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INTERNATIONAL JOURNAL
OF INNOVATIVE AND APPLIED RESEARCH

RESEARCH ARTICLE

Article DOI:10.58538/IJAR/2010

DOI URL:<http://dx.doi.org/10.58538/IJAR/2010>

CLASSROOM MANAGEMENT: TEACHING LEARNING STRATEGIES

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Manuscript Info

Manuscript History

Received: 10 January 2023

Final Accepted: 14 February 2023

Published: February 2023

Keywords:

Classroom Management, Motivation,
Teaching Learning Strategies

Abstract

Teachers play a major role for effective class conduction. It is the responsibility of the teacher to make his /her class interesting so that students are keen to attend and participate in the class. Some of the teachers keep complaining about the class which they teach. The students of each class bring its own distinct set of characteristics and teacher faces challenge on daily basis. Accepting these challenges and meeting them head on is the first step. The second step is finding a creative solution that will help your students develop the skills they need to succeed. Innovative methods for transforming common classroom management struggles into opportunities for positive change and for changing negative behaviors into positive interactions are explained. Teachers who are courteous, enthusiastic, in control, patient, and organized provide examples for their students through their actions. Classroom Management is very important for achieving the aims and objectives of the teaching-learning and understanding student's level of knowledge and create a positive thinking. This paper examined the concept of classroom management, styles and implemented how learning strategies used by teachers to promote effective classroom management.

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Introduction:-

“Classroom management will not make your students hate you. On the contrary, students will respect you more and be more enthusiastic about learning when they see you are serious about education.”

—Peace Corps

Classroom Management

Classroom management is one of the most important roles played by teachers to determine teaching success. Effective classroom managers are those who understand and use appropriate techniques in the classroom. Even if the school they work in is highly ineffective, individual teachers can produce powerful gains in student learning.

Classroom management includes proper setting arrangement, decorating the room, arranging the chairs, talking to children and receiving their responses, managing routines in activities during teaching learning process, developing rules, and communicating those rules to the students in a positive manner.

Why Classroom Management?

Ginott states, "that good classroom management, like surgery, requires precision – no random cuts, no rambling comments. Above all, a teacher demonstrates self-discipline and good manners – no tantrums, no insults, no blistering language. His/Her management plan is never sadistic. He/She lives by the law of compassion, even when challenged by children to defy it."

Students in the class where rules and procedures were implemented might have been less disruptive by their very nature than students in the class that did not implement rules and procedures. So, class management is one of the most important roles played by teachers because it determines teaching success. No doubted, experience play a positive role in exercising discipline management in the classroom.

Theories of Classroom Management

There have been various classroom management theories formulated over the years. Hardin (2008) suggested that these theories can be divided into three major categories which reflect on the focus and objectives of classroom management. Firstly, classroom management is regarded as a discipline. The principles uphold by this category is: "The teacher is responsible for maintaining classroom control, discipline comes before instruction, and consequences must exist for inappropriate behaviour" (Hardin, 2008, p. 4).

Secondly, classroom management is identified as a system. This category of classroom management emphasizes the importance of classroom management that is systematic. Teachers are expected to "plan and organize engaging activities for their students keeping in mind to minimize any kinds of disruptions and defiance during these activities" (Hardin, 2008, p. 5).

Thirdly, classroom management is identified as instructions. It focuses on "to teach appropriate behaviour and social skills, with the focus being on helping students to develop positive interactions throughout their lifetime rather than on behaviour at a particular moment" (Hardin, 2008, p.7).

Good teaching need not only motivate the students to learn, but the teacher should teach them how to learn, and do so in a manner that is relevant, meaningful and memorable.

Challenges and Teacher Control Strategies in the Classroom Management

According to Veenman's (1984) findings, eight problems are experienced most often by the beginning teachers: classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient as well as inadequate teaching materials and supplies, and dealing with problems of individual students.

It is among the prime components of efficient classroom instructions and is correlated with students' learning process in the classroom. It is possible the most difficult aspect of teaching for many beginning teachers is managing students' behaviour. The time a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. Effective classroom management involves clear communication of behavioral and academic expectations as well as a classroom environment conducive to learning are:

Seating Arrangement:

According to Fred Jones, a noted classroom management expert explains: "A good classroom seating arrangement is the cheapest form of classroom management. It's discipline for free." The first day of school, you walk into your classroom and see three to four long rows of desks. This may be a classic classroom seating arrangement, but it's the worst kind to have for your classes. So, seating arrangement is very important according to your content delivery in the classroom. For example, move the desks to form a circle or semicircle for the discussion. Students should be seated where their attention is directed toward the teacher.

Classroom Climate/ Conducive Environment

Classroom climate is the social climate, the emotional and the physical aspect of the classroom. In the conducive environment students will get more growth and modification in behaviour. A positive classroom climate feels safe,

respectful, welcoming, and supportive of student learning. For a good classroom climate, it is also important to promote positive relationships and create a good classroom management.

Teachers do often ignore the internal obstacles. They only look on the external ones. But when we have more control over the internal obstacles, we can often find better ways to cope with the external ones. Therefore, it is important to deepen your self-knowledge through introspective exercise. It is important to change counterproductive feelings and to look for positives, develop empathy, and alter your goal. Every teacher can try to change her/his negative emotions into positive ones in the classroom. You know, you may see the glass half empty rather than half full. Negative attitudes are learned and therefore they can be changed.

Learning and Motivation

Motivation is the energy that gives behavior direction and focus. A motivated student may have better results in the school. There is a relationship between motivation and learning. Motivation gives direction and helps the student choose a particular behavior. Motivation gives an inner drive that focuses behaviour on a particular goal or task and causes the individual to be persistent in trying to achieve the goal or complete the task successfully. It is a big challenge for the teacher in the classroom to motivate all students for the learning because of individual differences. According to the **Marva Collins** “The Good teacher makes the poor student good, and the good student Superior when our students fail, we, as teachers, too have failed. “Good teaching need not only motivate the students to learn, but the teacher should teach them how to learn, and do so in a manner that is relevant, meaningful, and memorable.

Structured Lesson plans

Merrett and Wheldell (1990) mention in their book *Positive Teaching in the Primary School* four interesting points which help effective classroom behavior management. The main learning goals in the primary school are to help students read, write, and calculate. To have enough time for these subjects positive teaching gives tips to have a comfortable atmosphere.

Teacher is a mentor in the classroom according to Leblanc (1998) mentioned also that a good teacher works the room and every student in it. Teachers realize that they are conductors and the class is their orchestra. All students play different instruments and at varying proficiencies. A teacher’s job is to develop skills and make these instruments come to life as a coherent whole to make music.

Teacher-Student Relationships

Teachers learn about disciplinary techniques and classroom management through formal trainings and from their personal experiences. Students with good relations with the teacher will accept more readily the rules and procedures and the disciplinary actions that follow their violations. It is often believed that in order to have effective classroom management strategies one must be a strict teacher. Positive teacher-student relations can help children develop self-regulation skills, particularly autonomy and self-determination.

Punishment and Feedback

Feedback gives a firm basis on which to correct pupils’ misunderstandings. There is little basis on which to steer their progress if there is no feedback. Teachers who regularly provide feedback to their students regarding the accuracy or appropriateness of their answers and their work have higher achieving students. The most effective feedback provides constructive information, praise and learning positively affects student performance and attitude. And it can be more effective than punishment. Punishment and feedback are a major challenge for the classroom management that how and when use to it in the classroom.

Expectations from the students

High expectation of pupils regarding achievements means providing support for work at an appropriate level. Most teachers would want to do this anyway, but some are very skillful in spelling out more clearly what is being aimed for. They see challenging work as important, purposeful, and worthwhile despite the difficulties. They aim high and live with the difficulties of doing so. With some experience of teaching, high expectations can be transmitted to pupils in all sorts of little ways. These can include skillful classroom language, gestures, pauses, humor, and considerable emphasis on the detail of what is important. These aspects should be interwoven so they are habitual as part of a teacher’s style. There are fortunately other skills and strategies that can be used to keep pupils involved.

Classroom Management Styles

Teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class and being active in moving among the students. The classroom management styles of teachers can be readily identified based on both degree of control and level of involvement. These class management styles are:

Authoritative style

Authoritative style refers to a classroom management style where the teacher is in complete control. An authoritative teacher is one who sets the goals, determines the processes and oversees all steps it takes to reach those goals with set for the students.

Participative style

In a participative classroom management style promotes the cooperation of the students because it gets team members actively involved in the direction of the project. It also encourages every student to find their own self-direction and to be intrinsically motivated rather than externally motivated and teachers spread the authority and power throughout the class by presenting problems and issues for discussion and then working with students to complete the lesson.

Permissive style

The permissive style is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom.

Indulgent style

The indulgent style presents an environment where there are no demands on the student of any sort, and the students are actively supported in their efforts to seek their own ends using any reasonable means.

These four styles represent extremes, and most teachers demonstrate a certain degree of inconsistency in their use of styles some research has shown that the type of classroom management style used results in characteristic behaviors.

One of the simplest and most effective student engagement strategies is getting to know your students on a personal level. Once teacher will recognize how teacher-student relationships can revolutionize in the classroom, you can prepare your entire school for lasting success. The Story telling method can help build teacher-student relationships. Try telling personal anecdotes during class or making story time a regular activity to connect with your students.

Conclusion:-

Classroom management is very important to all teachers from novice to experienced teachers because teacher who can manage their students effectively show great joy and confident in teaching and hence may contribute to better students' achievement. Teachers face challenges daily. And each group of students brings its own distinct set of characteristics. Accepting these challenges and meeting them head on is the first step. The second step is finding a creative solution that will help your students develop the skills they need to succeed. Classroom management is not only about disciplining students, but it encompasses almost everything in the class itself including how teachers manipulate the physical components in the classroom and how teachers react to fast occurring events in the class. The classroom climate is so important. Our goal is to provide the best educational opportunity for all children who come into our classrooms. Teaching profession provides some days that are much more complicated than others. On the day first teachers cannot know about the students and expectations of the learners so teachers should have better classroom discipline management over the period of being in the teaching profession. To create a positive classroom climate is a main reason that the children like to go into the school, and learn well.

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