

# CLASSROOM MANAGEMENT

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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. According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control (Moskowitz & Hayman, 1976, p. 283)). Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time that teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom (Berliner, 1988, p. 310; Brophy & Good, 1986, p. 335). From the student's prospective, effective classroom management involves clear communication of behavioral and academic expectations, as well as a cooperative learning environment (Allen 1986).

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. Many teachers establish rules and procedures at the beginning of the school year. They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed, and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful *as a result of their own efforts* (Pintrich and De Groot 1990).

## REFFERENCES

1. <http://www.canteach.ca/elementary/classman.html>
2. <http://www.nea.org/tools/14367.htm>
3. <http://www.teachingideas.co.uk/more/management/contents.htm>

## TASK



Compare the picture above, discuss with your pair how teachers manage their class differently.

## QUIZ

1. It has been argued that the layout of tables and chairs in a classroom can have an effect on classroom management. Identify the reason why.
  - A. A formal layout with rows ensures discipline.
  - B. A horse-shoe shape ensures that there are fewer communication barriers between teacher and students.
  - C. A formal layout with rows is what students expect in a learning environment
  - D. A horse shoe shape allows students to talk to each other and disrupt a lecture



2. Consideration of the room temperature and air quality in a learning environment relate most closely to which psychological theory?
  - A. Barnett's Theory of Learning Factors
  - B. Behaviourist Learning Theory

- C. Knowles' Andragogy Model
  - D. Maslow's Hierachy of Needs
3. What is the primary reason for ensuring that a classroom has attractive displays of students' work.
- A. To increase student motivation and engagement in learning
  - B. To impress inspectors and other observers
  - C. To cover up cracks in the wall
  - D. Producing posters etc in class acts as a time - filler.



4. Which of these has **not** produced a theory relating to motivation?
- A. Gestalt
  - B. Maslow
  - C. Hertzberg
  - D. McClelland
5. Which of these is an example of extrinsic motivation?
- A. Tangible rewards
  - B. Wanting to learn for learnings sake
  - C. A reward given in the past
  - D. A statement of what will happen if the student doesn't succeed