

STUDENTS' BEHAVIOUR IN CLASSROOM – INTERVENTIONS FOR CONSTRUCTIVE ORIENTATION

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ABSTRACT

The success of Higher Educational Institutions majorly depends on the results of the examination conducted by the relevant Board or university for the students which in turn relies on the teaching-learning process. The success of the teaching learning process not only depends on the effectiveness of the delivery of knowledge with appropriate teaching aids, but also to a great extent on the effectiveness of the reciprocation and application of such concepts in the real life situation. This is possible only with a perfect synchronization of the minds of the teachers and the learners. Behavioural problems of learners in the classroom hamper the learning environment, teacher's concentration and adversely affect social and educational life of the learners. Not only this, it also disturbs the concentration of other learners and creates a sense of dissatisfaction in them. This paper puts forth the various reasons responsible for behavioral problems of undergraduate students in the classroom. This is aimed to suggest new approaches to take on the learning challenges posed by behavioral problems in the classroom and the ways institutions can adopt to deal with it. It endeavors to put forth measures considering that the social and behavioral environment of a classroom can reflect the overall academic environment of the institution broadly, and stress on the contributions of strategies or programs to improving learners' behavior by and large.

KEYWORDS : Students, Behaviour, Learners, Teachers, Challenges, Teaching – Learning Process.

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INTRODUCTION

The classroom teaching during the olden days was confined to the traditional Gurukul Method followed by the Chalk and Talk Method where the teachers were predominantly considered to be the most knowledgeable and respectful masters. “Teacher” in Sanskrit Language connotes “GURU” which is actually divided into two parts vis-à-vis **GU** and **RU** where the syllable **GU** represents darkness and **RU** represents Light. Hence **GURU** or **ACHARYA** was considered to be the most knowledgeable person who eliminates the evil of darkness by his luminous and divine light of knowledge. Hence Teaching was considered to be one of the noblest professions. As the days passed by and with the advent of web technology and internet, gradually this attitude started declining and teachers were considered to be less knowledgeable and informative as all the information was made available on the web.

In the present scenario, things have taken really a different shape wherein the Teachers are often **Tested** by the Students rather than being **Trusted**. In today’s world of Technology available at Door Steps, Knowledge is on Finger Tips. Thus motivating students for classroom Learning is one of the major challenges the teachers face on a daily basis. Hence it is a task Herculean to disseminate knowledge and make the students listen, understand, analyze, interpret and reproduce the same in the examination so as to achieve good results which is considered to be the key factor for all Higher Educational Institutions for their sustenance and growth. The responsibilities of teachers have become multifaceted and there is a paradigm shift in the role from ‘Teacher’ to ‘Facilitator.’ When we say Facilitator, it includes roles such as imparting knowledge, disseminating information, mentoring, counseling, guiding, evaluating performance, so on and so forth. Thus, a Teacher has a very important and critical role to perform in the lives of the learners as they are believed to be the role models by many learners.

Role of Students Behaviour in Teaching Learning Process

Teaching Learning Process plays a vital role not only in the achievement of successful academic results but also for the holistic personal and professional growth of the Students. For the success of the Teaching Learning Process, the classroom behavior of the students must be consistent with teachers’ demands and coincide with their academic expectations. Appropriate academic, social

and behavioral skills allow students to become a contributory part of the class, the Institution and the community as a whole.

Unfortunately, in the present scenario, the classroom behaviour of majority of the students' are not positively oriented which not only hampers their learning and socialization but also of their peers. Therefore, it is essential to have an all-inclusive and unprejudiced classroom management plan. This plan and process involves usage of various strategies and techniques. A qualified classroom management system acknowledges the close relationship between optimistic behavior and effective education. Therefore, an integral part of a classroom management system includes use of effective instructional practices such as; providing students with access to an involving and suitable curriculum; using modern, inspiring, unique teaching practices. It is also important to promote communication and alliance with other professionals and to create a friendly and congenial learning environment, as well as to communicate with students, respect them, care for them, and build relationships with them.

Thus the Teaching Learning Process takes a prominent position in the success of the Higher Educational Institutions which in turn is majorly affected by the attitudes, behaviour and mindset of the students.

Common Classroom Behavioural Issues

There are certain common classroom behavioural issues which occur on a routine basis. These issues create a huge chaos and disturbance in the smooth conduct of classes thereby affecting the Teaching Learning Process to a greater extent.

1. Arguing Nature

Quite a few students are very confronting and defending in nature where they become argumentative without allowing the person on the other end to put forth his/her views. The intention of these students is to disagree anything which is being told without paying any attention towards the subject of discussion. They seek happiness just through unreasonable and irrational arguments and winning over the opponent and thereby disturbing the classroom ambiance.

2. Attention Seeking Nature

This category of students adopts a different technique to perturb the smooth conduct of the Teaching Learning Process wherein their intention is not to win over irrational arguments but to be the center of attraction. These students satisfy this want by adopting one of these strategies: making irritating and annoying sounds, involving in raising logical/illogical doubts, asking relevant/irrelevant questions, frequent interruptions while teaching and the like. To be precise, they want to be heard often. These students need not be always illogical as at times they do add value to the discussion through valid questions.

3. Uninterested and Inattentive Nature

These students exhibit an indifferent attitude and express their lack of interest in the subjects by engaging in cross-talks with their friends; by meddling with their smart phones; by completing some other subject assignment or by dozing off to sleep. By these actions, they lose track of the content being taught and also disturb their fellow students.

Disrespectful and Uncivilized Behaviour

A few students indulge in activities such as chewing gum; eating snacks; by making disrespectful facial expression or even entering into a physical fight with their classmates. This kind of behaviour might turn to be disruptive and aggressive in nature questioning the safety of the learning environment and definitely creates a negative impact on the Teaching Learning Process.

4. Clinging Behaviour

The Clingers are those who are too much dependent on their teachers for every action. They seldom do anything without demanding the teacher's instant support and guidance. This causes disturbance not only for the teacher but also for the other students in the class.

These behavioural issues cause serious threat to the serenity of the learning environment and thereby interfering in the Teaching Learning Process which has a direct negative impact on the results. However, proper planning and implementation of appropriate strategies can avert these issues and their impact to a greater extent and pave way for a congenial atmosphere for learning.

Interventions for Constructive Orientation to be Adopted by Teachers

The following are a few interventions that can be tried by teachers for tackling the behavioural issues of students and thus restoring the conducive class environment for Teaching and Learning.

1. Converting Arguments into Discussions.

As it is rightly said that “Arguments result in identifying who is right while Discussions end up in discovering what is right”, it is wise to convert detrimental arguments into beneficial discussions and thereby involving the students of arguing nature constructively in classroom discussions and activities.

2. Acknowledge the Students

It is very important to acknowledge and greet the students with a broad smile as we enter a classroom. This is the first simple step to connect with them which would keep the learning atmosphere lucrative throughout the session. This makes them feel that they are important and contributory units of the class.

3. Communicate the classroom rules, decorum and etiquettes clearly and reinstate them on a daily basis

It is important to communicate the class rules and regulations before the commencement of each session even though it is a continuous repetition. This communicates to the students that the teachers will never compromise with discipline and decorum of the class at any cost.

4. solicit Answers and Opinions

Instead of making it a one way communication by adopting traditional lecture method of teaching, the teachers can gain students involvement by asking for their opinions and views on a particular concept. This strategy can be adopted specially with the attention seekers and the inattentive ones so that they will be engaged positively.

5. Suitable Rewards and Recognition

As all of us are social beings, all of us love to be appreciated and recognized even for a small achievement. Hence recognition for accomplishments at the right time will certainly add to the positive atmosphere of the classroom.

6. Shift the focus

Rather than focusing on the students’ misbehaviour, the teachers have to shift their focus on the reduction or rectification of such behaviour. Otherwise, it would lead to further disruptive behaviour of the students.

7. Usage of Appropriate Teaching Aids

In addition to the traditional chalk and talk method, teachers can include effective teaching aids such as PPT presentations, Informational Videos, Downloaded Material etc, to make the Teaching Learning Process more interactive and participative and thereby minimizing the scope for any kind of depressing classroom behaviour in students.

8. Learn 'N' Fun Concept

Sometimes, it's not wrong if the teacher slightly deviates from the main theme of discussion in order to include the element of fun in the learning process so as to beat the monotonous environment of the class. However, the fun activity must still revolve around the main theme or must convey a strong message of importance to the students. For example, a teacher handling a session on Communication can conduct activities on communication which would definitely keep the class active and averts unpleasant behaviour.

Conclusion

It is vital for the teachers to create and ensure a classroom environment where the students feel safe, secured, comfortable and welcoming. In the words of Conroy, Sutherland, Snyder, Al-Hendawi and Vo (2009), "Creating a Positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children's learning and prevent problem behaviours from occurring"

Punishing, penalizing and reprimanding the students for their misbehaviour may temporarily resolve the issue but in the long run these strategies might sow the seeds of revenge, abhorrence, disgust and anger in the minds of the students which is very detrimental for their overall personality development. These behaviours, if not positively handled might turn out to be disastrous for the society and the nation at large.

Giving importance to this view, it is the principal responsibility of every teacher to contribute their best to inculcate affirmative behaviour in students as it is rightly said that **"Teachers Lead the Students who in turn lead the world"**

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