

# CONCEPT OF CLASSROOM MANAGEMENT

Classroom Management consists of the teacher's thoughts, plans and actions that create an orderly environment and promote learning. Classroom management stands for management of resources, pupils' learning activities and behaviours in the classroom. It is essentially a human relation skill. Classroom management is complex and many variables need to be considered when making decisions about specific situations. Planning and organisations, procedures used for handling various types of behaviours of learners are all parts of classroom management. You have two important goals when you plan for and implement the management system. The first is to create an environment that facilitates learning. The second should be to develop in students the ability to manage and direct their own learning.

## DIMENSIONS OF CLASSROOM MANAGEMENT

Classroom Management refers to the actions and strategies teachers use to maintain order in the classroom. Let us examine the meaning of 'order'. Order means that *students are performing within acceptable limits the action necessary for a particular classroom event to be successful*. It focuses on ways to establish and maintain workable systems for classroom groups, rather than ways to identify misbehaviour, resolve behavioural disorders or capture the attention of individual students. Since classroom management deals with establishing and maintaining order in the classroom, it is important to consider several fundamental issues about order and then to examine strategies to achieve this order.

**First**, classroom order is achieved within the context of the classroom and each context makes different demands on the class members. For example, rules are often tied to the context or phases of a class lesson. All rules may not be in effect when students enter the room, settle down or prepare for class, attend to the lesson itself, close up at end of the lesson, or leave the classroom. Suppose you are dividing your fifth grade class into small groups to examine and test a number of rocks and minerals sample in various ways. How are your decision about guidelines to maintain control affected by the age level and maturity of the students? You might need to monitor students differently to maintain control in small groups as compared to whole class instruction.

**Secondly**, learning and order in the classroom are closely related. Learning is served by instructional function such as covering the curriculum and promoting mastery of the content. You can achieve order by using meaningful functions such as organising small group work, establishing rules and procedures, reacting to misbehaviour and monitoring and pacing classroom events.

**Thirdly**, order affects students involvement in learning task, students engagement is essentially a by-product of well conceived group activities. Thus, to be an effective Classroom Manager, you may place your emphasis on managing the group rather than managing individual students.

**Finally**, co-operation in the minimum requirements for appropriate student-behaviour. Order in class room is achieved with students depending on their willingness to be part of the sequence of the events. You can achieve cooperation with both active and passive involvement.

### **Establishing and maintaining order in the classroom is achieved in a variety of ways:**

i) Getting organised: Establishing order begins with careful preparation for the start of the school year, and organising the classroom and materials.

ii) Planning for management: Another aspect of establishing and maintaining control is to carefully plan for ways to manage instruction, motivate students, address students diversity and work with parents.

iii) Conducting the class: You can establish and maintain control by developing cooperative classroom, encouraging and reinforcing appropriate behaviour and focussing on order when actually conducting the lesson.

### **COMPONENTS OF CLASSROOM MANAGEMENT**

Classroom management is an ingredient of successful teaching. The skill of classroom management is one of the most important skills which every teacher must acquire to manage his/her classroom effectively. Mentioned below are some important component of the classroom management suite which have been identified by observing behaviours of teachers in successfully managed classrooms. These classrooms exhibited a high prevalence of work involvement and a low level of misbehaviour in learning setting. Which have been found to be effective in creating an effective classroom ecology and learning milieu.

#### **i) Reinforce Desirable Behaviour**

There are a number of ways in which a teacher can manage his/her classroom effectively. One of these way is to reinforce (praise) the good (desirable) behaviours and try to ignore the bad (undesirable) ones. Praise for appropriate behaviours is probably the key behaviour for achieving effective classroom management. A number of studies have demonstrated that whilst reinforcing (expressing approval of ) desirable behaviours leads to increase in these behaviours, attending to inappropriate behaviour even by expressing disapproval may increase the very behaviours it is attempting to reduce. For example, it has been observed that when a teacher increases the number of sit down commands, it increases the amount of 'out of seat' behaviour. On the other hand, the praise for 'in seat' reduces 'out of seat behaviour'. A teacher should therefore, make use of positive reinforcers, both verbal and non-verbal for pupils desirable behaviours as it increases the chances of these behaviours to reoccur. He/she should however, ignore the inappropriate) behaviour as far as possible. To eliminate pupils inappropriate behaviours. Punishment (particularly physical punishment) should be avoided as far as possible. In a situation when you feel that punishment is also absolutely essential eliminate publisher, you may resort to it. But frequent use of punishment is forbidden as it loses it, worth, on the contrary, it makes the pupil hardened.

#### **ii) Keep an Eye on Each Pupil**

A teacher should always keep an eye on each pupil in the classroom with a view to watching everyone's behaviour. Many a times it happens that when a teacher is writing on the blackboard, pupils many throw pupils etc. at other. In another situation" a teacher give some mathematical problems to her pupils and ask them to solve these problems on the blackboard. Each pupil comes to the blackboard on his/her turn and solves one problem. While teacher is busy in looking at the blackboard to see whether the pupil is solving the problem correctly, other pupils are waiting for their turn. In such a situation, a pupil Sheetal leans over to her

right and whispers to Surjeet. Another pupil Surinder sitting at the back of Sheetal watches this and leans over to Sheetal and whispers. The said behaviours of Sarita, Sheetal, Surjeet and Surinder are undesirable ones and need to be checked immediately before they spread to other pupils. For checking mild misbehaviours on the part of pupils in such situations, a teacher should display through her behaviour that she had eyes in the back of her head. What behaviours on the part of a teacher provide cues to pupils as to whether he/she does or does not know what is going on in the classroom? If she picks the pupil correctly and on time, it communicates to pupils that she knows what is happening in the classroom. If she commits a mistake in this regard, it provides the message to pupils that she does not know what is happening. A teacher generally commits two types of mistake i.e. target mistakes and timing mistakes.

**a) Target mistakes**

- i) When a teacher picks the wrong child for a deviant act.
- ii) The teacher notices a less serious deviant and overlooks a more serious one that was occurring at the time or had occurred before the less serious behaviour is noticed.

**b) Timing mistakes**

When a pupil starts whispering to another, and then a third one joins them, and the teacher notices this deviant act on their part, it is too late because the deviant act has already spread before the teacher notices and takes steps to stop it.

**iii) Give Clear Directions**

You know that giving directions is one of the teaching behaviours. You give directions to pupils for a number of purposes. If your direction is not clear, it may disrupt teaching learning process in the classroom. For instance, a teacher asks pupils to close the window as the dust is coming into the classroom. In such a case, many a times it happens that many students rush to the window to close it. This results in confusion. It has taken place as the teacher did not give the direction to a specific pupil. Similarly ambiguous direction disrupts teaching learning process. It is therefore, desired that a teacher should give clear directions so that the learning process is not affected adversely.

**iv) Ensure Sufficient Work for Each Pupil**

For effective classroom management it is necessary that pupils are engaged in work. For this purpose she should direct his/her pupils to take down notes of what she is teaching in the classroom. Note taking behaviour on the part of pupils keep them busy. It is also useful in comprehending the message of the teacher as pupils are required to process the information being given by the teachers before taking notes. This therefore, improves their information processing skills also. Further a teacher should ensure that every pupil in her class is taking notes of what she is teaching. She may check it as she feels the need for it. Many a times, teachers give assignments to pupils to be completed within the class. In such a situation a teacher should ensure that assignment is adequate for all the pupils. High achievers if they are able to complete the assignment earlier, may be given an additional assignment to keep them busy. Keeping pupils busy in the class is highly essential as idleness is a major ingredient of undesirable behaviour.

#### **v) Generate Interaction in the Classroom**

In a classroom where the teacher alone is talking and the students are passive listeners, there is every possibility on the part of some students to engage in some disruptive behaviours. This is because they are not engaged in the teaching learning process. In order to manage the classroom effectively there is a need on the part of a teacher to generate interaction in the classroom. Interaction stands for communication between the teacher and his pupils. A teacher should not only generate classroom interaction but also bring about a change in the classroom interaction pattern. Once the students are engaged in any interaction a teacher is successful for a short duration in the classroom effectively.

Continuing the same pattern of interaction for prolonged duration in the classroom introduces monotony with consequent lack of interest and inattention resulting in pupils' disruptive behaviour. A change in the classroom interaction pattern breaks this monotony and makes students alert.

#### **vi) Secure and Sustain Pupils Attention on the Learning Task**

Securing and sustaining pupils attention on the learning task is very helpful in managing classroom effectively. If the students do not pay attention to the learning task there is always a tendency on their part to engage in disruptive behaviour. But it is not very easy on the part of the teacher to secure and sustain the pupils' attention towards the learning task. A teacher can achieve this through various ways. Use of gestures is an important teaching behaviour for introducing variation in teaching. Gestures are very useful to express feelings and emotions to emphasize significant ideas or objects, to indicate shapes, size and movement of objectives, etc. Constant use of the same pitch, tone and speed by a teacher makes his/her communication dull and drab. Change in tone and pitch in the teacher's voice immediately attract pupils' attention. A teacher while imparting knowledge to her pupils uses aural or visual medium. Constant use of one medium for imparting knowledge distracts pupils attention from what she is saying or communicating. Variation in this medium from aural to visual or aural to aural, visual to visual helps a teacher in securing and sustaining pupils attention on the learning task. Random questioning is another effective device for managing a classroom effectively. This makes them to listen to the teacher's questions attentively and think of answers to all the questions.

#### **vii) Prepare the Lesson Effectively**

The preparation for delivery of the lesson on the part of a teacher includes identifying his instructional objectives and then selecting the appropriate teaching strategy to realise these objectives. Effective preparation on the part of the teacher with regard to his/her teaching strategy to realise the specific instructional objectives viz : mastery over the content, selection of appropriate teaching aids and so on ensures pupils interest and motivation in the learning task and thereby reduces the chances of pupils' indulgence in disruptive behaviours. Well prepared and confident teachers have been found to be the effective classroom managers.

#### **viii) Smooth Transition from one type of Instructional Activity to Another**

When the transition from one type of activity to another is not smooth the pupils become restless and some begin to talk. There are many occasions when the flow of an activity in the classroom is broken by circumstances beyond the control of the teacher. For

instance, when a peon brings a message from the head of the institution for the teacher, the flow of the teaching activity in the classroom gets interrupted. In another instances, a teacher terminates an activity, starts another and then initiates a return to the earlier terminated activity. Another situation could be that a teacher initiates an activity, leaves it incomplete and moves to another activity. These are some behaviours which interfere the smooth flow of instructional activities in the classroom and need to be avoided.

All these behaviour/ skills discussed above have been found to be effective in classroom management. There is a need for teacher to acquire these behaviours to be effective classroom managers.

## **MORE GUIDELINES AND STRATEGIES FOR EFFECTIVE CLASSROOM MANAGEMENT**

Some basic guidelines and strategies for effective classroom management are presented below for your better understanding:

1. Always attempt to have an activity that is meaningful to you and that you anticipate will be meaningful to your students. Have confidence that given a fair chance you bring it off. This gives you an air of resolve you do not have otherwise.
2. Be aware of the attitudes you are projecting towards class activities. Are they attitudes of confidence, enthusiasm, and purpose? Or are you communicating uncertainly, frustration, and superficiality? Learn to take an inventory of your own moods and to get yourself mentally ready to face a class.
3. Work to avoid falling into a mechanical, matter-of-fact approach to teaching. Be enough of a risk taker that you are not afraid to put a substantial amount of yourself into your teaching.
4. Make a serious effort to come to grips with the question of what is and is not desirable and tolerable behaviour in your classroom. As a teacher of groups of young learners you need to take a stance in favour of what is reasonable and acceptable group behaviour as opposed to what is thoughtless and irresponsible.
5. Learn to keep your fingers on the “pulse of the call”. Move swiftly and purposefully to control behaviour that threatens to distract from the Lesson. Do not get in the habit of ignoring minor behaviour problems in the hope they will simply go away. In most cases they will not disappear.
6. Get students in tune with you before you attempt to carry on with your teaching agenda. Be careful not to allow slippage here. Do not attempt to take over about the competitions. Use pauses, restarts, or lowering about of the voice to cause students to attend. Walk through exercises periodically with your students to keep them used to working harmoniously with you.
7. Learn to use silence to advantage and to cultivate body language. Your eyes and your gestures are critically important to you here.
8. Anticipate likely consequences of what you ask students to do. Try to avoid always being in a reactive (corrective) position with your classes. Learn to use prevention maintenance to keep yourself out of the corrective mode as much as possible.
9. When it becomes necessary, use corrective maintenance calmly and confidently, but make it penetrate. Do not interrupt the whole class to reprimand one offender whenever it is possible to avoid it.

10. Tell the class in clear terms what you are up to and the behaviour you expect of them. Learn to recognize signs that adjustments in strategy are necessary.
11. Make a determined effort to combat uncontrolled chatter in your classes. It is disconcerting to you and to students trying to attend. Teach your students to recognize when talking is acceptable and when it is disruptive.
12. Do not get in the habit of doing classroom management on the run. Take time to plan for it as a key aspect of your teaching.