



## CLASSROOM MANAGEMENT

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**Abstract.** The students' greatest need both in and outside the classroom is to learn. Humans are intelligent beings who live in a complex, interdependent world in which their success or failure as individuals depends greatly on what they know about that world and about themselves. People need to learn and to develop the discipline needed to learn, and in most modern society's schools are the institutions in which young people focus their attention on this important task. Therefore, any class in which students are not engaged in learning activities is not serving the need that students have. Classroom management is the basic factor for learning activities. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior.

**Keywords:** students, classroom, management, teacher.

### 1. INTRODUCTION

Classroom management is one of the most essential skills to becoming an effective classroom teacher. Teachers who possess the ability to manage their classrooms are able to create an environment where learning is the focus. There are many theories on how to become positive and encouraging classroom managers. While all of these theories are different and emphasize different aspects of discipline and behavior, all have proven to be valuable methods for improving management in the classroom. Being a teacher does not mean only giving the grammatical rules, practicing and evaluating the students. Because these mean nothing if the students attention is not raised on them. If there is no motivation, there cannot be proper teaching and learning. The teacher shouldn't be threatening authority in the classroom. He/she should teach the students to be their own managers so that the teacher wouldn't be seen as despot and strict. The teachers should know to manage the class and to teach the students to manage themselves, this means to expose the students behave properly. In this paper we will try to express and define what is classroom management, what are the student and teacher roles, and we 'all try to give clues not to have problems in the classroom. Many teachers need to hone their leadership skills in order to run an effective educational environment.

While taking courses, prospective teachers may consider students needs and what they may do in the classroom to meet those needs, and while teaching, they may pause during rare quiet moments in the classroom to contemplate how well they are meeting the needs of their students. Serious oversights may creep unobtrusively in to the daily class routine. The students' need for order and organization may be abandoned in an effort to do what the teachers think the students want. Their need to learn may be sidetracked by a desire to keep them from being bored. Their need to learn discipline may be subverted by an attempt to entertain them. Students have many needs, most of which cannot be met in the classroom. However, they have some needs that are specific to the classroom and others that are affected by their classroom experiences.

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## **2. CLASSROOM MANAGMENT**

There are different expressions about classroom management. "It can be defined as the teacher's ability to cooperatively manage time, space, resources and student roles and student behaviors to provide a climate that encourages learning" (Alberto&Troutman,1986;404). Classroom Management means to establish and maintain order in the class and to organize classroom activities. In some classes students seem to realize that they have work to do that they can complete successfully, and they are busily engaged in accomplishing the assigned tasks.. These teachers have developed an environment in which students can and are expected to learn. In other class, however students seem not to have anything worthwhile to do, and they spend the class hour in series of disconnected distractions trying to entertain themselves or waiting impatiently for the bell to ring. Both the incentive and the environment for learning are absent. Even students who want to learn suffer a debilitating handicap in class of this type.

## **3. CLASSROOM MANAGEMENT AS A PROCESS**

In the Handbook of Classroom Management: Research Practice and Contemporary Issues (2006), Everson and Weinstein characterize classroom management as the actions taken to create an environment that supports and facilitates academic and social-emotional learning. Toward this goal, teachers must (1) develop caring, supportive relationships with and among students; (2) organize and implement instruction in ways that optimize students' access to learning; (3) use group management methods that encourage students' engagement in academic tasks; (4) promote the development of students' social skills and self-regulation; and (5) use appropriate interventions to assist students with behavior problems.

Dr. Tracey Garrett also describes classroom management as a process consisting of key tasks that teachers must attend to in order to develop an environment conducive to learning. These tasks include: (1) organizing the physical environment, (2) establishing rules and routines, (3) developing caring relationships, (4) implementing engaging instruction and (5) preventing and responding to discipline problems. Classroom Management Essentials, created by Dr. Tracey Garrett, is the first classroom management app for the iPod, phone and iPod touch that guides teachers through the tasks involved in the process of classroom management

## **4. CLASSROOM MANAGEMENT AS TIME MANAGEMENT**

In their introductory text on teaching, (Kauchak and Egged (2008) Kauchak, D., and Eggen, P. (2008). Introduction to teaching: Becoming a professional (3rd Ed.). Upper Saddle River, NJ: Pearson Education, Inc). They explain classroom management in terms of time management. The goal of classroom management, to Kauchak and Eggen, is to not only maintain order but to optimize student learning. They divide class time into four overlapping categories, namely allocated time, instructional time, engaged time, and academic learning time.

### **4.1. Allocated time**

Allocated time is the total time allotted for teaching, learning, and routine classroom procedures like attendance and announcements. Allocated time is also what appears on a student's schedule, for example "Introductory Algebra: 9:50-10:30 a.m." or "Fine Arts 1:15-2:00 p.m."

### **4.2. Instructional time**

Instructional time is what remains after routine classroom procedures are completed. That is to say, instructional time is the time wherein teaching and learning actually takes place. Teachers may spend two or three minutes taking attendance, for example, before their instruction begins.

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### 4.3. Engaged time

Engaged time is also called time on task. During engaged time, students are participating actively in learning activities—asking and responding to questions, completing worksheets and exercises, preparing skits and presentations, etc.

### 4.4. Academic learning time

Academic learning time occurs when students: 1) participate actively and 2) are successful in learning activities. Effective classroom management maximizes academic learning time. Successful classroom management requires that teachers focus at the beginning of the course on organizing the class in an efficient manner with recognized, worthwhile goals. Since this direction requires that they establish order and maintain control, they need to develop a working base of leadership grounded in their position as the teacher and on their personal relationship with the students. Their tasks thus include (Hawley, 1982):

1. Establishing the necessary rules to govern classroom activities.
2. Clarifying the responsibilities of the students.
3. Directing class activities according to established procedures.
4. Maintaining the limits set for students.
5. Encouraging students to become self-directed learners.

Effective teachers follow procedures in each class that are consistent with the academic orientation established at the beginning of the course. They begin each class promptly and purposefully. They move quickly and smoothly from one activity to another with a minimum of non learning activities. They develop routines that promote efficiency in the classroom and that students can easily follow. They strive to provide clear and concise explanations and direction because clarity relates directly to learning and indirectly to time-on-task. They limit and control the number and extent of classroom interruptions and disruptions. They move around the room to encourage all students to be actively involved. They provide necessary feedback to all students (Lesley and Walker, 1986). They end the class promptly and on a positive note.

Sometimes teachers and students see things different and the differences in perception between the teacher and the students contribute discipline problems. Mostly the differences have their origins outside the class and this effects their relation with the teacher. In order to reduce those differences the teacher should have the qualities of effective and good teacher that the students call. “In order to be effective, Teachers must be proactive facilitative, imaginative classroom managers” (Henson Eller, 1999; 405). Unfortunately many beginning teachers lack even the most basic management skills. Smith (1995; 89) expresses that “what makes a teacher good, is the organization of a classroom and the techniques involved rely heavily on the teaching ‘style’. He looks what should happen in an ideal classroom by attempting to identify “good” and “bad” teaching style. Also there is a common idea that the better the teacher and the more effective the classroom the quality of teaching and learning process. This is primarily concerned with the management of pupils and resources within the finite space of a classroom and is concerned with the following (Smith; 1995; 89):

- Pupils should be involved in the work they are doing and ‘own’ part of it because they have been involved in the planning process.
- What the pupil brings to the task has been noted and taken into account, thus helping to match the task to the pupil.
- There are opportunities for framing and solving problems.
- Each pupil is helped to make sense of the world they live in.
- Pupils are encouraged to work co-operatively in groups. When the short-term curriculum planning is organized, targets and outcomes are built into the programmed together with the flexibility necessary for pupils’ individual needs.

- One of the teaching styles used is that of facilitator, so that pupils do not rely on adult help all the time.
- Record-keeping is thorough and realistic.
- The curriculum has breadth and balance.

Smith's (1988) "good" teacher is able to raise pupils' self-esteem, develop a positive work ethos without resorting to punitive regime, praise rather than criticize and use pupils' enthusiasms and interests in a creative and positive way. According to students what makes teacher is good are; kindness, being patient, tolerant, paying attention to students.

## **5. PREVENTIVE MAINTANANCE FOR CLASSROOM BEHAVIOUR PROBLEMS**

While teaching it is difficult for the teacher to teach and control the students behaviors at the same time so that in order to avoid from that problem the teacher will get the students to discipline themselves. This preventive approach the classroom management must have two important facilities; teacher must seek students input and be willing to use it to shape the classroom environment, establishing a self-disciplining environment requires focusing on positive student behavior as opposed to negative or inappropriate student behavior. Early studies on classroom management conducted by experts compared the behaviors of effective an ineffective classroom managers. Effective classroom managers establish guidelines for setting class rules had an awareness of total classroom, kept lesson active.

### **A) Setting Rules:**

Effective management requires proactive teachers to define their expectations for their students. Therefore the teachers should communicate her/his social and academic expectations at the beginning of the school year. Many teachers find it necessary to establish a list of rules that classifies their expectations from student behaviors. There are some properties of a list of ruler (Henson Eller, 1999; 410-1):

- Establish the list during the first few class meeting.
- Keep the list short.
- Include only these rules that you consider necessary to be prepared to explain why each rule is needed.
- State each rule simply.
- Involve students in setting rules.
- Focus on student behavior need to achieve lesson goals.
- State consequences for breaking rules.
- State rewards for the follow in rules.

Although this list is teacher's responsibility but the students should be involved, too. Such involvements can motivate the students to obey and accept the rules. But most of the teachers don't involve the students because they think they give the control of the authority to students. On the other hand by involving the students on the list, the goal of self- discipline can be established.

### **B) Wittiness:**

The teacher whose students are at high level of achievement, do not wait for the trouble to disturb and then respond to the undesirable behavior. Also there teachers are aware of events that can occur during a classroom day. A teacher's ability to be aware of events occurring simultaneously in the classroom called wittiness. During times when students completed their seatwork assignments, these teachers monitor the students' behaviors. If the students demonstrate unexpected behaviors, these teachers calmly intervened and stopped the unwanted behavior by getting students back on task.

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### C) Overlapping:

The teacher's ability to manage more than one classroom activity at a time is called overlapping. Effective teachers can manage this. While the teacher is working with one group, he/she has the ability to attend to other students. Also these teachers use management tactics while conducting the activities. Teacher can effectively overlap by pausing momentarily to comment on each student's work and by periodically looking up and controlling the class. Another way to overlap is to casually direct a question or comment to a student who appears to be disengaged in the lesson, especially who is disturbing the class.

### D) Lesson Momentum:

Konini (1970) found that the best classroom managers were careful to keep the lesson moving at a brisk pace. Inappropriate student behaviors increase when the lesson becomes boring. Effective teachers set a time limit for the task so that they motivate students.

## 6. TECHNICAL TEACHING SKILLS

Most of the inappropriate behaviors result from ineffective instructions so that teachers use verbal and nonverbal technical skills as a part of effective instruction.

### A) Verbal Skills:

#### 1) Set Induction:

Students often disturb their classes because they do not understand the lesson. The beginning of each lesson is important because this time is the foundation for understanding so that the rest of the lesson is established. Consequently effective proactive teachers get the attention of students before starting the lesson.

Technical teachers use to get all the students' attention is collectively called set induction (Henson, 1996). This skill is several ways. For example, teacher can start the lesson by telling interesting stories about the lesson. Other teachers start the lesson setting the instructions about the lesson to get the attention of students or the teachers speak softly that the students listen carefully to hear.

#### 2) Voice Control:

Teachers can communicate verbally, if they are heard so that sufficient vocal volume is crucial. Unfortunately many teachers find it difficult to overcome the voice control at elementary and secondary classrooms. On the other hand, most of the Teachers can overcome the voice control problem by taking a few simple precautions. Beginning teachers and experienced teachers do the same mistakes because beginning teachers look at the students from the front of the class and speak loudly enough for these students hear and experienced teachers ask questions to the students which are in the front so that they speak softly that the students in the back can't hear. In order to correct this faulty the teachers must comment their questions to the students in the back of the classroom or farthest from you. With another method, by arranging the class in semicircles every student can hear the teacher sufficiently.

#### 3) Varying Instructional Methods:

Young students typically respond positively to stimulation and variety in the classroom curriculum (Henson & Eller, 1999; 413). The variety of activities in the lesson increase student participation, attention and motivation. When planning to avoid avoiding classroom management problems, the teacher use the same method. They prepare a variety of activities and alternatives into their lesson to prevent student behavior problems and to motivate the students. The activities

are varies that such as lecture, games, discussions, group work studies,. Also a variety of media can help such as TV, computer, radios, cod player...etc.

**B) Nonverbal Skills:**

**1) Time on Task:**

Students, who are kept busy doing a task, don't cause inappropriate behaviors or disturbance. The difference in amount of time spent on task varies from school to school. According to Henson & Eller (1999; 414) a distinction should be made between assigned time and engaged time: for example the students could be assigned the last 15 minutes of the period to work problems only an average of 2 minutes; the time on task should be the teacher's focus. Effective teacher's first plan assigned time and the engaged time.

**2) Eye Contact:**

While teachers are speaking they focus their attention on their notes, textbooks, or they may look on the floor, ceiling but not to students. But they don't know that direct eye contact tells the students that the teacher knows what they are doing.

In order to improve eye contact the teacher may use few notes and plan, a few very general states or use overhead projector so that he/she will not lose the control of the students. While using blackboard the teacher turn his/her back so that loses the control.

## **7. SOLVING IMMEDIATE PROBLEMS**

An effective proactive teacher spends much time on preventing problems rather than solving problems. But there are times when all teachers face troubles that occur during a lesson.

**A) Using Silence:**

Most teachers talk too much because of the responsibility for maintaining and directing class interaction. Also they think that they are authority in the class so the person who talks much should be them. But silence can be effective to discipline students. Unfortunately the teacher find this very difficult. Think of a lesson; you are talking too much and the attention is decreased and students start to talk with each other. When the teacher suddenly starts to speak softly and with a low level of voice, the students' attention will be raised to the teacher and the lesson because they will try to hear what the teacher is talking about.

**B) Proximity Control:**

While the teacher is talking, if he/she moves closer to students, this will have different meaning. According to Ellison Henson (1999; 417) first it means "I am standing close to you", secondly "I don't like your company", and the last "We have something in common". With this approach you control the students easier than other approach because the distance with you and the students are very nearby. On the other hand in a lesson several management skills should be used.

**C) Teacher-Student Conferences:**

Some students who don't change their inappropriate behaviors in to appropriate, have big problems. In order to solve these problems, a conference is a good way. The success of the conference depends on the manner in which it is conducted. Because the teacher's manner shouldn't be to attract to student rather the teacher should be positive, calm, kind in order to communicate with the students, to help the student make behavioral progress.

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### 8. PUNISHMENT AND DISCIPLINE

Another strategy used to solve discipline problems is punishment. Punishment is defined as the presentation of an aversive stimulus that weakens the behavior it follows (Skinner; 1953). Through the years this approach was very popular all over the world but today it is forbidden. Punishment and threat of punishment play a destroying role between the student, school and the teacher because this method prevents the students to be active and to study. Consequently the student starts to dislike to school. Later it is seen that punishment is just a temporary solution, it doesn't bring an end to disturbance student behaviors. According to Henson Eller (1999; 419-20) following are several qualities that deter many teachers from using corporal punishment:

- Corporal punishment attracts the person, not the behavior
- Corporal punishment addresses only undesirable behavior; it doesn't address desirable alternatives
- Corporal punishment does not attempt to seek out the underlying cause(s) of inappropriate behavior
- Corporal punishment can lower students' self-esteem, thus promoting further misbehavior
- Those teachers who use corporal punishment the most are apt to be the ones who have the least understanding of its ramifications
- Corporal punishment can and at times does result in permanent physical damage
- Corporal punishment carries the subtle message that the best way to deal with life's problems is by using force
- Corporal punishment is often used as a substitute for good planning
- Corporal punishment establishes a barrier between teachers and students
- Corporal punishment lowers other students' respect for the teacher and causes students to be fearful of teachers and school
- Perhaps most important, there are alternatives to corporal punishment that are more effective in reducing inappropriate behavior and don't have the negative side effect.

#### A) Time Out:

A way alternative to corporal punishment for reducing inappropriate behavior is called time out. With this procedure the misbehaving student is removed for a short time from the situation. The time out place should be dull and simple. There shouldn't be anything reinforcing the disturbing behavior so that the student will be cut from the classroom activity. But it mustn't be forgotten that the time out shouldn't be used to frighten the student. For the time out to be effective, a student shouldn't stay isolated for a long time. Often 5 or 10 minutes is enough for the appropriate behavior. After that the teacher establishes the calm atmosphere in the lesson.

#### B) Respond Cost:

This is another way which is consisted of removal of a quantity of reinforcers connected to a response. For example a teacher can take a student's water paints from his desk because he was painting his friends hands. Within the school environment typical response cost procedures are ; removing points on a grade for unacceptable academic performance, loss of class free time for disrupting class during a test, loss of tokens or privileges as part of a classroom management system. It is said that response cost is a very effective way of reducing inappropriate behaviors.

### 9. GOOD DISCIPLINE

Good discipline is not synonymous with absolute quiet. The teacher should not expect the staid, stilted atmosphere of the Latin grammar schools. Although she may not be interfering with the progress of the class, a quiet student may not be learning anything. Any study behavior that disrupts the learning process can be considered a discipline problem. This behavior may be quiet

or noisy; it may be malicious and sly or open and unintentional. In any case, the teacher's job is to reestablish and maintain the learning situation's matter of being able to entertain the students or of being their "buddy ". In spite of what they may say, students need a teacher they respect rather than an over grown adolescent with whom to clown around. Rapport implies a classroom atmosphere in which learning is taking place. It is this establishment of learning situations that is the teacher's prime task. Unless he can assume that responsibility, he should not become a teacher. He may sympathize and empathize with the students but always from his position as a teacher. Crossing the line to become, in effect, a student again destroys his image as a teacher and neutralizes his potential effectiveness

The prospective teacher should also expect courtesy at all times in the classroom. Much undisciplined behavior is simply a matter of bad manners, and the teacher should emphasize respect for the rights and feelings of others. In addition to courtesy, he should also establish and maintain certain standards of work and behavior in the classroom that will encourage the students to do their best at all times. Permissiveness and lowered standards aggravate and magnify discipline problems rather than solve them. The students may forget all the language they learn, but they should remember the importance of courtesy, self-discipline, and sincere effort to do one's best.

The first other of business with regard to discipline is to make rules clear to everyone in the class. Establishing guidelines is not a matter of "laying down the law ", but one of making concise statements comprehensible to all. However, stating the rule is only the beginning. Next comes the process of establishing the validity and applicability of the rules. The classroom is a social situation, and the students must determine in practice the limits of behavior Amusable and Robinson 1969.

The best approach to discipline is avoiding circumstances that create discipline problems. The following suggestions will help prevent the occurrence of discipline problems during the class hour.

1. Start the class promptly and with a spirit of enthusiasm and vigor.
2. Get everyone's attention before starting the recitation.
3. Have all possible material that may be needed written on the chalkboard before the bell rings
4. Have your plan and all teaching aids ready.
5. Learn to "ride the class with your eyes". The teacher should be able to see all the students all the time.
6. Talk to all the students and ask them to talk to the entire class. The class recitation period is not appropriate for a series of private conversations between the students called upon and the teacher.
7. Call on those students who are beginning to lose interest.
8. Emphasize a "we" feeling of class responsibility for all that transpires.
9. Encourage all students to attempt to answer the questions silently whether they have been called on or not.
10. Study the seating arrangement of the students. Those who affect each other adversely may need to be moved.
11. be businesslike.
12. Watch your voice. Be expressive, and speak loudly and clearly.
13. Stand in the class and move around.
14. Keep the pace moving.
15. Learn to "feel the pulse" of the class, so that changes can be made as the class progresses. For example, there no need to spend ten minutes on activity if the students obviously do not need the practice. At other times, the teacher may need to spend ten minutes on some exercise that he had expected to do more quickly.
16. Hold every member of the class responsible for all that takes place during the period.
17. State the question before calling on the student.



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18. Call on students in a random fashion rather than by rows.
19. Have a variety of activities.
20. Use examples in preference to abstract explanations.
21. Keep those students at their seats busy during chalkboard exercises.
22. And last, but certainly not least, know the material before attempting to teach it.

In addition to the positive practices presented in the preceding list the teacher should not do the following:

1. Use sarcasm.
2. Play favorites.
3. Insist on apologies.
4. Make threats.
5. Give overly difficult assignments.
6. Punish the entire class for the misbehavior of one or a few students.
7. Appeal to fear.
8. Get sidetracked by irrelevant questions.
9. Tie her to the textbook.
10. Use vocabulary over the students' heads.
11. Talk too rapidly or nervously.

If discipline problems do occur, the teacher should first ask himself if his teaching merits the attention he expects. Second, he should try to find out more about the student causing the problem. Misconduct may have nothing to do with the class itself. Economic and social status, physical health and development, mental ability, problems at home, community conditions, group influence, emotional stability, and so on—all influence class conduct. A private conference with the student may help to determine the problem and to improve conduct in the class. If not, a counselor or a dean may be able to help in solving the problem.

### **10. FOUR STEPS FOR BETTER CLASSROOM DISCIPLINE IN PRIMARY SCHOOL**

Even if you understand that children function at different stages of discipline, it is not easy to sell administrators, school board members and parents on the idea that you are going to have different sets of rules for different kids in your classroom. You don't have to. If you set up a discipline policy in your classroom that progressively attempts to meet the needs of the students first at Stage 4, then Stage 3, and finally Stages 2 and 1, you can be as consistent in your discipline as everyone expects you to be and at the same time encourage students to practice behaving at a stage higher than the one they normally use.

Let's look at four steps for classroom discipline that you can start using right now.

#### **Step 1: Reminder**

This is a reminder not a reprimand. It may be directed to the whole class at once. It may be directed to one or two students. The teacher does not need to approach the student when using this step. The teacher needs to take the opportunity to remind students early enough that the situation does not progress beyond a point where a simple reminder is no longer appropriate.

Example 1:

"There is the bell, class. You should all have your homework out on your desk, now."

Example 2:

"Janice and Maria, the rest of us have all started working, now. You need to stop talking and start too."

The importance of this step cannot be understated. Students who consistently function at Stage 3, the mutual interpersonal stage, will quickly respond to your reminder. They want to please you and this is right at their level. Students who are in transition to Stage 3 have an opportunity to practice their discipline skills at this level.

Some teachers may complain that they should not have to remind children over and over again. We remind the children because they ARE children.

### **Step 2: Warning**

This is a reprimand. The student is approached. The warning may be either verbal or written.

Verbal warnings should not be delivered across the classroom. The teacher moves in close to the student and lets him know what he is expected to do. The student is asked to identify the next step.

Example 1:

Steven is sitting sideways in his chair and keeps messing with things on Maria's desk. The teacher approaches Steven and says "Steven, I expect you to turn around in your seat and get on with your assignment. This is your warning. What is the next step?"

Example 2:

During a class discussion, Tammy suddenly speaks out. "Boy, this stuff really sucks!" The teacher walks up to her and calmly, but firmly, says, "Tammy, I will not tolerate your outbursts. I expect you to raise your hand and wait to be called on before you speak. This is your warning. Now, can you tell me the next step?"

Written warnings are even more effective. The student is approached and handed an Honor Level System infraction slip. The teacher has checked an item on the slip and may ask the youngster to fill in the information at the top. He is told that if no further problem occurs he will be able to throw the slip away at the end of the period. If the misbehavior continues, the slip will be collected and turned into the office.

Example 2:

Jason has been teasing Janice. The teacher fills out an infraction slip and takes it to him. He says to Jason "Here is an infraction slip with your name on it. I have marked 'Failure to treat peers with respect' because you have been bothering Janice. I will put it here on the corner of your desk. If it is still there when the bell rings, you may throw it away. If you continue to pester her, I will pick it up and it will be turned into the office."

The warning step would normally be the first step if you were using Assertive Discipline. Instead of putting a name on the board (or on a clip board, as Lee Canter now recommends), placing a slip on the student's desk keeps it much closer to the child where he is less likely to forget and get into trouble again.

If you do not teach in a regular classroom with desks, still give the slip to the student. Even in a gym class the youngster can tuck the slip inside an elastic band somewhere. The slip can even be folded and put in a shoe!

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It is important that the child has possession of the slip and that he realizes that he is the one in control of it. Just as he is in charge of the infraction slip, he is also in charge of his own behavior. This helps the student learn to take ownership for his own actions. When the slip is in the hands of the teacher or his name is on a board far away, it is too easy to think that the situation is in someone else's hands. Instead, this technique fosters and encourages internal locus of control rather than external locus of control. There is no doubt in the student's mind that he has been reprimanded, but he is not left with a feeling of helplessness: that his fate is in the teacher's hands.

The warning step, especially the written warning, directly addresses the needs of the student who functions at the power stage will be sizing up the situation. You have moved into their space and made your expectations quite clear. If you are firm, cool, and assertive, they may feel that the balance of power tips in your favor. If you shout and display excessive anger, it will be read as a challenge and this student will confront you. Regrettably, the situation will then escalate quickly to the next step.

### **Step 3: Infraction Slip**

The student is approached again. She is reminded that she has already received her warning. An infraction slip will be turned into the office. If she has received a written warning, the slip is collected from her. The student is asked to identify the next step.

Example: Nathan has been warned about staying in his seat and working on his assignment, but he keeps wandering over to argue with Jeff about a missing baseball card. The teacher marks "Failure to follow classroom rules" on an infraction slip and asks Nathan to fill in the top. She says "Nathan, I warned you only a few minutes earlier about following directions. Yet you refuse to go to work. You will receive a detention. Can you tell me the next step?"

Nathan has refused to follow classroom rules even after being reminded and later warned. The infraction slip will be turned into the office where this information is entered into a computer that manages the data for The Honor Level System. Nathan's Honor Level may change and depending on the number of other infractions that he has received in the past 14 days, he will be required to serve an appropriately significant consequence. If the slip is the first, he may serve a short detention during noon. If the slip is one of many, he may be suspended from school. In either case, the consequence is not chosen by the teacher. It is part of a consistent school-wide discipline plan.

It is important that the teacher has tried Steps 1 and 2 before turning the infraction slip into the office. Only in special, extreme cases, should an infraction slip be used as the first step.

Remember: The Honor Level System is an extension of your classroom discipline system, not a replacement for it.

### **Step 4: Send to the Office**

The student is removed from class. A special "Time Out" slip is filled out and sent with the student, or a "Referral Form" will be completed for the office later.

Example:

Linda has been acting up in class quite a bit today. She has been warned, and has had an infraction slip written up. Still, she continues to disrupt the class. The teacher sends her to the office. As she leaves the room, the teacher calls the office to let them know that Linda is on the way. As soon as possible, the teacher stops by the office to fill out a referral form and check with the principal. The teacher will contact the girl's parents, as well.

If the first three steps are followed faithfully, this step is rarely needed. When things do progress this far, the teacher can proceed with this step in a cool, unemotional manner. There is no need for shouting or anger.

The student may want to bargain for leniency, but the effective teacher has remained calm through all the previous steps and lets Linda know that she has left him with no other option. He will insist that she leave the room, but may send her off with an optimistic "Tomorrow we will try again. I'm sure we can make this work right."

## **11. LEARNING AND TEACHING**

The students' greatest need both in and outside the classroom is to learn. Humans are intelligent beings who live in a complex, interdependent world in which their success or failure as individuals depends greatly on what they know about that world and about themselves. People need to learn and to develop the discipline needed to learn, and in most modern society's schools are the institutions in which young people focus their attention on this important task. Therefore, any class in which students are not engaged in learning activities is not serving the need that students have.

Learning and teaching involve much more than dispensing information, directing activities, requiring students to display their knowledge, and correcting errors. The goal is to establish a learning environment that promotes positive attitudes, productive efforts, and maximum achievement for all students in the class. The proper focus of attention is always on the students rather than the teacher.

## **12. STANDARDS**

Teachers cannot assume that students are aware of their need for learning. Students are often immature and impulsive, and without encouragement, guidance, and even insistence they may fail to develop their full potential. Effective teachers set standards at a level that require students to expend maximum effort, and they expect students to strive to meet those standards. Ravitch (1985, p. 180) says, "Students respond to teacher's expectation, and constant reinforcement of high expectations can contribute to good behavior and to increased academic effort". He contends those recent widespread practices-such as grade inflation; the decline of enrollments in foreign languages, science, and mathematics; the proliferation of insubstantial courses; the reduction in the amount of homework assigned; and the decline in content courses-all reflects lowered expectations.

## **13. PEER RELATIONS**

Peers play an important role in a student's schooling. Peers serve as reinforcers by giving or withdrawing attention and approval; they also serve as model and basis for social comparisons (James & Egel; 1986). Educators emphasize the relationship between teachers and students because the relation socializes attitudes, values and abilities of the students. Peer relations contribute the students' perception of their successes. On the other hand the poor peer relations during childhood can result as isolated from society and psychological problems occurring during childhood, adolescence and adulthood. Positive peer relationships can reduce social isolation and improve social academic abilities.

### **A) Rejection by Peers:**

Students, who notice that they are accepted by their peers, are more willing to take part in the classroom interaction and increase their academic abilities. Students, who notice that they are rejected by their peers, are often anxious and have less confidence and these students' academic abilities are poor. Also this kind of students has negative attitudes towards to school, teachers and the peers.

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Peer interaction should be built in the classroom to enhance to academic and social development of students. “One way that teachers can build positive peer relationships is to promote interaction between students during controversy. Controversies occur when one student ‘s idea, attitudes, information or conclusions are incompatible or disagree with those of another student (Henson Eller; 1999; 423).”.

Teachers should form a cooperative climate for such controversies by requiring students to give accurate and complete information during disagreements and requiring each to listen. On the other hand the teacher should define controversies as problems that can be solved so that when they are discussing they don’t attract to each other.

### B) Peer Prejudices:

In multicultural classes prejudice is often a catalyst for misbehavior (Henson& Eller, 1999; 424). A good strategy for addressing prejudice is through the use of conversation, but, many people aren't ready or capable of constructing conversations.

### C) Peer Tutoring:

When one student helps another about an academic task, both the student being tutored and the student acting as a tutor has great benefits. Tutors can be high-ability students or students at high grades. Also low-ability students can help to lower-ability students. Tutoring may be conducted in a group of students or with pairs of students.

## 14.CONTINGENCY CONTRACTING

The development of a contingency contract system represents an efficient way to organize classroom preceding (Jones&Jones; 1995). A classroom contingency contract is basically an agreement, preferably written, between the teacher and students, as to how the classroom will be managed (Sulzer-Azaroff&Mayer,; 1991).

A contingency contract usually provides three major of information: a) specification of appropriate student behaviors; b) specification of inappropriate student inappropriate student behaviors”) description of consequences for both appropriate and inappropriate behaviors (Henson&Eller, 1999; 426). A primary objective in developing a contract is to encourage students to monitor their own behaviors and secondary objective is to identify consequences for behavior that would have a facilitative effect on student academic performance and social behaviors. With this contract the teacher and the student will know theircommends between each other.

While you are forming the contract first of all the teacher and the student should determine the appropriate and inappropriate behaviors. The students should be aware of that the teacher is trying to develop a good classroom. The teacher lists the student's suggestions on the board. Also the teacher asks what kind of thing reinforces them while working and then add them to the list. After the contract is formed every student should have the copy of the contract and everybody should obey the rules. If there are students not voluntary, the teacher will tell them that they are responsible from all class assignments but will not have the opportunity to get the rewards defined in the contract. Later the students choose to enter the contract agreement during some period.

On the other hand the help of the parents should be taken in to consideration while establishing students’ self-esteem build. Often parents ask teachers what is their role in their children’s developing. If the students are doing well and have appropriate behaviors, they will go on doing what they are doing. If the student is having problems at school a home parent –student contract should be designed between the student and the parents. It should include the activities, behaviors and outcomes that will be rewarded. This contract’s main reason is to demonstrated appropriate behaviors and academic success at school.

Summarizing, Home, Csanyi, Gonzales, and Riches (1970) suggest basic rules for implementing classroom contracts:

- The contract payoff (reward) should be immediate. This rule follows what has been stated as one of the essential elements of an effective reinforcement: it must be admixture immediately upon performance of the target behavior.
- Initial contracts should call for and reward small approximations. This form of successive approximations- this is, progressive steps toward the target behavior- is particularly useful for behaviors the student has never performed before. A criterion level set too high, or a behavior category that is too broad is not useful. A better alternative might be, "First, pick up all toys, books, and games from the floor and place them on shelves. Second, vacuum the floor. Third, make your bed. And fourth water the plants."
- Reward frequently with small amounts.
- The contract should call for and reward accomplishment rather obedience. Contracts that focus upon accomplishments lead to independence.
- Reward the performance after it occurs.
- The contract must be fair the weight of the reinforcement should be in proportion to the amount of behavior required.
- The term of the contract must be clear. Ambiguity causes disagreement.
- The contract must be honest. An honest contract is one that is carried out immediately, and (b) carried out according to the terms specified in the contract.
- The contract must be positive.
- Contracting as a method must be used systematically. As with any form of reinforcement strategy, if contracting is not done systematically and consistently.

Also an example contract done at school and at home with parents are given in the other page taken from Henson & Eller (1999; 428-432):

## 15. CONCLUSION

We have tried to define and explain classroom management but we have learnt too many techniques. First-year teachers think that classroom management is the biggest problem because getting the attention of the students and motivate them is very difficult. We were also thinking what we are going to do when we start teaching but when we have read books on that subject we saw that it has some tactics to be used. Silence is the easiest management skill to use, yet it is the least used. If a first-year teacher uses this and the other explained, he/she will act as an effective teacher. Also we are going to use these methods and we are sure they will work because while studying on this subject we have read some interviews done with professors. It was written that those methods were very effective on the students.

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