THE GOAL SETTING THEORY IN CLASSROOM MANAGEMENT

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The Goal Setting Theory rests on the belief that life is a process of goal-oriented action. Goals can be defined as a result that individuals try to accomplish. In an organization, people are motivated to direct their attention toward the achievement of goals. Goals have both internal and external aspects of individuals. When goals are both demanding and specific, the highest levels of performance are frequently achieved. The greater the performance level, the more complicated an objective is assigned to someone. Goal attainment offers employees an objective, unambiguous basis for evaluating the effectiveness of their performance when a clear, hard goal is set for them. This theory is related to classroom management because goals are necessary to the people (teacher) in the organization; it gives direction. Goals served as guides for the day-to-day activities, and it is also the criteria of what is expected to achieve for the students. According to Partnership (2014), classroom management is teachers' broad range of skills and tactics to keep students organized, orderly, focused, attentive, on task, and academically productive during class. When teachers employ effective classroom management strategies, they can decrease the behaviors that impede learning for individual students and groups of students while boosting the behaviors that aid or promote learning. Classroom management encompasses a wide range of skills and tactics used by teachers to keep students organized, orderly, focused, attentive, on task, and academically productive throughout the class. When teachers use successful classroom management tactics, they can reduce the behaviors that obstruct learning for both individual students and groups of students while increasing the behaviors that assist or improve learning. Effective teachers, on the whole, have a strong grasp of classroom management. According to Kelly (2013), classroom management is simply the technique teachers use
to maintain control in the classroom. Educators employ various strategies and techniques to ensure that students are organized, on task, well-behaved, and productive during the school day. A lack of effective classroom management can cause chaos and stress, creating an unsatisfactory learning environment for students and an unsatisfactory work environment for the teacher.

Teachers utilize classroom management strategies and procedures to keep their students organized, tidy, focused, attentive, on-task, and academically productive (Oliver, Wehby & Reschly 2011). The capacity of the teacher to create an environment that stimulates and supports learning is critical to success in the classroom. On the other hand, a well-managed classroom does not appear out of anywhere; it is the result of well-designed training and experience working with children. Classroom management is a process of promoting positive student achievement and conduct to build student self-control. As a result, the idea of classroom management is closely linked to academic achievement, teacher efficacy, and teacher and student behavior. Educators have repeatedly identified discipline as one of the most significant barriers to effective instruction. Class control and a favorable teaching-learning environment are the results of good classroom management.

References:

