

IMPACT OF CLASSROOM MANAGEMENT ON STUDENTS BEHAVIOUR

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ABSTRACT

Within educational institutions at all levels, the behaviour of the students need to be managed and members of the institutions are required to bring about improvements in the implementation of tasks and functions. The main purpose of this research paper is to understand the impact of classroom management on student's behaviour. There have been cases, when students depict unacceptable behaviour traits, which are required to get modified for leading to their effective growth and development. It is necessary to develop skills and capabilities among the students that are necessary to achieve the desired goals. The main areas that have been taken into account include, classroom management strategies, traditional and consistency management and co-operative discipline within the classrooms, theoretical framework: classroom management approaches, classroom management interventions, the effect of classroom management on task-behaviour, the effect of task-behaviour on student learning, the role of instruction and effects of classroom management on students behaviour.

Keywords: Classroom, Instructions, Strategies, Teachers, Students, Task-Behaviour

INTRODUCTION

In the present world, advanced and active society is intrinsically based on high technologies, which develop at a fast pace, requiring a current outline of adaptableness and suppleness, based on consistent services and capabilities. This occurrence should lead to a deep reformation of the educational approach in schools, by highlighting the significance of classroom management strategies for achieving the objectives of each learning activity. The concept of active learning should be correlated to the one of an active teacher, the reason being, in the present, transfer of knowledge from a teacher as a central unit to the students as receivers has become an incompetent way of practicing teaching. The problem about knowledge is that it transforms, expands and it may even lose its importance in the future. This is the reason that main goal of an instructional activity should not be knowledge, but building knowledge discovery skills (Jacob, & Musuroi, 2013).

The teachers need to become active, when they search for efficient strategies in making students think resourcefully and critically, in guiding them to work in teams, in directing them to determine and define the concepts, and in building stimulus by raising students' self-esteem through ensuring their learning success. These factors are required to be considered by the teachers on a permanent basis (Jacob, & Musuroi, 2013). These factors not only contribute in the growth and development of the students, but also in bringing efficiency in the teaching-learning methods. The management of the classroom in educational institutions at all levels require implementation of various strategies and approaches that have an impact upon the behaviour of

the students. For instance, maintenance of discipline is regarded as crucial and when it is encouraged in the management of classrooms, then students also learn to become more disciplined and are able to exercise self-control. In the present existence, technology has played an imperative part in management of the classrooms and the learning and thinking patterns of the students have been strongly influenced by innovative methods and advancements in technologies.

CLASSROOM MANAGEMENT STRATEGIES

The classroom management strategies are primarily concerned with the areas of management of the classrooms. They take into consideration the aspects that are necessary to manage the operations and tasks within the classrooms in an appropriate manner and have been stated as follows:

Maintenance of Discipline – Within the classroom settings at all levels of education, from kindergarten to the university level, maintenance of discipline is regarded as an important factor, especially when learning and understanding is to take place in an appropriate manner. In the case of elementary and junior school, students are usually noisy, they tend to get engaged into quarrels and fights with each other and play mischief. Therefore, the teachers are required to put into practice the strategies that are needed in the maintenance of discipline. The teachers need to explain to the students the consequences of obstructing discipline in educational institutions and how it would affect their performance. In elementary and junior schools, the presence of the teachers within the classrooms make the students apprehensive and they tend to focus on their studies.

Sharing and Caring Attitude – The teachers at all levels of education are required to provide instructions to the students about socialising with others and establishing a caring and a sharing attitude. There have been cases of students, who possess an introvert nature and do not share their things with others and keep to themselves. This needs to be avoided and students should be taught to possess a caring and a sharing attitude. Within the classroom setting, students are in need of number of items, which include, stationary, books, papers etc. In some cases, they forget to bring and other fellow students should possess a caring and a sharing attitude. This attitude is essential not only on the part of the teachers, but also on the part of students belonging to different age groups.

Management of Anger and Stress – There have been instances, when teachers as well as the students feel aggravated and stressed. The students may feel aggravated and stressed due to workload, pressure of completion of assignments on time, handling difficulties and problems relating to academics, coping up with stringent teachers, occurrence of conflicts and disputes within the classroom setting, unavailability of materials, such as stationary, books, etc. On the other hand, teachers may feel stressed due to work pressure, problems and difficulties experienced in the management of the classrooms and students. In the classroom management strategies, it is vital for the teachers and students to control any kind of negative feelings and adequately implement anger and stress management strategies. The management of anger and stress would contribute in an effective manner in classroom management.

Attendance – The teachers at all levels of education are required to maintain the attendance of students, and in this way, they are able to determine the rate of absenteeism as well as the students, who have high rate of attendance. There are students, who maintain 100 % attendance throughout the school year. On the other hand, there are students, who have a high rate of absenteeism, the reason being, they take frequent leaves from school. The academic performance of the students is not dependent upon the attendance of the students, the students, who have a high rate of attendance, may or may not render an appropriate academic performance. On the other hand, students, who have a high rate of absenteeism, may or may not perform well in class and homework assignments.

Conscientiousness and Diligence – In the classroom management, the individuals are required to be regular, conscientious and diligence in the performance of job duties and functions. They should be well aware of what are the areas that are required to get improved and what are the areas that are well-organized. Teaching and learning are regarded as the aspects that require commitment and dedication. When teachers are committed and devoted towards their performance of job duties, then they will be able to accomplish the desired goals and objectives. On the other hand, it is vital for the students to possess the qualities of resourcefulness, ingenuity, conscientiousness and diligence with regards to academic performance, learning and other job duties within the educational institutions.

Integrating Technology in the Classrooms - Integrating technology in the classroom can assist learning and provide effective solutions for many educational subjects. By using computer-based technology as a resource, students are stimulated to explore their own interests and enthusiastically contribute to the learning process, being able to solve authentic problems. In the present world, schools are trying to generate modern educational opportunities for students to develop essential long term skills and knowledge. Investing in introducing information technology in schools provides the idea of student-centred learning as well as the effort of apprising the instructional methods to the current and future requirements of the society. Integrating technology in the classroom can be a solution, but gives rise at the same time, to a number of problems (Iacob, & Musuroi, 2013).

Computer-assisted Classrooms - The management of a computer aided lessons are determined by the number of computers available within the classrooms. Using a single computer can be operative only if the images can be projected on a screen that are large enough and positioned so as to be visible to the students in the entire class. In this way, eloquent, varied and striking images can be used to elucidate the lesson plans, using PowerPoint presentations, simulations, videos, and documentaries. The computer has the same central role of a source of information, while the student is still rather passive. His concentration in lesson and understanding of its content increases, but this only progresses the level of knowledge transfer without building abilities and proficiencies. This situation is changed, when the classroom is equipped with a minimum of three computers, as studies suggest, and students are asked to work in teams. Such an association leads to a more multifaceted learning experience. The student receives responsibilities and he is demanded to find solutions by working in team and by using digital technology as an instructional tool. The benefits of this learning position are enormous, if well-

managed. There are some problems to be solved before beginning the lesson, these include, team structure, rotation of students at the computer, role of each student, rules of using the computer and the internet (Jacob, & Musuroi, 2013).

Use of Multimedia Resources - In most circumstances, the lesson is based on a single computer that is used to demonstrate the content of a lesson, aimed to use multimedia resources. Multimedia involves the communication of a message or information through a multisensory interactive presentation that combines text with images, sounds, animations and videos. Multimedia has the prospective to expand the amount of information available through explanations, connections to various resources, simulations, diagrams, photographs and other interactive activities. Methods of using multimedia in teaching and concluded that students, who received information from multimedia source, i.e. visual message and auditory message learned better than students, who benefited from a single traditional source, i.e. auditory message. The principles of cognitive theory of multimedia-based learning that teachers should consider, when planning a computer-assisted lesson include, multimedia principle, contiguity principle, modality principle, redundancy principle and the individual differences principle (Jacob, & Musuroi, 2013).

TRADITIONAL AND CONSISTENCY MANAGEMENT AND CO-OPERATIVE DISCIPLINE WITHIN THE CLASSROOMS

Within the classrooms, traditional and consistency management and co-operative discipline will not only facilitate in the learning and understanding of academic concepts but also inculcate the traits of morality, decency and ethics among the students. They are able to implement norms, cultures and values within their lives to bring about well-being. There are differences between traditional classroom management and person-centred consistency management and co-operative discipline within the classrooms (Freiberg, Huzinec, & Borders, 2008).

Traditional Classroom Management – In this case, teacher is the single leader and all the authority is vested in his or her hands, he exercises control over all functions and tasks. Management is based upon control and compliance and the aspects of obedience and deference is fundamental on the part of other individuals. The teacher assigns duties and responsibilities to the students regarding the performance of household chores, such as, duty of a monitor or leader. Discipline is observed in the form of control and systematic implementation of tasks and functions.

The teacher is responsible for all the paperwork and organization of certain tasks, such as competitions, quizzes, exams, cultural programs etc. Rules and policies are created by the teacher and posted on notice boards or when technology is made use, they are sent to the students in the form of emails. Consequences are fixed for all students and there is not any kind of discrimination on the basis of caste, creed, race, ethnicity, gender, religion or socio-economic background. Rewards are extrinsic for the good performance rendered by the students, these may in class tests, assignments, competitions etc. The students are primarily meant to focus upon their studies and are allowed limited responsibilities, the students, who are vested with leadership duties are meant

to control the class in the absence of the teacher. Within the classroom, the entry of the community members is restricted to only a few ones.

Person-Centred Consistency Management and Co-operative Discipline –In this case, the functions of leadership are shared between the teachers and the students. Management is in the form of guidance and leadership with high level of trust, confidence and caring by the teachers and students. All students may apply to be the classroom managers selected from post job applications and interviews, their selection is made in accordance to their skills and abilities. In higher educational institutions, normally teachers with experience are given preference. Students learn self-discipline and self-control, building from experiences in the management of various classroom operations. Students are an integral part of classroom management and they build connections with their teachers and fellow students.

Teachers and students co-operate with each other to create a classroom constitution, signed and posted by the students. Consequences are rational and are in accordance to the situation, the students are treated equally but the outcomes are on the basis of different kinds of situations. Rewards are in most cases, intrinsic as students take greater personal responsibility for their behaviour and learning. From the initial stage, students are taught that they have to be well behaved and disciplined within the classroom. Students share in classroom responsibilities to create a sense of community and connectedness. Socialization, teamwork and collaboration are regarded as an integral part of classroom responsibilities. Partnerships are formed with business and community groups to enhance the learning opportunities for the students.

THEORETICAL FRAMEWORK: CLASSROOM MANAGEMENT APPROACHES

The theoretical framework for this study is the teacher behaviour continuum. Instructional and behavioural classroom management can be conceptualized as interventionist, noninterventionist, and interactionalist. Historically, classroom management has put emphasis on discipline as the foundation for behavioural and instructional management. Educationists have long understood that behaviour issues can affect the classroom environment. Classroom management is an understandable concern for teachers, mainly given the fact that schools are expected to provide a non-violent, protected and an orderly environment and that teachers are accountable for students' academic achievement. There is a direct correlation between the teaching methods put into operation by the teachers and learning of students. To better understand classroom management, there has been development of a classroom management model that is expressed as a continuum from interventionist to and non-interventionists, with interactionalist in-between (Sowell, 2013).

In the context of this theoretical framework, interventionists react to student behaviour with consequences, while non-interventionists, rather than react to students, plan their environment to proactively facilitate the classroom. Interactionalists seek to employ the best aspects of interventionists and non-interventionists classroom management. These three classroom management approaches are reviewed below, including the important historical figures

aligned with aspects of interventionist, non-interventionist, and interactionalist approaches to classroom management (Sowell, 2013).

Interventionist Classroom Management - Interventionist classroom managers seek to manage the classroom by intervening to shape student behaviour with consequences. Skinner, Bandura, Dreikurs, and Canter each provide a unique contribution to one's present understanding of interventionist classroom management. Skinner's Behaviour Management beliefs focused on consequences for behaviour. B.F Skinner believed that behaviour is formed by the consequences that follow an individual's actions. Albert Bandura developed the Social Learning Theory built around the view that people learn appropriate and inappropriate behaviours from each other. Bandura (1986, 1997) thought that students learn through their observations and replications of certain behaviours demonstrated by the parents, teachers, or other students. Bandura believed that, as behaviours were demonstrated, individuals would emulate one another. This theory has important implications for classroom management.

Rudolf Dreikurs developed a social method of classroom discipline. Dreikurs had four behavioural goals, thoughtfulness, power, revenge, and avoidance of disappointment. Dreikurs did not believe in punishment, reinforcement or praise. Instead, he believed that natural or logical consequences, directly linked to misbehaviour involve moral judgments, etc. and the process of reinforcement are the most useful techniques for preventing discipline problems. Dreikurs believed that classroom environment should be democratic. Teachers should be sincere, approachable, and kind, while at the same time remain strong.

Lee Canter promoted the reactive interventionist discipline method. In 1976, Lee and Marlene Canter created and published the Assertive Discipline plan for classroom management. When conducting study regarding school systems, they found that many teachers were unable to control undesirable behaviour that occurred within the classrooms. The assertive discipline method was more for teachers to execute a discipline plan geared at eliminating behavioural problems. Assertive teachers believe that teachers in the classroom promote the best interests of students. They believe that the students aspire to have their behaviour directed by the teachers.

Non-interventionist Classroom Management – Non-interventionist classroom management is geared towards planning ahead to solve any behavioural issues before they take place in the classroom. The non-interventionist management can be more constructive than the interventionist strategy and should lead to positive behaviour and the development of self-discipline, thus, the learners' moral behaviour. The non-interventionist may post rules in the classroom, discuss correct ways to perform within the classroom, and approve good behaviour. Some of the popular proponents of non-interventionist theory are Rogers, Kounin, and Wong. A brief overview of the philosophy and unique contribution of each of these non-interventionist classroom management pioneers follows.

Carl Rogers believed that teachers should seek to create emotionally warm, supportive environments in which they worked collaboratively. Reinforcement is a positive way to discipline students, and it is a helpful tool in the goal of classroom management. Rogers believed in experiential learning, along with self-actualization. Rogers thought if teachers were genuine, appreciated their students, showed empathy and understanding, then classroom management

issues would be outmoded. Kounin contributed the ripple effect of discipline to non-interventionist management to determine how the handling of misbehaviour of one child by the teachers influences other children. The researchers identified various techniques associated with effective teachers such as, demonstrating to the students, the teacher is aware of everything happening in the classroom, ability to deal with multiple situations at one time, and dealing with small behaviours immediately.

Harry Wong and wife Rosemary Wong listed four characteristics, a well-managed classroom would possess, these include, students involved with their work, especially with academic, even teacher-led instruction; students always know what is expected of them and they tend to be successful; there is less time off task such as wasted, disruption, etc. The classroom environment is work oriented along with being agreeable and satisfying.

Interactionist Classroom Management - The interactionist classroom management style is a combination of non-interventionist and interventionist styles. William Glasser (1997) was the major proponent of this management technique. Glasser's beliefs were based on his two theories, reality theory and choice theory. Choice theory allows opportunities for students and teachers to understand one another's individual behavioural differences. Modifications and adjustments are made in the classroom, once the teacher identifies how the students would like to be treated. In reality theory, redirection of misbehaviour is undertaken by employing logical consequences, such as individual improvement plans for students, teacher, student conferences, and providing ways for students to appraise their own behaviour.

Based on Glasser's (1997) reality and choice theories, insight in varying of misbehaviour by means of logical consequences and conditioning would assist classroom management techniques used in the classroom setting. Choice theory teaches that all are stimulated by four psychological needs embedded in genes. These include, the need to belong, the need for power, the need for freedom, and the need for fun. Reality theory includes the redirection of misbehaviour using logical consequences, which includes an array of factors needed to meet the basic needs of students. Teachers designating to students, they care and possess a personal interest, teacher or student conferences, offering students ways to evaluate their own behaviour, along with accepting responsibility, and creating progress plans for individual students.

CLASSROOM MANAGEMENT INTERVENTIONS

The classroom management interventions have been stated as follows: (Hanke, Truus, Hester, Mechteld, & Simone, 2014).

Teachers' behaviour-focused interventions - The intervention that focuses upon the behaviour of the teachers is on improving the classroom management on the part of the teachers, e.g., keeping order, introducing rules and procedures, paperwork, maintenance of attendance registers, disciplinary interventions and thus on changing their behaviour. This type is a representation of the group management methods. Within the classroom setting, the behaviour of the teachers has to be in accordance to the norms, rules, policies and procedures. Both preventive and reactive interventions are included in this category. The contribution of the teachers is

regarded as imperative in the case of occurrence of any kinds of problems and difficulties, whether they require preventive measures or responsive measures.

Teacher-student relationship focused Interventions – The main focus of this intervention is to lead to improvements in the relationship between the teachers and the students. The students should not feel hesitant, apprehensive or anxious in communicating with the teachers. The teachers should develop an approachable and an amiable nature that students should feel comfortable in communicating with them and in redressing grievances. Problems and grievances prove to be impediments within the course of implementation of tasks and functions. On the other hand, students are required to be regular in their studies, possess the attitude of reverence towards the teachers and follow the rules and instructions given by them. The teachers are required to be caring and supportive towards the students and students in turn have to regard and listen their teachers.

Student's Behaviour-focused Interventions – The focus of this intervention is put upon improving student behaviour. The improvements in student behaviour is made by improving group contingencies or by improving self-control among the students. In educational institutions, there have been cases, when students get aggravated over trivial issues. These may include, incompleteness of their tasks on time, inability to understand the concepts, problems in coping with other individuals, work pressure and so forth. The students are required to implement measures to improve appropriate behavioural traits and to eliminate inappropriate behavioural traits. Appropriate behavioural traits would include, effective communication, decency, morality, ethics, norms, values, principles, standards, righteousness etc. On the other hand, inappropriate behavioural traits would include, getting engaged in conflicting situations, disputes, cheating, lying, academic dishonesty and so forth.

Students' social-emotional development-focused interventions - The focus of the intervention is on improving students' social-emotional development, such as, enhancing their feelings of compassion for other children. Both preventive and reactive interventions are included in this category. The social-emotional development-focused interventions primarily focus upon social-emotional development of the individuals. In learning and education, there are problems and difficulties, which one has to undergo. Therefore, one should possess the abilities to work under stress and develop effective terms and relations with all the individuals within the institution. It is essential for the individuals to adequately deal with stringent behaviour on the part of the teachers as well as fellow students.

This is apparent that some classroom management programs may fit into more than one of these categories, the types are not considered to be commonly exclusive. The proposed classification was used in the meta-analysis to recognize the differential effects of different types of interventions. One particular type of intervention might be more operative than other types. Moreover, it is possible that comprehensive interventions, which have numerous efforts may launch resilient effects than interventions that have one principal focus, or that a particular combination of efforts may be more effective as compared to other combinations.

THE EFFECT OF CLASSROOM MANAGEMENT ON TASK-BEHAVIOUR

In the present existence, a large portion of teachers make use of consequent rather than antecedent methods of classroom management. Consequent methods are used after a child has displayed an undesired or inappropriate behaviour in an attempt to remediate that behaviour. Examples of consequent methods include, correcting the child, removing privileges, or reprimanding the child. In educational institutions, teachers do implement these three methods (Hughes, 2014). When the child commits an act, which is not acceptable within the school, then teachers may use corrective measures. These corrective measures may be used to correct the ways of the children, so that they are able to put into practice proper behavioural traits. Removing privileges means, when the students are deprived of certain ways and means to mend their behaviours and attitudes. For instance, when a teacher assures the students that one class per week would be organized for leisure and recreational activities, and student's behaviour is unacceptable, then he or she may terminate any kind of leisure and get them engaged in work. There are students in educational institutions, who are difficult to handle, hence, it is essential to reprimand them in the case of wrongdoings or misdemeanours, so that they are able to implement decency in their behaviour.

Teachers, who principally use consequent classroom management methods are more expected to respond to unsuitable behaviours than suitable behaviours. While certain situations may require the use of consequent methods, using antecedent methods provides for a larger portion of class time to be used for academic instruction and activities rather than disciplinary actions for individual students. Additionally, research suggests that using antecedent methods of classroom management disregards most inappropriate classroom behaviours and increases the students' attention to the experience and appropriate academic activities (Hughes, 2014).

THE EFFECT OF TASK-BEHAVIOUR ON STUDENT LEARNING

A major mediating factor between student learning and classroom management is student engagement. Classrooms that are more structured tend to assist in more appropriate social and academic behaviours. Similarly, research has established the connection between the use of operative classroom management strategies and many positive outcomes, including increased on-task behaviour and academic engagement. There is a strong positive relationship between the amount of time a student spends enthusiastically engaged in learning and his or her academic performance. Additionally, students, who spend more time engaged in academic activities often read at higher levels, are better writers, and perform better on tests and assessments. Reading is regarded as a crucial aspect that helps in enhancing the academic performance of the students (Hughes, 2014).

According to the American Psychological Association, aggression and disruptive classroom behaviour in early childhood contribute to low school performance and inadequate peer relations. When a student is in a depressed state or is angry and frustrated, then he will not be able to concentrate upon his studies. Unstructured classroom time increases the probability of disruptive behaviour, and disruptive behaviour can occupy time reserved for teaching and

learning, which directly has an impact upon academics and student performance. In order to prevent the likelihood that these disruptive behaviours occur, contend that academic activities should account for at least seventy percent of classroom time. It would be practical to hypothesize that the use of effective classroom management strategies may have a functional relationship with student academic performance. Nevertheless, although these relationships have been established, studies controlling for the effect of teacher instruction are uncommon (Hughes, 2014).

THE ROLE OF INSTRUCTION

The term 'instruction' includes numerous meanings, such as teaching, training, education, coaching, and tutoring. It is the way of imparting knowledge and information to the learners by the teachers. In educational institutions, within the classrooms, various instructional methods are implemented by the teachers. These may include, providing verbal explanation, dictating notes, using technology, etc. Research has focused on the following three fundamental aspects of teacher instruction, these include, time on instruction, content of instruction, and quality of instruction. When instruction is delivered on a particular topic, then it is vital to take into consideration the time, for instance, completion of one lesson plan in one or two classes. Content of instruction is referred to the instructional methods and techniques adopted and quality of instruction is related to how the information is delivered, in a manner that students can understand easily. Research suggests that instruction accounts for a large portion of the variance in student behaviour. The instructional style of the teachers do render a significant contribution in bringing about variations in the behaviour of students. In order to explore the connection between classroom management and student learning, a research study controlling for teacher instruction should be conducted (Hughes, 2014).

Student behaviour can have a large impact on learning. By using evidence based classroom management methods, teachers can help improve behaviour problems and thus, academic performance. However, there is less research that reveals a contributory connection between classroom management methods and learning rate. However, due to the suggested connection between behaviour problems and academic performance, it seems apparent that improving classroom management methods and, thus, decreasing the number of problem behaviours in a class, would increase student learning. The purpose of this study is to govern, if there is a causal relationship between classroom management and student academic performance. One important area that needs to be analysed is, how classroom management strategies affect the academic performance of the students (Hughes, 2014).

EFFECTS OF CLASSROOM MANAGEMENT ON STUDENTS BEHAVIOUR

The effects of classroom management on the behaviour of students have been stated as follows:

Improved Academic Performance – The main objective of the students is to learn and enhance their academic performance, when they get enrolled in educational institutions.

Implementing effective classroom management strategies would enable the students to concentrate upon their studies in a better way and improve their understanding. There are students, who are not able to do well at the initial stage, but when the teachers make improvements in the classroom management strategies, then the students are able to enhance their academic performance, provided if they concentrate and work hard. Improved academic performance eliminates the feelings of anger and frustration among the individuals and they feel contentment and pleasure.

Effective Communication – There are students within educational institutions, who are introvert and express unwillingness in communicating with other individuals, including their teachers and fellow students. They come to class, and primarily focus upon their studies. On the other hand, there are students, who are aggressive by nature and get easily irritated. When a student possess this kind of nature, they are not able to develop an effective social circle. Besides, the development of academic concepts, it is vital for the students to develop effective communication terms, so that they are able to develop terms and relationships not only with individuals in educational institutions, but also with the family members and the community members.

Responsibility and Duty – The students learn to become more responsible and dedicate themselves to the fulfilment of job duties. In educational institutions, even when there are organization of events, functions and competitions, then students are assigned certain responsibilities and duties, regarding which they are trained and are required to adequately fulfil them. Classroom management strategies enable the students to recognize their responsibilities and duties. When the students carry out their responsibilities and duties in an appropriate manner, then they are able to earn rewards and appreciation from the teachers and other members of the institutions and they themselves feel contented to a large extent.

Leadership Skills – Teachers usually obtain assistance from students in implementing effective classroom management strategies. This is especially, when there are large number of students in class. The students are assigned leadership positions, normally in the absence of the teachers. When the teacher or the supervisor is not around, then students, who act as leaders supervise and control the classroom activities. In some cases, the teachers may even assign the duties of providing training and instruction to the students or conducting a class assignment. Leadership skills make the students develop teaching skills and capabilities among them to manage the class in an operative manner. They learn to follow the rules and put into practice discipline within the classroom.

Elimination of Negative Feelings –The students do sometimes possess negative feelings regarding educational institutions, classroom settings, infrastructure, facilities, equipment, teachers, fellow students, academic concepts that are difficult to understand and the environmental conditions. With the implementation of effective classroom management strategies, the students are able to eliminate all sorts of negative feelings and develop positive thinking. Classroom management contributes in the creation of an environment that helps the students to take pleasure in learning. It is vital for the students to develop positive thinking

regarding all aspects of the educational institutions. Positive thinking would contribute in enhancing their academic performance, as well as in developing their skills and abilities.

Managerial Functions – The managerial functions of planning, organising, directing, staffing, controlling, and leading are not only essential within the organizations. But they are equally important within educational institutions and classroom settings. The implementation of managerial functions by the teachers and the staff members in an effective manner would contribute in making the students understand their significance. The function of planning is concerned with determining the future implementation of activities and tasks. Organizing involves adequately administrating the tasks and procedures, directing is concerned with directing the activities and functions of the individuals in an appropriate manner. Staffing is recruitment of capable and qualified individuals. Controlling is concerned with monitoring the organization of functions, making use of resources in an appropriate manner, and maintaining discipline. The function of leadership is concerned with leading the individuals in the right directing, solving their problems, adequately supervising them and making effective decisions.

Eradication of Violence and Promotion of Ethics and Standards –In educational institutions at all levels, there have been occurrence of various kinds of criminal and violent acts, such as, verbal abuse, physical abuse, harassment, mistreatment, discrimination etc. Students of all age groups experience criminal and violent acts, at the hands of teachers, fellow students as well as other staff members. When the classroom management is organized in an efficient manner, then individuals are able to eliminate the occurrence of all forms of criminal and violent acts. Effective classroom management strategies help in the promotion of ethics, norms, standards and values. The students are able to modify their behaviour, recognize the difference between right and wrong and are able to follow the rules and policies.

Formulation of Rules and Policies - In a classroom, where rules and order are prevalent, there an environment of good learning and teaching develops. The complex nature of classroom relations necessitate their regulation through establishment of rules. It is observed that within the classroom environments, where there are no rules, teachers experience problems in controlling the class and managing the time, and as a result of this misconduct of an unproductive learning environment occurs. Classroom management is based upon the preparation and development of behavioural standards dedicated at creating a secure learning environment as an organisation with groups of students. The principle problem in laying down the classroom rules is convincing the students about the need for these rules. Rules define the limitations of the behaviour in the classroom. Rules reinforce the opportunities regarding what students can and cannot do in the classroom (Kayikci, 2009).

CONCLUSION

Class in educational system is a subsystem of educational management and at the same time a formal organisation. Within this context, classroom management could be defined as the process of organising the classroom environment and its physical structure under the rules and policies. This is done to satisfy the expectations of the educational system, curriculum, lesson plans, teachers, students, rules, policies, relation patterns, administration of class order, planning,

presenting and evaluating educational activities, recognizing students' assets, providing student motivation, arranging classroom communication patterns, attaining classroom discipline, operative and dynamic employment of time, and human and material resources in order to prevent undesired behaviour on the part of the students.

Within educational institutions, it is essential for the teachers to depict the behavioural traits that would encourage and motivate the students towards learning. The management of the classroom should create an environment, in which the students should feel safe and protected. Classroom management consists of many consistent and intricate dimensions arising from class and environment. The teacher, as the class manager, is expected to lead the class environment, as stated by considering these proportions. Another important aspect of classroom management is to create a proper learning environment and to prepare the physical conditions of the class. Not only are the already present things pedagogically affective, so are their arrangement and aesthetical appearance. A well-prepared physical environment and order eases the learning and teaching process and can enhance the class participation of students. On the contrary, a dismal, noisy and ill-prepared classroom environment negatively effects the participation of students in activities and learning.

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