



## THE DAILY ROUTINE OF STUDENTS IN THE CLASSROOM

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### KEY WORDS

*Behavior  
Classroom  
Student  
Teaching*

### ABSTRACT

*The almost instantaneous access to information provided by technological advances has revolutionized the behavior of people and of the classrooms too. Teachers had to adapt themselves to new technologies to maintain students interested and attentive to the discipline being taught. In this work, the behavior of the students of the 6th grade of elementary school II during class was observed. The school chosen is a public school in the State of São Paulo (Brazil). The research was based on data collection. The students were observed by being filmed during six months. The results showed that the students were interested in the classes and committed to the activities. The place that the student chooses to sit in the classroom influences the behavior of the teacher, because the more distant the teacher, the less he participates in the class.*

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## 1. Introduction

The technological advances which humanity has been going through have provided great physical barriers to social interactions and great proximity to virtual contacts. This interactive digital behavior ends up reflecting the contact that the teacher and the students have in the classroom.

In this work the students' behavior in the classroom was observed by means of an exploratory research. The 6th grade of elementary school II, from a public school in the State of São Paulo, was the object of study of this work. The data were collected in situ. The results were satisfactory because the students showed themselves interested in the classes and committed to the dates of handing in their works. This positive result was due to the work of the teachers: the student's motivators.

## 2. Literature Review

In the 1980s and 1990s, students had to seek information to produce papers, or to clarify some topic addressed in the classroom in physical school, state or county libraries. The research used to be carried out with the use of encyclopedias, newspapers or magazines. The information in the past took some time to be reached. Physical interaction turned out to be a way of acquiring more information. Starting in the 2000s, information began to become popular by means of the internet. Access to information became faster and easier. News start to be instantaneous. The evolution of digital media is increasingly visible. The search for simple information is linked to searches on the internet. No one wants to use the memory to know what the correct spelling of the word is, the spell checker has been used for this; however, sometimes the spelling is not correct. The wide range of the media influences on teaching and, therefore, in the learning process.

The portability of mobile phones has generated a lot of distractions in the classroom. It was necessary that the Governor of the State of São Paulo create Law number 16,567/2017 to forbid the use of cell phones in the classroom. With the approval of this law, teachers were able to control the students' attention better. From

the range between eighteen months and twelve years old humans are considered as children. During this period, children undergo great physical and psychological development. Everything turns out to get their attention and the mobile phone causes great distraction and, in some cases, it can even harm the student's performance. Observing this from a positivist point of view, the mobile phone can also be a means to seek information on the internet. Teachers also felt the intervention of the internet in their archaic way of teaching. So that the teacher continues to be the motivator of the students, he must update himself. New active methodologies should be used in the classroom so that students maintain interested and attentive to the messages that the teacher administers. Electronic devices; such as, projectors, computers and stereo equipment are now part of the daily lessons which previously had only as devices; blackboard and chalk. This technology helps students become more familiar with the subjects in the classroom holding their attention longer. The teacher must now master these technologies and control the classroom in a friendly manner, always encouraging students to succeed, creating a more satisfying lesson. Gil (2008) writes that teachers, in addition to influencing students, end up being influenced by their behaviors. At present, the state of São Paulo is going through a period in which, in most state schools, the overcrowding of classrooms ends up causing great difficulties for teachers in what concerns the attention directed to students.

It is important that students feel familiar with the classroom environment, this will block non-academic and incompatible learning behaviors. Most teachers do not know the reality, the verbal and corporal codes, in which each student lives or has. Thus, the generalization of the attendance given to the students can cause disinterest and dispersion in the learning process. The teacher cannot only focus on inappropriate classroom behavior, he should also stimulate good behavior, such as proactivity and active participation. Medeiros et al. (1995) reported a study conducted in which a teacher used coercive procedures for behavior considered to be inappropriate in the classroom, however, this behavior eventually increased students'

disinterest in remaining in the classroom. Since coercion is associated to learning, students end up associating learning to a bad feeling, something negative and painful. On the other hand, the teachers who lead students to support success can have a more interesting class "[...] those who lead their students successfully at each step, reinforcing positively successes, instead of punishing failures, do not create withdrawals; they do not give their students reasons to leave school." (DUPONT, 2007, apud SIDMAN, 1995, p. 35) Considering the learning process as favorable, students end up getting more involved in the classes, they search information to carry out the work, they ask for the support and the participation of the parents. Taking into granted the point of view of classroom with a greater involvement in the learning process, it is questioned if this desire to learn has a higher significance. What kind of professional will this child be when he grows up?

### 3. Metodology

The methodology of scientific research refers to the approach of the study carried out, as well as to the systematic procedures chosen to obtain the description and explanation of phenomena. According to Gil (1999, p. 30) the choice of a method will depend on the characteristic of the research object; material resources available; the scope of the study; and the researcher's interest. Therefore, the focus of this work was the observation of students' behavior in the classroom. This study was classified as a case study. In this kind of method, we study specific cases or ones which involve small groups trying to understand how certain facts occur. This methodology has as principle the study of one case in depth which can represent several others of similar cases. For this, a bibliographical research was initially gathered to know the different scientific contributions available on the given theme (MARTINS, 2000). Thus, data were collected by researches in books, articles, newspapers, website and magazines. To conduct the behavioral observation, which refers to the behavior and to the educational outcome of the teaching/learning process in the classroom, an exploratory research was carried out. This methodology is used when a problem is not

widely known and its hypotheses are not yet clear requiring the researchers a greater involvement with the object of the study, with the purpose of seeking information about it and, thus, being able to delineate it better and make it clearer.

The study was carried out in a statewide network, located in the city of Cotia, in the State of São Paulo (Brazil), with 35 6<sup>th</sup> graders of elementary school level II, aged 11 to 12 years (23 female and 12 male) students of the morning shift. For ethical reasons the name of the school and of the students participating in the research was be omitted. In order to carry out the observation in the field, we classified the behaviors in relation to the use of teaching material in the classroom, the attitudes of the child in the classroom, participation in the classroom, works handed in, homework, their evolvment in the fields of mathematics and in Portuguese.

The research was based on data collection. The students were observed by being filmed during six months. The data collected were tabulated and allowed the observation of some tendencies in the behaviors towards the mentioned behaviors.

### 4. Results

For the development of this study, the observation of the disciplinary behavior related to the learning of 35 children was carried out. 23 were female (conceptualized throughout the work with gender equal to girls) and 12 were male (with equal gender to boys). All the children observed had mobile phones. The checking if they possessed mobiles happened throughout the classes even without the permission of the teachers. The teachers had as audio-visual resources the board and a radio. The classroom had no projector and computer. Teachers followed the orientations of the class material provided by the state government. The students of the public school of the State of São Paulo receive a kit with the school materials that will be used throughout the year (pencil, rubber, notebook, pen and other related items). The observations resulted in quantitative analyses that were presented in this topic based on the descriptive/inferential statistics of the analyses.

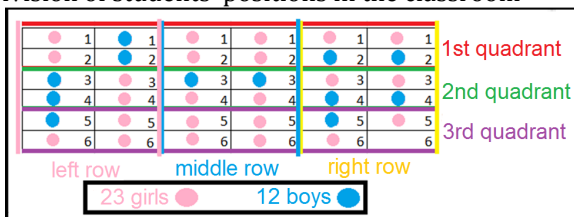
#### 4.1. Use of teaching materials in the classroom

Using a global comparison, i.e., involving all students (35 students), it can be said that 83% of the students showed themselves to be committed to organizing the teaching material; 11% of the students were unconcerned with the material; and 6% do not have more teaching materials.

#### 4.2. Position the students in the classroom

In order to better interpret the students' behavior in the classroom, a quadrangular (following horizontal lines) and row (following vertical columns) division was elaborated as shown in Figure 1.

Figure 1. Division of students' positions in the classroom



Source: elaborated by the authors (2019).

#### 4.3. Analysis of the quadrants

Considering 35 students randomly distributed in the classroom and the quadrants in the first quadrant, in a total of 12 students, 8 are girls (66.7%) and 4 are boys (33.3%). Still from the point of view of the quadrants, we have that in the second quadrant a total of 12 students, 6 (50%) are girls and 6 (50%) are boys. In the third quadrant, with 12 students, 9 (75%) are girls and 2 (16.7%) are boys.

#### 4.4. Analysis of the rows

There are 12 students in the first and second rows (row to the left), 7 of whom are girls (58.3%) and 5 are boys (41.7%). In the third and fourth rows (central rows) there are 12 students, 10 are girls (83.3%) and 2 are boys (16.7%). Still from the perspective of ranks, considering the fifth and sixth rows, to the right of the classroom, there are 11 students, 6 are girls (54.5%) and 5 are boys (45.5%).

#### 4.5. Participation in the classroom

Taking into account the classroom as a whole (35 students) 18 students (51.4%) have the habit of raising their hands to answer teachers' questions; 10 students (28.6%) participate sporadically in class answering questions asked by teachers and 7 students (20%) do not actively participate in classes.

#### 4.6. Handing in of tasks performed by the students

Regarding the handing in of works, punctuality was observed. Taking into account that the classroom has 35 students, 23 are girls and 12 are boys, it can be said that: 18 students (51.4%) handed in the tasks on the dates requested, 12 students (34.3%), handed in at a later date, and 5 students (14.3%) one week late.

#### 4.7. Homework

Homework was also an observed item. Considering the 35 students in the classroom, 23 students are girls and 12 are boys, it can be said that: 23 students (65.7%) have the habit of doing their homework at the request of the teacher, 11 students (31.4%) do only half of their homework and 1 student (2.9%) did not do their homework.

#### 4.8. Outcome achievement of disciplines

The teachers presented a schedule with the dates of the assessments and the activities that would be given during the school year. The schedule followed four assessments that would be applied by the teacher (two in the first semester and two in the second semester) and ten activities for analysis of content fixation (five in the first semester and five in the second semester). The composition of the average is given considering several factors, among them, behavior, participation, handing in of activities on the proposed dates, teacher assessments, unit assessments among others. The grades achieved in Math and Portuguese assessments and activities were also observed. At this moment, we considered only the evaluations given by the teacher to analyze the retention of the content of

Mathematics and Portuguese, considering the average of 5 points for approval. In order to analyze the students' performance, the grades were divided into: averages from 0 to 4 points (average in which students need recovery - content not learnt); 5 to 7 points (average in which the students have medium approval - learnt content) and 8 to 10 points (average in which students have high approval - content well established).

#### ***4.9. Evolution of the achievement in mathematics***

Considering the mathematical evaluations, it was observed that 2 girls (8.7%) scored between 8 and 10 points; 18 girls (78.3%) between 5 and 7 points and 3 girls (13%) between 0 and 4 points. Among the 12 boys it was observed that 1 boy (8.3%) scored between 8 and 10 points; 8 boys (66.7%) between 5 and 7 points and 3 boys (25%) between 0 and 4 points.

In this case we have considered that 3 out of 35 students (8.6%) reached the grades between 8 and 10 points; 26 students (74.3%) scored between 5 and 7 points and 6 students (17.1%) between 0 and 4 points.

#### ***4.10. Progress in the discipline of Portuguese***

Considering the Portuguese evaluations, it was observed that 4 girls (17.4%) scored between 8 and 10 points; 17 girls (73.9%) between 5 and 7 points and 2 girls (8.7%) between 0 and 4 points. Among the 12 boys it was observed that 1 boy (8.3%) scored between 8 and 10 points; 10 boys (83.4%) between 5 and 7 points and 1 boy (8.3%) between 0 and 4 points. In this case, 35 students had 5 students (14.3%) who scored between 8 and 10 points; 27 students (77.1%) between 5 and 7 points and 3 students (8.6%) between 0 and 4 points.

As in the analysis of the learning of the content of mathematics, the class showed itself to be in the medium level itself trying to learn the content of Portuguese. More than 73% of the students are classified in the range of the learnt content.

## **5. Final considerations**

For the development of this study, the behavior in relation to learning was observed in a sample of 35 children, 23 girls and 12 boys, in a classroom in a state school, specifically with 6th grade students. The observations resulted in quantitative analyzes. Regarding the use of teaching materials in the classroom, more than 50% of the class have a great interest in keeping their learning materials organized and there is a balance between girls and boys regarding the organization of learning material. Regarding the positioning of the children in the classroom from the point of view of the quadrants, it can be said that there are twice as many girls sitting (located) in the region closest to the board as compared to the boys. There is a balance in the distribution of students in the central region of the classroom and there is a predominance of girls sitting at the back of the classroom. From the ranks point of view, it can be said that there are more girls sitting in the area closest to the teacher's table. There is a predominance of girls sitting in the middle of the classroom and there is balance between girls and boys sitting in the region closer to the classroom door. The girls were more interested in class and more careful with their materials. The most interested students occupied the places closest to the blackboard and to the teacher. They were not distracted by the mobile phone, and there were few exits to use the bathroom. Participation in the classroom resulted in more than 78% of the girls having a large participation in classes and that they are sitting in the first and second quadrant. Observing (Figure 1) we can notice that more than 83% of the boys have a large participation in the classroom and that they are sitting in the first and second quadrant (Figure 1) of the classroom and more than 80% of the students have a large participation in classes and they are sitting in the first and second quadrant (Figure 1) of the classroom. The teacher has allowed the students to borrow the material. Some students, specifically 3 boys, eventually dispersed looking at their mobile phone a few times. The other children were paying attention to the teacher. In some moments the teacher caught the attention of the group energetically so



that the noise of the room would diminish. However, this did not make the students feel harmed by the teacher. Regarding the handing in of works, the data showed that more than 50% of the room has on-time delivery of the tasks and that more than 14% of students should pay more attention to the dates and improve their punctuality. Specifically, 3 boys tried to do tasks during the classes with the help of a mobile phone in order not to lose the delivery deadline. In the homework item there is a balance between boys and girls when it comes to the complete homework. Over 60% of students are committed to doing their homework.

This shows a great interest of the class in doing the homework. Many tasks were done with computer inquiries. In the topic concerning the permanence of the students in their desks during the class, it was observed that more than 70% of students have the habit of leaving their place to go to the blackboard. Girls showed the most proactive behavior in relation to going to the blackboard.

The boys presented a greater tendency regarding the loss of material. Following the requests to go to the bathroom, it was observed that the boys have the habit of asking permission to go to the bathroom more frequently when compared to the girls. Regarding the achievement in mathematics, the room showed itself in an average level in relation to the retention of the content. More than 70% of students are categorized as having learnt the mathematics school content. However, 17% of the students presented little achievement in the content, showing a learning difficulty in the subject. However, in concern to Portuguese, few students had difficulty learning in this discipline, only 8.6%. Therefore, the data showed that students, regardless of gender (boy or girl), even in a few dispersed moments, showed great interest in attending classes and in learning. The behavior of the children in the classroom depends very much on the teacher. The teacher ends up influencing students in a positive way by keeping them attentive in the classroom and arousing their interest in learning.

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