
Techniques of Classroom Management

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Abstract

The purpose of the study is to determine, explore, and investigate the techniques that lead to good classroom management. Indeed, good classroom management leads to good learning results and outcomes. For data collection, a questionnaire was used and adapted for English teachers to share their great experiences on this issue. The Statistical Package for Social Science Program (SPSS) was used for data analysis. The results and findings of the questionnaire revealed that good classroom management is one of the most essential factors for a better learning process. The researchers gave and introduced recommendations for better classroom management. Of course, the responsibility for this is shared between the Ministry of Education, the teachers, and the students. Also, the study recommended some features that teachers should have and obtain to help them in controlling their classrooms which leads to good learning outcomes.

Keywords: Management, behavior, adequate, outcomes, interpersonal relationship, disruptions, curricular activities, reciprocal behavior, sovereignty,

Introduction

The process of learning in formal education involves several factors. These factors include the learner, the teacher, the materials and the place where teaching and learning take place (the classroom). The classroom is like a small society, in other words, it consists of students who have different behaviors and who come from different backgrounds and of course have different needs. So, managing the classroom and using adequate and effective teaching methods and techniques, result in good learning outcomes.

As stated by (Ogunu,2000), classroom management is a prerequisite for achieving instructional objectives and safeguarding the well-being of students for whom the teaching and learning activities are centered. Classroom management requires making strategies, supervising, managing and coordinating the activities of learners in the teaching –learning process. According to Grieser (2007), successful classroom management enhances students questioning and exploration only if the learning

environment is conducive. Thus, conduction and controlling are indispensable in achieving educational objectives.

Classroom managing and controlling is an essential skill that teachers need to have and obtain. According to the researchers' experiences and practices, poor classroom management results in poor learning outcomes.

On the other hand, teachers that own effective classroom rules included in student behavior and better learning results.

Methodology

In this part, the researchers represent the method or procedure used to obtain the information and data needed. A questionnaire based on 13 items is set up and adopted as an instrument for data collection. These items are designed in a way to serve and influence the teachers' classroom management. The questionnaire is distributed among Jazan University English teachers who are very experienced in teaching. Then, random samples of the responses are taken and analyzed using the Statistical Package for Social Science Program (SPSS). The results of the data after being analyzed will be shown later in this paper.

Statement of the problem

It has been observed by the researchers that the way that teachers deal with and manage their classes affect learning outcomes. The role of teachers is not only confined to conveying knowledge to students, but also using appropriate methods and techniques to manage and control students' behaviors inside the classroom. So, good learning outcomes depend mainly on effective classroom management.

Objectives of the Study

1. To prove the importance of classroom management in obtaining good learning outcomes.
2. To identify methods and techniques that affect good classroom management.
3. To determine factors that affect good and smooth classroom management.

Questions of the study

1. Why is classroom management important in the teaching and learning process?
2. What are the most effective methods and techniques for classroom management?
3. What are the factors that teachers need to have to maintain good classroom management?

Hypotheses of the study

1. Classroom management leads to good learning outcomes.
2. There are some methods and techniques that affect classroom management.
3. English teachers need to obtain certain factors that help in classroom management.

Significant of the study

The classroom is the place where teaching and learning processes take place. Therefore, developing and creating methods and techniques that help teachers to manage the classroom have special significance in education. Without effective classroom management, teachers, educators and planners wouldn't achieve their goals.

Literature Review

Definition of some terms:

Classroom Definition

A classroom is traditionally a room in a school, college, or an institute according to the different level of education where a class is taught.

The word is sometimes used in a figurative way to refer to the primary place where someone learns and gains experience outside of a formal educational setting, as in my grandfather's case, he didn't have much formal schooling—the farm was his classroom.

Example: I try to set up my classroom to be a space that allows each student to learn in their own classroom is traditionally a room in a school where a class is taught.

<https://www.dictionary.com/browse/classroom> Skip main navigation

What is classroom management?

Classroom management encompasses a variety of skills and techniques that teachers can use to create a high-performing learning environment.

At its core, it aims to ensure classes run smoothly, disruptive behavior from students is kept to a minimum, and teaching materials and activities promote learning. The goal is to ensure that both the students and the teacher get the most out of the classroom experience.

Good classroom management should aim at:

- Creating an organized and functional environment for the teacher and students.
- Establishing opportunities for academic learning and personal growth.
- Reducing bad classroom behavior and other disruptions
- Being time-efficient and ensuring learning time is always prioritized.
- Making sure that students are focused, motivated, and productive.
- Promoting an inclusive environment that caters for all ability levels.

It's important to remember that achieving successful classroom management is an ongoing process. While the above is the core of what effective classroom management is all about, how you approach it can depend on several factors, which we will explore later in this article.

<https://www.futurelearn.com/info/blog/what-is-classroom-management>

All the efforts made by planners, educators and teachers take place in the classroom. So, applying effective classroom management is vital for achieving the desired educational objectives and outcomes.

Teacher-student interpersonal relationship is highly required in classroom management. According to Oyira, (2006) interpersonal relationship is the reciprocal behavior that occurs between individuals such as exchange of information, exchange of expression and mutual activities. According to (Kolawole, 2004) classroom environment is an essential factor in the learning process. A good classroom environment has adequate ventilation, suitable seating and desks and beautiful walls. A good classroom environment makes students feel happy and contributes to minimizing undesirable behaviors.

Classroom Management techniques

By utilizing evidence-backed strategies that incorporate a balanced mix of leadership and teamwork, coupled with an awareness of students' needs, teachers could cultivate a favorable environment within the classroom.

Robert J. Marzano and Jana S. Marzano posit that our current comprehension of educational methodologies surpasses all previous understandings. Research findings demonstrate that teachers' behavior and interactions within their classrooms exert twice the influence on student achievement compared to school policies governing curriculum, assessment, staff relationships, and community involvement (Marzano, 2003a). It is also clear that effective classroom management stands as a key duty of a classroom teacher.

Thorough examination of existing literature by Wang, Haertel, and Walberg (1993) extensively highlights the significance of proficient classroom management. Through their analysis of 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles, these researchers compiled a comprehensive list of 228 factors that impact student achievement. They then synthesized the results of 134 separate meta-analyses with these findings. Among all the variables, classroom management emerged as the most influential factor affecting student achievement. This aligns with common sense—students are unable to learn effectively in a disorderly and poorly organized classroom environment.

Research not only underscores the significance of effective classroom management, but it also illuminates the intricacies involved. A meta-analysis conducted by Stage and Quiroz (1997) emphasizes the importance of striking a balance between teacher actions that establish clear consequences for unacceptable behavior and teacher actions that acknowledge and reward acceptable behavior. Moreover, other scholars such as Emmer, Evertson, and Worsham (2003) and Evertson, Emmer, and Worsham (2003) have identified key components of classroom management. These components include beginning the school year with a positive focus on management, arranging the physical space in a manner that facilitates effective management, and establishing and implementing rules and operational procedures.

In a recent comprehensive analysis of over 100 studies (Marzano, 2003b), it was discovered that the strength of the teacher-student relationships serves as the foundation for all other elements of classroom management. Remarkably, the meta-analysis revealed that teachers who fostered high-quality relationships with their students experienced a significant reduction of 31 percent in discipline problems, rule infractions, and related issues over the span of a year, compared to those who did not prioritize such relationships. This underscores the pivotal role that teacher-student relationships play in promoting a positive and well-managed classroom environment.

What are the defining features of successful teacher-student relationships? To begin with, it is important to clarify what they are. Effective teacher-student relationships are not contingent upon the teacher's personality or whether the students perceive the teacher as a friend. Instead, the most effective teacher-student relationships are distinguished by specific teacher behaviors: demonstrating an appropriate level of authority; fostering an appropriate level of collaboration; and being attentive to the needs of students who require additional support. These behaviors are key markers of effective teacher-student relationships and contribute to a positive and conducive learning environment.

Appropriate Levels of Dominance

Wubbels and his colleagues (Wubbels, Brekelmans, van Tartwijk, & Admiral, 1999; Wubbels

& Levy, 1993) highlight the significance of appropriate dominance as a vital aspect of effective teacher-student relationships. Unlike the negative connotation often associated with dominance, which implies forceful control or commanding authority, they define dominance as the teacher's ability to offer clear direction and strong guidance in both academic and behavioral domains. Research suggests that when students are asked about their preferences for teacher behavior, they commonly express a preference for this type of teacher-student interaction. Teachers can demonstrate appropriate dominance by establishing explicit behavior expectations and learning objectives, while also displaying assertive behavior.

Of course, this needs certain skills and time to be applied. Emmer and Stough (2001) think that the development of classroom management understanding, and skill is likely to be staged process. According to this speech, it takes years and experience to develop classroom management. Then, rules, procedures, outcomes will be achieved.

Also, having and applying these skills, classroom management will be developed gradually. As for Curwin, and Mendler (as cited in Rademacher and Callahan, 1998, P.2) a principle defines the positive attitudes and expectations for long term behavioral growth, like showing respect and caring about others.

Time Management

No doubt, time management is one of the most important techniques towards good classroom management and thus, achieving good results. It is necessary for both teachers and students if they are in one classroom.

As for Glazer, (2001, P.138) he set down some successful strategies such as:

- using a timer.
- creating a signal for students to inform time spent.
- providing smaller units.

Again, teachers need certain skills to deal with their students. Activities should be put according to their levels.

Build Clear anticipations and outcomes.

Teachers can build apparent behavioral anticipations by two main ways: by setting clear regulations and systems, and by imposing consequences in student behaviour.

Notable studies from the 1980s (Emmer, 1984; Emmer, Sanford, Evertson, Clements, & Martin, 1981; Evertson & Emmer, 1982) focus on the importance of rules on group activities, individual work, rotation, resources, and for starting with the end of class or the school day. Ideally, both teachers and students should take part in establishing these rules and regulations (Glasser, 1969, 1990).

In addition to well-designed and clearly articulated rules and procedures, teachers should manage student behaviors by reinforcing discipline and implementing consequences for undesirable behaviors. The insights of Stage and Quiroz's study (1997) are enlightening. It was found that teachers can improve relationships through applying a variety of strategies, such as:

Using verbal and physical responses to student misbehavior, such as physical intervention and the use of hands to deal with inappropriate behaviors and actions

Expected behaviors indicated by predefined cues, such as raising hands to indicate that all students should sit in a seat.

provide visual descriptions of eligible transactions such as tokens or vouchers.

Use team contingency accidents so that the entire team is held accountable for behavioral expectations.

Application of event-related approaches to wages and outcomes within the household. In other words, teachers, school administrations and families all should be involved in reducing inappropriate behaviors.

Set clear goals & objectives.

These teaching & learning goals and objective should be clear and direct. Teachers can show positive thinking by clearly defining the content and expectations of the upcoming teaching phase. Some of the key things a teacher will do to achieve these goals are:

- Identifying and stating them at the beginning of the teaching session.
- Allocating and giving suitable feedback on these objectives.
- Reviewing the objectives regularly & systematically.
- Providing detailed information on objectives.
- Using a rubric that can help teachers define clear objectives.

So, to have an effective classroom management, teachers need to establish clear learning goals. These goals should be shared by the teacher with the students before commencing teaching process.

Show vigorous Behavior.

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Teachers can also extend legitimate authority by showing vigorous or assertive behaviors. According to Emmer and colleagues, the assertiveness of behavior involves upholding legitimate rights in a way that reduces the likelihood of being ignored or circumvented by others (2003, p. 146) This behavior differs significantly from passive and aggressive behavior. These researchers elaborate that teachers exhibit assertive behaviors in the classroom when:

Use strong body language by maintaining posture, facing the student in question while maintaining a non-threatening distance, and conveying their facial expressions and the message being sent to students the meeting on the.

Clearly and deliberately use appropriate tones with a slight pitch rise from typical classroom speech and avoid any overt emotion in their voice.

Stay until students exhibit desirable behavior, ignore inappropriate behavior and listen to appropriate explanations rather than being distracted by student refusals, arguments, or mistakes.

Consideration of the needs and feelings of others is manifested in unity. While not entirely incompatible with sovereignty, cooperation certainly reigns supreme. Whereas authority focuses on the teacher as a driving force in the classroom, collaboration focuses on the collaboration of students and teacher as a team The interaction between these two elements—authority and cooperation—is a key

power-giver effective teacher-student relationship develops. Several ways can lead to a healthy synergy.

Establish Flexible Learning Objectives

Teachers can communicate suitable degree of controlling by setting clear learning objectives, they can also demonstrate appropriate collaboration by identifying appropriate learning objectives. Allowing students to set goals at the beginning of a lesson or inviting them to express what they want to learn fosters a sense of collaboration. For example, if a teacher has chosen sections as the main topic of a teaching unit and provided students with a rubric, the teacher can then encourage students to assign a specific section or related topic of particular interest to learn for them. Giving students this kind of freedom, in addition to increasing their understanding of the subject matter, communicates messages that the teacher values and tries to appeal to students' interests.

Have a Personal attention and Interest in Students

- One of the most apparent methods to convey appropriate levels of cooperation is to take a personal interest in each student in the class. As noted by McCombs and Whisler (1997), all students value personal attention from their teacher. While busy teachers, especially those at the secondary level, may not have extensive time for interactions with every student, certain teacher actions can communicate personal interest and concern without consuming significant time. Teachers can:

- Engage in informal conversations with students before, during, and after class about their interests.
- Greet students outside of school, such as at extracurricular events or at the store.
- Engage with a few students daily in the lunchroom and converse with them.
- Stay informed about and acknowledge significant events in students' lives, such as their participation in sports, drama, or other extracurricular activities.
- Acknowledge students for notable achievements both within and outside of school.
- Welcome students at the door as they enter the class, addressing each one by name.

Use Effective and Positive Classroom Strategies

- Programs and activities such as Teacher Expectations and Student Accomplishment confirm the significance of the subtle ways in which teachers can convey their interest in students (Kerman, Kimball, & Martin, 1980). This program advocates numerous practical strategies that stress fair and positive classroom interactions with all students. For instance, teachers should:

- Make eye contact with each student, scanning the entire room as they speak and freely moving about all sections of the room.

- Intentionally move toward and stand close to each student during the class period, ensuring that the seating arrangement allows clear and easy movement for both the teacher and students.

- Attribute the ownership of ideas to the students who initiated them, acknowledging their contributions in discussions.

- Encourage and allow all students to participate in class discussions and interactions, ensuring that students who do not commonly participate are also given the opportunity to contribute.

- Provide adequate wait time for all students to respond to questions, irrespective of their past performance or the teacher's perception of their abilities.

Pay Attention to Students with Different Needs

In the daily interactions with a diverse range of students, classroom teachers encounter a significant percentage of students who experience mental, emotional, or behavioral disorders, with relatively few receiving the necessary mental health services (Adelman & Taylor, 2002). Additionally, the Association of School Counsellors highlights that 18 percent of students have special needs requiring interventions and treatments that surpass the typical resources available in the classroom (Dunn & Baker, 2002).

While classroom teachers may not be able to directly address such severe problems, those with effective classroom management skills are cognizant of high-needs students and possess specific techniques to address some of their needs (Marzano, 2003b). Marzano's work outlines five categories of high-needs students and provides classroom strategies for each category and subcategory:

- **Inactive Students:** These students may fear relationships or failure. Teachers can establish strong relationships with them by abstaining from criticism, rewarding small participation and achievements, and making a classroom atmosphere where students feel safe from aggressive individuals.

- **Hostile Students:** This kind includes aggressive, op-positional, and covert subcategories. Strategies for helping aggressive students include creating behaviour contracts, providing immediate rewards and

No	SA	A	N	D	SD	Mean	Percentage
1	28	3	0	0	3	4.5	91.18 %
2	23	8	0	0	3	4.4	91.18 %
3	13	17	3	0	1	4.2	88.24 %
4	17	16	0	0	1	4.4	97.05 %

consequences, and recognizing that these students are still children experiencing fear and pain.

- **Perfectionist Students:** These students are driven to succeed at unattainable levels. Teachers can assist them by encouraging more realistic standards, helping them accept mistakes, and providing opportunities to tutor other students.

- **Socially Inept Students:** These students have difficulty making and maintaining friendships. Teachers can offer guidance on social behaviors to help these students.

These strategies aim at addressing the diverse needs of high-needs students within the classroom environment, acknowledging the importance of understanding and supporting students with mental, emotional, and behavioral challenges.

Methodology

Instruments and Participants

Male and female English language teachers at Jazan University have participated in this questionnaire. The questionnaire was made to meet the questions of the study and to prove the validity and reliability of the study.

Procedure

The SPSS program was used to analyze the data collected. The following tables show these results.

Table 1: Teachers' perceptions about the objective of classroom management

For all the tables, the two columns: (Strongly Agree and Agree) were considered as positive answers. As it is noticed in table 1 (**Teachers' perceptions about the objective of classroom management**),

item 1 (Classroom management is an essential skill that teachers need to have and obtain) has the highest average with a mean of 4.5. While, item 3 (Without effective classroom management, goals won't be achieved) has the lowest average with a mean of 4.2. It is also noticed that all the items are too close in the mean.

Table2: Teachers' perceptions about the techniques of classroom management

No	SA	A	N	D	SD	Mean	Percentage
1	16	15	1	0	2	4.3	91.18 %
2	20	11	1	0	2	4.4	91.18 %
3	26	5	0	0	3	4.5	91.18 %
4	11	21	1	0	1	4.1	94.11 %

Regarding table 2 (**Teachers' perceptions about the techniques of classroom management**), the third item (Good classroom management results in good learning outcomes) has scored the highest average with a mean of 4.5. whereas, a mean of 4.1 has been given to item 4 (In classroom management, being time-efficient is a priority) as the lowest.

Tabl 3: Teachers' perceptions about the factors that affecting classroom management

No	SA	A	N	D	SD	Mean	Percentage
1	18	13	2	0	1	4.4	91.18 %
2	16	16	1	0	1	4.3	94.11 %
3	13	19	1	0	1	4.3	94.11 %
4	17	14	0	1	2	4.3	91.18 %
5	20	13	0	0	1	4.5	97.05 %

Table 3 (**Teachers' perceptions about the factors that affecting classroom management**), shows the following: item 5 (Classroom management requires making strategies, supervising, managing and coordinating the activities) scored a mean of 4.5. Items 2,3&4 scored 4.3 means as the lowest. While item 1 (Poor classroom management results in poor learning outcomes) has shown 4.4 as middle.

Results & Findings

In this part, the results and findings of the study will be presented and shown. These results and findings are related to the responses given in the questionnaire and the literature review. In their responses, all the experienced English teachers agree that:

- classroom management is essential in the teaching & learning process.
- achieving great goals and outcomes depends on good classroom management.
- time plays an important role in classroom management.
- diversifying teaching methods can also be a great help.
- certain strategies, rules, procedures, learning goals, personal skills and good relationships between teachers and students are required factors towards good classroom management.
- college, teachers and students, are all responsible for classroom management success.
- appropriate dominance, control, commanding authority, direction and strong guidance must be implemented.
- individual students' differences should be considered.
- positive and fruitful interactions between teachers and students should take place.
- developing classroom management should be a gradual process.

Conclusion

This study deals with some techniques for developing classroom management. The researchers used and adopted a questionnaire to collect needed data. The questionnaire consists of

thirteen statements about techniques for classroom management. Almost all teachers agree that the following techniques are recommended in effective classroom management.

1. Setting flexible learning rules, objectives and outcomes is important.
2. Students are human, so giving them personal attention enhances their interest in the learning process.
3. Teachers need to apply and follow positive and fair classroom practices to achieve educational objectives.
4. Teachers should have strong personalities and adequate behaviors.
5. Establishing strict rules and regulations in the classroom is essential in reaching the intended goals that teachers run after.
6. The school management should discuss with teachers and should inform the students about disciplinary problems from time to time.
7. Teachers need to consider individual differences because students have different needs and students' abilities are not the same.

Teachers' Questionnaire

Dear colleagues,

You are kindly requested to respond to this questionnaire titled "Techniques of Classroom Management". Indeed, your opinions and recommendations as experienced English teachers are needed to enhance the results of this research paper. So, kindly, take a few minutes of your time to complete it. Five options are given: strongly agree, agree, neutral, disagree and strongly disagree. Your participation is highly appreciated in advance.

Thanks all.

1. Classroom management is an essential skill that teachers need to have and obtain.
2. To obtain classroom management, certain teachers' skills and features are required.
3. Without effective classroom management goals won't be achieved.
4. Successful classroom management enhances students questioning and exploration.
5. Classroom management has the largest effect on student achievement.
6. Setting obvious rules and objectives helps a lot in classroom management.
7. Good classroom management results in good learning outcomes.
8. In classroom management being time-efficient is a priority.
9. Poor classroom management results in poor learning outcomes.
10. Good classroom management should aim at reducing bad behavior and other disruptions.
11. The quality of teacher-student relationships is the keystone for all other aspects of classroom management.
12. To have an effective classroom management, teachers need to establish clear learning goals.
13. Classroom management requires making strategies, supervising, managing and coordinating the activities of learners in the teaching-learning process.

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