



Strategies for Classroom Management

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Abstract: A good teacher must be good at classroom management. Effective classroom management is crucial to being able to teach and pass on knowledge to the next generation. The classroom management strategies can help provide a meaningful learning environment for both teacher and student. 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, word of encouragement, praise and good attention affect students' behavior. Soft reprimand is very effective. Self-learning and self-evaluation are useful for students. Kounin feels firmness at the right place will help in good classroom management.

Introduction

The teacher as management expert of the class adopt different strategies to manage it. In addition to authority and leadership, he has a repertoire of approaches which has applies depending on the behavior patterns exhibited by the students and the situation on hand. Discipline, when viewed as a component of classroom management indicates the need for guiding the students towards self-direction. If self-direction is the goal, the students and teachers should know how to move towards this goal. Knowledge of different models of discipline would enhance the efforts. Further there is a need to view classroom discipline in the larger context of the curriculum and instruction.

The teacher is successful in classroom management if he brings rhythm in everything he works with, develops a classroom culture and encourages his students to identify with the class but not to the extent of lighting the individual learning propensities.

Rhythm

Rhythm in a classroom is satisfying because it leaves no uncertainty about the activities that are to come up. It almost guarantees what will be the sequence of events when there is rhythm in the class; the students look forward to the activity that is coming next and do not feel insecure. The teacher has to bring in a routine only in so far as a routine is essential to the rhythm.

Class culture

The purpose of the class culture is to make the members of the class feel secure. The teacher takes up the responsibility to encourage the development of class culture, complete with sensible traditions, customs and courtesies. The teacher helps the students to find their class and plays them well. This procedure develops a healthy way of viewing class discipline as students learn the accepted forms of behavior.

Teacher Attention

Teacher attention is one of the most basic of all influences on student's behavior. The teachers smile, words of encouragement, praise, evaluation and silence powerfully affect student's behavior. Systematic use of attention makes the teacher successful in changing the behavior of students socially and academically. When a teacher responds to a desirable behavior it usually tends to increase over time and when a teacher ignores a non-productive behavior, that behavior is likely to occur less frequently in the awareness on the teacher's part.

Teachers verbal control

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. Even though verbalization is the strategy that teachers use most to control disruptive students, it is not always effective. It is suggested that a soft reprimand which is directed and heard only by the student concerned is more effective than a loud reprimand. Soft reprimands are very effective when combined with frequent praise for appropriate behavior and when the intensity and tone of the teacher's reprimand are not severe. A soft reprimand should be one of the first type of punishment to use and can be exercised before trying loud reprimands. Reprimands audible to many students may be effective on particular occasions.

Avoiding Punishing the Whole Class

Punishing the whole class can harm classroom management in the long run because it hurts the students who are behaving correctly. Instead of punishing the whole class, it can help to gently call out students who are misbehaving by engaging them back in to the class topic. This can be a question such as, "Do you have a question?" or "Do you need help?" instead of disparaging the student for misbehaving.

Keep A Friendly Disposition

This brings to the next tip: keeping a friendly disposition in the classroom. This is a mixture of modelling behavior, offering positive comments instead of negative ones, and generally approaching students with a smile and a kind word.

Encourage Student Initiative

In every classroom there will be eager and excited learners. Take advantage of this and encourage students to present to the class, work on innovative projects, and delve into the material at a pace that works with their enthusiasm.

Send Positive Word Home

It's common for teachers to call parents when there are issues with certain students, but it can also be helpful to call home when there is positive news. Not only will this be appreciated by parents, but it will create positive reinforcement for the students.

Build Excitement for The Material

This can be in the form of starting of class with a sneak peek of the day's material, with hooks that will make students excited and curious about the day's work. You can start the class off with a question or a riddle that will be answered throughout the day, or informing the class about an activity that will be done later that day. This will keep students engaged and excited.

Self-management

Self-control involves not only the individual's ability suppress desire and to delay gratification for his own welfare as well as that of the society but also any manipulation by him, designed to decrease or increase the frequency of his own behavior. In the academic field, teachers should not only encourage students, who are inclined towards self-learning and self-evaluation which are fundamental for effective self-management but also place emphasis on student behavior which is to be controlled by students' own efforts. When a student realizes his potentialities and not his limitations, he moves towards self-direction. Discipline is positive and it has to be looked up developmentally towards self-direction and self-management.

Students' involvement

The colleges can pursue several courses of action of direct student discontent and dissatisfaction into constructive channels. If students can be involved in daily activities, in annual functions and in co-curricular activities, they will work within the college system rather than feel compelled to attack it.

- (i) College should provide two-way communication channels. There should be regular opportunities for dialogue among students, teachers and administrators.
- (ii) Each college should design its own program of student involvement and this will entail, more than giving a new life to students. Students should be given an opportunity to lead group discussions, to participate in departmental faculty meetings, to evaluate academic progress of their peers and the class instructional program. The mere knowledge of the availability of such opportunities encourages the student-body to work in close collaboration with the teachers and the administrators rather than to stand against them.
- (iii) Colleges should offer courses on adolescent behavior, understanding a college environment and how to bring about instructional changes. The widespread student unrest definitely indicates that there is something wrong with the system and that changes and reforms are necessary. Administrators and teachers must meet the challenges of the youth and solve their problems. They must help the students with non-violent and constructive programs.
- (iv) Some of the student's demands may be anti-educational. Colleges can reform but it should follow their educative function. Colleges should stand firm on their professional prerogatives but at the same time concede to students' demands if they follow the general principles and purposes of education. Colleges should try to find a balance between responsiveness with responsibility.

Build Relationships

One of the most effective and positive classroom management techniques is to be have personal relationships with the students. Students are more engaged and compliant when they like and admire their teacher, and the classroom environment is more pleasant for everyone when both the teachers and the students feel that they can trust each other.

Accommodate All Types Of Learners

Design lessons that take into account a wide range of different learners. Some students learn best with lectures, other with graphs and visual presentations, others with hands –on assignment, and others in groups or in individual learning time. Creating that lessons include a wide range of learning methods allows every student the chance to engage with the material in the best way for them.

Smooth Out Transitions

Part of conducting a successful lesson is mastering the transition between topics or activities. This helps avoid distractions and chatter, and keeps students motivated and engaged.

A sample trick for transitioning can include this progression:

- Get the class's attention
- Announce what the next topic/activity will be
- Give clear directions for the segment (if needed)
- Say, "go" or "let's start now"

Implement Group Work

Group work is a great way to get students more involved and engaged in the material and the class. in addition, it allows students to work on relationship-building skills, collaborating and leading skills, and usually results in more learning and peer-to-peer teaching.

Incorporate Play

Playfulness is important for both children and adults. Students deal with a variety of stress and pressure in their students, and stress lowers concentration and the ability to learn.

By encouraging a stress-free environment, teachers actually helps students learn better. This can include cracking a joke, conducting an actual game in class, encouraging creative projects, and generally keeping a positive attitude in the classroom.

Tech-off policy

In colleges and universities today, it's difficult to do away with all of the distracting technology that is being used in the classroom, and being implemented into the educational framework. Though some students may use laptops for note-taking, phones can still be in the form of a phone box, where each student places their phone upon entering the classroom, or alternatively, having students turn off their phones and keep them on the desk so that teachers can see that they are not being distracted.

Group management

In suggesting classroom strategies to face the aggressive/disruptive behavior of adolescents, Kounin's classic study of teacher's technique for classroom management and discipline takes a prominent place. Kounin's study resulted in the recognition of the famous, 'ripple effects'. The effect of disciplinary action against a particular student on the students in a classroom are called the ripple effect. Teacher's reprimands often result in disturbances of classroom activities and sometimes in more misbehavior. Kounin(1970)found that when the teacher desists from undesirable behavior with clarity, it could produce more appropriate behavior and less deviance on the part of the other students than when he desists without clarity. Desisting with firmness is effective with the audience i.e. other students, who themselves are v interested in irrelevant activity at the time. Desisting with anger is not an intensification of firmness.

Classroom management is conceived by Kounin as dealing with the surface behavior of student as measured by overt signs of work involvement and by deviancy.

- With-it-ness indicates teacher's communicating ability of his knowledge of what is going on in the class in regard to student behavior.
- Smoothness shows that the teacher keeps to a flow of classroom activities, which is a pointer to classroom management.
- Group alerting refers to teacher's promptness in identifying students who are not performing their assigned tasks.
- Overlapping denotes the teacher's ability to deal with one or more disciplinary problems at the same time.
- Accountability marks the level to which the teacher holds responsibility of their performances and activities during the lesson.
- Violence and challenge arousal denote the extent to which the teacher stimulate student's intellectual curiosity and enthusiasm.

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

Conclusion

These classroom management strategies will help both teacher and students get more out of the classroom environment. With a few effective tools, your class will be more engaged, enthusiastic, and interested in the material. Whether these classroom management techniques are used to manage an elementary school classroom, room of rowdy teens, or a university lecture hall, teachers and students will benefit from a more focused and creative classroom environment. The focus upon group management skills is not to be understood as opposed to a concern for individual students. The mastery only enables the e to program for individual students. If there is a climate of work involvement and freedom from deviancy, different groups of students may be engrossed in doing different things and the teacher is free to help individual students. It can be said that a mastery of group management techniques enables the teacher to be free from concern for classroom management.

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