Cover page

Title: BEHAVIOUR MANAGEMENT- A WAY TO DEVELOP CIVIC CONSCIOUSNESS
BETTER

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BEHAVIOUR MANAGEMENT- A WAY TO DEVELOP CIVIC CONSCIOUSNESS BETTER

ABSTRACT**:**

Teachers play various roles in a classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher. Teachers need to feel that they are part of an empowering professionalism, in which their work has an effect on the abilities of students, and where they play a valuable role in shaping the direction of future society. The present investigation probes into the role of teachers' behavior management in developing civic consciousness. The study employed the survey method. 120 student teachers were selected by random sampling for the study. Behavior management scale and civic consciousness scale were used for the collection of data. Behavior management in the classroom and school yard is one of the most challenging aspects of teaching. The essence of behavior management is to enhance the learning ability and experience for all students. On the basis of the major findings of the study, some of the practical suggestions offered and will be helpful to apply in practical situations and to improve the quality of education. Through this study teachers get an idea about how much they are responsible towards themselves and others and the importance of behavior management in developing civic consciousness.

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INTRODUCTION

The importance of civic responsibility is paramount to the success of democracy. By engaging in civic responsibility, citizens ensure and uphold certain democratic values. There are numerous ways by which people learn civic responsibility. A responsible citizen participates in many activities to help or serve the needs of other people. By getting their hands dirty and actually doing work, citizens experience the value and impact of giving to people and learn to be productive members of society. A classroom in which the teacher takes complete responsibility for guiding students' actions constitutes a different learning environment than one in which students are encouraged and taught to assume responsibility for their own behaviors. Teacher who has the capacity to manage their students' behavior may be able to direct them in a way to develop civic consciousness. When evaluating teacher effectiveness local school boards should not restricted in considering teachers' in-school and in-class behavior only (Gish, 1976). The correlation between instructional activity and management complexity reinforces the interrelated nature of management and democracy. An essential part of organizing the classroom involves developing a climate in which teachers encourage students to do their best and to be excited about what they are learning. When they able to do it alone it will bring self confident in them and they are willing to take the responsibility of their own behavior.

There are two factors that are critical in creating such a motivational climate to create civic consciousness: value and effort. To be motivated, students must see the worth of the work that they are doing and the work others do. A teacher's demonstration of **value** shows students how their work is worthwhile and is connected to things that are important for them, including other learning and interests. **Effort** ties the time, energy, and creativity a student uses to develop the "work," to the value that the work holds. One way that teachers encourage effort is through specific praise, telling students specifically what it is that they are doing that is worthwhile and good. In combination an understanding of the value of tasks and the effort necessary to complete these tasks motivate students to learn about civic consciousness. Rhoads (1998) discovered that students increased their self-exploration, understanding of others, and interests in the social good by engaging in civic activities.

Engagement of students in civic activities does not mean that it should be provided by the school personals should provide the chances for that. But it has the understanding that when the students are ready to involve by their own in such activities that should be more worthwhile. This kind of readiness should be created by the teachers by modeling their behaviors. For this the management of teachers in their all actions and inactions are important. Thus the study attempts to find out the relation between behavior management and civic consciousness of student teachers.

WHY BEHAVIOR MANAGEMENT?

Classroom management and management of student conduct are skills that teachers acquire and work on over time. These skills almost never take shape until after a minimum of few years of teaching experience. One study documented that teachers who perceive that

classroom behaviour is difficult to manage are more likely to leave the education system than teachers who perceive that they are able to effectively manage classroom behaviour (Ingersoll, 2001). Attending to disruptive behaviours in the classroom can contribute significantly to teacher stress and burnout (Griffith, Steptoe, & Cropley, 1999; Martin, Linfoot, & Stephenson, 1999). If the teacher is not able to manage their classroom how can they develop socially acceptable behaviours in their students? So behavior management of teachers has a wide role in creating a creative society.

SIGNIFICANCE OF THE STUDY

"The Destiny of India is now being shaped in the classroom". It is everyman's responsibility to do their best for the betterment nation. But the responsibility of teachers is one step ahead because they are shaping a mass towards the fulfillment of this goal. Thus the behavior of teachers and their better management has special importance. A well-managed classroom provides an environment in which teaching and learning can flourish. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher. "Teachers must be of good moral character, and statutory requirements pertaining to the morality of teachers are constitutional" (Alexander & Alexander, 2005). Teachers need to feel that they are part of an empowering professionalism, in which their work has an effect on the abilities of students, and where they play a valuable role in shaping the direction of future society. A teacher's behavior (both professional and personal) has a direct bearing on the relationship of public trust that exists between the school system and the community. Making better citizens for the future is the responsibility of every committed teacher. Teacher's behaviors reflect well in their students' behavior. Thus the study has got special consideration in the current education scenario.

OBJECTIVE OF THE STUDY

The main objective of the study is to find out the relationship between behavior management and civic consciousness of student teachers.

HYPOTHESIS

There will be significant relationship between behavior management and civic consciousness of student teachers.

METHODOLOGY

The study employed the survey method.

Sample

120 student teachers were selected as sample by random sampling.

Tools used for the study

- Behavior Management scale
- Civic Consciousness scale

Statistical technique used

- Pearson's product moment coefficient of correlation

RESULTS

By analyzing the data it is revealed that the correlation coefficient obtained for the two variables is 0.51 for the total sample. On the interpretation of co-efficient of correlation by considering the magnitude for the sample it shows that there is significant relationship between the behavior management and civic consciousness of student teachers. The results revealed that a well behavior managed teachers is more involved in developing civic consciousness in students. They search for opportunities to bring their students engaged to volunteer the activities which

make them to feel the worth of it to the community. Results of the test of significance of coefficient of correlation for the total sample are given in appendix I.

CONCLUSION

A teacher's behavior management system communicates information about the teacher's beliefs on content and the learning process. More intellectually demanding academic work and activities in which students create products or encounter novel problems require complex management decisions. Many educators believe that their personal behavior away from school is their own business and should be protected by their right to privacy. Yet many administrators argue that educators teach by example and thus should be role models for their students (Fischer, Schimmel, and Kelly, 1999).

Their professional responsibilities focus on educating students, in addition to participating in wider activities within the school and in partnership with parents and the community. As agents of the public interest in a democracy, teachers through their work contribute to the dialogue about preserving and improving society, and they initiate future citizens into this ongoing public discourse. Effective teachers display skills at creating curricula designed to build on students' present knowledge and understanding and move them to more sophisticated and in-depth abilities, knowledge, concepts, and performances.

Teachers understand and respect the diverse cultures, values, languages, and family backgrounds of their students, use community people and settings as resources for learning, and involve parents and families as active partners in the students' total development. The position of "public trust" occupied by teachers not only involves a teacher's personal conduct, but also the interaction of the entire community. Education is not effective when these relationships do not

operate in a friendly, cooperative, and constructive manner (Watts & Seward, 1965). Exemplary teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives.

Classroom teachers have, by virtue of their employment, responsibilities to the community, parents, and students to teach by example the responsibilities of good and productive citizenship.

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Appendix I

Data and results of the test of significance of coefficient

Of correlation for the total sample

Sl.No	Nature of Sample	Sample size	'r'	't'	whether significant or not
1	Total	120	0.51	12.34	Yes