



Behavioural Management in Secondary Schools: A Case Study in India

¹Ms. Simarani Behera, ² Mr. Prahallad Majhi, ³Dr. Ashok Dansana

1. Lecturer in Education, Birmaharajpur College, Subarnapur, Odisha

2. Doctoral Research Fellow, School of Education, Ravenshaw University, Cuttack

3. Assistant Professor in Education, School of Education, Ravenshaw University, Cuttack

ABSTRACT

Understanding human behaviour is complex affair. Furthermore, nurturing and regulating the same is even more complex affair. Many attempts have been made in the past to study human behaviour which eventually paves the path for the development of several theories especially in the Discipline of Psychology and Sociology. Partially this development in the history of human civilization leads to bring organized practice like 'school' with the prime objective of shaping human behaviour and nurturing mind keeping the needs and demands of individual being and society into consideration. This paper is an outcome of a research work undertaken in 2019 at Ravenshaw University, Cuttack, Odisha, India, where secondary schools of Cuttack City were involved. This paper reveals how important as the educational and disciplinary practices have been playing in giving a shape to the students' behaviour. This study substantiates that if teacher constantly engages directly or indirectly with the activities inside and outside the classroom it can help in shaping behaviour of students in more constructive and desired manner. This study comes to a conclusion that secondary schools have all behaviouristic, cognitivist, constructivist and humanistic approaches in practices. They are not strictly adhered to any particular principle proposed by existing theory while putting their rules and principles into practices and this approach has been successful in long run in the functioning of the schools.

KEYWORDS: Behaviour, Management, Secondary School

INTRODUCTION

Management of student behaviour inside and outside classroom situations has been one of the relevant areas for educational practitioners and policy makers in India. Kyriacou (1997) remarks behaviour as the ways an individual presents oneself before others. Students behaviour is defined in terms of his or her nature of responses towards the instructions and principles placed by the parent institution. In the same

context student misbehaviour is defined as any behaviour that undermines the teacher's ability to establish and maintain effective learning experience in class. "There is a range of student misbehaviour, from non-compliance to outright disruptive behaviour. Non-compliant behaviour such as talking out of turn, idleness or work avoidance, hindering other students and non-punctuality are more frequent than serious misbehaviour, namely verbal abuse to teachers, physical destructiveness and physical aggression towards teacher and fellow students (Fontana, 1994). "Any change in the behaviour of students can be indicative of underlying problems that the students may have at the time and therefore is to be noticed and appropriately managed. Minor disruptions in classroom need to be addressed and managed otherwise the misbehaviour will escalate (Ofsted, 2013). In this regard classroom management therefore become the formal systems through which the school regulates whole environment. Such kinds of practices are labelled as behaviouristic approaches in education, which have critically been commented in the recent times and people are looking for alternative approach in the name of constructive practices widely. We have different approaches to educational management in India which vary in many ways in the form of ideology, culture, beliefs, politics and economic conditions as well. It is often found that inculcating the values and habits of self-discipline is important for the systematic pursuit of learning and the development of the child's interests and potential at an expected pace and level. Discipline found to be must for enable the performance of, and be conducive to, the task at hand. It should enable freedom, choice and autonomy for both teacher and child. National Curriculum Framework (2005) emphasises it is necessary to involve children themselves in evolving rules, so that they understand the rationale behind a rule, and feel a sense of responsibility in ensuring that it is followed.

RATIONALE OF THE STUDY

The term 'behaviour' is exceptionally complicated at times and situations, being influenced by many interacting factors. Although human behaviour is determined by genetic codes it is highly influenced by the given socio, economic and physical circumstances. There have been several attempts to understand the human behaviour with limited variables under study. It is found that although it's relatively easy for researchers to design studies in which they measure many variables and analyse the relationships among them, those kinds of studies usually don't provide concrete evidences about the causes of puzzling behaviours. The problem is that even when we find that variables are related to each other, we often can't identify which variables actually cause people's reactions (Leary, 2012). Nonetheless, it is believed and established that human behaviour is greatly influenced by school practices. School management takes this opportunity and is directed to facilitate positive development in the individual student. In a broader sense, it is the process of planning, organising, leading and controlling the efforts of organisation members and of using all other organisational resources to achieve stated organisational goals bound by expected behaviour outcomes of children admitted there. The functions of a school management are to plan the school and execute the same best suit the needs of the school as well as the overall interests of society. It is generally acknowledged that that the school is the mirror of the wider society and that student indiscipline is revelatory of deeper social ills. The education system therefore has to provide critical exposures to address these societal ills and measures have to be taken to deal with a wide variety

of contributory factors ranging from parental responsibility, school leadership and management of teachers behaviour, pedagogical efficiency, teacher-pupil relationship and school culture. Behaviour is an expected response to the system like school and college. It is a widely desired behaviour which is supposed to ensure by school management. Providing a safe, secure and supportive environment where there is responsible social behaviour is a key priority of the school and discipline is a necessity for the proper functioning of a school. Good schools start with Good Behaviour and discipline is essential for effective student learning and achievement. In order to enable effective learning and teaching to take place the highest standards of behaviour in all aspects of school life are expected.

Large numbers of the studies have been conducted in the areas of disruptive, unproductive behaviour of students. There are certain studies which attempt to explore students support services and positive interventions and their effects on behaviour of students. It has been found that teachers are using unwanted disciplinary practices more than that of positive and constructive disciplinary practices (Sullivan et al. 2014). Teachers have a tendency to under-report the use of detrimental disciplinary practices than students. Teachers are not reporting some kinds of disciplinary practices like sending away from the class, informing parents, fining, beating, standing upon the bench, making to approach the head teacher viewed by the students. It is also found that adverse consequences of disciplinary practices according to students are low self-esteem, feelings of shame, anger, sadness, fear, pain, tension, mental fatigue and hate towards teachers and subject (Mumthas et al. 2014). The researches have also found the fact that there were major discipline problems among students such as truancy, theft, defiance, and lateness and Immoral relations. It is revealed that head teachers with long experience were capable of handling discipline problems with ease unlike the less experienced ones. The findings of research also further reveal that peer pressure influence is deeply entrenched among students and largely contributed to students' indiscipline. The sizes of the schools as well as the involvement of teachers were found to have direct relationship with the students' discipline (Kimani, 2013). The study also showed that teachers' involvement in monitoring of students discipline is very crucial. Teachers' presence among the students is a boost to good discipline since they do inculcate into them the right values of life. Enforcement of school rules by teachers help in curbing indiscipline problems long before they occur. It is also reported that an alarming number of our adolescents suffer from emotional and behavioural problems which have their roots in the family environment (Pathak et al. 2011). The research works in this area suggest that in all educational institutions discipline is very important factor because it trains individuals to develop responsible behaviour leading to self-discipline. Discipline exposes students to the art of self-control, and social chaos (confused and disordered mass) can only be avoided if restraints are built into the character of students. It is widely accepted fact that discipline exposes children to ways of handling the challenges and obligations of living and equips them with the personal strength needed to meet the demands imposed on them by the school and later in adult responsibility. Responsible behaviour makes possible for the parents to pass their values and expectations to their children in more pleasant manner in situation like school. Many reviews clearly suggest that fact that discipline school like platform implies order and principles in its functioning which ultimately serves its sole purposes. Discipline does not mean

here a set of superficial impositions on students in carrying out school activities. In other words, it implies persuasion and acceptance on the part of the governed relatively in non-conditional manner. Therefore, discipline in school is felt need which can develop a sense of responsibility and belongingness based on values and necessities. From the general practices of discipline in school or in any other kind organized platforms it carries values in the sense that it ensures a responsible behaviour and eventually materialized its objectives in more efficient and productive manner without much conflicts and cost. It is also a widely acceptable fact that discipline improves performance results in higher efficiency and productivity. There are certain studies which attempted to explore students support services and positive interventions and their effects on behaviour of students. Very few of studies have been carried out in India adopting holistic approach to understand student's behavior and discipline management. Whatever studies carried out in this area most of them were of partial and quantitative in nature to understand the phenomena. Hence looking at the gaps in the areas of studies and methodologies this research is carried out. The study is guided by few major questions such as what is the nature of discipline management of secondary schools? What kinds of behavior students of secondary schools exhibited in relation to discipline management? What is the nature of independent behavior of students of secondary schools irrespective of management intervention?

OBJECTIVES OF THE STUDY

Based on the larger three questions the present study is circumscribed with the following major three objectives. It is intended:

- I. To study the nature of discipline management practices of secondary schools.
- II. To study the behaviour of students in relation to discipline management practices in secondary schools.
- III. To study the independent behaviour of students of secondary schools.

Operational Definition of Key Terms

Discipline management in secondary school here refers to execution of rules and principles of school to achieve its objectives. Rules of school here refer to standing set of laws of the school which helps the school to maintain order and integrity in its practices which can be executed objectively. Principles of school here it refers to a set of unwritten laws based on culture and traditions of the school which can be executed subjectively and may vary from situation to situation. Student Behaviour here it refers to the acts and nature of student in response to principles and rules of school. Co-curricular activity here refers to the activity which is carried out beyond classroom mostly for the development of inner potential, physical health, and psycho-social attributes of individual student. Independent behaviour of students here refers to the positive and negative acts beyond the instruction of school.

METHODOLOGY

Case study method has been followed in this study. Four secondary schools have been taken as cases for this study. The cases were selected purposefully which includes two Government schools and two Private secondary schools. The population of the present study consists of all the secondary schools of Cuttack district in Odisha. The sample of the study constitutes four secondary schools selected purposefully which includes two Government and two Private schools as Tulasipur Govt High School, Gorakabar, Cuttack, Raghunath Jew Nodal High School, Deulasahi, Cuttack, DAV Public School, Sec-6 CDA, Cuttack, and St. Xaviers High School, Near Barabati Stadium, Cuttack respectively. In the present study semi structured interview schedule has been used for Headmasters and teachers. For collection of data from students, focus group discussion technique has been adopted.

MAJOR FINDINGS

Although the study unveils many facts of school practices some major findings are reported here. In all four secondary schools irrespective of their nature of management were found to have common practices with regard to the discipline management cutting across space and activities such as management of classroom, organizing co-curricular activities, conducting examination, upholding encouraging social environment, maintaining healthy geo-physical environment, holding school assembly, carrying school ID card, respect to school property and security in the school, possession of valuables, leave application and school hour. The practices of discipline in private school such as DAV Public School and St. Xavier's High School are stringent than the Government schools like *Raghunath Jew Nodal Bidyapitha* and *Tulasipur* Government High School, Cuttack, Odisha. In the government schools it was found that majority of students follow the rules and principles of school. And very few do not follow the same. Whereas, the situation in the private school is somehow different. All most all students in private schools follow the rules and principles of school without fail. In the private schools if anyone found deviating the rules and principles repeatedly is suspended from the school without any further compromise. And that is the situation which initially brings changes in students behaviour unwillingly but it becomes a habit in due course of time in the schools. In case of government schools the deviants are in first instance pursued and warned and even then if the student continues to deviate, the school authority takes a neutral stand rather becoming harsh or extreme. However, most of the deviants change their behaviour after facing disciplinary action in the government schools and very few do not. In this study it was also made clear that no school has the practice of harmful corporal punishment whatever punishment prevails is mild which does not bring physical and mental damage rather it brings positive changes in the behaviour of students. The standing rules and principles of these four schools can be situated in the other contexts of India like *Kendriya Vidyalaya*, *DAV Public School*, *Saraswati Shisu Vidya Mandira*, *Delhi Public School*, *Cambridge School*, *St. Joseph's School*, *Christ Church Secondary School* and *New Stewart School*. So, one can say that the practices in the schools are not completely different rather primarily drive to develop desired behaviour among the students in a regulated manner.

CONCLUSION

The present study reveals how important as the educational and disciplinary practices have been playing in giving a shape to the students' behaviour. If teachers would assess students' understanding frequently in the classroom with feedback and determine next steps for instruction then the classroom practices become more productive. This study reveals how important as the educational and disciplinary practices have been playing in giving a shape to the students' behaviour. This study substantiates that if teacher constantly engages directly or indirectly with the activities inside and outside the classroom it can help in shaping behaviour of students in more constructive and desired manner. This study comes to a conclusion that secondary schools have all behaviouristic, cognitivist, constructivist and humanistic approaches in practices. They are not strictly adhered to any particular principle proposed by existing theory while putting their rules and principles into practices and this approach has been successful in long run in the functioning of the schools. The schools can be given with the credit of having integrated approach in shaping the behaviour of children in acceptable forms and endeavouring efforts to create all alternatives and supports by which students could understand the situation as a whole.

REFERENCES

- Everston, C. M., & Emmer, E. T. (1982). Effective management at the beginning of the school year in junior high classes. *Journal of educational psychology*, 74 (4), 485.
- Kimani, J. W. (2013). School factors influencing students' discipline in Public secondary schools in Kinangop District, Kenya. (Master Degree Dissertation, University of Nairobi).
- Kyriacou, C. (1997). *Effective Teaching in Schools* (2nd Ed.) Cheltenham: Nelson Thornes.
- Leary, M. (2012). *Understanding the Mysteries of Human Behaviour*. Chantilly: Virginia.
- Maguire, M., Ball, S., & Braun, A. (2010). Behaviour, classroom management and student 'control': enacting policy in the English secondary school. *International Studies in Sociology of Education*, 20(2), 153-170.
- Mumthas, N. S., Munavvir, J., & Abdul Gafoor, K. (2014). Student and teacher perception of disciplinary practices: types, reasons, consequences and alternatives. *Guru Journal of Behavioral and Social Sciences*, 2(4), 301-308.
- Ofsted Report (2013). The Annual Report of her Majesty's Chief Inspector of Education, Children's Services and Skills 2012-2013. Stationary Office: London, UK.
- Pathak, R., Sharma, R. C., Parvan, U. C., Gupta, B. P., Ojha, R. K., & Goel, N. K. (2011). Behavioural and emotional problems in school going adolescents. *The Australasian medical journal*, 4(1), 15.
- Powell, S., & Tod, J. (2004). *A systematic review of how theories explain learning behaviour in school contexts*. EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.
- Sullivan, A. M., Johnson, B., Owens, L., & Conway, R. (2014). Punish them or engage them? Teachers' views of unproductive student behaviours in the classroom. *Australian Journal of Teacher Education*, 39(6), 4.