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## **SOME MAJOR FACTORS RESPONSIBLE THE EFFECTIVE CASSROOM MANAGEMENT AND THE TEACHER'S ROLE TO CONTROL THE CLASSROOM EFFECTIVELY**

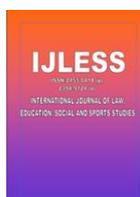
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### **ABSTRACT**

This study aims at focusing on the current research on some of the factors responsible for effective classroom management. Effective classroom management is an important factor on explaining the success or failure of any teaching-learning process. In this paper, the researcher defines the term management, explains some major factors of classroom management, reviews previous studies about classroom management, mentions factors of effective classroom management, and finally states the key factors of classroom management. The review of literature indicated that effective classroom management has a very important role in teaching-learning English as a second language more successfully.

Keywords: management, effective, role, activities, interaction factors

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### **Introduction**

Classroom management refers to any activities that would create an effective learning condition for students in the classroom. It is the prime responsibility of the teacher to manage the classroom efficiently. Classroom management skills could be verbal or nonverbal, formal or informal, systematic or unsystematic, rigid or flexible. Depending upon the ways the teacher exhibits classroom management skills and his/her interests in the student may change the classroom activities. The teacher's managerial skills encourage student- autonomy to create a higher level of student engagement. The more the students engage in activities the more they learn. Teachers with effective classroom management skills believe that all students can learn, to demonstrate higher expectations, to accept more responsibility for creating connections, and to exhibit a higher level of participation in the classroom interactions.

The success of a teaching - learning process depends upon the attitudinal factors of the students. These attitudinal factors arise out from their social influence. For effective classroom management and control, discipline and regulation, favorable atmosphere, as well as time management are equally important. Classroom management considered as a significant aspect in minimizing the learners' failure and frustration. Therefore, classroom management should be a pre-requisite for all teachers. However, at present neither any prospective teachers aspire to have training nor the government is serious about imparting right trainings on classroom management skills and strategies.

Normally, students do expect from their teachers to maintain good communication with them and to influence positively on the development of their personality in regards to their self-esteem, self-sufficiency, self-confidence, self-respect, as well as exercise of conflict management. In the same way, parents continue to play an important role to help their adolescents to deal with dilemmas and difficulties they normally face in their everyday life.

Promoting responsibility for the learners' behavior is more conducive to effective learning rather than punishment. In this sense, the teacher's supportive behavior on discipline yields higher self-esteem among the students than when the teachers try to control learners' behaviors on discipline matters. However, classroom management and discipline are the primary concerns to many teachers.

Classroom management refers to the activities the teachers put in place to create a favorable classroom atmosphere to enhance effective teaching and learning. Defined as an umbrella term, classroom management covers various issues like actions taken to create a productive, orderly learning environment to bring out changes in students' behavior and to help them fulfill their responsibilities more effectively. Classroom management is one of the most important; if not the most important as far as novice, teachers are concerned. Accordingly, poorer classroom climate is more important than experienced teachers are. However, being able to motivate students is one of the aims of classroom management; which the novice teachers face during their career. A good teacher is one who manages the classroom by motivating the students to the lesson. For the experienced teachers, classroom management is also a key competence. For the development of teacher's professional needs regarding student discipline and behavior problems, classroom management is essential. However, classroom management is essential both for novice and for experienced teachers. The cognitive and behavioral engagement of the students depends on the way teachers manage their classroom.

Classroom management is an important factor that has a strong impact on students' engagement. Interest for the subject keeps the students in active engagement. However, the degree to which students perceive the clarity of rules and teachers' monitoring of classroom activities explains the extent to which students develop an interest in the subject. Both the interest of the students and the teacher's ability to monitor the class cooperatively establishes a learning environment. This environment helps to promote students' intrinsic motivation, feeling of autonomy, and a sense of competence beliefs, which are the major educational goals. The relationship between teachers' beliefs and classroom management practices are important sources of classroom management. Teachers' self-efficacy beliefs, beliefs about student motivation, and general conceptions about teaching and learning – such as constructivism or direct transmission are the factors that affect how teachers concretely manage their classrooms.

The impacts of beliefs on practices acknowledge that beliefs can serve different functions: some may directly affect teaching practices, whereas some others may influence other types of beliefs. Furthermore, individual characteristics play a role in the dynamic teaching practices. Long years of teaching experience may affect teachers' beliefs – such as the more, a teacher experienced in teaching, the higher is their self-efficacy beliefs and practices. Expert teachers are considerably more effective at predicting classroom management events than novice teachers. This suggests that with years of experience, teachers develop a better understanding of classroom management, which enables them to anticipate the issues to arise and to adapt their classroom management practices accordingly. More years of teaching experience is positively associated with compromising and integrating the two conflicting strategies within classrooms that are conceptually close to autonomy support, which is a positive one and negatively associated with obliging, which is conceptually close to control.

Regarding the relation between teaching self-efficacy and experience there exist a positive correlation, which indicates that, teachers tend to become more confident over their career. These teachers have the capacity to deal effectively with discipline problems and motivating the uninterested students. It appears that there is a considerable mastery progression between the first phase in a

teaching career so to say 5-10 years of experience and the last phase i.e. 30-39 years of experience. With their increasing years of experience, these teachers to some extent become master to a large degree. Gradually they tend to slip into the category of 'fully mastered'. Accordingly, the more experienced teachers have a greater sense of efficacy for classroom management than the novice teachers do. In comparison to the experienced teachers the novice teachers has an inclination to hold undeveloped views on teaching and learning. In other words, novice teachers hold traditional theories of learning, comparable with direct transmission beliefs. Thus, long years of teaching experience seem to be an important variable to take into account, as it hooks up to teaching practices, self-efficacy, and general conceptions about teaching and learning.

Student-autonomy and teacher-control are other factors of an effective classroom management. Student- autonomy refers to as "the interpersonal sentiment and behavior teachers provide to identify, nurture, and develop students' inner motivational resources, whereas control refers to "interpersonal sentiment and behavior teachers provide during instruction to pressure students to think, feel, or behave in a specific way" (Reeve, 2009, p. 160).

Likewise, structure refers to "the amount of information in the context about how to effectively achieve desired outcomes", is an important factor for effective classroom management. It is the "provision of clear instruction in the classroom and the communication of realistic goals and expectations for behavior and learning" (Soenens, Sierens, Vansteenkiste, Dochy, & Goossens, 2012, p. 109). The opposite of structure is chaos, in which teachers communicate confusing or contradictory messages, and does not provide clear directions and expectations of students (Jang et al., 2010). In this sense, autonomy supports the students while structure affects students' cognitive engagement. In addition, their conjunction or interaction could affect self-regulation and cognitive strategy use in addition to the main effects of the two types of practices (Sierens et al., 2009).

Similarly, the teaching style of teachers has a strong control over students' feelings, behavior, and engagement. This style springs out from the pressure from parents, colleagues, or principals of the institutions on the teacher; the teacher's perception of students' low motivation; and the teacher's low intrinsic motivation to teach.

There should be a meaningful relation between teachers' beliefs and teaching practices such as the use of rewards and punishment. Punishment for misbehavior gives the teacher a feeling of keeping students under control. On the contrary, practices such as admiring comments and private verbal supports are not very useful as such; practice cannot work with the teachers' own students.

Teachers' beliefs about student motivation correspond to a possible source of instructional practices. These motivational beliefs take multiple forms (Nolen & Nicholls, 1994; Turner, 2010) and differ in accordance with students' characteristics such as their achievement levels. However, these beliefs fall into two broad categories (1) beliefs in using intrinsic forms of motivation (such as taking into account students' individual interests, asking for personal projects, or finding challenging tasks to engage students in learning) and (2) beliefs in using extrinsic forms such as rewards, punishments, threats, or grades. In terms of classroom management fostering of intrinsic motivation yields students' autonomy, while the use of extrinsic forms of motivation gives rise to student-control. Between the two extrinsic forms of motivation is more effective than intrinsic. In order to produce a long-term interest in academic tasks teachers should adopt a controlling style. However, the long-term interests among the students vary depending on the size of the reward.

#### **Teacher self-efficacy beliefs-**

For the successful accomplishment of a specific teaching task a teacher's belief in his/her, capacity to organize and execute courses of action is important. As far as classroom management practices are considered, there are two broad aspects of teacher self-efficacy such as (1) self-efficacy for

classroom management, which includes maintaining order, discipline, and keeping students quiet and (2) self-efficacy for student engagement, which aims at motivating the unresponsive students, helping them to understand the value of learning in their life. Teachers with less self-efficacy have a pessimistic view of students. They adopt the principles of controlling practices to maintain discipline by imposing punishment. On the other hand, teachers with high confidence in their abilities tend to maintain their students' autonomy and to respond quickly to misbehavior without any feeling of threat.

Teaching practices vary according to the beliefs of the teachers. As far as constructivist beliefs about teaching are concerned, they view students as active participants in the process of acquiring knowledge. Thus, they stress more on developing students' thinking process than the acquisition of specific knowledge. On the other hand, the structuring practices/direct transmission beliefs view that the student is a passive recipient and the role of a teacher is to communicate knowledge in a clear and simple way by explaining the right solutions and making sure that the classroom is clam and students concentrate on lessons. Between the two most of the teachers, tend to favor the constructivist beliefs over the structuring/direct transmission beliefs.

### **Factors responsible for achieving academic success**

Teaching is not controlling rather a process of working with the students. It is a process of reciprocal understanding, growing, learning and succeeding. By establishing a strong student-teacher relationship, teachers can convert the classroom to a place for each member to express their feelings and work together. Academic success depends on the close relationships that exist between the teacher and students and their mutual leadership with one another. Classroom management aims at establishing students' self-control through a process of endorsing positive- student achievement and behavior. Accordingly, there is a direct linkage subsists among academic achievement, teacher efficacy, and teacher-student behavior in classroom management. Discipline is one of the most serious obstacles to promoting effective teaching, which every educator acknowledges. Proper Classroom management shows the way to control the class and establishes an environment for favorable teaching learning. According to Evertson and Weinstein (2006), Classroom management has two distinct purposes: "It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance student social and moral growth" (p. 4). Classroom management is a multi-faceted activity and extends beyond the traditional behavior management techniques recommended to deal with students with disruptive behavior.

In order to optimize students' access to learning teachers should develop encouraging relationships with and among the students. They should implement their instructions in such an organized way that will make their students engross in learning in a better way. They can use group management methods to promote students' engagement with academic tasks. These tasks in consequence will promote the development of students' social skills and self-regulation. In addition, the tasks will help them to use appropriate interventions to assist students who have behavior problems. Because if students get themselves engaged in their lessons, they would be less likely to misbehave. If the prescribed lessons are precise and completed at a steady and unremitting pace, students will have little time to misbehave or to get into conflicts. When students are engaged in their studies, they concentrate on their lessons and focus chiefly on learning. Thus, it prevents problems. If the teachers give autonomy to their students to be a part of the decision-making processes, they will engage themselves with their studies. Once engaged they, they will no more think about misbehaving but will focus on the tasks.

Students play an active role in setting classroom rules. If the teachers allow the students to help create the rules, they will participate in the classroom community building. This will prompt them to working together and can clearly understand the rules. The college authorities, by organizing parents- teachers meetings at regular intervals can share with the parents and guardians about their children's

behavior and both positive and negative consequences. By keeping in touch with letters and notes, emails, or phone calls, parents will feel as if they are important to their child's success in the classroom. If parents do not feel the importance to their children's education in the classroom, the students will suffer. There must be a good teacher-parent relationship in the colleges so that everyone is on the same page to support the student's needs. If there is no support at home, the student will struggle in the classroom. These happenings are a regular phenomenon in our colleges. Although the government clearly and strictly directed the colleges to form Parents-Teachers Associations (PTA) and conduct PTA meetings at regular intervals, the colleges approach them very nonchalantly. This is perhaps another major reason for the pitiable performance of our students in general and particularly the colleges under scan.

## **II. Major problems of classroom**

- a. **Indiscipline:** Indiscipline among students is a major problem that the teachers normally face in classrooms. It creates an unnecessary obstruction in the teaching-learning process. Due to indiscipline, students usually arrive late for class. Even they are not punctual for their classes or simply hogwash classes as the class is not very interesting. It is quite difficult for the teachers to create interest in the class as the students are undisciplined. This may be due to lack of proper lesson planning. At times teachers also overlook effective management of time. Non-verbal cues like body language and communication skills also play a major role in making the class effective.

However, to overcome the problems of Classroom Management a teacher should enter the class well prepared for the class, motivate the students, and provide a comfortable learning environment that will help building students' self-esteem. Further, the teacher, being creative and imaginative in daily lessons set up the right atmosphere for learning. A teacher should not carry his/her personal problems into the class by being impulsive. The teacher must possess a sense of willingness of his/her teaching responsibility for classroom control and long-term solution-oriented approaches to problems.

The fact that despite the students is hard working, intrinsically motivated, active, dedicated and intelligent learners the teacher has to face 'discipline' problems. Here are some pointers, which the teachers may possibly follow to maintain discipline in a classroom- such as-

- i. The teacher should be comfortable with his/her position of authority
- ii. Try to win respect from students by treating them all with equal fairness
- iii. Teachers need to state clearly and explicitly their expectations to students regarding their behavior in class e.g. speaking, turn-taking, respect for others, group/individual work, test taking, attendance, (belatedness and truancy policy) and extra-class/ homework, obligations
- iv. Teachers should be firm but warm in dealing with discrepancies to their expectations
- v. Teachers should uphold the dignity of the students in case of reprimand or taking any disciplinary actions such as humiliating a student in front of classmates
- vi. Teachers should try to resolve the disciplinary issues outside the class i.e. the teacher could see a student after the class, be quiet and firm while observing and let the student respond. By doing so s/he can save the valuable class time
- vii. While resolving disciplinary problems the teacher should try to find the source of the problem rather than treating symptoms e.g. a student's inattentiveness in class might be due to lack of sleep for any reason

- viii. The teacher could consult the institution's counselor or administrator to resolve a recurring disciplinary problem if s/he fails to do so.
- b. **Cheating:** Cheating is a secretive desecration of standards of individualized responses to tests or other exercises. This is a very important disciplinary issue, which demands heedful management. The first step to solve this problem is to make the student ascertain his/her own awareness, in other words, s/he should realize that s/he is doing something wrong. If the teacher ascertains the student's perception, then s/he should suggest the student to follow the corrective measures as a guide to solve the problem. However, preventing the students to cheat by minimizing the opportunity is more rewarding for a teacher than to treat.

### **Why do students cheat?**

Students usually cheat because of the pressure to do extremely well. Therefore, by lowering the pressure a teacher can reduce the chances of cheating. Teacher should make the students aware of the fact that tests are there to help them overcome their difficulties and serve as feedbacks. By cheating students, not only overlook their doubts but also do harms to themselves.

### **III. TECHNIQUES FOR BETTER CLASSROOM CONTROL**

Teacher is the controller of the classroom. S/he needs to focus his/her attention on the entire class. Prattle among students should not be there. At times silence can be effective. Silence grabs the attention of students to the lecture. If there is silence in the classroom, students could know what is going to happen in the class and scrutinize to ensure progress. Often teachers deliver their lectures standing stagnant at a fastidious point on the platform. That practice is not always recommendable rather teacher should move around the room so that students can pay more attention to their teachers and teachers can give students more non-verbal cues. The teachers should plan their lessons accordingly to fill the class with lively learning activities. Teacher should possess an aptitude to memorize the names of the student as quickly as possible, which enhances class control and confidence of the teacher. Here are a few techniques that the teacher can adopt to control the class-

- a. **With-it-ness:** The with-it-ness refers to a teacher's awareness of what is going on in the classroom behaviors before they get out of line by keeping the learners on tasks. Many problems occur during transitions. With-it-ness is the idea that the teacher knows what is going on in their classroom at all times. It helps them to understand the importance of having a close eye on students. Teachers who have "with-it-ness" are able to mark areas where mischief may arise. When students are upset and are, unable to correct problem behaviors they cause major distress to the classroom. Hence, teachers with 'with-it-ness' are able to manage their classrooms at all times and prevent problems from occurring or expanding. In a community of learners, it is the duty of the teacher to make sure everything runs smoothly for students by being able to spot problems.
- b. **Ripple effect:** Jacob Kounin has created the idea of the "ripple effect." According to the effect, if one student sustains positive or negative consequences, the rest of the class will see 'what is taking place and a ripple effect will occur'. From experience, when a student misbehaves others will join in as well. On the other hand, a student receiving a reward will motivate others for doing better. Managing students' behavior in positive ways is the key to classroom success. Students, very often learn from others around them, and by believing in the ripple effect, the teachers can manage behaviors in a better way.

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