

Analysis of methodological issues

Education



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The content of this article is directed towards teachers as well as all the stakeholders engaged directly with shaping the academic life of students. This article is highly relevant in the sense that it highlights various forms of discipline problems exhibited by children and above all, it highlights key intention and prevention-focused programs aimed at promoting improve academic excellence, moral and character development as well as acceptable social skills among students. The authors have highlighted antisocial behavior to be one of the greatest concerns in learning institutions. Notable discipline problems recorded in the article include but not limited to bullying, violence, vandalism and disruptive classroom behavior. Such problems have been identified for creating an unsafe academic environment, posing threats to the entire population in the learning environment. As such the authors have emphasized the need for reinforcing positive behavior among the students to curb antisocial and indecent behavior.

This article is intended for instructors engaged in educating students. This article is highly important because it exposes school stakeholders to a new form of behavior intervention strategy particularly Web-Based Behaviour Intervention. This piece of literature describes the rate at which the Web-based intervention is growing with respect to behavioral change. A review of the methodological issues pertinent to the successful implementation of web-based behavioral intervention has been widely covered by the authors. For instance, the author covered methodological issues associated with the engagement, recruitment and social validity of the participants. The authors insist on appreciating the value of web-based intervention from a broader

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perspective of behavioral change research. As such the authors suggested that web-based needs be applied in the public health to assist in dealing with behavioral disorders among adolescents and children.

Oliver, R & Reschly, D. (2007). *Effective Classroom Management: Teacher Preparation and Professional Development*. National Comprehensive Center for Teacher Quality.

This article sheds light on the effectiveness of effective classroom management especially instruction strategies applied by teachers in influencing the behavior of students to attain positive results. According to the authors, the ability of teachers to attain positive academic results relies heavily on their ability to organize classrooms and effectively manage student behavior. The article also emphasizes on the ability of the new teachers to remain in their career for long taking into consideration that resilience in a teaching career is highly influenced by instructor's competency in managing student behavior and classroom organization.

Olatunde, P. (2009). *Relationship between Teachers' Attitude and Students' Academic Achievement in Mathematics in Some Selected Senior Secondary Schools In South-western Nigeria*. *European Journal of Social Sciences* 11(3). The author of this article targets teachers considering that he emphasizes on the need of having a positive attitude while teaching. This article starts by introducing readers to the concept of attitude before narrowing down to its influence on third parties. The implications of attitude as well as how attitude is formed have been exclusively covered by the author. According to the author, the attitude has serious implication on the interaction of individuals

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in social groups and institutions. For instance, the attitude of the teacher will have a greater influence on the immediate social group with which the teacher interacts with. The author goes ahead to state that the learners will certainly draw their attitude from their instructors which are likely to impact their academic performance. This is because attitude is acquired through the learning experience and as such if a student acquires bad attitude towards mathematics or sciences from his/her teachers then the student is likely to perform poorly in the subject besides developing a bad attitude.

Yong, P & Bryan, K. (2008). Asian and European American cultural values and communication styles among Asian American and European American college students. *Cultural Diversity and Ethnic Minority Psychology*, 14(1), Jan 2008, 47-56.

This article also reveals much of low context communication as well as interpersonal sensitivity in both the Asian and European American students. Authors have also revealed the Asian Americans utilize minimal open communication style compared to their European counterparts.