

Effective Classroom Management Strategies And Their Role In Student Achievements And Academic Performance: A Critical Review

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Abstract

Effective classroom management encompasses the ability to adapt to diverse student needs, promote active participation, and address disruptive behavior swiftly and fairly. Ultimately, it aims to maximize instructional time, minimize disruptions, and nurture a supportive space that empowers students to reach their full potential while fostering a sense of community and mutual respect. The effectiveness in classroom management involves efficient and productive managing of example plans, informative methodologies, instructing learning processes, etc. The presence of discipline and effective communication among students would help them learn better and further develop their academic performance. Educators in their role of disseminating knowledge are at an advantageous position to perform their task more effectively to enable to upgrade their students' abilities, capacities and other skills making use of the classroom management strategies. This study critically reviews the role of effective classroom management strategies in boosting the achievements and academic performance of students. It looks as various degrees of implementation of such strategies and the methods adapted in the process of implementing to analyze their effectiveness viz-a-viz students' performance.

Keywords: Classroom management strategies, students' performance, academic achievement, teaching models

Introduction

Effective classroom management refers to the skillful orchestration of strategies, practices, and techniques employed by educators to create a conducive learning environment where students can thrive academically, socially, and emotionally. It is the teacher creating a good learning environment in which maximum number of students can actively participate in the lesson to achieve 3 things are necessary: the physical conditions of the classroom, teacher behaviour and maintaining discipline in the class.

Physical Conditions of the classroom

The physical conditions of a classroom play a major role in effective classroom management. A well-organized and thoughtfully arranged physical environment can significantly impact student behavior and learning outcomes. It involves aspects such as seating arrangements, lighting, temperature, and overall classroom layout. A flexible seating arrangement, for instance, can promote collaborative learning or individual focus depending on the lesson's needs. However, in SL context it is impractical to arrange desks and chairs this way. Most classrooms follow the traditional arrangement. Therefore, teacher should have access to all students: Teacher should be able to see all students, all students should be able to see teacher, all students should be able to see the blackboard/whiteboard. Adequate lighting and temperature control ensure students are comfortable and attentive. Additionally, a clutter-

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free and visually stimulating space can enhance engagement and creativity. Accessibility and safety are equally crucial, ensuring that all students can navigate the classroom comfortably and securely. Ultimately, an optimized physical classroom setting fosters an atmosphere conducive to learning, reduces distractions, and empowers teachers to better manage their classrooms, allowing them to focus more on instruction and student interaction, which are essential for a successful educational experience.

Teacher Behavior

Teacher behavior is a cornerstone of effective classroom management. The way a teacher conducts themselves in the classroom has a profound influence on student behavior and the overall learning environment. It includes aspects such as communication, consistency, and responsiveness. Clear and respectful communication sets the tone for classroom expectations and interactions, while consistency in enforcing rules and routines helps students feel secure and understand the boundaries. Teachers must also be responsive to individual student needs, addressing both academic and emotional concerns with empathy and support. Modeling positive behavior and attitudes is vital, as students often emulate their teachers.

Position of the teacher in the classroom (different positions during different stages) eye-contact, establish rapport, helps gain attention of all students (even the students in the back row). It shows a student that the teacher wishes to speak to him, or wants him to do something. It indicates to the student who is talking to the teacher that the teacher is listening. It is natural to do so people normally look at each other when they talk together. Using gestures is very important to convey meaning, especially low proficiency students. Teacher should use gestures as naturally as possible and should make her gestures as simple and clear as possible. If the class gets too noisy, the teacher can use gestures to get students to stand up and sit down several times. Then she can ask them to continue with the activity without making much noise. Teacher Language (manner of speaking, voice clear & audible, enable Students to hear without strain, command attention, and tone of voice (Should be pleasant, friendly and courteous). Moreover, maintaining a calm and patient demeanor, even in challenging situations, can de-escalate conflicts and promote a more productive atmosphere. Teacher behavior is a powerful tool for fostering a harmonious and productive classroom, where students feel valued, motivated, and inspired to learn.

Maintaining discipline in the classroom

Maintaining discipline in the classroom is a one of the fundamental aspects of effective classroom management. It involves the consistent application of strategies and techniques aimed at creating a structured and respectful learning environment. Key elements include setting clear and reasonable expectations for behavior, outlining consequences for both positive and negative actions, and consistently enforcing these expectations. Establishing routines and procedures helps students understand what is expected of them, reducing confusion and disruptions. Additionally, fostering positive relationships with students built on trust and respect can preemptively address behavioral issues. When discipline problems do arise, it's essential to address them promptly and fairly, seeking to understand the underlying causes and offering guidance or support as needed. Effective classroom discipline is not about punitive measures but rather about creating a safe and nurturing space where students can focus on learning, develop self-control, and grow both academically and socially.

There may be 3 possible reasons for discipline problems in the classroom: the teacher, the students and the institution.

Teacher: Teacher can prevent disciplinary problems by observing the following: go to class well-prepared, be punctual, have a positive attitude, develop a set of rules to be observed by the Students, etc.

The students: If Students do not have a positive attitude towards the subject they will disturb the class. Some students behave badly in class to draw the attention of the Teacher. So the teacher should pay special attention to such children, give them responsibility and involve them in the lesson.

The institution: Head should be firm. Institution should have a strict policy for dealing with disciplinary problems

What is Positive Classroom

Robert DiGiulio has developed what he calls "Positive Classrooms". DiGiulio sees positive classroom management as the result of four factors:

- (i) how teachers regard their students (attitudinal dimension),
- (ii) how they set up the classroom environment (physical dimension),
- (iii) how skillfully they teach content (instructional dimension),
- (iv) and how well they address student behavior (managerial dimension).

In positive classrooms student participation and collaboration are encouraged in a safe environment that has been created. For this to happen there should be a positive rapport between the teacher and the students.

Teachers plays many roles in a classroom: planner, informer, elicitor, monitor, assessor, organizer, involver, diagnostician, and motivator. In addition a classroom teacher also assumes three different personality roles:

1. Paternal – authoritative, maintaining discipline in the classroom
2. Maternal – affectionate and sensitive to the feelings and problems of SS
3. Fraternal: friendly and permissive

It involves establishing clear expectations, routines, and boundaries, as well as utilizing positive reinforcement and appropriate consequences to foster a respectful and engaged classroom atmosphere.

Classroom management sets up rules and regulations to coordinate the class and students' plan materials and exercises and to spell out directions for the purpose of efficient use of time and manage outcomes of student misbehaving. Attempting to define the concept classroom management, Wong and Rosemary (2001) describe it as a set of actions where "every one of the things that an instructor does to arrange students, space, time and materials so guidance in content and student learning can happen". In other words it is a facilitation process. For this purpose educators need to apply certain procedures to put together space, time and materials. Application of sound classroom management strategies could ensure the physical and psychological wellbeing and the safety of the. Viable classroom management abilities or methods of the teachers affect student accomplishment. A teacher applying such strategies creates the best possible learning environment for his or her students ensuring their maximum participation and engagement with lessons being taught. Three factors need to be taken into considerations in this regard are the physical conditions of the classroom, teacher behavior and maintaining discipline in the class. Strategic management of these three factors can ensure a positive rapport between the teacher and the students. According to DiGiulio (2000), the objective of optimum strategically managed classroom could be realized paying attention to four factors; namely, "i. how teachers regard their students (attitudinal dimension), ii how they set up the classroom environment (physical dimension), iii how skillfully they teach content (instructional dimension), and iv how well they address student behavior (managerial dimension)."

The coaching of instructional information, abilities, capacities and abilities amongst humans is upgraded via mastering and educational overall performance. The determinants of the instructional overall performance of the scholars include magnificence support, magnificence tasks, schoolwork tasks, tests, assessments, and funding in contests or one-of-a-kind occasions. Teachers and education

administrators absorbing the influences, impacts and anxieties of parents and guardians of students as well as other social stakeholders, devise means to promote strategic classroom management as they could contribute positively towards betterment of overall performance. Such strategies, according to Nyagosia (2011), include advancing extra training for students, providing compelling instructing mastering strategies and informative methodologies, using innovation, positively appreciating students for extremely good overall performance, and work extra hours to help students with low grades to improve their status. Extremely good overall performance could be achieved by altering the variables behavior and classroom management. It comprises preventive interventions as well as remedial interventions as shown in the Figure 2:

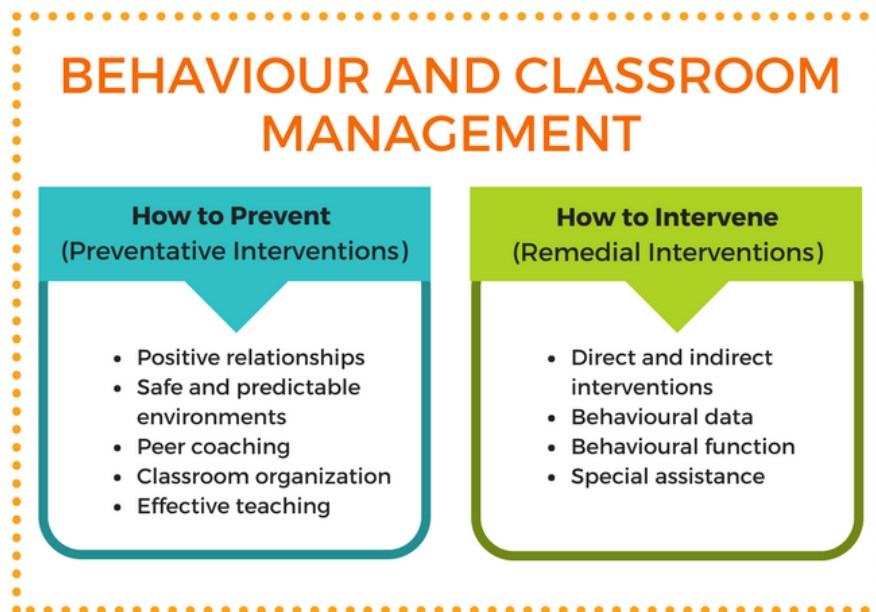


Figure 2 Behaviour and Classroom Management
Source: <https://www.ldatschool.ca/behaviour-managementlds/>

Literature Review

Martin and Sass (2010) identify the strategic classroom management comprises the educator's activities in supervising class, controlling students' conduct and their learning. These activities also include addressing requests, managing mischief, offering proper guidance, and dealing with students' passion and mental requirements.

Kounin (2004) sees "creating a high pace of work inclusion and a low pace of deviancy in scholastic setting" as proper classroom management as the aforementioned creation of two paces would ensure proper managing various students' conduct in various circumstances.

Shawer (2006) states that the educators who utilize a bunch of classroom management techniques like getting sorted out, showing the board, instructor-student relationships, and educator discipline rewards as "self-assured educators." These educators plainly express their requirements. They have positive assumptions for students, express what they mean and mean what they say and they are predictable and reasonable. Then again, less decisive instructors neglect to make their requirements or needs to be known. They seem ambivalent which befuddles the students.

As per Brophy (2002) classroom management puts more accentuation on giving a steady climate to students for learning materials rather than zeroing in on controlling practices.

Trouble (2003) says that the student-instructor relationship is additionally significant in the classroom management conversation. Classroom management needs to support positive social collaboration and dynamic commitment to learning.

According to Reese (2007) there are four Cs in classroom management: Communication, Commendation, Consistency and Content. These address a fast, effective method for setting up a protected, sound, and fun climate, particularly in grade schools.

Bondy et al (2007) observe that lecture room control is related to making surroundings of classroom secure and productive. Teachers can administer limitations, dependency and consistency. Teachers ought to take the lecture room surroundings into attention and set up a clean, quiet and environment conducive for the students to learn.

Griffith and Rasinski (2004) recognized that timed studying in a lecture room placing can assist college students to expand their fluidity in studying, talking and thinking. Timed studying is a complete device utilized by many instructors of their standard lecture room. It has been confirmed in assessments to enhance and grow fluency in college students, the studying prices of college students, and their comprehension of the material. Timed readings can assist enhance the traits of readings for a character of any age. It is used in lots of standard colleges, however is confirmed to assist and grow the studying prices of adults. Elementary college students that had been concerned with inside the timed studying workout confirmed a growth in fluency which additionally led them to apply expression of their studying.

Academically arranged games and exercises could be used as potential strategies in classroom management as pointed out by Ritzko and Robinson (2006). These two strategies have often been seen in comparison to the standard talk and instructing rehearses. While talks will hold their status in the study hall as an astoundingly useful technique for showing student data, casual showing strategies, for example, scholastic games and crossword puzzles have displayed to have much as far as friendly and scholarly advantages. It has been observed more often than not that both students and educators find active learning games more fruitful.

Using a guest speaker has been identified as an effective strategy in classroom management, according to Huth (2010), who describes it as “an incredible apparatus to improve a class since it offers another point of view and assortment in the manner it is instructed, while it gives significant explicit subjects that are frequently discarded from an ordinary class.” This strategy used mostly in classrooms in the developed countries visibly contributes for the achievements and increased performance of the students owing to its impact on students. For example, in teaching a topic related to fire accidents, a teacher could invite a fireman as a guest speaker to the class so that the students can learn more than what is prescribed in the curriculum.

Huth (2010) also recommends the use of mental aides as a strategy in classroom management. Mental aides are an incredible method for assisting understudies with recalling troublesome realities and data by educating through rhymes, abbreviations, and popular expressions.

Alfiie (2001) recognizes helpful learning as an effective strategy to manage classroom and thereby ensure better performance of students. Helpful learning can have an array of methods to be adopted in directing group works and individual projects to the students, prizes and methods of accomplishing rewards. According to Alfiie (2001), there are for primary models that educators base helpful learning styles: “Teams-Games-Tournament (TGT), Student Teams-Achievement Divisions (STAD), Jigsaw and Small Group Teaching.”

Conclusion

Effective classroom management is the linchpin of a successful educational experience. It's the art of creating an environment where students can flourish academically, socially, and emotionally. Through clear communication, well-established routines, and responsive teacher behavior, educators can mold classrooms into spaces of inspiration and productivity. Balancing discipline with empathy and fostering positive relationships with students lays the foundation for a respectful and engaging atmosphere. Furthermore, attention to physical conditions and adapting to diverse student needs underscores the holistic nature of classroom management. In essence, it's about creating a harmonious symphony where every student has the opportunity to shine. As we strive for continuous improvement in education, let us not underestimate the profound impact of effective classroom management in

shaping the future of our students, equipping them with the tools they need to excel in an ever-evolving world

Ideal classroom management is similar to a maestro conducting an orchestra smoothly setting up the tempo and managing the dynamics so that all would benefit. It is through the moves of baton, hands and the gestures the musician produces a harmonizing effect of music and similarly a professionally qualified teacher too could make use of time tested strategies to manage a classroom to yield positive results to energize and inspire students to learn with motivation to achieve higher levels of performance. Proper utilization of right strategies will help to transform a mediocre classroom into a highly effective and efficient learning environment. Classroom control frameworks can help promote student accomplishment by organizing a scientific learning climate. Such changes would improve students' talents and capabilities. Instructional control and behavioral control have been identified as keys for successful transformation of a classroom into a center of learning. To that end there are classroom management strategies that teachers and educational administrators could make use of to ease their task and to ensure effectiveness and efficiency.

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