

CLASSROOMS MANAGEMENT AND THE RELATIVE EFFECTIVE DETERMINENTS

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ABSTRACT

Classroom management and management of student conduct are skills that teachers acquire and hone over time. Skills such as effective classroom management are central to teaching and require "common sense," consistency, an often undervalued teacher behavior, a sense of fairness, and courage. These skills also require that teachers understand in more than one way the psychological and developmental levels of their students. The skills associated with effective classroom management are only acquired with practice, feedback, and a willingness to learn from mistakes.

Key words: Classroom, Management and Teachers.

INTRODUCTION:

Classroom management is a term used by teachers to explain the process of ensuring that classroom lessons run efficiently in spite of student's disruptive behaviour. The term also means to prevent disruptive behaviour of students. It is perhaps the most difficult aspect of teaching for majority of the teachers; indeed experiencing problems in this area causes some to leave teaching altogether (Online Wikipedia Encyclopedia). The term "Classroom Management" is defined as "The art of organizing the class". In other words we can say that classroom management is making the atmosphere and situation of the class as favorable for teaching as to attain the required goals and objectives without any loss of time or energy. It involves proper arrangement of working conditions including light, heat and ventilation (Katozai, 2002). Classroom management and management of student conduct are skills that teachers acquire and hone over time.

COMMON FACTORS TO BE PUT UNDER CONSIDERATION BY A TEACHER:

1. The students and teacher should first discuss and then write a "group" contract adopting acceptable classroom rules and procedures by the end of the first week of school.

2. Periodically review the rules and procedures of the classroom until the students can successfully adhere to them.
3. Use simple verbal reprimands when the misbehavior occurs. Make sure that they are to the point, moderate in tone, and private (e.g., "Stop talking and work on your math problems, please").
4. Give praise to the entire class as frequently as possible (e.g., "Thank you for working so quietly," or "I'm delighted to see you all working so well today").
5. A student who continually exhibits an unacceptable behavior (e.g., out of his/her seat) might profit from an "individualized" contract pinpointing the "desired" behavior (e.g., remaining in his/her seat) and delineating the consequences (e.g., if goal is reached, then student will receive designated reward or recognition).
6. Intervene as soon as possible in order to prevent the misbehavior from occurring (e.g., say "Harry, may I help you with your assignment?" when the student begins to show signs of frustration).
7. Use facial expressions to convey to the student that the misbehavior was not totally overlooked. Circulate around the room frequently, to avert potential behavior problems.

According to Goodman (2008), through rules and regulations, a student adopts an actual and concrete direction to make sure that our expectations and hopes become a reality. Feldhusen (1995) defined disruptive behaviour as "it refers to disobedience or a violation of school expectations interfering with the orderly conduct of teaching". According to Merrett and Wheldall, behaviours like inattentiveness, making a noise, distressing or disturbing others and

disobedience to the instructions of a teacher are the most frequently reported classroom disruptive behaviours. Further they explained that classroom disruptive behaviour can be any behaviour that significantly hinders or obstructs the child's own learning, other children's learning or responses, or the teacher's capability to operate effectively (Giallo & Little, 2003).

According to Evertson and Weinstein (2006), classroom management has two different purposes: "It not only seeks to establish and sustain a systematic atmosphere so students can connect with meaningful academic learning, but it also aims to enhance student social and moral growth". Classroom management is "the provisions and procedures necessary to establish and maintain an atmosphere in which instruction and learning can occur"

CONCLUSION:

Many beginning teachers view teaching as directly transmitting information to passive learner (Torff). Most often, they do not comprehend the significance of classroom management strategies and their effect on students' social and academic behavior. Stoughton asserts that to avoid discipline problems, teachers need to acquire and employ classroom management strategies. Although Edwards, considered classroom management as a troubling aspect of teaching, McCormack and Bromfield consider that learning and using classroom management strategies are of great importance for teachers.

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