

Classroom management: impact on disruptive behavior



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The competence of teachers to systematize classroom and administer the behavior of their students is imperative to achieve positive educational outcome. Effective training does not depend on standardized behavior management only. Highly productive and constructive training instructions alleviate, but do not eliminate, classroom behavior issues. Behavior management and classroom discipline have been observed to be ineffective in classrooms when teachers are stressful and are ineffective in their classrooms. Disruptive behavior becomes a reason for teachers to leave their profession. The ability of an effective teacher to manage classroom discipline and disruptive behaviors of students is evident by his teaching methodology and how well can he address those students, also an effective teacher takes it as a challenge. It is observed that many new least capable teachers who take up teaching as their profession begin their careers with most challenging students. Disruptive behavior of students negatively affects not only those students but also their peers. Surveys have indicated that experienced teachers are good managers and have effective classroom discipline as compared to those who did not learn classroom management skills and have simply left their profession.

Research Topic and Identification of Problem

This research will study how teachers' temperament and classroom management affects the students' behavior. Issues of disruptive behavior of the students have an increased influence on teacher stress and burnout. Teachers' competence to control and manage the classroom is quite critical to achieve positive outcomes. This study will identify the reasons of

behavioral disorders. The environment of the classroom plays a vital role in identifying the aggressive behavior of the students.

The proposed area of this research project will explore the following:

How constructive and supportive are teacher negotiated settlement process in the classroom specifically regarding to reduce aggressive and disruptive behaviors?

To the extent that there is oscillation, what are the different elements of effective classroom management practices (e. g.: rules, praise)?

What are other mediators beside classroom management features that distinguish more or less effective classroom management constituents?

What are the symptoms of disruptive behavior?

What strategies should the teachers adopt to enhance the learning of such students?

How does leadership influence disruptive behavior of students in the classroom?

What effective procedures can be applied to reinforce and encourage the learning of disruptive students?

Research Questions

The research question for this project is as follows:

“ How does teachers’ classroom management affect the motivation of disruptive students?”

Subsidiary Questions:

What are the reasons of disruptive behavior?

In the view of constructivist theory, how should the teachers be managing their classroom?

Research Paradigm and Methodology

A detailed and disruptive research approach will be applied for this study which will give qualitative results about:

The different strategies that are acknowledged by the teachers to encourage the students in their classroom management plan.

Competent teachers observing the behavior of targeted groups of students, and also managing the individuals as part of their management plan.

The importance of teacher as leaders in effective classroom learning.

How students are motivated by the style of teachers in managing their behavior and classroom management.

The impact of teachers on disruptive students, how would they motivate the students and attract them towards their lesson.

How disruptive behavior influences the time of teaching of the performance of the student and the role of the facilitator.

What different strategies implemented by the teachers affect the disruptive behavior of the students?

Data will be collected through primary research methods i. e. interviews with teachers, students, administration, staff and parents. Also through questionnaires, through the triangulation, the validity of the research will be discussed. The data collected will be authenticated by looking at the perspectives of teachers, students and administrative staff also including parents in some cases.

Negotiations to be Undertaken

Permission will be taken from the Principal and resource teachers to implement this action research.

Sampling Design

For the purpose of this research, four sections of Grade XI in the same school will be selected and observed with different subject teachers.

Data Collection Plan

The data will be collected within a period to 2-3 months. The evaluation of academic progress from the classroom teachers' checklist will be collected, and will observe the improvement in grades.

Students' behavior checklist, his discipline card record and his planner and homework will be signed and returned daily. A record will be kept on daily basis.

Data Analysis

Data collected will be reorganized and reshaped so that all the research findings will be presented with specific conclusions. The research question is answered with all the specifications drawn by the hypothesis. The data collected, will be analyzed using 3 stages of Miles and Huberman's (1994) qualitative data analysis:

Data reduction

Data display

Conclusion drawing/ verification.

All the interviews conducted will be analyzed by the technique mentioned in Miles and Huberman (1994).

Step 1:

The names of the participants will be replaced so that the identification of the participants is no revealed.

Step 2:

The transcripts of the interviews will be formed.

Step 3:

The coding of the transcripts will be done in the matrix form. Color coding of the transcripts will be done for in-depth analysis.

Meaningful statements will be extracted from the data collected. Patterns will be formed by the phrases extracted and later combined to form categories.

Interviews conducted will be shown in tables that would represent the patterns and later all these patterns will be combined to form themes.

Data reduction is a kind of data analysis where the data collected from the Research is organized and given meaningful conclusion. Descriptive statistics will be summarized. A significant difference in the dependent and independent variables in Grade XI students from well-managed classrooms to students from poorly-managed classrooms will be determined through calculations.

In the end, the conclusion drawing and verification of the data collected will be analyzed to have a meaningful outcome. The difference will be observed and an analysis will be made. Students response will also be studied and conclusions drawn as to how does a teacher controls the classroom and how does his teaching methodology affect the learning and also how effective his teaching methodology is to manage the classroom in a more efficient manner.

Planned Outcomes

The planned outcomes of this Research project would be:

To go through an in-depth analysis of the problem of disruptive attitudes of students.

The outcome data must be restrained on the students whose behavior problem is likely to change.

Parent reports of the child are not enough. His behavior in the classroom is also relevant to the research as long as it serves in identifying the problem.

A students' aggressive attitude can trigger to more serious problems. But by teaching such students emotional and social skills, competent teachers can increase their learning gains.

By setting and formulating classroom rules, defining limits, identifying responsibilities, and developing meaningful teaching environment an effective and efficient teacher builds up a system of discipline and positive attitude of all students.

Effective teachers initiate different strategies to enhance learning and disciplining students, especially in regards to disciplining disruptive students.

With combined efforts of all the teachers, students, administrative staff and parents, policies and incentives and practices can be put into place. This will help the teachers to acquire the required knowledge and skills to manage their classroom efficiently, hence providing them more opportunities to learn and prevent disruptive behavior.

Effective classroom organization helps in improving teacher's teaching quality and also in managing the behaviors of disruptive students.