

Classroom management in the 10th grade

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Abstract

The purpose of this study is to understand what makes classroom management successful. This study give answers about questions: which are strategies for an effective 10th grade classrooms management, which is the relationship between classroom rules and classroom management and how teachers perceive their classroom management strategies. To gather relevant information for this study was used quantitative approach. The instrument for data collection was a 24 items questionnaire and with a sample of 34 teachers. All the participants were teachers of 10th grade. Results obtained revealed the effective 10th grade classroom management strategies included among others having a good relationship teacher-student-parent, actively involving students in the learning process, engaging students cooperating with other students and teaching from each other, respecting students and varying the style and the content of lesson. Findings further showed that teachers do not use classroom rules as an tool for effective classroom management. Generally teachers perceive that their classroom management strategies are adequate. Based on the findings, the thesis recommends that High School principals in Albania should organize seminars and workshops for teachers to get them acquainted with the effective classroom management strategies and techniques.

Keywords: *Classroom management; strategy; discipline; classroom rules*

Introduction

One of the critical ingredients of effective teaching and one of the most challenging functions of the classroom teacher is classroom management.

Classroom management includes a broad range of activities such as organizing the physical environment, establishing relationships and facilitating interactions, planning and conducting instruction, maintaining order, motivating students and maintaining them on task and developing rules and procedures so students know what to do responsibly.

Key words: classroom management, strategy, discipline and classroom rules.

Research questions:

- Do teachers who teach in the 10th grade use classroom rules as a tool for an effective classroom management?
- How teachers respond to classroom disruptions, continuous non-compliant students and how they reinforce appropriate behaviour?
- Which are the strategies that make 10th grade classroom management effective?
- Which is the teachers' perceptions of their classroom management strategies?

Classroom management

- According to Tavares and Butchart, 1996 "Classroom management first became a popular topic in education during the 1970's and 1980's".
- Jones, 1995 states that the teacher style that was used mostly was authoritarian.
- Schneider, 1996 posited that the classroom management was seen as a complex process in which an environment is constructed in an on-going, reciprocal manner.

- Research from Balmer, 1988 and Brophy and Good, 1986 shows the time the teacher has to take correct misbehavior caused by poor classroom management skills result in a lower rate of academic engagement in the classroom.

- Emmer and Evertson, (1981) states that effective classroom management consists of teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts of student's behavior that interfere with the teacher's or other student's work, and efficient use of instructional time.

Classroom management and classroom discipline

Classroom discipline

Discipline highlight on individual rather than classroom.

- It connotes negative behaviour only
- It deals with how people behave
- It is about impulse management and self-control
- It is the student's responsibility"

Classroom management

- Classroom management highlight all of those positive behaviours and decisions teachers make to facilitate the learning process of their students

- It refers to all those activities necessary to create and maintain an orderly learning environment

- It deals with how things are done
- It has to do with procedures, routines, and structure
- It is the teacher's responsibility

The goals of classroom management

- Enhance student involvement and cooperation
- Establish a positive working environment

Some behaviour management models

- The Ginott Model-Addressing Misbehavior With Modeling.
- The Glasser Model—The Class Meeting
- The Canter Model and the Jones Model — Assertive Discipline
- The Skinner Model—Reinforcement of Behavior

Establishing standards of conduct

“If teachers can clearly establish the parameters beforehand, especially with regard to the consequences that their student will experience after either an appropriate or inappropriate behavior, they will eventually teach their student to make the right choices”.

Rules

- Need to be stated positively
- Should be simple, specific, clear and measurable.
- Number of rules should be 4 to 6.
- Must be reinforced in regular basis.
- Should be placed in a visible place on the classroom wall.
- Should be age-appropriate.

Tips and strategies for effective classroom management

- Each classroom is different and these may be modified to fit classroom environment.
- Model the behaviors want pupils to engage in.
- Keep the pupils involved in active learning.
- Engage pupils learning through co-operative group work, group discussions debates and

role playing.

- Assign a role to each pupil in a group to keep pupils on task.
- Look for the positive side of a situation.
- Realize that pupils are individuals and not robots.
- Each pupil has something to offer a classroom.
- Allow the pupils to learn from each other and maybe even to teach.

- Make the pupils responsible for their own actions.
- Don't ask why-ask how it will help them achieve their goal.

How to react to problem behaviour

- Remember that it is just a job
- Deal with the behaviour, not with student
- Be even-handed
- Go forward
- Enlist help

Teacher tips for maintaining a positive working environment.

- Keeping control of emotions
- Maintaing a calm voice
- Eye contact
- Listen before discipline
- Avoid confrontations with the students

Methodology

Participants: To gather relevant information for the study was used quantitative approach. In the study participated 34 teachers who teach in the 10-th grade.

The questionnaire was developed in three high schools. These are "Nazmi Rrushiti" high school, "Seit Najdeni" high school and Maqellara high school. Of the 34 teachers, 63% were female and 37 % were male teachers, 22 percent reported 0-5 years teaching experience, 19% had 6 to 10 years, 33 % had 11 to 20 years and 26% more than 20 years teaching service. Of the sample, 26% reported a bachelor' degree, 65% a masters' degree and 9% a doctorate .

Instrument: The istrument for data collection was a 24 items questionnaire. The questionnaire is realized through self-management where each participant has filled out the questionnaire in individual way. It is devided in four sections.1 section gives information on teacher demographics; 2 section examined classroom rules; 3 section is about classroom management system and 4 section is about teacher perception of their classroom management strategies.

Procedure: The questionnaire was administered to each participant upon receipt of voluntary consent. The questionnaire was carried out in three days. The teacher responded to questionnaires in the staff room. In average to fill out the questionnaire took them 12 minutes.

Results

• The 10-th grade teachers are not aware that classroom rules play a vital role in effective classroom management. They do not use classroom rules as a tool for managing classroom Do teachers teaching at 10-th grade use classroom rules as a tool for an effective classroom management? successfully. The data supported that statement are:

- Firstly, teachers use too many rules.
- Secondly, 64% of teachers reported that the rules were not posted in the classroom.
- Thirdly, the research show that students involvement in the construction of classroom rules is 35%.

Fourth, the way the teachers introduce the rules to the students is not effective.

Teacher response to classroom disruptions, continuous non-compliant students and reinforcement for appropriate behaviour.

• **Reinforcement of students for appropriate behaviour:** 94% of teachers reported using verbal praise, 92% use positive feedback, 41% use privileges, 59% use positive touching and 56% sent positive note home to parents.

• **Teacher response to classroom disruptions:** 94% reported keep calm and then respond to student objectively, 56 % talk individually with student after the lesson time, 12% ignore improper behaviour, 18% talk to a colleague or principal and ask for help and 15% act immediately and stop it from continuing and 80% stop teaching and look student at eye.

• **Teacher response to continuous non-compliant students:** the majority of teachers (77%) reported sending a note home to parents, 56% extra work, 38% privileges revoked, 35% sending to principal's office and 0 % using corporal punishment.

The strategies that make 10-th grade classroom management effective

- Respecting students.

- Do not encroach on students rights.
- Good relationship teacher-student-parents.
- Good teacher preparation.
- Vary the style and the content of lesson by using supplement materials.
- Keep all students in active learning.
- Teacher should have management capacities.
- Student-centered teaching
- Engage students cooperating with other students and to teach from each other.
- Teacher shouldn't be impatient or hot-tempered.

Teachers' usage a classroom behaviour management model

• Answers of the questionnaire reveal that teachers did not have knowledge about behaviour management models in spite of two teachers who have mentioned The Skinner Model—Reinforcement of behaviour

Teachers' perceptions of their classroom management strategies.

• 88% of teachers either strongly agree or agree that they communicate frequently to their students that they are aware of what they are doing in their classrooms; 70 % either strongly agree or agree that if a student is inattentive or potentially disruptive they will physically move toward him, 82% either strongly agree or agree that are able to attend to 2 events simultaneously in the classroom without being diverted unduly by disruptions.

• In response to teacher efficacy in classroom management 85% either strongly agree or agree that they are pleased with their classroom management strategies; 79% either strongly agree or agree that their classroom management techniques are adequate and 63% would like to learn more about being an effective classroom manager.

Conclusions and recommendations

In conclusion, classroom management remains a challenge not only for new teachers but also for veteran teachers as well, as each year brings a fresh group of students to establish management practices.

Teachers should honestly reveal to themselves where they are weakest so that they will know where to focus their energy on strengthening their classroom management practices.

Based on the findings, the study recommends that High School principals in Albania should organize seminars and workshops for teachers to get them acquainted with the effective classroom management strategies and techniques.

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