

# Classroom Management Essentialities for Enriching Mental well being and Human values

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**Classroom management** refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention. Among the prominent factors of classroom management enriching the mental well being and human values are also equally important. This article gives insights on these aspects.

Key-words: Classroom management, teachers, students, mental health, values.

## INTRODUCTION

Classroom management is the term educators use to describe methods of preventing misbehavior and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom.

### Definitions

All of the things that a teacher does to organize students, space, time, and materials so that student learning can take place. – **Wong & Wong**

A set of techniques and skills that allow a teacher to control students effectively in order to create a positive learning environment for all students- **Sternberg & Williams**

### Goals of classroom management:

- Foster student engagement and cooperation for all classroom activities
- Establish a productive work environment that increase student achievement

*The classroom environment creates the students' first impression of what to expect from that class and teacher. Make it a positive one by taking the following into consideration:*

- Providing an inviting classroom climate (seating arrangement, what's on the walls, etc.) leads to appropriately behaved students
- Stand by the door and greet the students as they enter the room
- Be sure the room is arranged in a way for all students to see whiteboard, demonstration area, etc. Arrange the room in a way that the teacher can monitor all areas at all times

- Insist on a seating chart, but feel free to change it often
- Be prepared; disorder breeds disorderly behavior
- Most everything that happens in class should be task oriented and predictable
- Very little class time should be wasted;
- well planned lessons that go from bell-to-bell are key to keeping control
- “Work the crowd” – Circulate throughout the room whenever students are working – do not sit at the desk to get caught up on computer work
- Recognize positive behaviors
- Clearly communicate and post the attitudes and behaviors you expect to see exhibited by all students in your classes
- Good teachers have high expectations for their students at all times
- Communicate expectations specifically and immediately, with a reason for each expectation. Keep your list short – 3 to 6 would be a good range.
- Consider including student input for the list.
- Some ideas include: Come prepared to class (homework complete, materials needed, etc.)
- Do your best!
- Be present (physically and intellectually)
- Be respectful of self, others, and property
- Be responsible for your own learning
- Be honest

Classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and consequences. Effective classroom management paves the way for the teacher to engage the students in learning. The term classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities. Effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom management often creates chaos.

**Effective classroom management essentialities for enriching mental wellbeing and human values are as under:**

### **Effective Teaching**

A disorganized classroom without routines and expectations makes it difficult for the teacher to do her job. Students don't know what to do, so they might get off task or cause disruptions. When the teacher is constantly redirecting students or handling behavior problems, she loses crucial teaching time. Classroom management strategies help create an organized classroom environment that's conducive to teaching. Kids know the expectations in different types of learning situations. For example, kids would know that when working in small groups, they talk in quiet voices and take turns talking. They might each have a specific job within the group.

## Efficient Use of Time

Taking time before school starts to create routines and procedures saves you time in the long run. When the children know what to do, it becomes a natural part of the routine. After a few weeks, you don't need to tell them what to do. The students know they get their planners out, write in homework assignments and gather all of their materials at the end of the day, for example. You can get your kids out the door faster at the end of the day. When you train them how to do each part of the school day, you don't spend as much time giving directions.

## Consistency

A teacher with strong classroom management skills creates consistency for his students. The kids know what to expect every day when it comes to the routine activities. Your students may fare better when you're gone if you have set expectations for everyday tasks. They know how the classroom runs so they are able to help the substitute run the classroom. For example, if the kids know they're supposed to enter the room and start working on a math problem on the board, a substitute doesn't have to spend his time corralling the kids or trying to keep them occupied while everyone arrives. You can also create consistency throughout the school by aligning your management strategies with the schoolwide standards. If your school focuses on respect and responsibility, incorporate them into your classroom management techniques. The students will hear those words throughout the school and know that the expectations are the same anywhere in the building.

## Fewer Behavior Problems

The main goal of classroom management is to reduce misbehavior in the classroom. Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. Transitions in particular are easier to control when a teacher has strong classroom management skills. The expectations for behaviors that are part of a classroom management plan give students boundaries, as well as consequences.

## Strategies for Effective Classroom Management

**Entry Routine** is a technique in which teachers establish a consistent, daily routine that begins as soon as students enter the classroom—preparing learning materials, making seat assignments, passing in homework, or doing a brief physical “warm-up” activity would all be examples of entry routines. This technique can avoid the disorder and squandered time that can characterize the beginning of a class period.

**Do Now** is a brief written activity that students are given as soon as they arrive in the classroom. This technique is intended to get students settled, focused, productive, and prepared for instruction as quickly as possible.

**Tight Transitions** is a technique in which teachers establish transition routines that students learn and can execute quickly and repeatedly without much direction from a teacher. For example, a teacher might say “reading time,” and students will know that they are expected to stop what they are working on, put away their materials, get their books, and begin reading silently on their own. This technique helps to maximize instructional time by reducing the disarray and delay that might accompany transitions between activities.

**Seat Signals** is a technique in which students use nonverbal signals while seated to indicate that they need something, such as a new pencil, a restroom break, or help with a problem. This technique establishes expectations for appropriate communication and helps to minimize disruptions during class.

**Props** is the act of publicly recognizing and praising students who have done something good, such as answering a difficult question or helping a peer. Props is done by the entire class and is typically a short movement or spoken phrase. The technique is intended to establish a group culture in which learning accomplishments and positive actions are socially valued and rewarded.

**Nonverbal Intervention** is when teachers establish eye contact or make gestures that let students know they are off-task, not paying attention, or misbehaving. These techniques help teachers efficiently and silently manage student behavior without disrupting a lesson.

**Positive Group Correction** is a quick, affirming verbal reminder that lets a group of students know what they should be doing. Related techniques are Anonymous Individual Correction, a verbal reminder that is directed at an anonymous student; Private Individual Correction, a reminder given to an individual student as discretely as possible; and Lightning-Quick Public Correction, a quick, positive reminder that tells an individual student what to do instead of what not to do.

**Do It Again** is used when students do not perform a basic task correctly, and the teacher asks them to do it again the correct way. This technique establishes and reinforces consistent expectations for quality work.

### **Techniques for effective classroom management**

Effective classroom management is much more than simply administering corrective measures when a student misbehaves; it’s about developing proactive ways to prevent problems from occurring in the first place while creating a positive learning environment.

#### **1.) Effective classroom management is based on a learnable set of skills.**

Successful classroom management offers methods for establishing order and expectations, addressing transgressions, enlisting parental support, and using the disciplinary hierarchy. Creating a positive tone and multi-step approach to discipline are designed to avoid or resolve issues before a punishment—such as detention or suspension—is warranted.

## **2.) Establish a positive relationship with the class.**

Expect that some students will test you by misbehaving. It's important to stay united with the rest of the class.

## **3.) Praise is a powerful tool.**

Praise can be used to transform a student's image, uplift the entire class, and reinforce the values you seek to promote in your classroom or school community. When praising students, it's important to be specific, and encourage behavior that's repeatable.

## **4.) Welcome feedback from your students.**

Eliciting feedback can entail asking a simple question such as, "So how was the homework last night?" Or it can involve handing out a survey posing questions such as, "What do I do well that works for you?" and "What do I need to know about your learning style to teach you more effectively?"

Requesting feedback from students can be distributing individual, written surveys once or twice a year, and asking verbal questions about homework and tests to the entire class on a regular basis.

## **5.) Create a safe learning environment.**

Establish a classroom culture in which students are required to respect one another. In Successful Classroom Management, A respectful, safe environment is one in which kids are listening to each other and responding to each other, posing open-ended questions that encourage a dialog among the students. Most important, teachers should never tolerate mocking, cruelty, impatience or disrespect directed at a classmate.

## **6.) Variety is the key to engaging students.**

In successful classroom management, teachers can incorporate many into their lesson plans. Examples include lectures, small group projects, role-playing, journaling, fishbowl discussions, skits, partner discussions and debates. Variety adds pep and energy to a class. Beyond that, it also allows different children to shine

## **7.) Establish the expectation that everyone must participate in class every day.**

Speaking is a critical life skill, and it only improves with practice, informing students early on that they will be expected to participate every day. Offering positive feedback about a student's comment can encourage future participation, particularly among shy students.

## **8.) Assessments should look forward, not back.**

The purpose of assessments should be to redirect a teacher's energy toward the gaps in student learning that are revealed. But often teachers record a student's grade and move on.

## 9.) Parents have two main expectations of teachers:

- Are you a professional?
- Do you care about my child?

To convey professionalism, stay organized. Updating with knowledge, skills and competencies is a sure must to grow in professionalism. Before interacting with parents, “Make sure you do your homework and know the child,” In addition, calling or writing a parent to give them positive feedback about their child demonstrates you care about their child and you’re a professional.

## 10.) Communicate to parents the potential for growth in their child.

When parents defend and excuse their child’s unacceptable behavior, express a positive view of the child. “You can change the tenor of the conversation with the parent. Indeed, teachers have the ability to positively influence a child’s personal growth. One of the most important things teachers can do is to develop, communicate and preserve positive reputations for our students.”

### Developing Human Values in the Classroom

It's the students that make a classroom. The role of teachers in classroom is to organize students so that they can effectively work. This requires viewing students as human assets. The teacher has to strategically manage the classroom so that it promotes human relations and result in inculcation of individual and social values. Thus building in human values is a dedicative task too. This can be done in a number of ways. Some are presented below.

### Working Together

In all the activities of the classroom, teachers and students work together to develop values. The basic lessons of human values are well inculcated through working together, either in curricular or co-curricular activities

### Commitment Building

If the classroom environment is a congenial one the commitment of the child towards oneself and towards the society are moulded in an excellent manner. Here specifically, the student models the teacher. If the teacher is a very courteous and loving personality with strong values, the student will automatically imbibe it.

### Building Capacity

The students represent a wide range with multiple capacities. Often it may be difficult for the teacher to identify the capacities and capabilities of each and every child. But if the human relations in the classroom are a pleasant one, the teacher can definitely seek the help of peer members to identify the capacities of one another.

## Conclusion

Classroom management is one of the most feared parts of teaching for new teachers. For the students, lack of effective classroom management can mean that learning is reduced in the classroom. For the teacher, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession. But considering and implementing the aforesaid attributes can definitely enhance the managing skills, mental well being and human values.

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