

## Handling Students Unrest and Behavioral Problem

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*Every student comes from a different background and there are different reasons that underline problematic behavior and although many bad behaviors can be the result of a student's family life or peers, often bad behavior is the result of a student struggling in school. Student unrest has been a grave phenomenon and syndrome to educational system in India and world as such. Time and again student organizations give call for agitations to protest their dissent which is either just or unjust, causing violence and civic disturbance. Social anomaly of Indian society and politicization of student folk has further made the educational institutions more vibrant and dynamic organizations.*

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### Students Unrest

Of the many types of studies made on students, relates to student unrest. Students' indiscipline described as 'disobedience to authority, disrespect to teachers and elders, deviation from norms, refusing to accept control, and rejecting socially sanctioned goals and means. Three situations create indiscipline among students. They are:

- Students lose interest in the goals of education and educational institution and refuse to follow its norms.
- Students accept the goals but doubt whether the institution can achieve them. They, therefore, try to improve the institution by deviating from its norms.
- Norms of institution fail to achieve goals and students, therefore, want a change in norms.

### Student's Unrest Leads to Protests

Student's protests sometimes lead to aggression, agitation and movement. Aggression is a physical or a verbal behaviour or a hostile act intended to harm, hurt or destroy. Agitation is to

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bring grievance and injustice to the notice of people in power. It is to shake up, to move, to stir up, to cause anxiety, and to disturb the power-holders. The important elements of protests are:

- Action expresses grievance
- It points out conviction of injustice
- Protesters are unable to correct the condition directly by their own effort
- Action is meant to provoke ameliorative steps by the target group
- Protesters bank upon the combination of coercion, persuasion and discussion to move the target group.

The pre-conditions for student's agitations

The important functions of student agitations are to create collective consciousness and group solidarity, to organize students to work for new programmes and new plans, and to provide opportunities to students to express their feelings and make some impact on the course of change such a structural strain, identifying the source of strain, precipitating factor in initiative action, and mobilization of force for action by a leader.

Five types of students have been identified in this context

- Socially isolated, who feel alienated and cut off from the larger society.
- Personally maladjusted, who have failed to find a satisfying life role, e.g., they do not have an adequate interest in studies.
- Unattached to family, who lack intimate ties with their families.
- Marginal's, who are not fully integrated with their caste/religious/linguistic group.
- Mobile or migrants, who have little chance of getting integrated into the larger community.

The causes of students' unrest and agitations, as pointed out by the UGC committee in 1960

- Economic causes, like demands for reducing fees, increasing scholarship.
- Demands for changes in existing norms pertaining to admissions, examinations and teaching.
- Poor functioning of colleges/universities.
- Conflicting relations between students and teachers, e.g., behaviour of teachers with girl students or student leaders, cutting classes and so on.

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- Inadequate facilities in the campus, e.g., inadequate hostels, poor food in hostels, lack of canteen facility, etc.
  - Student leaders being instigated by politicians.

#### Main Causes of Students Unrest

- Defective Education System
- Aimless life and uncertain future
- Economic difficulties
- Excessive number of students in the class
- Defective teaching methods
- Indifference of the family members
- Unsuitable teachers
- Student union in various ways

Lack of co-curricular and creative activities such as defective examination system, elements of indiscipline and anarchy prevailing in the society, defective examination system, behaviour problems.

#### Address Problematic Student Behaviour

Reports of problematic behaviors are on the rise nationally, not only in the classroom but in society at large. Some of these immature, irritating, or thoughtless behaviors include:

- Lateness or leaving early
- Inappropriate cell phone and laptop usage in class
- Side conversations
- Disregard for deadlines
- Grade grubbing
- Sniping remarks
- Cheating

These behaviors are not just instructors' pet peeves, they have real costs including:

- Distracting other students and instructor in class
- Reducing student participation

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- Lowering other students' and instructor's motivation in or out of class
  - Affecting fairness in grading
  - Using instructor or TA time unproductively
  - Feeling disrespected as a fellow learner or authority figure

Sometimes students simply refuse to do their work, pulling teachers into a power struggle. If this happens:

- Give students a choice with consequences attached.
- Provide take-up time.
- Reestablish the relationship.
- Distinguish between primary and secondary behavior.
- Avoid unnecessary power struggles.
- Plan a follow-up.
- Time your invitation effectively.
- Keep your presentation positive.
- Offer to mirror the problem behavior.
- Start with tactical ignoring.
- Combine simple directions and reminders with hand signals.
- Give students alternatives.
- Health problems, personal or family problems, adjustment or developmental issues

### Possible Strategies

Based on these findings and a comprehensive literature review, Sorcinelli (2002) suggests 4 principles to reduce incivilities. The principles are broad enough that each one can be used to generate several concrete strategies such as define expectations at the outset, decrease anonymity, seek feedback from students, encourage active learning.

### Four things you can do to minimize disruptive behavior in the Classroom

- Remediate learning difficulties.
- Keep the class schedule very consistent.
- Create a calming environment that isn't over stimulating.
- Compliment them on every success.

### Influences on Student Behavior

There are many potential influences on student behaviour, and many factors that can lead to behaviour that is challenging for schools to deal with. These include:

- Biophysical factors, such as medical conditions or disabilities
- psychological factors, including emotional trauma or lack of social skills
- Behavioural or social factors, including where a student's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices. For example, a student with a learning difficulty repeatedly misbehaves knowing that he/she will be removed from the class and this will avoid his/her learning difficulty being exposed.
- Historical community factors, including for students whose family member/s had difficult, sometimes traumatic, experiences of school and government agencies
- Cultural factors.
- Student group dynamics, such as bullying and teasing, cliques or student apathy or hostility.
- Environmental factors, for example the level of classroom noise or classroom seating arrangements
- Classroom organization issues, such as inconsistent routines, inadequate materials or obliviousness to cultural differences
- Teacher behaviour, for example boring or disorganized lessons, over-reaction to misbehaviour or over-reliance on punishment.

In many cases, there is no single cause of challenging behavior, but it is the result of several factors operating in combination.

#### Handle the Common Classroom Problem Behaviours Using a Behaviour Management

Teachers who can draw on a range of responses when dealing with common classroom misbehaviors are more likely to keep those students in the classroom, resulting in fewer disruptions to instruction, enhanced teacher authority, and better learning outcomes for struggling students. A good organizing tool for teachers is to create a classroom menu that outlines a range of response options for behavior management and discipline. Teachers are able to assert positive classroom control when they apply such a behavior management menu consistently and flexibly--choosing disciplinary responses that match each student's presenting concerns.

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This document groups potential teacher responses to classroom behavior incidents into 8 'menu' categories.

- Behavior reminder
- Academic adjustment
- Environmental adjustment
- Warning
- Time-out
- Response cost
- Behavior conference
- Defusing strategies

Teachers can use these categories as a framework for organizing their own effective strategies for managing student problem behaviors

#### Strategies for Teaching Students with Behavioural Problems

Teaching students with behavior problems creates a higher demand on the teacher. Though some teachers are specially trained to handle special needs children who need more of the teacher's time, the average classroom is likely to contain one or more students who demand more attention due to behavioral difficulties. In some cases, principals, guidance counselors and other educators must address these problems. Yet, in some cases, hormones, challenges with peers and home life struggles can make even a "good kid" troublesome for a period of time.

For this reason, all teachers need to learn how to teach students with behavior problems. No matter if the child is one student in a classroom with a concern or if the classroom is designed for children with these complex behavioral issues, the methods to teaching and avoiding complications or outbursts are sometimes the same. When teachers learn how to avoid situations that can push the button on these children, it is possible to ensure the classroom's lesson plan is fully explored and all students get equal attention

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