LEARNING BEHAVIORS AND THE CLASSROOM ENVIRONMENT

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Students think and behave differently. Their uniqueness at times is a deal-breaker for most teachers.

Though it is expected for learners to behave appropriately in class, some factors lead them to misbehave and cause problems. Such factors may include boredom, personal issues, family problems, different needs with others, and the like. In general, such manifestations of disruptive behaviors are just the tip of the iceberg.

It is common for teachers to assess learners’ behaviors and provide interventions to address their behavioral issues. Some of the effective measures they use typically include communicating with parents, providing open communications, conducting home visitations, and referring the learners to other professionals if needed. Like in any intervention, the prevention of more disruptive behaviors from occurring is always a top priority.

Encouraging positive behaviors in the class makes learning more effective and the pacing of the lesson more manageable. Key to this is the provision of welcoming, motivating, and inclusive learning environments. In doing so, Arnold (2018) presented the following techniques in encouraging positive learning behaviors in the class: consistency in rules, soliciting attention, using positive language and body language, establishing mutual respect, providing quality lessons, knowing students, diagnosing learning problems, and establishing effective routines.

As a teacher, the best strategy to use is giving the learners ample attention that they deserve and not applying consequences for misbehavior. When teachers provide
time for learners, it creates opportunities for learners to open up, model good behavior, be positive, and feel important. This may establish more trust and cooperation. Setting up the class's mood, using humor, making fun learning activities, and giving the learners the chance to succeed in class make up a classroom environment ideal for positive learning behaviors.

References: