

CLASSROOM MANAGEMENT FOR EFFECTIVE TEACHING

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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 problem is normally related to student's behavior and discipline. Such students miss out on learning. They usually bunk or are irregular to class. They don't even bother to be present for the class. So many students today just don't value their education. If we suspend such students for bunking class they don't seem to care at all. Sitting at home doesn't change their attitude. Maybe a fresh look at the approach to Classroom management is required. But why we as a teacher are losing our grip with the classes? This paper focuses on the problems, reasons and suggestions for effective class management.

Keywords: classroom management, Discipline, With-it-ness, ripple effect

I. INTRODUCTION

Plato has rightly said

"Do not train students to learning by force and harshness, but direct them to it by what amuses their mind, so that you may be better able to discover with accuracy the peculiar bent of the genius of each."

Teaching is not controlling, but rather working with the students to learn, grow, and succeed together. By having strong student-teacher relationships with students, the classroom will be a place for each member to express their feelings and work together. Academic success depends on these close relationships and guidance that teachers and students have with one another.

Classroom management aims at establishing student self-control through a process of promoting positive student achievement and behavior. Thus, academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept of classroom management.

Educators have always rated discipline as one of the most serious obstacles to promoting effective teaching. Proper Classroom management leads to class control and conducive teaching learning environment.

According to Evertson and Weinstein (2006)

Classroom management has two distinct purposes: "It not only seeks to establish and sustain an orderly

environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth" (p. 4).

Classroom management is a multi-faceted activity and extends beyond the traditional behavior management techniques recommended to deal with students with disruptive behavior. Teachers should develop caring, supportive relationships with and among students; organize and implement instruction in ways that optimize students' access to learning; they may use group management methods that encourage student engagement with academic tasks; promote the development of student social skills and self regulation; and use appropriate interventions to assist students who have behavior problems.

Jacob Kounin also believed that if students were engaged in their lessons, they would be less likely to misbehave. Other theorists who believed this as well were Glasser, Curwin, and Medler. If lessons are precise and completed at a steady continuous pace, students will have little time to misbehave or to get into conflicts. When students are engaged, they are concentrating on the lesson and focus on learning, and it prevents problems. It is important for the students to be part of the decision-making processes. If students are having fun, they will be engaged. When they are engaged in a lesson, they will not think about misbehaving, and will be focused on the task.

According to Spencer Kagan, students should play an active role in setting classroom rules. By allowing the students to help create the rules, the students are participating in classroom community building. Everyone is working together and is able to clearly understand the rules.

Canter believed that parents need to be informed from day one about behavior and both positive and negative consequences should be shared with parents and guardians. Parents should know how their children are behaving in class, whether it is good or bad. By keeping in touch with letters and notes, emails, or phone calls, parents will feel as if they are important to their child's success in the classroom. If parents do not feel important to their children's education, or welcome in the classroom, the students will suffer. There must be a good teacher-parent relationship so that everyone is on the same page to support the student's needs. If there is no support at home, the student will struggle in the classroom.

II. PROBLEMS OF CLASSROOM

Indiscipline is a problem normally faced by teachers which creates a hindrance in teaching process. Due to situation students arrive late for class, are not punctual for the classes or simply bunk classes as the class is not very interesting or rather as a teacher we are unable to create interest in the class. This may be a result of lack of lesson planning. At times effective management of time is also overlooked. Non verbal cues like body language and communication skills also play a major role in making the class effective.

Problems of Classroom Management can be overcome by being prepared for class, motivating the students, providing a comfortable learning environment, building students' self esteem, being creative and imaginative in daily lessons. A teacher should not carry personal problems to the class by being impulsive. There must be Willingness of the teacher to accept responsibility for classroom control and Long-term, solution-oriented approaches to problems.

III. TECHNIQUES FOR BETTER CLASSROOM CONTROL

Teacher needs to Focus attention on entire class and must not talk over student chatter. At times Silence can be effective. Students should know what is going to happen in the class and monitored to check progress. Teacher should move around the room so students have to pay attention more readily and give students non-verbal cues. Lessons should be planned to ensure that the period is filled with learning activities. Teacher should have a knack to memorize student names as quickly as possible. It enhances class control and confidence of the teacher. Few techniques are mentioned below;

IV. WITH-IT-NESS

With-it-ness refers to a teacher's awareness of what is going on in the classroom behaviors before they get out of line, keeping learners on tasks. Many problems occur during transitions. Theorist Jacob Kounin stressed the importance of "with-it-ness," which is the idea that the teacher knows what is going on in their classroom at all times. They understand the importance of having a close eye on students. Teachers who have "with-it-ness" are able to spot areas where misbehavior may arise, when students are upset, and are able correct problem behaviors before they cause major distress to the classroom. These teachers are able to manage their classrooms at all times and prevent problems from occurring or expanding. In a community of learners, it is the duty of the teacher to make sure everything runs smoothly for students by being able to spot problems.

V. RIPPLE EFFECT

Jacob Kounin created the idea of the "ripple effect." The idea is that if one student sustains positive or negative consequences, the rest of the class will see what is taking place and a ripple effect will occur.. From experience, when one student misbehaves others will join in as well. On the other hand, a student receiving a reward will motivate others. Managing students' behavior in positive ways is the key to success. Students learn from others around them, and by believing in the ripple effect, we will be able to manage behaviors.

VI. MODEL CLASSROOM

The Canters believed that teachers should teach and model classroom behaviors. By doing so, students are able to visually see what is expected and what is not allowed in the classroom. This is important so that students fully understand what it looks like to participate in positive behavior management. Students will learn to be responsible managers of their behavior by seeing others do what is expected.

When students misbehave, it is important to sit down with the student and counsel. By having close student-teacher relationships, we will be able to get to the cause of the behavior and help the student come up with alternatives to prevent the unwanted behavior from occurring in the future.

B.F. Skinner gave Behavior Modification theory and believed that behavior is shaped through systematic reinforcement and punishment has limited effects. Likewise William Glasser contributed Choice Theory which emphasizes human behavior is purposeful (Charles 2011). Students are responsible for their own behavior. The basic needs of students must be met. Jacob Kounin emphasized on Lesson Management to prevent misbehavior. Rudolph Dreikurs proclaimed human needs & democratic classrooms He believed that students have a need for belonging. Believed that misbehavior occurs when needs are not met and moreover democratic classrooms support effective learning. Lee & Marlene Canter focused on Assertive Discipline, Students have the right to learn in a calm, organized classroom and teachers have the right to teach in a classroom free of interruption and misbehavior. Assertive teachers model classroom expectations clearly, confidently and consistently. Alfie Kohn Learning Communities believes that traditional instruction is ineffective and meaningful learning takes place when students have choice, feel respected, feel like a part of something, and can construct their own learning.

VII. CONCLUSION

The Role of a Teacher is not to grade a student and to control but the main role of the teacher is to help every student reach the highest possible level of

achievement. The long-term goal of any classroom management program is self-management. The procedures typically involve the use of PBS of positive reinforcement, negative reinforcement and time to time interventions. Effective classroom management must be aligned with instructional goals and activities. Brophy (2006) noted that when teachers identify what good student behavior looks like; they can work backwards from desired outcomes to determine which management systems will be most effective. Arriving in class and being in one's seat on time, being prepared for a lesson, paying attention, volunteering information and responding to questions lead to effective class control. Accepted behaviors may vary for different classroom and unique strategies may be adopted for different contexts and environments that emerge in classrooms.