

Discipline and management: different yet related

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Discipline and Management: Different Yet Related Discipline, management, behavior, and misbehavior are concerns that every educator will encounter once the educator require his or her first classroom. As these terms are relatively interrelated, describing them separately in a word picture will be challenging. Envision a math classroom, two weeks after the school year begun. Within this time, the classroom rules, and expectations of students are well established; every student has received an agenda as well as a syllabus, detailing daily take home and in-class assignments that need to be completed for the semester. Students know that he or she is supposed to come into the class and get him or her notebooks, which were turned in from the previous day, and continue their next assignment when entering into the classroom. This process is part of the classroom management; students know the task at hand when he or she enters the classroom. The students who begin to do their assignment as expected are illustrating good behavior. Those students who tend to talk among themselves and entertain each other without doing him or her assignment tends to demonstrate misbehave. As a result, based on the rules of the classroom and expectation of the student, which was introduced on the first day of class, disciplinary action should be taken against those students who exhibited this type of misbehavior.

Although these four terms are extraneous by far, they are related, and do share similarities and differences. Classroom discipline and management are two different concepts. Classroom discipline pertains to teacher's management of student's behavior, whereas classroom management involves the operation and procedures to make the classroom function efficiently. Behavior management is a set of collaborations employed to

assist teachers to encourage the students' conduct and teach him or her to behave positive. Oliver, Wehby, Reschly, and Society for Research on Educational Effectiveness (2011) define classroom discipline as prevention and reduction of inappropriate behavior. They go on to say that it is also a collection of classroom guidelines put into operation by teachers with every student for supporting voluntary behavior intended to benefit others. According to Kratochwill (2012) states for nearly 40 years, classroom management, often called classroom discipline, has been a noteworthy concern for teachers. Although Kratochwill tried to lump classroom management and discipline together in an unlikely manner, they are similar in planning. Behavior and misbehavior are dissimilar notions. Behavior refers to the totality of what people do (Charles, 2008), which is positive, whereas misbehavior is an unsuitable act of behavior, which is negative. For example, when a student is following the classroom policies and procedures, come to class and do what is expected of he or she, the student is exhibiting favorable behavior. In education, educators are concerned only with the behavior that interferes with academic and interpersonal learning. Teacher must have guidelines in place to deal with this misbehavior so that this action does not interfere with learning. According to Charles (2008) misbehavior in education occurs when teachers or student's actions disrupt teaching and interfere with learning, and demean others. Aves (2010) suggest discipline management require regulating behavior and misbehavior to accomplish and maintain a relaxed environment. Understanding the similarities between behavior and misbehavior helps enable successful discipline. Classroom management, discipline management, behavior, and

misbehavior are four terms that every teacher will hear simultaneously. The above-mentioned terms relate to each other in an extrinsic way. These terms cannot function without the others. Canter (2006) states teachers who master adequately, efficient, and effective skills of controlling his or her classroom can raise the achievement of his or her students by 20 percentile points. He goes on to explain that the key to raising student achievement is the teacher's ability to manage effectively student behavior (as cited in Wright, Horn, & Sanders, 1997; Wang, Haertel, & Walberg, 1993). These concepts cannot exist without the other in education. Effective classroom management determines the behavior of the students. Not all students will behave appropriately. Misbehavior has consequences, and teacher will need to implement his or her disciplinary action that was established at the beginning of the school year. References Aves, M. (2010). What are some similarities of behavior and misbehavior in Discipline Management? eHow.com. Retrieved from http://www.ehow.com/list_7368943_similarities-behavior-misbehavior-discipline-management_.html#ixzz1lG0Bx0Uo Canter, L. (2006). *Lee Canter's Classroom Management for Academic Success*. Bloomington, IN: Solution Tree Press.