Chapter 8
Students' Behaviour in the Classroom Environment:
A Review

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ABSTRACT

In this modern era, the behaviour of students has a huge impact on classroom environment and often time causes destruction to learning environment, teaching environment and crippled the social, educational, and holistic growth of the students. This chapter mainly deals with various reasons for behavioural problems in school classrooms and is also aimed at suggesting new strategies in dealing with learning challenges posed by problematic student behaviour and different ways to deal with it. Students should be motivated with proper discipline. It puts forth measures considering the academic environment of school, and emphasis on the contribution of strategies to improving student behaviour.

INTRODUCTION

Education system has undergone very big change in Indian schools where much focus laid on improving students' academic achievements, setting out the syllabus, coaching approach and other facilities for the learners. At point after dealing with all

problems, still hurdles continue for few learners. Wallace (1994) stated educator's behaviour need to be united with trust, high opinion, and generosity would make greater influence on student's conduct. The approaches mainly aimed at improving the classroom environment which will reduce negative impact such as disruptive behaviour or distractive behaviors as result active instruction and learning will happen, both for the pupils who are engaged in problematic behavior and the rest of the students as well (Alberto & Troutman, 1995).

Beyond academic pressure, there are lots of external factors influences on students' behavior such as exposure to audio-visual media, peer pressure, high expectation of parents, bullying, physical abuse, lack of self-esteem and disturbing others (Merrett & Wheldall, 1984). Every institution is functioning with the goal of improving scholastic presentation and promoting overall growth of students. Problem behaviour of learners always disturbs or disrupts the educators' session and also intrudes the learning process of other students. (Cains & Brown, 1996) pointed out that teachers believe that most of their time spent on dealing with behaviour problems than academic activities. The students' behavior can be shaped by intervention and discipline which can be source of all success across every level (Mazaheri-Seyf, 1998). It is quite difficult task to modify students' problem behaviour but it can be only possible to modify ones behaviour through introducing appropriate interventions otherwise it results decreased learning (Blankenship, 1988; Cains & Brown, 1996; Cartledge & Jonhson, 1996).

BEHAVIOURAL DISORDER

It is identified as widespread psychological issue amid child and adolescence which often makes the schools to send students for mental health services. Such behavioural problem is ongoing and growing (Head, Kane & Cogan, 2003). In recent years the prevalence of behavioural problems among students is essential. Behaviour disorder is vividly seen when students exhibit repetitive prototype of behaviour which disturbs other learners to the greater extend (Glendron, Royer, Bertrand & Potvin, 2004). Canadian analysts claimed behavioural problems signify a most important issue across all the schools. Such issues create substantial damages in scholastic, occupational and social functioning (Topping & Flynn, 2004). The characteristic of a behaviour disorder among students are:

- Exhibiting of aggressive behaviour towards others.
- Showing of bullying and intimidating behaviour.
- Causing destruction of others property and belongings.
- Showing less concern for the well-being of classmates.

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