

THE IMPORTANCE OF CLASSROOM MANAGEMENT

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Abstract:

Organizing and guiding a class of students has constantly turned out to be a laborious and complex activity that involves a multitude of individual resources, efforts and actions taken by the teacher. Regardless of the way in which every teacher describes the activity in the classroom, there is a consensus regarding the recognition of the importance of classroom management. Education is extremely important nowadays and, therefore, classroom management has to integrate different aspects and strategies such as leading, interacting, organizing the learning environment or the interpersonal relations and has to respond efficiently to the coordination of these factors.

The purpose of the present paper is to highlight the importance of classroom management which provides the possibility to analyze and solve various issues regarding the social interaction in the classroom as well as the opportunity to understand and become aware of the teacher's and student's roles in the classroom, and last but not least, the development of teachers' conceptions with regard to authority and responsibility in terms of different theories of classroom management.

Keywords: *classroom management, education, learning opportunities, teaching strategies, learning environment.*

JEL Classification: *I21, I29.*

Classroom management is the process by which teachers and schools create and maintain appropriate behaviour of students in classroom settings. The purpose of implementing classroom management strategies is to enhance prosocial behaviour, increase student academic engagement and promote positive outcomes for students.

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First of all, classroom management is often defined as being a field of research in education sciences, which studies both the perspectives of approaching the classroom (didactic and psychosocial) and its dimensional structures, in order to facilitate the interventions of teachers in crisis situations (indiscipline, violence, non-involvement, etc.) and the avoidance of their negative consequences, through the exercise of educational micro-decisions.

The role of the class manager, i.e., the teacher or the professor, is to supervise the class and its proper functioning, to organize, without reducing the managerial activity at the production level. Also, another role of the manager is to create a management strategy with a minimum of resources (i.e., they must be chosen qualitatively, not quantitatively, on the principle of efficiency), encouraging communication.

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The decision-making process must not be delayed, the manager establishing the strategy according to the goals he wants to achieve, performance factors, quality, etc.

The strategies, of course, will be different depending on what the class manager wants. For example, if the target is a pragmatic one, focused on looking at the class as an educational tool, then the manager will pay attention to arranging the space so that it suits cognitive objectives and facilitates intellectual learning, the class will be organized in such a way as to responds to students' attitudes and skills, students' behaviour being monitored and encouraged for improvement. If the manager's goal will be a psychosocial one and will take into account the importance that the student attaches to social interaction, then the goal will aim at the harmonious development of students' personality, but also an equally harmonious learning process.

In any case, the class manager, as its coordinator, will in fact be the example that guides students in the process of self-education. Education, for example, is one of the most powerful forms of education, so the teacher has the ability to influence student behaviour. This influence is also based on certain factors, as attested by specialists in the field: the emotional climate installed between teacher and students, how the student perceives the teacher, how often or how rarely this is exercised we influence, how the teacher's strategy is individualized.

However, the class itself, the collective, has an even greater impact. It functions as a social microsystem, which in turn has statutes and is organized into groups. A class with a larger number of students will be organized into several groups and small groups. Between them, all kinds of interactions will be established, depending on the activities, the free time spent together, friends, dislikes, etc. In general, the activities carried out in the classroom will be accepted if the largest group accepts them. Thus, the dominant group will dictate the attitude of others, regardless of whether we are talking about the refusal or acceptance with pleasure of uniting activities or work tasks.

We can also talk about some separate features that can customize the group - class:

- cohesion: the degree of unity, mutual understanding between group members;
- autonomy or dependence: the group may act independently or in close connection with the aims and / or activity of another group;
- conformity or nonconformism of the members: the degree of submission and acceptance of the group norms;
- permeability and impermeability: class readiness to receive and accept new members;
- stability and instability: the durability of the class group over time;
- the personality of the class group.

From the analyzed aspects it can be deduced that the psychosocial perspective represents a solid complement of the didactic perspective and at the same time a subject of great importance in the study of student class management.

The issue of effective classroom management acquires new values in the context of disadvantaged schools, when teachers face complex situations in which students in a class are mostly in a difficult situation, and thus different learning needs from other children.

The association of the role that a teacher has at the level of a class of students with that of a manager is not out of place because the teacher successfully fulfills the role of manager considering that he manages an organization (class of students) where he coordinates the resources (human, materials, financial and IT).

In a broad sense, if we look at the activity carried out by the teacher in the classroom as a leading activity (as pedagogy has always supported), any person (educator, teacher, teacher, foreman, instructor) who actually leads the instructive-educational process, which guides, organizes it, directs it and evaluates it, is concerned with the educational climate of the team he leads is an educational manager.

In a narrow sense, the educational manager is only the person (the principal) who leads an educational unit, regardless of its size and profile. Modern skills of teachers must be focused on identifying optimal intervention strategies for solving and managing micro-educational crisis situations (in the classroom), and from this point of view, the initial training of teachers must be made in the spirit of student class management. This study discipline orients the teacher towards the elements of educational leadership, helps to form specific skills for building the socio-emotional dimension of the class of students, intervention and evaluation in special crisis situations.

In class, the teacher not only performs teaching-learning-assessment, but also relates to students, influencing their learning behaviour, intervenes in directing their general evolution.

Thus, the teacher will fulfill a series of roles and functions, in the context of class management:

- planning: regarding the instructive and educational activities, determines the tasks and objectives on various levels, structures its essential contents and composes the class schedule, etc.;
- organization: regarding the class activities, fixes the program of instructive-educational work, structures and forms of organization;
- communication: regarding the scientific information, the axiological sets in the form of messages, establishes the common communication channels and repertoires; establishes interpersonal relationships with students through a formative dialogue;
- leadership: regarding the activity carried out in the classroom directing the process of assimilation but also of the students' training by appealing to the educational normativity;
- coordination: in their globality the instructive-educational activities of the class, permanently following the achievement of a synchronization between the individual objectives of the students with the common ones of the class, avoiding the overlaps or waste and contributing to the strengthening of the group solidarity;
- guidance: through punctual interventions adapted to the respective situations, through advice and recommendations to support students' behaviours and reactions;
- motivation: uses verbal appreciations and nonverbal reactions in support of consolidating positive behaviours; orients in value through a series of humanistic interventions the negative tendencies identified in the students' behaviours; encourages and shows solidarity with some soul moments of the class;
- counseling: supports the orientation of students in school activities but also in extracurricular ones, through help, advice, through their cultural and axiological orientation;
- control: in order to know the stage in which the activity of achieving the objectives is as well as the performance levels of the students. Control has only a regulating role and adjusting the activity and attitude of students;
- evaluation: the extent to which the goals and objectives of a stage were achieved through tools of summative evaluation, by statistical processing of the collected data and by the elaboration of the synthesis of the final assessments. The value judgments it will issue will be a solid basis for the process of characterizing students.

In the context of disadvantaged schools, when the class includes students with special educational needs, due to the economic and social problems they face outside the school, there is the problem of using creative ways of managing the class, which should be adapt to the special communication needs that these children may have.

An efficient management will suppose the increase of the degree of involvement of the students in the class activities and implicitly the volume of time allocated to the actual learning activity. Increasing the time in which students are engaged in learning allows the evaluation of the degree of success of the techniques of leading a class.

Conclusions

The ability of teachers to organize classrooms and manage the behaviour of their students is of utmost importance to positive educational outcomes. A thorough preparation of the teacher and professional development in effective classroom organization and behaviour management is therefore needed to improve outcomes for students in general and special education.

One of the basic responsibilities of the teacher is to plan and structure the learning environment, so as to facilitate progressive, desirable changes in the student's learning behaviour and style. Such an environment should provide as many opportunities as possible for successful experiences. Studies show that students who experience success want to get involved in solving new tasks and at the same time develop positive feelings towards their own person. Instead, students who consider themselves overwhelmed by situations and unable will most likely develop feelings of helplessness.

Consequently, the main goal of classroom management is to create an educational environment that maximizes students' learning potential and encourages their active engagement in learning. At the same time, teachers must ensure a climate in which students feel comfortable and ready to associate school with feelings of success.

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