THE ART OF CLASSROOM MANAGEMENT
By: JERSON FERNANDEZ TUANG, MAEd
T-III, Sta. Lucia High School, Dinalupihan Bataan

Education is the fundamental tool used for the progress and development of a nation. It is a weapon for political independence, cultural development and economic emancipation.

It is said that quality education is dependent upon the quality of teachers who have direct procedural skills from teaching the content of the subject and engaging functional classroom management.

In establishing effective classroom management, the teacher must learn proactive practices in order to deal with students’ misbehavior and win over to create a positive learning environment. Froyen and Iverson have cited that classroom management focuses on three major components.

1. **Covenant Management.** This could strengthen a shared responsibility both the teacher and the students’ roles and expectations shape the classroom into an environment conducive to learning.

   An example of a covenant management is when students work in a group and problems may occur amongst the group. The teacher encourages the group to work together to find a solution. The teacher reinforces and commends the group for their effort.

2. **Conduct Management.** This refers to the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom. The teacher has a control and administration of consequences in class. There should be an art in acknowledging responsible behavior, correcting irresponsible and in appropriate behavior and actions, ignoring, proximity control, and gentle reprimands, time owned and out, and reinforcement system.
An example of conduct management is when students laugh and make fun to an answer or work that a student gave out. The teacher should address the situation by reminding the students to respect each other and make constructive comments about the answer/work.

3. **Content Management.** This pertains to how the teacher gives emphasis on instructional management skills, sequencing, integrating instructional activities, and dealing with instruction related activities.

An example of this is when students are tasked to work in pairs or group in an assignment or activity. The teacher should monitor the pairs/group and give feedback and assist them if necessary.

A teacher who cannot control students’ activities may result into a disorderly classroom. This may happen when a teacher lack of necessary skills, dexterity, and competencies in handling classroom situations. Effective instructional techniques, classroom rules and procedures must be well addressed to help encourage and establish students’ self-control through a process of promoting positive achievement and behavior.

References