THE CLASSROOM MANAGER
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Classroom management has been the dilemma of most teachers since it entails a lot of patience and perseverance.

Various strategies to further improve management in the classroom has been adopted for several years, yet the ever changing attitude of students requires constant and drastic change.

What shall a teacher do if example, a restless student habitually goes around the classroom and sits where ever he wants to sit? Or how will a teacher react if a student bullies a classmate every now and then?

Moreover, what actions shall a teacher take if a student constantly ignores the teachers discussion and refuses to work on assigned activities and seatwork?

The above mentioned situations were just a few of the handful of problems that a teacher has to face in terms of classroom management. Hence, a tough yet effective measures and strategies should be adopted to ensure that the teaching-learning process is not compromised.

The first high profile, large scale, systematic study of classroom management was done by Jacob Kounin (1970). He analyzed videotapes of 49 first and second grade classrooms and coded the behaviour of students and teachers.

He identified several critical dimensions of effective classroom management. Those dimensions are (1) “withitness” (2) smoothness and momentum during lesson presentations (3) letting students know what behaviour is expected of them at any given point in time and (4) variety and challenge in the seatwork assigned to students.

In a book by Mr. Robert J. Marzano entitled “What Works in School”, he emphasized on the answering questions like: How does classroom management affect student achievement? What techniques do teachers find most effective? How important are school wide policies and practices in setting the tone for individual classroom management?

Marzano analyzes research from different studies and discover the answers to these questions. Among the techniques include; (1) Get the classroom management effort off to a good start; (2) Establish effective rules and procedures; (3) Implement appropriate disciplinary interventions; (4) Foster productive student-teacher relationships; (5) Develop a positive mental set (6) Help students contribute to a positive learning environment and (7) Activate schoolwide measures for effective classroom management.

The core of Manzano’s research is definitely on involving the students in course of classroom management. Definitely, if the students will be aware that they will benefit from appropriate classroom situation, they will cooperate a hundred percent for the success of the strategies.
In another study entitled “Classroom Management that Works”, the author Debra J. Pickering pointed out that teachers play various roles in a typical classroom. One of the most important among the roles is that of a classroom manager. She emphasized that effective teaching and learning cannot takes place in a poorly managed classroom. The results of this study will prove that the most important factor affecting student learning is the teacher.

Researcher Kati Haycock (1998) and William Sanders (1994) research on the “Impact of Teacher Effectiveness on Student Achievement” and came up with the following conclusions. The effective teacher performs many functions. These functions can be organized into three major roles:

1. Making wise choices about the most effective instructional strategies to employ
2. Designing classroom curriculum to facilitate learning and
3. Making effective use of classroom management techniques.

The above mentioned studies clearly point out to one thing. That both students and the teacher should cooperate to uphold the real essence of classroom management with the various teaching strategies that a teacher should adopt, effective classroom management is the key in attaining successful learning outcomes.

References:

*What works in School*
  By: Robert J. Marzano

*Classroom Management that Works*
  By: Debra J. Pickering

*Impact of Teacher Effectiveness on Student Achievement*
  By: Kati Haycock and William Sanders