

IMPACT OF CLASSROOM MANAGEMENT ON ACHIEVING QUALITY SECONDARY SCHOOL EDUCATION: A REVIEW

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ABSTRACT

The aim of this study to highlight the concept of classroom management with regards to its scope, problems involved and teacher involvement in achieving an effective learning environment for quality secondary education. Class room management challenges has been classified in theoretical terms as the interactionist; the interventionist and the non-interventionist. This paper will emphasise on techniques for enhancing classroom management for quality education with management which provide planning, cooperation, directing, supervision & coordination of teaching learning process. Teacher need to be a role model and shall use proper instructional materials and comfortable environment and seating to facilitate learning.

Keywords: teaching-learning process, classroom management, secondary schools, discipline, quality education

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INTRODUCTION

Secondary school level is the bridge between the primary and senior secondary levels. The importance of secondary education is a step forward primary education with the opportunity for senior secondary education where students irrespective of cast and creed , social status and religion opt for different streams to provide trained manpower in the field of applied science , art & culture in the context of Indian cultural heritage and commerce; with the focus to inspire students to achieve excellence, fosters unity and enhances National unity in diversity.

Generation getting ready to who can think rationally, bring change to respect the views and feelings of others, respect dignity of labor, fosters to achieve national goals by providing specialised technical knowledge and vocational skills for Nation's agricultural, industrial, commercial and economic development.

The underline ethos here is that our secondary schools should be able to provide such quality, secondary education to the students, who can benefit from it in the long run. This objective is fulfilled based on variables like effective classroom management, good & adequate teachers, instructional material & learning tools, physical facilities, good control system with supervision. Quality education has a great impact on student development. Quality education has significant impact and useful contribution to the area of human development, therefore secondary school students have right to receive an education of good quality which is associated with different academic and institutional factors. Researchers such as Mobegi, Ondigi and Oburu (2010), Digolo (2003) and Eshiwani (1993) suggested that a number of factors contribute to the establishment of quality education in secondary schools. They observed that the maintenance of factors such as curriculum, instructional materials, equipment, classroom/school management, supervision, teacher training and competencies of teachers are some of the indicators of quality education. Quality education is that education given to secondary school students in order to develop their cognitive, affective and psychomotor abilities and skills, and grow in school environments that are supportive and challenging which nurture them to become confident, have good self-esteem and willing to strive forward yet at the same time feel a sense of responsibility towards others in the society.

. Secondary school face challenges of poor classroom management. The quality of classroom management in our secondary school system is below expected standard because of infrastructural and human capital inadequacies. Classroom management task consists of planning lessons, providing a conducive learning environment, teaching students and perhaps the most challenging task of all, is appropriately responding to student's behavioural problems. This herculean task a teacher face on daily basis which require them to work diligently and continuously to maintain a positive classroom atmosphere. The ability of teachers to organize of their students is critical to achieving positive educational outcomes.

Classroom management include all the efforts teachers make in the following areas, organizing the students, co-coordinating their activities, monitoring their behaviours, ensuring effective learning process, providing instruction through interactive communication, getting feedbacks from learners, preparing and utilizing instructional materials in facilitating learning, maintaining discipline among learners, evaluating learning outcome, ensuring that the problems of above average learners are being solved, relating on one to one basis with learners, being mindful of their basic needs, providing basic information to learners, assisting learners in developing coping skills, providing an exemplary behavior for learners to imitate, and generating interest among learners as well as reinforcing their performance through motivational techniques (Egbule, 2005). Teachers maintain classroom environment by organising learning activities, supervising their behaviour, teaching - learning process through effective

Teachers in the class are the class managers who manage class room learning activities, understand classroom environment, attitude of the children, learning instructional procedure, feelings of the class children and atmosphere in the class. Instructional methods and classroom management cannot be separated, discipline in the classroom is an important component of effective instructional methods and are part of school rules and regulations. Promoting discipline among the students seems difficult and sometimes rigid instructions are given to the children but it is essential for ensuring effective classroom environment and good academic results through quality education.

The classroom is physical venue where students together gets an opportunity to achieve the true purpose of education, (Hill and Hill, 1990). The physical environment within a classroom plays a significant role for the students and how they feel about it. Thus, the decorum of the classroom environment matters to which student must accept wholeheartedly and for which there is a role of teacher adhering to the instructional method as prescribed. Students in general are sensitive to the class room environment. Therefore, it must be warming and inviting

Classroom management is termed as the teachers' capacity to effectively manage available time classroom space, procured resources, roles and behaviours of the students to provide an environment that provide opportunity for learning (Alberto and Troutman, 1986).

Duke (1979) viewed classroom management as the provision of necessary requisites to create and maintain an environment in which instructions are imparted to the students with effective learning outcome. Good classroom management leads to effective instructional process with great outcome in terms of better performance by the students. Further, physical facilities ensure smoothness of teaching learning process. Otherwise, without classroom management and proper physical facilities and amenities, learning process won't be fruitful. Students learn more provided classrooms are well facilitated and that leads to good performance.

Classroom management according to David, (1996) is an environment with standard behaviour pattern for students, management of daily routines and imparting instructions in a manner to keep children engaged in appropriate varied learning activities to ensure quality education to secondary school students.

The classroom is managed well with activity based engaging curriculum implementation, teacher set great examples, working with zeal and effective classroom instructions and emphasis on making students as responsible citizens. If any of this component is neglected, the whole process is compromised, leading to poor quality in education.

Classroom management is the related to the ongoing process of enriching teacher -student interaction, learning opportunities for the students, and three way hand shake of student-teacher -

parents, motivating and encouraging children to achieve learning objectives, strengthen control and supervision techniques to enhance learning activities in the classroom and to improve learning outcome measured through student's performance. (Wisetrinthong, Sirisuthi and Weangsamoot, 2012)

Classroom, managed well through effective planning, organising and directing classroom activities supports to overcome behavioural problems among secondary school students. Planned and appropriate instructional material by a teacher and good student -teacher relationship leads to quality secondary education.

Classroom management is an art to define specific features of effective learning, it's a science which identify aspects which leads to smooth process of learning in the classroom environment. Students feel comfortable if there is a safe and collaborative learning environment, where teachers also serve their profession for a longer period. This is how in a conducting learning environment, both the students and teachers would find themselves comfortable, which in turn would bring the desired results because a positive rapport with students is the foundation upon which classroom culture is built.

Class teachers, subject teachers and other members of staff need to reconcile their efforts to manage classrooms, handle students well and create a congenial learning environment which eventually lead to quality secondary education. Effective classroom management mainly depends on a capable mentor, attitude, skills, capacity, desire and expectations set by the mentors. Students are taught to behave well in the classroom by following the principles of classroom management, they are taught social skill to portray positive behaviour in the class. Classroom is a platform for children to learn defined discipline and get praises for for balanced growth. (Venkat Lakshmi, 2010).

HAPPENSTANCES OF EFFECTIVE CLASSROOM MANAGEMENT

Lack of good classroom management is the cause of ineffective learning and affect the performance of students adversely, hence a teacher shall be trained to face such hurdles and need to be trained to find solutions the following challenges in the classroom. The major obstacles in

the effective classroom management is overcrowded classroom particularly in urban areas and it is unaffordable to construct new classrooms due to lack of funds (Burnett,1995).This end up student learning in overcrowded classrooms, where 50 to 60 students occupy in the classrooms in state owned schools. Such overcrowded classrooms lead to noise, lack of interest in studies and no concentration in the classroom learning.

Most of the classroom instructional time of the teachers is spend on controlling and administering students instead of teaching, so to affect the teaching learning process. Teachers spend much time controlling and managing the students instead of teaching, thereby making the teaching-learning process complex for group work and co-operative learning. Some recent studies (Schneider, 2002, Lewis, 2000) have related teacher effectiveness and teacher abrasion to the condition of the school they are teaching in.

Arogundade and Bolarinwa (2011) in their study revealed that ineffective teacher-student relationship, lack of motivation, improper physical facilities, and teacher's demotivating work environment are major constraints to effective classroom management.

Other problems of effective classroom management include the following:

Classroom Structure: It refers to physical setting of the classroom, inadequate furniture for the students, less space for a teacher to move in the classroom, poor ventilation and lighting, poor condition of chalk-board, small size of the classroom etc.

Instructional Delivery Method: Lack of experience on the part of teacher , insufficient knowledge of the subject, ineffective communication during instructional time, inattentive students in the classroom, no activities involved by the teacher in the teaching process leads to poor academic standards.

Lack of Teacher's Preparation: Teachers lack in wide-ranging training to apply to tackle student's behavioural problems in the classroom management. Training institutes give more emphasis on pedagogy and content knowledge, does not train sufficient to identify and handle such classroom management problems.

Above mentioned glitches lead to absenteeism, noise in the class, rudeness in behaviour, disobedience to the teacher, restlessness, inattentive during class, boredom, fighting (verbal and physical) untidiness and denial to do assignments.

TEACHERS' ROLE IN PREVENTING CLASSROOM MANAGEMENT PROBLEMS FOR QUALITY SECONDARY EDUCATION

Teachers and students many a times observe things in different way, the difference in teachers and students sometimes things in different ways and the different insight lead to problem in classroom management constitute a management problem. To minimise the differences , a teacher need to be hands-on ,facilitative and an ingenious classroom manager. (Henson & Eller, 1999). Thus, the under listed approaches will prevent classroom management problems:

- 1) Teacher's instructional methods should include variety of approaches, styles, activities steady with the learning objectives to facilitate young students to respond positively to motivation and diversity in the classroom. These activities make students to participate actively in the lesson, and rises their attention span and motivation.
- 2) Instruction should be free of abstruse and unclear terms and interruptions. The instruction should be made simple from known ideas to unknown.
- 3) Teachers need to keep thorough and accurate records of student's attendance and academic presentations for the purpose of assessment.
- 4) Teachers should prefer to call students by their names that will make them feel comfortable to approach the teacher and they become part of the classroom organization.
- 5) Students to be encouraged to work as a team to perform classroom activities and for laboratories activities & for various school projects.
- 6) Students need to be trained to perform innovative tasks and aim for greater accomplishments, also should undertake a self-evaluating process.
- 7) Supervising and monitoring the student's behaviour to detect any misbehaviour early before it involves many students or becomes a serious issue and redirecting the students to suitable behaviour by stating what the students should be doing quoting the applicable practice or rule, (Robert Kizlik, 2007).

- 8) Teachers should be proficient to reduce unfitting behaviors from problems in the physical environment by changing the seating positions of the students that are likely to exhibit classroom behavior problems and safeguarding that students can easily get access to instructional materials and activities, (Smith and Rivera, 1993). There should be proper seating arrangement in which the teacher is close to all the students in order to direct learning as well as evade any inappropriate behaviour that will disturb classroom activities. The teacher should also evaluate the amount of furniture provided whether they are adequate or not for the student's population and classroom size.
- 9) Teacher is expected to be the role model for the students, she/he need to set a good example to match the expectations of a student. Teacher's efforts will have a positive impact in the classroom management. This is in line with the view of Mc Daniel, 2007 who opinionated that "values are caught not taught". Teachers set great examples of being well-mannered, swift, passionate, enduring and organised, for their students.
- 10) Learners need to be part of curriculum planning, variety of presentations and activities can be included to make curriculum interesting.
- 11) Penetrating into the students' background can be a treasured step of resolving classroom management problems. The main cause of student's indiscipline in the classroom is due to the home environment and culture they have been brought up with before coming to school.
- 12) School/Classroom rules, policies and procedures should be clearly stated and taught to the students.

DEALING WITH CLASSROOM MANAGEMENT DIFFICULTIES USING THE THEORETICAL APPROACH

There are three theoretical approaches to the management problems namely, the non-interventionist, the interventionist, and the interactionist, (Levin and Nolan, 1991).

The non-interventionist approach, based on humanistic and psychoanalytic theories of development, suggests that the child grow from an inner unfolding of potential. The teacher's role is to enable this process by promoting strong, believing relationship with children and helping them develop their problem-solving skills. The major goal of the non-interactionist

approach is to enhance the individual growth and freedom of the individual, in the teaching-learning process in secondary schools.

The interactionist approach, based on behaviourist approach, suggests that children progress as a result of external environmental conditions such as consolidation and penalty. The teacher's role in the classroom is to enforce rules and procedures, communicate these clearly to students and device appropriate rewards and punishment for compliance or non-compliance respectively. The major goal of the interventionist approach is to maintain an orderly and productive classroom that promotes quality secondary education.

The interactionist approach, based on social, gestalt and developmental psychological theories view child's development as the interface of inner and outer forces. The teacher's role is to understand student's behaviour and to help students understand their own behaviour and its consequences. The major emphasis of this approach is how the established rules and regulations can be followed by the students concerned.

EFFECTIVE TECHNIQUES OF CLASSROOM MANAGEMENT FOR PROMOTING QUALITY SECONDARY EDUCATION

Effective classroom management requires hands-on and responsive teachers in order to define and communicate their social and academic potentials to their students. Such involvements can motivate the students to obey and accept the school rules and regulations. Classroom management approaches are a crucial part of teacher's success in creating a safe and effective learning environment for student's quality secondary education. Therefore, teachers should know how to use and apply approaches that will allow and also help students to learn (Zuckerman, 2007).

Enabling effective classroom management to safeguard a student to get emotionally safe and respected class environment to allow with academic activities. Students will feel safe when they have the confidence that their ideas and opinions are valued, whether or not they are correct. The teacher must promote polite and respectful student communications and address unsuitable student's behaviour in a positive manner.

Teachers in secondary schools can apply the following classroom management techniques for quality secondary education:

- Use proper introductory strategies to set student expectations at the beginning of every lesson and activity and introduce the facts from known to unknown.
- Students can be delegated specific responsibilities on a regular basis, like collection of notebook, ensure to reach to the activity classes in a line, distribution of circulars, check chalk and duster to be there for the teacher before the class to start etc., and to take regular update of responsibilities undertaken.
- Different incentives to be introduced to inspire students and provide counselling services for those with deviating behaviours.
- Teachers should make all attempts to give love and develop trust for their students and also listen attentively to their complaints, ideas and suggestions.
- Classrooms to be arranged in a manner to make it handy and attractive place for the students to learn.
- Handle student's cases impartially and equally without any bias – set up a positive behaviour for rewards and punishment system.
- Style rules and regulations simple and understandable, and be consistent in imposing them.

In order to have an effective classroom management, Jones and Jones, (2012) suggested five main skills as follows:

- Developing a solid understanding of the students personal, psychological, and learning objectives,
- Establishing positive student-teacher and peer relationships that aid students psychological needs,
- Using instructional methods that facilitate optimal learning by responding to students learning needs,
- Using organizational and group management methods that maximize students on task behaviors, and
- Using counseling and behavioral methods that involves students in examining and correcting their inappropriate behaviors.

Consequently, teachers should choose from a variety of approaches to meet the individual needs of their students for effective learning, discipline and control that augment quality secondary education.

CONCLUSION

Teachers are expected to introduce an effective, engaging and interesting learning programmes to engage learners so to overcome any behavioural issues of the students. This study has focussed on varied approaches and techniques for enhancing effective classroom management to promote quality secondary school education. Efforts were made to highlight the role of teachers in classroom management. Effective classroom management suggestively marks the motivation, discipline, respect, goal achievement and academic performance of students in secondary school system.

RECOMMENDATIONS

To promote quality secondary school education, teacher need to adopt various approached to resolve classroom problems and set good example for the students. Teachers and school administrators need to support students to cope up with their classroom management behaviour problems that interrupt the teaching-learning process.

Beyond professional training given to the teachers, school must arrange for regular training of teachers to formulate effective reward system for the students. Teachers need to be counselled by the stakeholders such as school principals, senior teachers and inspectors of education that rewarding desirable behaviours is more effective than punishing undesirable behaviours.

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