

Significance of Classroom Management

Bibhuti Bhusan Pradhan

Abstract: *Although focus has started to be given to bullying in schools, little is understood about the interaction between classroom management and classroom bullying. A study of findings and literature relating to discrimination in the school environment, classroom management, instructor discipline, and student actions will be the method to discuss this partnership. Evidence from a number of areas shows that several factors are working to create the environment where bullying is more possible. These comprises of methods of discriminatory and harsh discipline, lesser-quality classroom instruction, disorganized classroom and school settings, and antisocially characterized student social structures. A need for restoration and in-service instruction on classroom management activities and student abuse is demonstrated in potential directions. Future studies should also explore researching the connection between classroom management activities and student bullying, as well as further examining student bullying teacher and teacher bullying students.*

Keywords: *Bullying, Classroom, Discipline, Service, Students, Teachers, Management.*

I. INTRODUCTION

Teaching for both specialists and inexperienced instructors can be a challenging task. It is an occupation requiring the ability to respond to new requirements and changing needs. School reform encouraging high-stakes assessments in the interest of enhancing academic achievement has controlled the list of issues that need attention in recent years. There are other issues, however, that also require attention, such as bullying. Although not a new issue, until the incidents at Columbine High School, exposure to bullying was minimal [1].

There is also another possibly linked issue that has received fewer exposure but is nonetheless a concern for teachers: the management of classrooms. Research in the past few decades had already consistently shown that new teachers are not prepared speaking about their skills of management in the classroom and are also not prepared to function successfully in classrooms when it comes to managing administrative tasks, curriculum, and behavioural issues [2].

In times when the school reform focused on academic testing and student accomplishments, the need for successful class management skills does not seem to have decreased. Therefore, the following questions are important to ask: What is the purpose of bullying in the classroom? How does it manifest? Is there a link in classroom management between school bullying and management of classroom? If so, what's that? Would it be helpful to combine these two issues? How do teachers learn the skills of managing the classroom? How do people find out about bullying? Where and when does it intersect to learn about such couple of issues?

*Bibhuti Bhusan Pradhan, Department of Management, Siksha 'O' Anusandhan (Deemed to be University),
Bhubaneswarbibhutibhusanpradhan@soa.ac.in*

The study examines issues related to classroom management, classroom bullying and social-ecological teacher practice. The theory of ecological systems is defined by researchers as saying that "each entity is part of the interrelated systems which locate the person in the centre and shift out of the centre into all systems which affect the person." Using a proposed hypothesis, researchers "argue that bullying must be interpreted in the different contexts of each child, family, friend, school and community." Adopting this view presupposes the mutual and interconnecting interactions of students and the instructor in classrooms [3]. It ensures that the behaviours of all group participants influence everyone's behaviour in this setting, providing a complex atmosphere and community [4].

1.1. Classroom Management:

A simplistic view of class management mainly considers it to be discipline and student misconduct management. But successful instruction requires more than controlling the behaviour of students. According to researchers, "the sense of the term class management has changed to a holistic descriptor of teaching activities in orchestrating supportive learning environments and building community," from describing disciplinary practices and behavioural interventions. Experts reiterated this feeling by saying: "Management as a process of creating and sustaining productive educational environments is the most efficient instructor". The researcher also stated that "classroom management is a key component in the three-way combination of effective teaching strategies that encompasses meaningful contents, powerful teaching strategies and managerial framework to support successful learning." Successful teachers use 'regulation and procedures, "organizing groups and monitoring and reacting to misconduct' strategies, and 'look seamless, even invisible' when they are well done. Although it is recognized that "classroom management" is a dynamic training program that requires more than being capable of influencing and managing student behaviour, the overall impression persists that school management is mainly about 'discipline.'"

The most common meaning of the discipline seems to be the concept that children are brought together, "how teachers perform, often determined by their assumptions about the learning, development and development of children. Classroom and discipline text often suggests strategies structured into models which reflect philosophical approaches that match those hypothesis. At the behavioural end of the continuum lies the position that people are naturally bad and in great need of control, and that people are basically good and must be led on the humanistic end of the continuum [5].

Teacher's beliefs and perceptions regarding children are in some ways in this spectrum and these philosophical perceptions can eventually affect a teacher's style of training or management. Democratic models that see misconduct as an opportunity to learn are on the humanistic end of the continuum. Strategies which use punishment, coercion and rewards are the behavioural end of the continuum. His or her assumptions about children, the models he or she adopts and the approaches that match these types impact how a professor manages the behaviour of the student [6].

I.II. The way of Learning Classroom Management Practice:

The first place teachers are taught in the classrooms that they have lived as students for 13 or more years. Research shows that teachers establish views of class education based on their own experiences and that they carry this experience to teacher training with them. Research also shows that these expectations extend well into early teaching years. A second place in schools where teachers study field observations and student teaching are learned in "classroom management" practices. The impact of this learning can be assumed to be determined by the variety and quality of what students observe in actual classrooms. If the shape of veteran teachers is one kind or of poor quality, preservation teachers may be able to imitate a limited number of skills, some of which can be uncertain. Finally, in their university classes, preservation educators can learn about class management.

Teachers in-service continue to learn about management of the classroom, but usually in much less formal ways. Teachers can take part in workshops for professional development that deal with management or behaviour problems, or start learning themselves, looking for books and materials which provide insight and support for the management and behaviour problems in the classroom. Nevertheless, teachers are part of programs where they often share knowledge. Education is put in environments and school is a setting in which both parents and students benefit from each other [7].

I.III. Bullying in schools:

29.8 percent of students were found to be involved in bullying patterns in the biggest study on bullying in schools in the U.S. to date: 12 percent as abusers, 10.5 percent as perpetrators, and 6.2 percent as abuser offenders. These numbers show that an issue of serious concern in U.S. schools is bullying among students. Researchers define bullying or victimization as follows: "When exposed, repeatedly and over time, to negative actions by one or more other students, a student is bullied or victimized".

Student abuse, though, is not the only issue facing campuses. There is a limited amount of research concerned with college school abuse and teenage pupil intimidation. A bullying teacher was defined by researchers as "one who uses his or her power to punish, manipulate, or dismiss a student beyond what would be a reasonable disciplinary procedure." Researchers found that 44 percent admitted to bullying a student in a survey of 115 primary school teachers. At least one teacher openly confessed to having bullied learners during a qualitative study using discourse and conversational analysis where teachers were asked to bully students for teachers. Researchers examined bullying in a secondary school at two points in time in a recent study conducted in Ireland and found that "thirty percent of students said they were bullied at both times by teachers." Researchers offer ten 'don'ts' of student discipline in a rather indirect indictment of teachers who bully students. Of the suggestions, four infer that teachers are bullying students directly or indirectly [6].

The question of teaching by intimidation is also addressed. The author also considers deliberate sarcasm and humiliation as forms of bullying. While research is limited on adult bullying in schools, this problem is clear and can be related to classroom management. Equally, there is little knowledge on pupil abuse among schools, although a report in the United Kingdom has shown that in the previous semester high school teachers, at least

often 55.3% of pupils, sometimes or sometimes 35.5% and several days a week 9.8%."In assessing the school environment, teachers are crucial. Thus, they have a highly relevant attitude to power dynamics. Although this paper does not attempt to investigate the issue of bullying on the workplace and the possible existence of the Teacher's bullying administrator, it is likely that adult bullying is typical of certain schools and districts. In some degrees the atmosphere in classrooms is probably affected by parental abuse, and this trend would probably change how people view children in schools and communities. A social-ecological perspective requires a consideration for multi-level bullying that suggests a culture that supports students-to-student bullying if adults bully each other and when students bully adults. That is, when adults bully each other and students, it is reasonable to expect that students and sometimes adults bully each other [8].

They must be able to recognize it before teachers can prevent or intervene in bullying situations. Research shows that many instructors do not learn or know how to identify their students' actions in bullying. Researchers report that "more studies have shown that teachers report lower bullying prevalence than students," which indicates that students have a much higher awareness of bullying than teaching staff. Researchers found that "interactions involving physical violence were more frequently called bullying, more serious and more deserving of intervention than verbal aggression," in their research on the teachers' perception of bullying. Researchers found that teachers saw more egregious behaviours like physical assault and verbal threats as bullying, but did not think of calling names, spreading mean squabbling, or bullying. Studies in a very recent study noticed that "service teachers see link bullying as less severe than other types of bullying." Given the negative impact of relational aggression, teachers need to be able to identify the most open and clear type of verbal and physical bullying, as well as social and behavioural bullying [9].

That makes this point surprising is that it seems highly possible to provide havens for abusers that shield them from detection to instructor who seem to have beautifully administered lessons. It represented the smart skill of several bullies to exploit well-founded yet unsuspected teachers in classrooms and to conceal themselves behind innocent façades. It's obvious that teachers need help to acknowledge a bullying situation. In a United Kingdom survey of preservice teachers, respondents were asked a series of questions about the significance of bullying training. Less than half the instructor trainees said they found useful and important knowledge about bullying. You wanted to know explicitly how you talk to bullies and objectives, and you wanted to know how to develop a school-wide bullying policy.

1.IV. Intervention and Prevention:

How do students know in abuse prevention and intervention? First of all, as noted earlier, teachers will learn about bullying through rather informal methods such as their own life experiences, through looking for and reading materials on the topic, or by attending seminars and lectures on the subject of bullying. However, teachers can acquire knowledge in a more formal capacity through the adoption of bullying prevention programs by schools. Some, if not all of these services, are supplemented by training to help teachers understand the problems of bullying and violence, learn how to react to incidents of bullying and violence, and change their relationships with students so that school bullying and violence are likely to decline. Very often, such services promote the implementation of protocols and the realignment of the code of conduct and behaviour management

processes in the school or college. Teachers are often asked to teach social skills to students, which reduce the chances of interpersonal. What is most interesting about these different programs is that they never discuss the management practices of classroom teachers and how they can lead to the presence of violence in the classroom [10].

I.V. Disruptive Behaviour:

Sometimes a disrupting encounter between teacher and student may cause a sequence of actions and reactions that spirals out of control, culminating in manipulation, confusion, and damage. Researchers wrote in a study of teacher perceptions of disruptive behaviour: the results of this study confirmed common perceptions in the classroom of disruptive behaviour. Time spent trying to control a class is being stripped of teaching. If teaching time is disrupted, the instructor becomes clearly less successful. Disruptive behaviour creates conflicts between student and teacher, which for them can cause undesirable interpersonal conditions. The teachers have predominantly reported that disruptive behaviour which allows the teacher's morality to continue in large measure. It also creates parental dissatisfaction and the school's negative image. Disruptive behaviour for students leads to low self-concept, group disputes, and student disunity.

Disruptive behaviour in classrooms is not new, but in addition to an awareness that our culture is more and more unsocial and aggressive, the emergence of integrative policies regarding special education students has driven educators to look at better methods of controlling student behaviour in schools. PBS, a program that grew out of the principles of applied compartment analysis and "represents a major departure from traditional reactive disciplinary practices," is an effective approach [11].

With regard to behavioural management strategies PBS promotes teachers to be proactive and positive rather than reactive and negative. This model includes the need to structure the classroom environment in order to avoid negative behaviour and, if done, teachers should try to ensure that ineffective intervention strategies are not repeated. Researchers note that teachers usually "testate more negatively" because they don't find their response to student misbehaviour, rather than try an alternative approach.

I.VI. Management of Classroom and Bullying:

What about discrimination in teacher management? How about violence? The consequences of class discipline and intimidation have been documented by scholars. Researchers not only discovered that class administration associated with bullying among pupils, but also observed that a mediating variable persisted in regard to whether bullying happened at all. The social structure of the class was this mediating variable. The social structure comprised casual student connections and included "friendship, encouragement, attraction, alienation, influence and sub-group ties."

Although a study of the relationship between the management of our own organization, the social structure of the class and the amount of the bullying, does not necessarily demonstrate that we have a parallel structure. The conclusions from this study indicate that teachers are much less likely to get involved in or experience bullying, when they take care of students, organize classrooms so that positive student relationships develop, and manage learning and behavioural issues in positive, educational ways [12].

II. CONCLUSION

Intimidation results in bullying and aggression. When a child disrupt a teacher, embarrass him or her publicly, the teacher may react with anger, hostility and coercion. Some teachers bully, in other words, when tormented. In certain schools, teachers feel attacked by administrators or parents in a similar way. At the same time, a serious problem of pair bullying can occur in many schools that adults can not identify, but it can contribute significantly to school violence and the adverse climate of schooling. Whether bullying, anti-social or violent, schools often react to rules, to increasing the severity of punishments for government offenses and expelling more school students, which all exacerbates the problems educators are trying to resolve. Such difficulties can also be exacerbated by classroom experience and pedagogy, which does not reflect current learner-centred awareness and where students are more likely to have skills. To solve these problems, people will excel in the integration of classroom management, intimidation in schools and the effective teaching methods and study into how these factors are interrelated. Finally, those who support the learning of teachers need to talk about these issues in education.

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