

Supportive Discipline as a Classroom Management Strategy

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Abstract

Classroom management in general deals with all sorts of things, including helping students to focus and promoting behaviours that encourage learning. Creating friendly and supportive environment for students is the need of the hour. Supportive discipline helps the teacher to motivate their students through active involvement in their own learning. The paper explains that through this discipline the goals of acquiring knowledge; self management can be achieved in an effective manner. It also allows students to develop self discipline and helps them to become emotionally and socially mature adults. The supportive discipline focus on positive behavior resulting in less need of corrective interventions.

Key Words: Supportive Discipline, Classroom Management.

Supportive discipline is the response of the teacher to the behavior of students while teaching, in relation to the student's ability to behave in the classroom. The teacher's response should be such as to support the individual be such as to support the individual student's ability to understand,. This is important because the student is affected around him/her. The individual student, who wants to listen to the teacher, is not allowed to do so by unwilling students sitting on the same bench or behind Him/her. Their behavior will include noisy scenes, teasing of the student without attracting the attention of the teacher, or attention of the teacher, or talking away his books or note books or other stationery.

The teacher cannot detect such things if he/she is immersed in the subject without any concern for the blackboard and, occasionally, turn to the class. Some others stand on the platform, erect, and give lessons. These habits will make a poor teacher. A good teacher should maintain eye, contact with every one of the students in the classroom, go round the classroom in between the lines and rows of the students, seating arrangements, and occasionally questioning some of the students at random. This movement and eye contact will create confidence in the student's mind, and also help the teacher understand if any student is a victim of any unwilling group. Once the teacher detects the unwilling student or a group, he should not name the students and send them out. This is a very old practice. This will antagonize students. It would be better if the gives counseling to students without naming them.

Once the working time is over, he can ask the student concerned to his staff room and give individual counseling. Generally, this type of treatment will give results. In case it does not pay, the students creating problems can be referred for correction to a psychologist counselor attached to the institution. In no case the problem child or problem student should be punished, as this will give only negative results. When we notice a serious discipline problem. Our natural tendency is to go for confrontation. This can be good in a jungle for survival but will prove

disastrous in a classroom. The teacher should remain calm and try to change the topics at discussion to ease the situation.

At the same time, he should not give the impression of being weak. The facial expression will indicate your capacity to dominate or your submission to the situation. Teachers should exercise attractive power, expert power and reward power to implement supportive discipline in the classroom. The attractive power is evident when the teacher's relationship with students is positive, and students have high regard for him/her. The teacher's enthusiasm and knowledge in influencing students becomes known when he/she exercises expert power. When the teacher praises students for their conduct and achievements in studies, the reward power of the teacher is on show. Group dynamics is an essential factor in moulding the character and discipline of a group of students. They behave differently when they are individuals and when in groups, and the group behavior is, again, influenced by how students perceive the teacher. The teacher should be flexible and encourage and ignore isolated cases of unhappy behavior. However, he/she should be quick to help students understand the reasons for their isolated misbehavior. When the teacher has the tact and talent to correct the student, others in the group also behave properly. To sustain interest in learning in the classroom, the teacher should use variety in his teaching methods. Activities and their nature can be frequently altered to make the class interesting. One of the reasons why students misbehave is to attract attention and become heroes among their groups. When misbehavior is corrected by violent methods, students misbehave again to get their own back. The maturity of the teacher lies in ensuring that such an attitude does not develop in students.

According to the reality therapy, our focus should be on the future conduct of the class in a disciplined way rather than on dwelling on the past incidents. In any case, we should not brand nay students as unworthy of pursuing studies; his tender age should be taken into account.

According to the Control Theory, the behaviour of a person is motivated by internal beliefs, attitudes and perceptions and not externally, to satisfy the basic needs of youngsters, such as for having fun, being free, assuming power and exercising influence, and lastly, survival.

In dealing with discipline among students, one should remember that communication with them should be positive; that is, we should not create the impression that we are ordering, threatening, criticizing, ridiculing, shaming or interrogating students. Instead, for the best results, communications should aim at directing, admonishing, giving solutions, agreeing, analyzing, consoling and humouring in a given situations.

Corrective Discipline

Corrective discipline implies use of coercive power when all the other approaches fail. This method is the application of consequences and it should be the last option and not the first.

Before taking corrective action, the student concerned should be given sufficient warning that the teacher has decided to take it, since the student did not respond to earlier persuasive models. The parties to the discipline programmes of educational institutions are the teachers, students and the parents; and sometimes, the management too. In problems of discipline, the teacher and the management should have identical views and approaches; otherwise, no enforcement will have the desired effect. Parents should also be informed that the institution is considering stringent action against their ward.

When we talk of discipline of the students and faculties, it is all pervasive. The standard of discipline should be the same in classrooms, school or college grounds, assemblies, libraries, computer rooms. Thus we can say that supportive discipline allows the students to develop self discipline .It helps them to become emotionally and socially mature adults.

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