

---

## Classroom Management

M. SAVITHA

Assistant Professor in History,  
N.M.S.S.V.N College of Education,  
Nagamalai, Madurai.

*Classroom management is aim to achieve desired goals for teaching and learning in the classroom. In is more dependent on the progress and outcomes of the various activities of the class, which lead the group of pupils to develop excellence in their performance. Today, we know more about teaching than we ever have before. Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. We also know that one of the classroom teacher's most important jobs is managing the classroom effectively. Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic.*

Keywords: Responsive Teaching, Good Behaviour, Classroom and Learning.

### Introduction

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocially behavior and increase student academic engagement. Effective classroom management principles work across almost all subject areas and grade levels. When using a tiered model in which school-wide support is provided at the universal level, classroom behavior management programs have shown to be effective for 80-85 percent of all students. More intensive programs may be needed for some students. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed, experiencing problems in this area causes some to leave teaching altogether.

---

## The Approaches of Class Room Management

### Culturally Responsive Classroom Management

Culturally Responsive Classroom Management is an approach to running classrooms with all children, in a culturally responsive way. More than a set of strategies or practices, CRCM is a pedagogical approach that guides the management decisions that teachers make. It is a natural extension of culturally responsive teaching which uses students' backgrounds, rendering of social experiences, prior knowledge, and learning styles in daily lessons. Teachers, as culturally responsive classroom managers, recognize their biases and values and reflect on how these influences their expectations for behaviour and their interactions with students as well as what learning looks like.

### The Good Behaviour Game

The Good Behaviour Game can be used to increase desired behaviours (e.g., question asking) or to decrease undesired behaviours (e.g., out of seat behaviour). The GBG has been used with preschoolers as well as adolescents; however, most applications have been used with typically developing students (i.e., those without developmental disabilities). In addition, the Game "is usually popular with and acceptable to students and teachers.

### Don't leave relationships to chance

Teacher-student relationships provide an essential foundation for effective classroom management—and classroom management is a key to high student achievement. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using strategies supported by research, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

### Discipline with Dignity

Discipline with Dignity provides an in-depth flexible approach for effective school and classroom management. With a strong focus on developing responsibility, it is a comprehensive, practical program that leads to improved student behavior through establishing the shared values of a classroom/school then developing a clear set of expectations, and teaching responsible thinking, cooperation, mutual respect, and shared decision-making.

### Discipline without Stress, Punishments or Rewards

The approach is designed to educate young people about the value of internal motivation. The intention is to prompt and develop within youth a desire to become responsible and self-disciplined and to put forth effort to learn. The most significant characteristics of DWS are that it is totally non-coercive and takes the opposite approach to Skinnerian behaviourism that relies on external sources for reinforcement.

### Use Equitable and Positive Classroom Behaviors

Teachers should, for example,

- Make eye contact with each student. Teachers can make eye contact by scanning the entire room as they speak and by freely moving about all sections of the room.
- Deliberately move toward and stand close to each student during the class period. Make sure that the seating arrangement allows the teacher and students clear and easy ways to move around the room.
- Attribute the ownership of ideas to the students who initiated them. For instance, in a discussion a teacher might say, “Cecilia just added to Aida's idea by saying that . . .”
- Allow and encourage all students to participate in class discussions and interactions. Make sure to call on students who do not commonly participate, not just those who respond most frequently.
- Provide appropriate wait time for all students to respond to questions, regardless of their past performance or your perception of their abilities.

#### Take a Personal Interest in Students

Probably the most obvious way to communicate appropriate levels of cooperation is to take a personal interest in each student in the class. Although busy teachers—particularly those at the secondary level—do not have the time for extensive interaction with all students, some teacher actions can communicate personal interest and concern without taking up much time. Teachers can

- Talk informally with students before, during, and after class about their interests.
- Greet students outside of school—for instance, at extracurricular events or at the store.
- Single out a few students each day in the lunchroom and talk with them.
- Be aware of and comment on important events in students' lives, such as participation in sports, drama, or other extracurricular activities.
- Compliment students on important achievements in and outside of school.
- Meet students at the door as they come into class; greet each one by name.

#### Classroom management as a process

##### Teachers must

- Develop caring, supportive relationships with and among students.
- Organize and implement instruction in ways that optimize students' access to learning.
- Use group management methods that encourage students' engagement in academic tasks.

- 
- Promote the development of students' social skills and self-regulation.
  - Use appropriate interventions to assist students with behavior problems.

Many of them describes classroom management as a process consisting of key tasks that teachers must attend to in order to develop an environment conducive to learning. These tasks include: organizing the physical environment, establishing rules and routines, developing caring relationships, implementing engaging instruction and preventing and responding to discipline problems.

### The Teacher and the Classroom Management

This implies the creation of an environment in the class as it allows for the best display of the student's abilities in the teaching- learning process. There is the maximum involvement of the students in the classroom activities. The teacher and the students are full of enthusiasm. The classroom environment based on the mutual goodwill and faith. The teacher gives due regard to the individuality of the students and the students in turn show spontaneous respect for their teacher. Pupils with widely different backgrounds different abilities and interests attend school today. Broadly speaking an effective classroom management include:

- Curriculum Development and implementation
- Adjustment to individual differences and development
- Dynamic techniques of instruction
- Use of technology of teaching
- Maintaining class Discipline
- Evaluating and discussing pupil's performance

Some characteristics of having good teacher-student relationships in the classroom involve the appropriate levels of dominance, cooperation, and awareness of high-needs students. Dominance is defined as the teacher's ability to give clear purpose and guidance concerning student behavior and their academics.

By creating and giving clear expectations and consequences for student behavior, this builds effective relationships. Such expectations may cover classroom etiquette and behavior, group work, seating arrangements, the use of equipment and materials, and also classroom disruptions. Assertive teacher behavior also reassures that thoughts and messages are being passed on to the student in an effective way. Assertive behavior can be achieved by using erect posture, appropriate tone of voice depending on the current situation, and taking care not to ignore inappropriate behavior by taking action.

### Conclusion

Finally, "ignoring and approving" is an effective classroom management strategy. This involves ignoring students when they behave undesirably and approving their behavior when it is

---

desirable. When students are praised for their good behavior but ignored for their bad behavior, this may increase the frequency of good behavior and decrease bad behavior. Student behavior may be maintained by attention; if students have a history of getting attention after misbehavior, they may continue this behavior as long as it continues to get attention.

Effective teacher-student relationships have nothing to do with the teacher's personality or even with whether the students view the teacher as a friend. The most effective teacher-student relationships are characterized by specific teacher behaviors are exhibiting appropriate levels of dominance and exhibiting appropriate levels of cooperation. Effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

#### Reference

- Digumaruti Bhaskara Rao., & Sheik Abdul Khadar., "School education in India." *Discovery publishing house.*, New Delhi., 2004
- Dr. Sachdeva. M.S., "A new approach to school management"., *Bharat Book Centre.*, Ludhiana.,2004.
- Dr. Arulsamy. S., "Educational Innovations and management."., *Neelkamal publications pvt. Ltd.*, New Delhi., 2010.