THE CHALLENGE IN CLASSROOM MANAGEMENT

by:

Maria Luz I. Apuya
Binxuan Elementary School, Bagac District

One of the biggest challenges that classroom teachers face is classroom management. By definition, classroom management refers to a variety of techniques which can be sued to keep the students organized, focused and attentive during a class. It has been proven that the teacher has a major influence on learning outcome. A part of this influence can be attributed on how a teacher manages his or her classroom. The study of Brok (2004) reveals that teachers who have good control of their class tend to have students with high cognitive achievement and good attitudes.

There are two purposes for classroom management according to Doyle (2016). First is that through classroom management, pupils will have a quiet and conducive learning environment so that they can actively participate in classroom discussion. Ideally, it is desirable that there should be sufficient space that will allow both comfort and privacy.

Secondly, classroom management could contribute to the social and moral development of the child. Through classroom management, the teacher has to ensure that activities are well-arranged not only to encourage learning but also to promote camaraderie and moral growth.

For both purposes to be properly achieved, a manager has to possess several qualities. First is authority. The teacher should be able to command respect. However, along with such authority is the continuous show of care to the students. It should be remembered that authority does not necessarily come from force or threat. Second is knowledge. It is very hard to acknowledge a teacher who has no control or mastery of the subject matter. Pupils respect teachers who are knowledgeable.
The third quality is individualization. This is where the teacher acknowledges the importance of getting to know his pupils individually. By recognizing individual differences, the teachers make it known that they care and the pupils will feel that they are valued as they are. Also, by focusing on individualization, the teacher also gets to come up with a strategy which will fit the needs of each learner. The fourth quality is patience. The teacher has to realize that not all things would come instantly or that it would come whenever the results are expected. Patience is a virtue and the teacher would have to learn to wait until efforts have paid off.

Classroom management may be considered a challenge to all teachers because of the many components that have to be considered in order to make it successful and effective. Not only do they have to master their lessons but they also have to master skills needed to make learning ideal. The aim of all teachers is to uplift academic achievement, promote social growth and enhance moral maturity among learners. This could be achieved if teachers could recognize and accept the challenge in classroom management.

References: