
Strategies for Effective Classroom Management

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A good teacher must be good at classroom management the teacher should guide the students towards self-direction. Rhythm in the classroom is also important. Class culture makes the students feel secure. The teacher's smile, words of encouragement, praise and good attention affect students' behavior Soft reprimand is very effective. Self-learning and self-evaluation are useful for students. Kounin, one of the early writers on classroom management, identified several effective classroom management techniques. He emphasized cultivating wittiness, coping with overlapping activities, maintaining the momentum of a lesson, keeping the whole class involved in a lesson, using a variety of instructional techniques enthusiastically, being aware that the ripple effect can be used to a teacher's advantage by focusing on the misbehavior of students rather than on their personalities, and suggesting alternative constructive behaviors. Further, needs of the students in the classroom, general techniques of classroom management are suggested for a classroom teacher at the end of this article.

Keywords: Classroom Management, Rhythm, Wittiness, Reprimand, Ripple Effect, Class Culture and Techniques.

Introduction

A classroom is not merely a room where students attend classes or move from one room to another in order to attend classes as per the timetable. It can be considered as a sacred place of learning where a teacher teaches and students learn. In other words, a classroom is a teaching-learning interactive place where two personalities namely the teacher and the taught interact every day. A child is like a plant. A child's mind is more sensitive to treatment. Since the child's mind is a great source of potential, natural but controlled conditions can nurture magnificent growth. It all depends upon how the parents at home and teachers in the classroom manage the development of the potentialities of children. "Education must foster in students the essential leap from I know to I care. Therefore, the classroom must be the place where the student can explore himself. The teacher must regard the child as an active, thinking, feeling human being, who needs to be stimulated, directed and guided towards the realization of all his inherent potentialities thereby becoming a worthy member of a society.

Classroom Management

Classroom management is one of the two main functions of a teacher, the other being teaching and instruction. This approach is based on the human organization of modern theory of relationship centered. The basic assumption of this approach is that a teacher has the ability to take decisions and solve classroom problems. Though a difficult job, a teacher has to direct and control the classroom activities. The main focus of classroom management is to generate an atmosphere that is conducive for learning. In fact, the quality of teaching and learning depends upon the quality of classroom management. Classroom management is a very dynamic process and at the same time it is the most difficult job of a teacher.

Areas for which Concern to be shown by the Teacher in the Classroom

Conduct Problems

This included such responses as aggressive behavior, disruptive behavior, lacks self-control, uncooperative, foul mouthed, that is those responses referring to behaviors which reflect an outward going, acting out attitude.

Neurotic Problems

This included responses such as withdrawn, insecure, miserable and timid, that is, behaviors which reflect an inward looking, passive attitude.

Mixed Conduct

This included those responses which embodied elements of both the conduct and neurotic problem categories. It was included because other researchers have concluded that a substantial percentage of behavior disordered pupils show elements of both behavioral patterns, and a School Council Project, found that teachers in special classes and units for disturbed pupils rated 25 per cent of their pupils to be in this group.

Non-Attendance

This included those responses referring to any aspect of non-attendance and also included two responses which referred to extremely bad timekeeping.

Delinquent Behavior

This includes all of those responses which at an appropriate age, could constitute a criminal act, this is to say that children below the age of criminal responsibility could be, and were, included.

Learning Problems

This included responses such as poor attainment in basic subjects, low ability, poor concentration, lazy and so on.

Home Problems

This included response referring to poor home situations, parental neglect, parental instability, parental imprisonment, absence, etc.

Physical Problems

This included those responses referring to a directly physical problem and also to those in which a physical problem and also to those in which a physical problem might be inferred.

Emotional Difficulties

This category was found necessary if the quality of certain responses was not to be lost. It included references to odd, strange or bizarre behavior. For example, lives in a fantasy world, high evil resource, maladjusted, has attempted suicide, unstable, no sense of right or wrong, never laughs.

Attention Seeking

This was included because a number of responses were expressed simply as attention seeking with no indication of how this was manifested.

Others

This took in all those responses which could not reasonably fit into the other categories, for examples victim of a sexual assault, unsettled, unpopular and general welfare.

Needs, Teaching Structures and Techniques of Motivation

The various needs, teaching structures and techniques of motivation to be used are summarized below:

| Needs | Techniques of motivation |
|---|---|
| <p style="text-align: center;">Lower Needs</p> Physiological Safety Belonging | Reward and punishment Praise and Proof Success and failure |
| <p style="text-align: center;">Higher needs</p> Esteem Self-actualization | Competition and Cooperation Knowledge of result Self-motivation Novelty |

In the daily classroom teaching, the teacher must be careful about monotony and boredom. He should always provide the students with activities. The teaching methods should capitalize on the students' needs for stimulation and their propensities to be curious and explore. The teacher should reward students' performance in such a way as to encourage further effect on the part of the learners. The disciplinary functions require the teacher to control undesirable behavior by the use of punishment but it should be rarely used. The teacher should use a combination of reward and punishment in controlling and regulation students' behavior.

Strategies for Classroom Management

The teacher as management expert of the class adopts different strategies to manage it. In addition to authority and leadership, he has a repertoire of approaches which he applies depending on the behavior patterns exhibited by the students and the situation on hand. The teacher is successful in classroom management if he brings *rhythm* in everything he works with, develops a *class* culture to make the members of the class feel secure. The teacher's *attention* is one of the most basic of all influences on student's behavior. The teacher's smile, words of encouragement, praise, evaluation and silence powerfully affect student behavior. *Teacher's verbal control* is the most common form of a teacher on a classroom. Verbal reprimand is quite understandable when teaching is viewed as giving direction and redirection.

The most effective classroom management techniques in Kounin, one of the early writer's perspective are as follows:

- The teacher must show his students that he is "with it". An expert at classroom management will nip trouble in the bud by commenting on potentially disruptive behavior before it gains momentum. Teachers who show they are "with it" head off discipline problems.
- The teacher should learn to cope with overlapping situations. Being able to handle overlapping activities helps to maintain classroom control.
- The teacher should be able to strive to maintain smoothness and momentum in class activities. When a teacher failed to take into account the degree of student's inattention and restlessness, commenting on an unrelated aspect of classroom functioning such as someone left a lunch bag while reading a lesson, wasting time dwelling on a trivial

incident such as making a big fuss of a lost pencil, all these types of teacher behavior tended to interfere with the flow of learning activities.

- The teacher must try to keep the whole class involved, even when he is dealing with individual students. Some teachers, for example, call on students by going around a circle, or going up and down rows or following alphabetical order. Other call on a student then asks a question. All of these techniques tend to spotlight one child in predictable order. If a teacher does so, the other students become bored and may be tempted to engage in trouble-making activities.
- The teacher needs to introduce variety and be enthusiastic, particularly with younger students. Students will be less inclined to sleep, daydream or engage in disruptive activities if they are exposed to an enthusiastic teacher who varies the pace and type of classroom activities.
- The teacher must be aware of the ripple effect When criticizing student behavior, be clear and firm, focus on behavior rather than on personalities, and try to avoid angry outbursts. If a teacher follows this suggestion, the amount of misbehavior may be reduced.

Techniques of Classroom Management

In a well-managed classroom, students know what they are expected to do and do it successfully, are kept busy with teacher-assigned activities, and exhibit little confusion or disruptive behavior. Such classrooms are marked by a work-oriented yet relaxed and enjoy pleasant atmosphere. Classroom management can be made easier by using technology tools to carry out such tasks as test construction, record keeping, developing seating arrangements, analyzing space utilization, and monitoring student work. Some of the techniques of classroom management are as follows:

- The teacher must be confident and prepared for the first day of class
- The teacher must think ahead about how he plans to handle classroom routine, and explain basic procedures the first few minutes of the first day.
- The teacher is needed to establish class rules, call attention to them and explain why they are necessary.
- Instructional activity of the first day be clearly stated and be completed quickly and successfully by the efficient teacher.
- During the first few weeks with a new group of students, have them spend most of their time engaging in whole-class activities under teacher's direction.
- The teacher should give clear instructions, hold students accountable for carrying them out, and provide frequent feedback.
- The teacher needs to demonstrate continually that he is competent, well prepared and in charge.
- The teacher must be professional best pleasant, and try to establish a business-like but supportive classroom atmosphere.

Conclusion

The mastery of classroom management skills should not be regarded as an end in itself but these techniques are necessary tools. The mastery of techniques makes choices possible. The possession of classroom management skills allows the teacher to accomplish his teaching goals,

whereas the absence of managerial skills acts as a barrier. It is needed for a teacher to develop managerial skills to understand the needs of the students in his classroom, identify the problems which his students face every day in the classroom and how can it be rectified using the techniques. If the teacher ENJOYED teaching, students would ENJOY learning; If the teacher ENDURED teaching, students would ENDURE learning. What is enjoyed ENDURES. What is endured does not ENDURE. The ENJOYED teacher can make a good classroom

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