

Authoritarian, Permissive, Authoritative And Indulgently Passive Approaches to Classroom Management

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Abstract: *Classrooms are by nature multifaceted, packed with activities, volatile, and influenced by the pupils' and instructors' actions. An educator must handle all these components daily. The objectives of efficient classroom administration are to create ample time for instruction; enhance the value of time utilized by keeping pupils actively involved; and foster student self-regulation, self-discipline, and accountability. Investigation demonstrates that classroom administration is most successful when educators preclude management difficulties from arising in the first place, rather than reacting to complications after they take place (Brophy, 2006; Emmer & Everston, 2009). It comprises methodologies utilized to sustain a wholesome learning atmosphere, relatively devoid of behavioural difficulties.*

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Just as guardians implement an authoritarian, permissive, authoritative, or indulgently passive strategy to rearing offspring, educators adopt methodologies to supervising the conduct of pupils. The authoritative strategy, which centres around clarifying the rationale for classroom regulations and modifying those guidelines as pupils display the capacity for self-governance, yields the greatest degree of admirable student conduct.

Kounin, one of the pioneering authors on classroom administration, identified numerous successful classroom management methods. He highlighted nurturing wittiness, managing simultaneous activities, sustaining the pace of a lesson, keeping the entire class engaged in a lesson, employing an assortment of instructional methodologies passionately, being mindful that the ripple effect can be utilized to a teacher's benefit by cantering on the misconduct of pupils rather than on their characters, and recommending alternative productive actions. Furthermore, broad methods of classroom administration are advised for a classroom educator at the conclusion of the piece.

Keywords: *Authoritative Strategy, Ripple Effect, Overlapping, Student Self-Governance.*

Introduction: Classroom Management denotes “actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning” (Evertson & Weinstein, 2006, p.4). The objective of classroom administration is to preserve a favourable, fertile learning setting.

Approaches to Classroom Management: Diana Baumrind (1971, 1991a) discovered that guardians tend to display one of four patterns in supervising the conduct of their offspring: authoritarian, permissive,

authoritative, or indulgently passive. The initial three of these patterns, alongside indulgent variations, have been applied to a teacher's deeds in the schoolroom.

Authoritarian guardians set up rules for their children's conduct and anticipate them to be unquestioningly followed. Clarifications of the reason a specific regulation is vital are scarcely ever provided. Instead, compensations and penalties are administered for adhering to or defying regulations. Permissive guardians embody the contrasting extreme. They apply few boundaries. Indulgent educators and guardians allow their charges to make many basic decisions (such as what to consume, what to put on, when to retire to bed) and offer counsel or aid solely when requested.

Authoritative guardians deliver rules but debate the logic for them, instruct their offspring how to fulfil them, and compensate children for demonstrating self-discipline. Authoritative guardians also grant more accountability for self-governance to their offspring as the children display elevated self-regulation talents. This pattern, more so than the alternative options, prompts children's internalizing the guardians' standards and retaining internal drive for observing them in the future.

There is parallelism between Baumrind's research and classroom administration. Educators who embrace an authoritarian pattern are prone to have student submission rather than liberty as their primary objective ("Execute what I command because I command it") and make heavy utilization of compensations and penalties to generate that submission. Educators who embrace a permissive pattern are prone to depend heavily on pupils' identifying with and honouring them as their primary strategy to classroom administration ("Execute what I command because you like me and respect my opinion").

Educators who embrace an indulgent approach are likely to want to please their students at all costs, avoiding any systemic boundaries. Instructors who embrace an authoritative pattern are prone to desire their pupils to learn to ultimately govern their own conduct. By clarifying the rationale for classroom regulations and altering those guidelines as pupils display the capacity to govern themselves suitably, authoritative educators aspire to persuade pupils that embracing the teacher's standards for classroom conduct as their own will result in the attainment of prized scholastic objectives ("Execute what I command because doing so will assist you to learn more"). The pupils of authoritative educators better comprehend the necessity for classroom regulations and tend to function within them most of the time (McCaslin & Good, 1992).

Two inquiries back the extension of Baumrind's parenting patterns to classroom educators. In one, middle school pupils who characterized their instructors in terms that mirror the authoritative pattern (for instance, the educator establishes transparent rules and clarifies the penalty for violating them, relies on pupils to execute specific chores autonomously, treats all pupils equitably, does not blame pupils for not possessing the correct response, and holds elevated expectations for scholastic success and conduct) attained higher on indicators of drive, prosocial conduct, and success than did pupils who characterized their instructors in more authoritarian terms (Wentzel, 2002).

The alternative inquiry demonstrated that a teacher's choice to either back student liberty or be more dictatorial of what pupils perform in class is very much a consequence of the setting in which they labour. When instructors have syllabus choices and performance benchmarks forced on them for which they will be held responsible and when they perceive that pupils are not highly driven to learn, their internal drive for instruction declines. This diminished internal drive, in turn, prompts them to be less supportive of student liberty and more dictatorial (Pelletier, Seguin Levesque, & Legault, 2002).

The subsequent section of this piece will delineate principles one must observe to set up and preserve an efficient learning setting.

Kounin's Observations on Group Management: Fascination in classroom administration was sparked when Jacob Kounin authored a text named *Discipline and Group Management in Classrooms* (1970). He became intrigued by this realm when he scolded a college student for scanning a journal in class. Kounin was amazed by the degree to which the whole class reacted to a scolding aimed at merely one individual, and he subsequently termed this the ripple effect. Kounin later analysed a chain of experimental analyses of student impressions of methodologies of teacher command. Later he arrived at the inference that the subsequent classroom administration methodologies seem to be most efficient.

1. Show your students that you are “with it”: Kounin generated the phrase *withitness* to highlight that instructors who prove to their pupils that they comprehend what is occurring in a classroom will face fewer behavioural difficulties than instructors who seem to be oblivious to disturbances. An specialist at classroom administration will squash trouble in the beginning by remarking on potentially disruptive conduct before it gathers force. An inefficient or over-indulgent educator might not perceive such conduct until it starts to circulate. Educators who display they are “with it” avert discipline difficulties.

2. Learn to cope with overlapping situations: Kounin discovered that some instructors appeared to possess single-track minds. They were prone to handle only one issue at a moment, and this manner of proceeding provoked frequent pauses in classroom custom. Being capable of managing simultaneous activities aids to preserve classroom command. When an specialist educator conversing with one cohort perceives a disturbance in another cohort, such an instructor might in mid-phrase instruct the boys to halt and alert them so deftly that the focus of the children in the initial cohort does not waver.

3. Strive to maintain smoothness and momentum in class activities: Kounin discovered that some instructors provoked difficulties for themselves by perpetually pausing activities. Some instructors failed to sustain the drive of a lesson because they appeared oblivious to the cadence of student conduct (that is, they did not consider the level of student inattention and sluggishness but instead shifted forward in an almost automated manner). Still others remark on an unconnected facet of classroom operation (“someone neglected a lunch bag”) while presenting a lesson. Some others will squander time fixating on a minor occurrence (making a massive ordeal over a misplaced pencil). A few instructors offered individual tuition, instead of group. All of these forms of teacher conduct tended to block the stream of learning activities.

4. Try to keep the whole class involved, even when you are dealing with individual students: Kounin discovered that some well-intentioned instructors had slipped into a habit of calling on pupils in a foreseeable sequence leaving the remainder of the pupils as an inactive crowd. Some instructors, for example, call on pupils by circling a group, or moving up and down columns, or adhering to alphabetical sequence. Others call on a student and then pose a question. All of these methods tend to highlight one child in a foreseeable sequence. If a teacher behaves so, the alternative pupils become uninterested and may be enticed to engage in trouble-making actions.

An instructor is likely to retain fascination if he employs methodologies such as the subsequent:

- Pose a question, and after hesitating a few moments to allow everyone to ponder it, select someone to reply to it. With subsequent questions, call on pupils in an unpredictable sequence so that the entire class is engaged.
- If one child is requested to go to the blackboard to solve a problem, request all other pupils to perform the same problem at their places, and then select one or two arbitrarily to contrast their work with the solutions on the board.

- When handling lengthy or intricate material, call on multiple pupils in an unpredictable sequence and request each to manage one segment. In a reading cohort, have one child read a phrase; then select someone to read the subsequent phrase, and so forth.
- Employ flashcards, replicated or computer-printed papers, or workbook sheets to prompt all pupils to reply to questions concurrently. Then request pupils to contrast answers.

5. Introduce variety and be enthusiastic, particularly with younger students: Kounin and his colleagues deduced that some instructors observed the identical routine day after day and reacted with almost the identical remarks. On the contrary, instructors who brought in change, reacted with passion and fascination, and shifted rapidly to fresh actions when they perceived that pupils had grasped a specific lesson. Pupils will be less prone to sleep, daydream, or engage in disruptive actions if they are subjected to an enthusiastic instructor who alters the speed and form of classroom activities.

6. Be aware of the ripple effect: When criticizing student conduct, be transparent and resolute, center on conduct rather than on characters, and try to elude angry words. If a teacher complies with this recommendation, the volume of misconduct may be decreased. Even so, if some conduct difficulties occur, an instructor can gain from Kounin's investigation on the ripple effect. He deduced that "uninvolved" pupils are more prone to be favorably impacted if an instructor manages a misconduct during the subsequent situations:

- The educator detects the misbehavior and declares what the improper conduct is. (*Don't toss the computer disk at your peer*).
- The educator indicates a more productive conduct. (*Please place the computer disk in the storage container*).
- The educator clarifies why the deviant conduct should halt. (*If the computer disk becomes damaged, no one else will be capable of using it*).
- The educator is resolute, non-indulgent, and authoritative and transmits a sensible perspective. (*All infractions of classroom regulations will culminate in an appropriate penalty—no excuses*).
- The educator does not resort to rage, shame, or extreme penalty. Kounin deduced that rage and harsh scoldings made them feel strained and anxious. (*I am profoundly let down by your foul phrasing utilized in your dispute with your peer*).
- The educator centers on conduct, not on character. (*'Ramana, gazing out the pane when I am instructing is forbidden in my classroom' rather than 'Ramana, you are a lazy fellow'*).

Prompted by Kounin's discoveries, associates of the Research and Development Center for Teacher Education at the University of Texas at Austin initiated a chain of inquiries on classroom administration. They discovered that in properly-managed classrooms, pupils comprehend what they are anticipated to perform and perform it successfully, are kept occupied with teacher-allocated activities, and exhibit little mix-up or disruptive conduct. Such classrooms are distinguished by a task-oriented yet untroubled and highly pleasant mood.

Because middle school, junior high, and high school pupils shift from one educator to another every fifty minutes or so, it is crucial to establish a shared set of guidelines that dictate various actions and practices and to transparently convey the rationale for those guidelines.

Classroom administration can be rendered simpler by employing technology instruments to perform such chores as examination development, record maintenance, creating seating blueprints, studying space utilization, and tracking student output. Software applications exist that instruct pupils how to settle disputes peacefully. These methodologies persist to be precious in current classrooms.

Techniques of Classroom Management

1. Show that you are confident and prepared for the first day of class: The initial few moments with any class are frequently pivotal. Pupils will be evaluating the instructor, particularly if they realize that the instructor is a novice teacher. If a teacher is frightened, unsure, or overly indulgent, he will face trouble. Even after numerous years of practice, facing a room full of unfamiliar pupils for the initial time is a tad daunting. The instructor will be the focal point of focus. To alter the core of focus and begin identifying pupils as separate individuals rather than as an intimidating crowd, utilize this method: Ask pupils to note down their titles, pastimes and preferred actions on a sheet.

As they write, the teacher will be in a spot to make an unhurried examination of pupils as individuals. Detecting that you are interacting with individuals should diminish the proneness to feel intimidated by a group. Whatever the instructor performs during the initial few moments, it is vital to offer the perception that you comprehend exactly what you are doing. The finest manner to accomplish that is to be thoroughly organized.

2. Think ahead about how you plan to handle classroom routine, and explain basic procedures the first few minutes of the first day: The Texas investigators discovered that highly successful instructors displayed from the initial instant with a fresh group of pupils that they comprehended how to manage the particulars of their occupation. To demonstrate that you are a poised, proficient mentor, you should blueprint exactly how you will handle classroom routines. The teacher may collect some concepts during instructional practices, but it is worthwhile asking experienced, veteran, amicable instructors for counsel about proven procedures. Attempt to blueprint ahead such particulars as tracking attendance, allocating desks, distributing volumes and tools, allowing pupils to visit the restroom and so forth.

3. Establish class rules, call attention to them and explain why they are necessary: Some instructors display standard practices on a placard or notice board; others merely utter them on the initial day of class or hand over a pamphlet to pupils. Either methodology preserves time and trouble later because all you must perform is to point to the regulation when an infraction takes place. While presenting the regulations, adopt a positive, non-intimidating methodology. Foster comprehension of the logic for the rules. Sensible regulations are much more prone to be recalled and respected than declarations of an authority figure or an indulgent climate. Render regulations much more appealing rather than restrictive.

4. Instructional activity of the first day be clearly stated and be completed quickly and successfully: When choosing the very initial task to assign to a fresh class, consult the recommendations for drafting instructional goals proposed by Robert Mager and Norman Gronlund, and organize a brief assignment that pupils can finalize successfully before the conclusion of the hour. Transparently define what is to be done, and perhaps declare the situations and benchmarks for deciding successful finalization. In addition, note an action that pupils should perform after they have finalized the task.

5. During the first few weeks with a new group of students, have them spend most of their time engaging in whole-class activities under your direction: You cannot expect pupils to adjust to the custom of a fresh teacher and classroom in merely a few days. Correspondingly, it would be prudent to ensure pupils have settled down before asking them to participate in relatively fluid or overly indulgent activities such as discovery learning. Furthermore, cohort debates or cooperative-learning formats usually turn out more

successfully when the members possess a level of acquaintance with one another and a particular set of foundational components. Thus, during the initial weeks with a fresh class, formulate instructional goals that request pupils to finalize assignments under your leadership.

6. Give clear instructions, hold students accountable for carrying them out, and provide frequent feedback: All three of these objectives can be fulfilled by making methodical utilization of instructional goals and by putting into practice the blueprint of instruction.

7. Continually demonstrate that you are competent, well prepared, and in charge: As pupils labour to fulfil instructional goals, participate in cohort debates, or engage in any alternative form of learning action, display to them that you are a proficient classroom administrator. Coordinate blocks so that there will be a well-structured passage from one action to the subsequent, preserve fluidness and momentum, and do not squander time. Employ an assortment of teaching methodologies so that you connect with all variations of pupils. Manage indicators of mischief, indulgent boundaries, or disruptive conduct swiftly and poised pier by employing the methodologies outlined.

8. Be professional best pleasant, and try to establish a business like but supportive classroom atmosphere: If you set up classroom customs in a proficient manner and keep your pupils occupied working to fulfil transparently stated instructional goals, you should be capable of establishing a serious, fertile mood. Attempt to bear in mind the self-worth, self-belief, and mutual relationships among pupils. Place yourself in the position of pupils dropped into an unfamiliar classroom with an unacquainted mentor. Try to empathize with your pupils so that you can appreciate how they feel if they perform something awkward.

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