, the institution itself, etc. Among these, the study focused only on the practice of our department and thus only the department students and instructors were used as unit of study. However, as a source of data collection, secondary data related to attendance record and respective grades were referred for some courses from each course natures

namely major, supportive and common. Thus, registrar file (students' attendance record and submitted grades) was also a subject of the study.

5. Research Design and Procedure

Research Design

Exploratory research design was used to put the practice of the department on the surface particularly in discipline control and management. To make the study more reliable and dependable, valid information were obtained from both extension and regular TVET student.

Population and Sample Size Determination

There were 562 TVET students during the data collection, for the year ended (2000 E.C.). Among these, 185 of them were in regular division while 377 of them were in extension division. It was believed that 25% of the population size would represent the total population. Thus, the study incorporated only 140 of students' respondents as the sample of the study.

Sampling Method and Techniques

Both probability and non probability sampling methods were used. Probability sampling method was used to select those student respondents who filled out questionnaire. A Stratified random sampling was used to select respondents proportionally from both divisions and from each year of entry. Accordingly, the selection proportion was as follows:

Year of Entry	Division			
	Extension		Regular	
	Population	Sample	Population	Sample
1997	113	28	-	-
1998	68	17	53	15
1999	66	16	73	18
2000	130	32	59	14
Total	377	93	185	47

To select respondents from each stratum, in turn, simple random sampling particularly random number method was used. Non probability sampling was used to select two instructors for interview and six students for focus group discussion. Judgmental sampling technique was used to select those who were believed to have a better insight about the topic under investigation.

Instruments and Procedure of Data Collection

As a data collection tools, questionnaires, interview checklist and focus group discussion checklist were used. Questionnaire was prepared and distributed to respondent students. Of the 140 copies of questionnaire distributed, 137 (98%) were filled out and returned. Only one from the extension division and two from the regular division were not returned. Focus group discussion checklist was also designed and being administered for a focus group of six members. Interview checklist was also designed for which two staff members were reflected on. Some sort of framework was also used in referring secondary data from registrar file.

Methods of Data Analysis

Both quantitative and qualitative methods of data analysis were used. Information collected from students through questionnaire was analyzed quantitatively using percentage and weighted mean. Information collected from various sources through interview, focus group discussion and secondary source were analyzed qualitatively through narration of information.

6. Review of Related Literature

Factors Affecting Classroom Discipline

There are many factors that affect the smooth running of teaching learning process in the classroom. Discipline is the primary factor among these.. Discipline in turn, can be caused by various factors. The three main causes of discipline problems in the school as Singh (2003:144) identifies are: **I). Home environment.** Two issues can be pointed out here. The one which causes the most trouble in the school is lack of discipline in to found in the home and the other is the fact that some are not getting adequate social and

emotional support at home **ii. Permissiveness of the society, in general.,**
iii. Organizational and related constraints on the teacher.

Thus, it can be seen that the causes of discipline problem are multidimensional. There are various stakeholders that are accountable for the undesirable behavior of learners. This ranges from the society at large to the classroom teacher.

Ornstein, A (1995:318), identified three contributing factors for persistence of discipline problem. One is, many students lack inner control and are unwilling to defer to teacher's authority. The second is many teachers lack systematic methods for dealing with discipline problems and the third is many school administrators do not provide adequate support for teachers. This highlights that there are three stakeholders responsible for students' classroom discipline: students themselves, the teachers and the school administrators.

The Role of Teachers in Maintaining Classroom Discipline

The maintenance of discipline among students is by and large one the central preoccupations of teachers. The pressure upon teachers with this regard is elaborated by Singh, A (2003:93) as:

Teaching is one of the most important jobs in our society, yet teachers are often overworked, underpaid and under appreciated. There is a common bond which limits all teachers and this is the desire to help our students reach their maximum potential as human beings. When we achieve this goal, when we see student grow as a result of our teaching, we know that all training and handwork have been worth the effort; unfortunately the realization of this goal is sometimes thwarted by the attitude and misbehavior of students.

It implies that the role of teachers is not limited to teaching the course syllabus to help students reach their maximum potential. He/she must ensure that desirable code of conduct be elicited by his/her students towards the realization of goals formulated ahead of time that would otherwise significantly affect the roles and function of the teacher and the learning situation as a whole.

Aspects and Approaches to classroom Management and Discipline

According to Charles (1985) as cited in Singh A. (2003:99-100) classroom discipline has three faces: Preventive, Supportive and Corrective. Preventive discipline involves those things a teacher does to prevent student's misconduct. Supportive discipline consists of the techniques the teacher uses to help students maintain self control and to get back on track when they start to misbehave. Corrective discipline consists of the consequence or punishment a teacher administrator following students' misbehavior.

Preventive discipline emphasizes the principle that if students clearly understand the rules, routines, standard for the class etc, student misconduct can be minimized. Thus, it is imperative to introduce the need for a discipline plan, communicating the rules well and procedures, reminding the procedures each time and finally having specific consequences for both good and inappropriate behavior.

The importance of having specific consequence has been underscored by Singh, A. (ibid) as:

If a teacher ignores a student's blatant misbehavior, the other student will get the idea that can do the same thing and so in stead of extinguishing the misbehavior of one student by ignoring the infraction, the teacher is reinforcing the notion in the mind of the remaining students that misbehavior will be tolerated by the teacher.

The given argument is so sound in that if trouble makers' actions aren't corrected in some form, its consequence is so disastrous. Such actions must be addressed in a way that they can be a lesson for the class as a whole. To this end, Bhatia, H. (2002:568) pointed out that a teachers' control effort has dual goal of affecting the behavior of the students guilty of misconduct and influencing others in the class who formed just an audience to the control effort. Thus, whether a teacher controls misbehaving of students or not would have its own implication on the rest of the learners and for those who involved in misbehaving act themselves.

7. Data Analysis, Presentation and Interpretation

Sample attendance records were taken from registrar file regarding common, supportive and major courses to see how frequently instructors were taking class attendance. Primarily, courses with relatively many 'NG' and 'I' results were considered and the following results were obtained:

Table: 1 Attendance taken for some selected courses

<i>No.</i>	<i>Courses</i>	<i>Year of Entry & Division</i>	<i>Section</i>	<i>Hrs.</i>	<i>Frequency of attendance</i>	<i>Required attendance</i>
<i>I</i>	<i>Common</i>					
1	Basic English I	1998R	A	-	-	-
2	Basic English I	1998R	B	-	-	-
3	Basic English II	1998R	A	75	14	25-30
4	Basic English II	1998R	B	75	14	25-30
<i>II</i>	<i>Supportive</i>					
1	Principles of	1997R	-	-	-	
2	Record Management	1998E	A	90	22	30-45
3	Record Management	1998E	B	90	31	30-45
4	Basic Bookkeeping	1998R	A	78	25	25-30
5	Basic Bookkeeping	1998R	B	78	22	25-30
6	Basic Bookkeeping	1999R	A	78	19	25-30
7	Basic Bookkeeping	1999R	B	78	12	25-30
<i>III</i>	<i>Major</i>					
1	Salesmanship	1999R	A	369	33	92-123
2	Salesmanship	1999R	B	369	34	92-123
3	Work & Workforce	1998R	A	232	-	58-77
4	Work & Workforce	1998R	B	232	-	58-77

(Source: Registrar File)

As indicated in table 1 above, in all cases considered, attendances were not taken as required. For some of the courses attendances either were never taken or attendance sheets were not attached to grade reports. In this regard, for courses like Basic English I from common, Principles of Accounting from supportive and Work and Workforce Supervision from major, attendances couldn't be found. Based on data collected from Registrar Office, there was reluctance of instructors in taking class attendances and thus this leniency in turn could lead students to be absent from classes.

Table 2: Tests and related issues

No.	Item	Response	Percentage (%)
1.	Strictness of instructors as invigilators		
	a. Very high	74	54.01
	b. High c. Medium	43	31.39
	Total	137	100
2.	Relevance of test questions to the course content covered		
	a. Very high	48	35.56
	b. High c. Medium	45	33.33
	d. Low		
	Not respondent	2	-
	Grand Total	137	100

In the same token, strictness of instructors on their invigilation duty was also investigated. As depicted in Table 2 above, about 85.4% of students replied that instructors were highly strict. But there are still some problems in controlling cheating by students during examination and this was witnessed by 8.03% by assigning medium and 6.57% low or very low scores. With regard to relevance of test questions to the content(s) covered in teaching, about 68.89% of the respondents assigned very high and high scores while 6% revealed the contrary and 25.19% gave medium score to issue.

Table 3: Students' Course Related Interests

Weights given		Courses	Regular		Extension	
Rank	Weight		Mean value	Rank	Mean value	Rank
1 st	5	Major	4.47	1	4.91	1
2 nd	4	Supportive	4.08	3	3.57	2
3 rd	3	Common	3.70	2	3.54	3

From table 3 above, it can be observed that both regular and extension division students ranked major courses in the top (1st) position. The 2nd and 3rd ranks were assigned to supportive and common courses respectively although they are nearly similar according to the rating of extension students. Lack of interest on certain courses by itself causes undesirable conduct to be elicited by students particularly on class attendance.

As indicated in Table 4 above, in responding on 1st year courses, students' interest in 'Marketing and Salesmanship' was rated as 'very high' by about 65% of the respondents while 'Sales Clerical Record and keeping' was assigned rating of 'very high' only by 18.37% of the respondents. More than 14% of students expressed their 'lower' or 'very lower' level of interest in 'Sales Clerical Record and Keeping'. Similar ratings were given to 'Marketing and Salesmanship' only by about 3% of those respondents replied the question. This shows that from the two 1st year major courses more students were less interested in 'Sales Clerical Record Keeping' than 'Marketing and Salesmanship'.

Regarding the response on the 2nd year courses like 'Work and Workforce Supervision', 'Customs and Bank Clearing Activities', and 'Managing Lower Level Marketing and Purchasing Activities' were found to be assigned low or very low ratings by 16%, 25% and 8% of the respondents respectively. It can be inferred from this that 'Work and Workforce Supervision' and 'Custom and Bank Clearing Activities' were relatively more disliked by many students than 'Managing Lower Level Marketing and Purchasing Activities'. No significant variation was observed among courses offered on the third year.

Fortunately, all the courses rated low or very low by significant proportion of the respondents were identified as phase-out courses in the new TVET curriculum. Thus, the natures of the courses themselves are also attributing factors for those courses being favored or un-favored. This might in turn affects the students' way of behaving.

Results of Focus Group Discussion held with Student Representatives

The participants identified the following factors as contributing for students' behavioral irregularity:

- ❖ **Provision of handouts:** If they are given full fledged handout, they do not stay in class.
- ❖ **The nature of the courses:** They do not pay much attention for common and supportive courses.
- ❖ **Immaturity:** lack of interest from students to value the money they are paying for education.
- ❖ **Absence of applying continuous assessment methods** by some instructors
- ❖ **Attendance administration:** Although attendance is taken, they explained that they haven't seen its consequence practically as all students earn grades at the end.
- ❖ **Leniency of some invigilators:** Students usually pre-arrange exam rooms and seats but invigilators are not usually cognizant of this.
- ❖ **External factors** like addiction of some students to some undesirable habits and games outside the compound and the surrounding were also cited as source of misbehaviors and irregularities. These were underlined as associated with the location of the University College according to their views.
- ❖ **Inadequacy of awareness given on rules and regulation:** Although orientation is usually administered for new entrants only few and responsible students shall attend and the majority start class without clear awareness about the rules and regulations of the University College

The focus group participants were also asked to express their views on students' evaluation of instructors. In this respect, most students were not genuine in evaluating their instructors. If an instructor is generous in giving marks and unnecessarily very easy type to attach with students, most would give him higher score. When some instructors ask students for opinion on their teaching method and if opposite opinions that deviate from what they expected are forwarded, they are using their power and threaten students to revenge by identifying students by their hand writings. Very few of them accept the comments and if there is any misunderstanding, they make clear the blunders. Lack of interest or one sidedness by next hierarchy (Student Affairs, Dean Office, etc) to believe students whenever there is dispute with instructors. Invigilators also could make mistakes and don't realize the existing situation in particular exam room critically before being hassle to take any action. The focus group lastly pointed out that absence of evaluating

(‘testing’) of instructors by the University College is critical problem in the institution. In connection to this, respondents expressed their feelings that there should be a senior instructor or staff to inspect competence of other instructors while teaching. They recommended that there must be some sort of class room supervision on instructors’ performance.

Results of Interview with Department Instructors

Two instructors from the department were selected for interview based on their experience in teaching TVET program courses. They were asked to express their feelings in the effectiveness of students’ orientation on the rules and regulations of the University College. Accordingly, in their response both instructors indicated that it is difficult for them to say students are well oriented. There are some gaps among new entrants especially in being well aware of rules and regulations of SMUC. As a result, some students exhibited misbehavior like lateness in joining classes, absenteeism and cheating during examinations. According to them, the institution focuses mainly on rights of students and less emphasis was given to obligations of students according to the instructors.

Another issue that causes disciplinary problem among students has been the sentiment of “As long as I pay, I can pass or nothing would happen as a consequence of behavioral irregularities” mentality of students. This mentality could also catch to some extent a green light from the institution management which was reflected whenever complaints were presented by students and approaching instructors by pursuing inappropriate way in attempting to solve the problem. Moreover, inconsistency among instructors in taking attendance and being less strictness of some of them in invigilation lead the students to misbehave.

Concerning the relationship between the nature of the courses and classroom behavior of students, the respondents replied that students perceive some common and supportive courses as irrelevant to their major stream (marketing). The number of credit hours and the allotted marks attached to a course could cause difference in attention of students to various courses. In this respect, students give more emphasis to major courses than

common and supportive courses as the formers are assigned high total credit hours and marks that ultimately have significant effect in grading.

Instructors' responses on their effort to get the students well informed of basic rules and regulations of the institution, the interviewee responded that they always try their level best in orienting their students. Moreover, instructors are advising and sharing their experiences to students.

Regarding the role of instructors in ensuring desirable classroom behavior, the respondents viewed that the instructor should be a role model for his/her students' in general both inside and outside class room. The instructor should avoid any undesirable behavior such as insulting and embarrassing. He/she has to have the willingness and enthusiasm for advising their students and act as psychological counselor and ambassador of the institution. Predicting their potential problem and taking proactive measures is critical role to be practiced by the instructor while maintaining the cut-line to be existed between the teacher and student. There should be fair and professional proximity between instructors and students that would encourage the later to air /speak out/ their problems. On top of that, the instructors should be role models to their students by respecting the University College's rules and regulations as well as by being knowledgeable. Both instructors replied that they have not faced any complaints from their students except for one of the instructor's strictness during invigilation. The instructors expressed that they have been open for comments and suggestions from their students. They have practiced encouraging their students to suggest and comment on their teaching method and other class room activities. The interviewees explained that they are encouraging students to forward any opinion that would improve the on going teaching-learning process.

8. Summary

The major objective of the study was to identify factors affecting class-room discipline of students in the department of Marketing Management. Accordingly, the major findings are the following:

- ✚ The data obtained from the registrar office, in relation to the instructors' attendance taking practice, indicated that attendances were not taken as required by the department instructors.
- ✚ From the focus group discussion it was obtained that those instructors who take regular class attendances were disliked by the majority of the students. According to the participants, instructors should be more flexible with the existing circumstances facing individual students.
- ✚ The interviewed instructors admitted that they didn't take a regular class attendance as it was required. This is because of their fear for not getting lower scores by the student evaluation.
- ✚ Students gave priority in order of 1st, 2nd, 3rd rank positions to major, supportive and common courses. Many students did have a perception that common and supportive courses were irrelevant to their career.
- ✚ Beside this, some of common and supportive courses were disliked by the students due to mathematical and tabular nature and the level of grade contribution.
- ✚ According to the focus group discussion participants, the orientation given to the students were not effective.
- ✚ Interviewed instructors pointed out that the orientation given to the new entrants by the institution gave more focus on the students' right than their responsibilities and obligations. This in turn encouraged students to develop the tendency of unfairly over-demanding their rights and could cause behavioral irregularities.
- ✚ The nature of various courses together with miss-perception of students towards their practical application contributed to students behavioral irregularities.

9. Conclusions

Practice of Attendance and Exam Administration

In relation to the instructors' attendance taking practice, the questionnaire response indicated that the instructor practice in taking class attendance is very high. On the other hand, the data obtained from the college registrar office for some selected courses

indicated that class attendances were not taken as frequently as required. Students mostly prefer an instructor who is less strict in attendance and invigilation. The interview held with two instructors also revealed the same fact that in fear of the outcome they were not strict in attendance administration. That is instructors deliberately show negligence in taking frequent class attendance for the sake of getting students liking and in order to get higher score in student evaluation. Thus, it can be concluded that the practice of academic staff's attendance administration is not as per the desirable pattern. Regarding exam administration, both the department and non department, instructors give less attention for exam room arrangement before hand and this leads students to exam room misbehavior.

The Nature of the Courses

The nature of the courses together with the weight of mark attached to them makes the students to be more attentive in one course and less focused on another. Major courses are interesting to the department students and they comprises higher grade. For this reason, students tend to be disciplined and attentive towards these courses but on the contrary students are less disciplined while attending common and supportive courses. This is because of their mathematical nature and lower grade assigned to them. In addition, the findings proved that the student disciplinary problem such as cheating, absenteeism, NG and others tend to be higher in the course that they are not interested in. It can be concluded from this that there is some gap in showing the relevance of supportive and common courses so that students develop interest towards these courses.

Awareness on the Rules and Regulations

Many students did not give emphasis to attend oral orientation programs when joining the University College. Those who were provided with written brochures gave less attention to read and understand it properly mainly due to lack of interest emanated from negligence of students in addition to their lack of reading skills. Moreover, the orientation given to the students by itself does put emphasis on the students' rights but it does not adequately inform students with their respective duties and responsibilities.

Students' level of awareness was also investigated through open-ended questions of the questionnaire and on focus group. It has been revealed that students do not have sufficient awareness about the rules and regulation. This is partly due to inadequacy of the orientation during their entrance, little number of attendants and partly because of failure of follow up and re-orientation during their educational pursue. Thus, it can be said that the orientation is not highly effective in preventing students' behavioral irregularities.

According to the findings, instructors' readiness to implement the college rules and regulations for instance in taking attendance, in being strict during invigilation and others is average. This is due to the fact that instructors are afraid of the danger of getting lower score below 3.5 from student evaluation for this reason instructors becomes deliberately negligent. Therefore, it is possible to conclude that the instructors are not fully convinced both in setting and implementation procedures in some rules and regulations of the university college especially on the rule of NG and student evaluation. On the other hand, the findings also proved that the effectiveness of students evaluation of instructors were not effective due to students inadequate orientation and understanding.

Teaching methods and instructors' competency

According to students responses, the department instructors competence and experience in presenting the course attractively and in adopting student centered teaching method is relatively better than those of non department instructors. Less competence of instructors and their preparation in practicing democratic and participative teaching method could be the cause for students' behavioral irregularities in those courses.

10. Recommendations

- Practice of taking regular and continuous students' class attendance by instructors should be strengthened. The outcome of attendance should also be predefined and acted accordingly.
- It is the responsibility of every subject instructor to enforce the rules and regulations of the University College. However, the rules must be revised in

some way. It is advisable if attendance requirement is lowered to 75%. The University College should reconsider its rules on 'NG' and evaluation of instructors by students. Instructors' participation and involvement in setting rules should also be taken into consideration for that would facilitate effective implementation.

- All instructors delivering common and supportive courses should clearly show students how the link can be established with the major course. Departments should work hand in hand with each other to establish workable system.
- Both oral and written orientations should be given to the students when they join the University College. There must be a system that ensures all or a significant portion of the students shall receive orientation. Moreover, the orientation to be given should be full fledged. In addition to this, instructors' practices in this regard should be strengthened in orienting and advising their students both at the beginning of classes and throughout course delivery period
- Moreover, utmost care should also be taken in expressing reactions from institution management when complaints presented to concerned office. It is critical for the management to be careful while talking and responding to students that would extend to being selective in words and manner of expression to avoid unfair insulting of the instructor before students and prevent undesirable role-model in this regard.
- Finally, instructors must realize that their behaviors and their expression should be geared to play them as exemplary and role-models to their students both in and outside classrooms.

Bibliography

Bhatia H. R. (2002). *A Textbook of Educational Psychology*. New Delhi: MacMillan India Ltd.

Danapani, S. (2004). *A Textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt. Ltd.

Mangal, S. K. (2004). *Advanced Educational Psychology* (2nd ed). New Delhi: Prentice-Hall of India

Ornstein, Allan C. (1995). *Strategies for Effective Teaching* (2nd ed.) Chicago: Brown & Benchmark Publishers

Singh, Amarjit (2003). *Classroom Management: A Reflective Perspective*. New Delhi: Kanishka Publishers

Vashist, S. R. (2002). *Classroom Administration*. New Delhi: Anmol Publications Pvt. Ltd.

University of Minnesota (2005). Attendance Policy and Record Keeping.
<http://www.ncat.edu/nacdaffrs/classattr/classattendancepolicy.htm>.

Broward Country Public Schools (2002). Attendance Policy.
<http://www.browardschools.com/schools/attendance.htm>.