EFFECTIVENESS OF CLASSROOM MANAGEMENT STRATEGIES AND ITS IMPORTANCE IN THE TEACHING LEARNING PROCESS.

By: Michelle D. Miranda

Teachers are good in planning, implementing and evaluating, thus, considering them as the classroom manager. Classroom management is the very heart of teaching profession and the most challenging task in every part of the teacher that needs to give importance. It’s not only about planning activities and restructuring the classroom, for its main concern is on how to handle students from diverse culture, background and needs. Teachers must assured that his or her students develop a positive attraction towards its surroundings and democratic practice should be exercise. Hence, having effective classroom management is a product of a well-planned classroom environment considering the different factors that could affect teaching and learning process.

Effective teaching and learning cannot take place in poorly managed classrooms. Effective classroom management strategies support and facilitate effective teaching and learning. It is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-student relationships. Evertson and Weinstein (2006) define classroom management as "the actions of teachers take to create an environment that supports and facilitates both academic and social-emotional learning." This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students. Unfortunately, due to its difficulty to establish, some teachers (both new and decade teachers) have a failure in accomplishing this task. Maybe one of the reasons is, most of the teachers are not well-aware on the causes of this problem or some are well-aware but do not take any action to solve classroom problems. In order for teachers to think solutions to different classroom problems, they must seek the causes of this problem first.

Some causes of ineffective classroom management are as follows: First, some teachers are not letting their students in deciding and planning for the classroom goals, regulations and policies. It has a tendency that some students especially those who are not accepting the teacher’s rules are become deviant and always non-conforming the rules. Second, some teachers are not consistent to their rules, policies, and instructions in controlling student’s behavior. This attitude has a tendency that students will got used to in its inconsistent policies. Third, some teachers are not really following their own rules and regulations inside the classroom. Fourth, some teachers take misbehavior personally. This attitude has a tendency that students dislike the teacher, and they have little influence over student’s behavior choices. Fifth, some teachers are not good in organizing. Lastly and more importantly, some teachers are not welcoming the diversity of their students. It has a tendency to create tension between students to students or students to teacher.
To prevent these problems these are some tips that every teacher may practice as a classroom manager. First, set the classroom as democratic and everyone is free to participate in setting the goals, rules and regulations based on consensus and everyone should be benefitted on it. Second, be consistent. Research and practice have proved that school leaders and teachers must be consistent every day in carrying out their duties if they want to improve student performance and conduct. This is a necessary element in the creation of successful schools. Educators must say what they mean and mean what they say. There should be clear rules, policies, requirements and expectations for everyone. The consequences of any breach of these institutional demands should be spelled out to everyone, so that there are no unpleasant surprises. Third, follow own rules and be a role model. Students can imitate their teacher’s attitude and values through their commitment to excellence and through their ability to make students realize their own personal growth. Students seek advice and guidance to their teachers as well. Fourth, establish rapport and trust or other words, good relationship between teachers and students. Everyone teacher must always this saying: “Attitude is caught not taught.” It is clearly stated that the teacher’s attitude reflected to students is the same attitude that they are absorbing and copying. Fifth, be organized.

Lastly and more importantly, make the classroom free from prejudice, cultural bias, stereotyping, and other form of discrimination against people from different cultures and background. This will enhance unity and brotherhood. It will also help the teacher to become relativistic in threat of culture and beliefs in response to the diverse society.

At last, a well-constructed management plan for the classroom creates structure, promotes consistency, and provides security for students. In classrooms with effective management plans, students are comfortable, relaxed, focused, eager to learn, and excited about achieving success.

References: