

Operative Classroom Management Strategies

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Abstract

Classroom management is one of the most dominant topics for the successful teaching and learning process; therefore, it has been a subject of various researches. This paper explores in depth the concept of classroom management from different perspectives in order to provide educationalists with a broad spectrum of this term. Furthermore, it follows up the developments of the classroom management term and their impacts on the educational process. Additionally, it probes the requirements and the objectives of the classroom process. Moreover, this paper discusses the principal theories and approaches, as well as the most resourceful techniques that construct the baseline of an effective constructive classroom management. More importantly, the ways of supporting teachers to carry out an effective classroom management are discussed profoundly due to their vitality in its success, in addition to the techniques of alleviating or eliminating classroom problems.

Introduction

Due to the highly importance of classroom in the success of the educational process, it is defined from different angles. Firstly, it can be identified as the skill of implementing some strategies and techniques in order to create an appropriate atmosphere for carrying out a successful purposeful teaching and learning process. Furthermore, classroom management can be depicted as the ability to manage and integrate the educational objectives, techniques, the teaching aids and assessments that are used to carry out a constructive educational process. Sadik and Akbulut (2015) support the importance of classroom management by affirming that it is one of the skills that teachers should have for active and operative teaching.

From another perspective, Emmer and Gerwels (2005) define classroom management as a process that requires teachers to continuously make judgments regarding many circumstances, such as where and with whom to seat students,

which teaching techniques to use, and how to motivate and engage students; the supplies to use; how to handle inappropriate conduct. Accordingly, they sum up the components of classroom management as the ability to organize the classroom physically and to engage students psychologically. Jones & Jones (2004) agree with this definition and consider classroom management as a requirement for skillful and successful teachers and teaching by linking it with academic efficacy.

From another angle, Kellough & Kellough (2011) define classroom management as the procedures of shaping and directing the class in order to increase students' learning. However, Henly (2010) outlines it as the process or the skill that enables teachers to reduce misconducts along with interruption in order to create an appropriate environment that fosters students' moral, intellectual and emotional growth. By the same token, Wong & Wong (2014) provide a comprehensive definition of classroom management by stating that it is all the procedures

that teachers take in order to organize students as well as their seating, space and teaching materials in order to maximize learning and reduce all the factors that may cripple the educational process. They believe that effective teaching and learning cannot be acquired in a poorly-managed environment. Furthermore, McDonald (2010) agrees with Wong & Wong ' classroom management concept by pointing out that it comprises all activities and instructional techniques that teachers implement in order to create a supportive engaging learning environment. Thus, it paves the ground for developing students' engagements and potentials academically, emotionally and socially. Wubbles et al (2011) support this definition by defining classroom management in accordance with two purposes: Firstly, establishing an orderly teaching and learning environment that enables students to attain a highly academic learning, and developing students' social awareness of self-management.

At a larger scale, Gay (2006) provides an exceedingly comprehensive definition by arguing that classroom management is far more than controlling students' misbehaviors and enforcing discipline. More importantly, it entails organizing, coordinating, and supervising activities that promote high levels of learning for a diverse group of pupils. It also necessitates establishing and maintaining welcoming and intellectually interesting learning environments in the classroom. Kunter, Baumert and Köller (2007) approve other definitions through confirming that classroom management implies all the actions taken by teachers to ensure order and efficient teaching, but they highlight time factor to control all these activities.

In short, the utmost success of classroom management can be summed by this wise saying: The greatest sign of success for a teacher . . . is to be able to say, "The

children are now working as if I did not exist."

—Maria Montessori

The Development of Classroom Management Concept

I. The Interventionist Period

Before 1960s, the perspective of classroom management was highly interventionist and teacher centered. Furthermore, it was slightly primitive based on certain proverbs such as " Spare the rod spoil the child." Wolfgang (1995) identifies interventions' perspective as granting teachers the full power to evaluate students' behaviors to reward or punish them based on their discretion. From another, standpoint, (Badiei, 2008) supports the interventionist philosophy by asserting the necessity of granting teachers the full control over all the components of the educational process in respect of behavioral objectives, textbook choice, classroom setting , paces as well as assessment tools.

2. The Non-Interventionist Period

Throughout the 1960s and onward, a new non-interventionists epoch was initiated by

Neil(1967), who propose the teachers' intervention is not necessary to improve students' behaviors. They are good by nature, but require a sufficient time to be promoted and enhanced. In 1972, Ginott adds more depth to the none-interventionist approach by confirming that teachers are not to oppose or confront students' action by intervening to change them. By contrast, he urges, based on his congruent theory, that teachers should comprehend students' feeling and actions and respond to them with utmost comprehensibility in order to create a positive teaching and learning milieu. Gordon (1974) affirms the none-interventionist approach

by proposing that teachers should be mainly active cooperative and supportive listeners in order to communicate with students, not to intervene autocratically in their learning. From another point of view, Porter (2007) takes an extreme dimension of none-interventionist approach by giving it more egalitarian depth which hypothesizes that students should be partners in the educational process by being consulted with regard to the teaching materials, classroom pace and timing as well as embedding any enrichment materials.

Why is classroom management required?

Many studies call for training novice teachers to acquire efficient and effective classroom management strategies in order to deal with adolescent disruptive behaviors which may not only divert the teaching and learning process but also harm students psychologically and physically. Piowowar, Thiel and Ophardt (2013) support this argument by confirming that classroom management alleviates negative behaviors among high school students since they are in the critical age that requires a rational direction of the classroom management for avoiding bullying among students which unsettle the whole educational environment.

From the pedagogical point of view, classroom management is a core pillar of constructive education as it guides teachers to construct an engaging learning environment through having a positively-designed class in terms of dynamic seating that can be adapted from class to group or pair settings. Furthermore, it helps teachers to make use of the teaching and learning resources, such as textbooks, enrichment materials, technical and cocurricular activities for enriching and boosting the educational process. Classroom management enables teachers to phrase SMART

learning objectives, effective teaching techniques and multi-tiered assessment tools that empower them to carry out successful teaching.

Classroom management is also exceptionally vital for creating a welcoming and engaging teaching and learning environment. This will make students keen on attending classes and abiding by the disciplinary rules which are prerequisites for successful constructive education the culminates in achieving all objectives of the targeted lesson plan. Thus, students' attainment level will be enhanced which creates strong and close bonds between teachers and students.

Chandra (2015) highlights the vitality of these links by postulating (p.13):

By having strong student-teacher relationships with students, the classroom will be a place for each member to express their feelings and work together. Academic success depends on these close relationships and guidance that teachers and students have with one another.

The objectives of Classroom Management

Classroom management has two main objects that their availability is a decisive factor in the success of the educational process. Firstly, it aims at constructing students 'self-control behaviors that creates a conducive teaching environment for empowering students' to be engaged in the learning process and for giving teachers the chance to carry out all the teaching techniques for achieving their educational objectives and delivering constructive teaching and learning. This objective helps teachers to overcome the serious discipline problems that take a remarkable part






of the teachers' time and divert teachers from their own genuine teaching tasks. The second objective of the classroom management is to enable teachers to phrase Specific, measurable, attainable, relevant and time-bound objectives (SMART) that guide the educational process. Additionally, classroom management aids teachers to prepare the appropriate techniques, teaching aids and the appropriate assessment tools that enable them to carry out a successful purposeful teaching process,

Evertson and Weinstein (2006) explore the classroom management from another perspective as they agree with Chandra's view with regard to overcome students' discipline problems that really challenge teachers' teaching potentials. Furthermore, they hypothesize a more farsighted objective of developing students' future social self and moral development since an effective classroom management can foster many social and moral rules that lead students' future behaviors and direct them positively. Hence, Evertson and Weinstein (2006, p. 4) purport "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"

From another point of view, it should be noted that classroom concept exceeds the traditional limit of dealing with students' disruptive behaviors since it goes beyond that to establish a caring and supportive environment. It can be established among students and between teachers and students through implementing prolific teaching that increases and enhances students' access to learning.

Savage (2010) encapsulates the objectives of classroom managements in respect to organize

Free SMART Goals Template

S	SPECIFIC	This is a sample text. Insert your desired text here. This is a sample text. Insert your desired text here.	
M	MEASURABLE	This is a sample text. Insert your desired text here. This is a sample text. Insert your desired text here.	
A	ATTAINABLE	This is a sample text. Insert your desired text here. This is a sample text. Insert your desired text here.	
R	RELEVANT	This is a sample text. Insert your desired text here. This is a sample text. Insert your desired text here.	
T	TIMELY	This is a sample text. Insert your desired text here. This is a sample text. Insert your desired text here.	

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and conduct the business of classroom for establishing and maintaining a classroom environment that enables teachers to accomplish the preplanned educational objectives. This environment should prepare the scene for teachers to conduct an effective teaching that should be orderly and safe through making students feel respected, valued and comfortable.

Classroom Management Theories

Classroom management theories are developing and evolving all the time; however, there are major theories that explore human psychology in order to construct robust bases for effective classroom management and strategies. Praveen and Alex (2017) highlight four principal theories that can provide clear-cut guidelines for developing effective classroom management strategies.

I. B.F. Skinner's Operant Conditioning Theory

This theory is based on the concept of reinforcement and punishment for enhancing the positive behaviors and minimizing the negative ones. It was initiated by skinner (1953) and found out that a desirable behavior can be produced

through rewards and undesirable behavior can be reinforced through punishment. This theory was originally implemented on animals, and then it was proved to be successful and effective in education especially classroom punishment. Skinner argues that humans cannot learn alone or in vacuum, but they can learn based on the consequences that follows the activity or the performance. Thus, he argues that if a student respects classroom' rules, it is a favorable or a desirable behavior that should be enhanced by reward; however, if he/she does not respect these rules it is undesirable behavior that should be also boosted through punishment. Omomia & Omomia (2014) point out that Operant Conditioning Theory has a practical impact on education particularly classroom management, behavioral objectives, systematic instruction and learning mastery as well as behavior analysis.

However, it should be noted that positive behavior should be given a priority and implemented to a completed achievement in order to enhance or to encourage producing more desirable behavior. It can be intrinsic and extrinsic in terms of congratulation, tribute or extra marks. By contrast, negative reinforcement should be given with utmost care noting that it aims at correcting a projected undesirable behavior not creating a mental trauma or headache; therefore, Skinner suggests that ignoring a negative behavior can be kind of punishment. Standridge (2002) supports the importance of the Reinforcement Theory by confirming that it should be implemented through the whole educational process by rewards, ignoring or punishment in order to support teachers to create engaging classroom environment characterized by favorable behaviors.

2. The Choice Theory or The Control Theory

This theory was developed by William Glasser in 1982 in order to solve several classroom management problems. This theory is hypothesized based on five human needs. These needs are summed up as survival, belonging, freedom, power and fun, so teachers have to observe many aspects when carrying out classroom management. Firstly, they consider that students have the appropriate conditions of survival such as nutrition, physical comfort and shelter as well as adequate sleep; otherwise, students cannot cooperate in creating a constructive educational environment if their survival is not secured. From another perspective, Glasser confirms that teachers should care for the physical setting of the classroom such as light, seating, air circulation and other survival related factors.

With regard to the sense of belonging, teachers must create a caring environment where students feel loved, respected and cared for being engaged in the classroom environment which facilitates classroom management. Frey & Wilhite (2005) points out this belonging is the most important need since it develops students' self-esteem by allowing them to express their ideas and share their knowledge with their colleagues provided that mutual respect and comprehensibility are prevailing.

Freedom is the third need that teachers should consider when planning effective classroom management since it adds more to belonging by enhancing students' feeling of independence and autonomy. However, freedom should be supported by the power of giving students the opportunity to have a say in choosing their teaching materials and develop them for boosting their confidence and participating in classroom activities.

From another stand point, fun need is the core necessity that should be fulfilled in order to have an engaging teaching and learning process. Teachers should shortlist the teaching materials that students enjoy through observing interest and purpose, in addition to choosing the techniques that conform with students' learning styles. Patall, Cooper & Robinson (2008) as well as Brooks & Young (2011) support the choice theory by confirming students should be given a genuine choice of materials since this conforms with the brain learning strategy. Thus, they agree with Nafa's (2017) supposition of using the brain-based approach for diversifying teaching materials as a key aspect for productive classroom management.

In a nutshell, Glasser argues that responding to student's choice is a core issue for solving classroom problems or misbehaviors; furthermore, he also confirms that behavior is also a choice. Thus, teachers should mind and respect students' choices in order to motivate them to adopt the desirable behavior; otherwise, students will choose the extreme disruptive behavior for demonstrating the opposition or showing their needs.

3. Froyen and Iverson's Schoolwide and Classroom Management

Froyen and Iverson's Schoolwide and Classroom Management theory highlights the reciprocal relationship between effective planning of the educational skills and classroom management problems. It postulates that having more robust lesson planning leads to lesser classroom problem; by the same token having more classroom problems leads to weak teaching since teachers cannot achieve their pedagogical objective through a prevailing chaos. In other words, having classroom management issues results in a total failure of students' attainment as well as pedagogical goals achievement. This

theory is based on the three major concepts of content, conduct and Covenant Management.

Through content management, teachers focus on instructional management such as skills, activities and instructional thematically related problems such as managing space, classroom and teaching materials, students' movement. Furthermore, Taylor (2009) adds that teachers' movement in the classroom while monitoring students' group or pair work, students' control and feedback are also parts of content management.

From another perspective, Froyen and Iverson (1999,p.2) argue that conduct management is the set of the procedures that teachers apply in order to address or solve conduct classroom problems. They also purport that the most successful teaching practices can summarized as "... acknowledging responsible behavior, correcting irresponsible and inappropriate behavior, ignoring, proximity control, gentle verbal reprimands, delaying, preferential seating, time-owed, time-out, notification of parents/guardians, written behavioral contracts, setting limits outside the classroom, and reinforcement systems ." Shamina & Mumthas (2018) support using these procedures by affirming that they can be effectuated by creating an orderly task- oriented teaching and learning environment and approach to teaching and learning. However, teachers should take some carefully calculated disciplinary actions if they fail to attract learners to the desired behaviors.

The third component of Froyen and Iverson's Schoolwide and Classroom Management is covenant management that concentrates on establishing a kind of classroom social system or a kind of interpersonal relationship between teachers and students. Having a good relationship between teachers and students is highly conducive to establishing a successful teaching and learning environment because it is the

springboard for deepening a strong mutual relationship among students themselves. Accordingly, Froyen and Iverson affirm that a constructive relationship between teachers and students should be built on two pledges: Teachers are responsible for establishing effective classroom management; whereas students are committed to bear the consequences of their inappropriate conducts.

4. Canter and Canter's Assertive Discipline

This theory, which was initiated by Canter and Canter (1976), is based on establishing an assertive discipline that empowers teachers to demonstrate the required rules of conducts without encroaching on students' fundamental rights. Canter and Canter classify teachers in terms of classroom management as: non-assertive, hostile and assertive. The non-assertive teacher does not have any control over learners, so he cannot construct an efficacious teaching and learning environment in order to achieve his pedagogical objectives. By contrast, the hostile teacher adopts the opposed approach by dictating orders and controlling students through a set of strict rules that may not care for students personal or instructional needs; thus, they may erupt an opposing attitude with grave undermining behavioral consequences. This is a natural result of the autocratic oppressive management that students consider an aggressive encroachment on their natural rights. Assertive teachers are the most successful type of educator as they rely on their skills, expertise and knowledge to convey to students what type of learning they plan to teach and foster in the

classroom. Steere (1988) sums the concept of the assertive discipline by confirming that it enables teachers to deal with any behavior when it occurs.

From another standpoint, Duke and Meckel (1980, p.13) explore the concept of the assertive teacher by pointing out clear-cut strict guidelines "An assertive educator will actively respond to a child's inappropriate behaviour by clearly communicating to the child her disapproval of the behaviour, followed by what she/he wants the child to do." However, they also assert that being an assertive teacher does not entitle teachers to abuse students' personalities and rights. (Canter and Canter, cited in Charles and Senter, 2005) provide a concise description of being an assertive teacher and its impacts on learners by asserting that an effective assertive teacher should be consistent and positive in his leadership style. He should encourage and motivate students to adopt a favorable behavior through reason and logic rather than force and intimidation.

However, it should be noted that an assertive teacher does not necessarily mean an aggressive one, it implies the teacher whose personality and presence is exceedingly vital for controlling and applying calmly the previously constructed rules. Furthermore, Canter's discipline approach is based on the rules and their consequences, so it is recommended to place a chart showing the classroom rules of conduct and another chart demonstrating the consequences of breaking these rules. Thus, making use of the assertive approach empowers teachers to have a full control of the classroom in a democratic and constant manner that aids them to dispense with the behaviors and misbehaviors as well as their consequences calmly and fairly.

Classroom Management Approaches

In addition to the previously mentioned theories, there are three practical approaches that can be the components of a flexible continuum for carrying out an effective classroom management. These approaches should consider many factors such as physical settings, students' and teachers' factors curriculum and resources consideration.

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1. The Self-Discipline Approach

This approach is constructed based on the hypothesis that students can be entrusted and trusted to mind and regulate their behaviors in such a way that it is beneficial for them and others. This democratic approach can be built by establishing a strong working bond between teachers and students where teachers show genuine respect, trust and empathy towards students' themselves, needs, interests and attitudes. Consequently, teachers can leave behavior to students' discretion by granting them trust and freedom; however, there must be a kind of with-it-ness in order to monitor the progress of this procedure.

2. The Instructional Approach

Proponents of this approach deduce that using engaging teaching strategies, that observe students' interests, abilities and needs, will minimize or prevent many classroom management problems. Students who will be absorbed in learning the components of an interesting purposeful lesson will find no ground for carrying out any disruptive behaviors. From another educational point, effective planning and teaching strategies not only motivate students to attend classes, but also to actively participate in it while managing their behaviors positively. This

approach is highly supported by Jacob Kounin (1970) and Frederick Jones (1979).

3. The Desist or The Power Approach

This approach is characterized by giving students the full authority and power to establish certain strict rules and enforce them to control students' behaviors. Moreover, this approach can be described as autocratic because it empowers teachers to act quickly and forcefully to rectify or prevent any misbehaviors. However, this approach can have serious repercussions such as exasperating classroom problems in width and depth by increasing their numbers, seriousness and impacts on the teaching and learning process. Nonetheless, this approach also has its proponents as it is supported by Lee and Marlene Canter (1976) and by B. F. Skinner (1971).

4. The Eclectic Managerial Approach

The approach that integrates all the three previously stated approaches can be the most practical and conducive approach since it combines and exploits all their merits based on the gradation and the brain-based approach. This approach starts with the instructional approach that prepares an effective caring and sharing teaching and learning environment that cares for students' needs, interests as well as their physical

and psychological requirements. After, that teachers, move to the self- discipline approach where they encourage, entrust and transfer the conduct responsibility to students while they have a certain kind of positive remote monitoring. Presumably, these two approaches are effective enough to minimize the undesirable behaviors if not to eradicate them with most majority of students. The desist or the power approach will be the last resort for dealing with the deeply-rooted classroom management problems that necessitate clear-cut rules to cope with. The eclectic approach is advantageous since its starts with the persuasive dimension of making use of efficient instruction that engages students in the learning process. Through the second stage or the self -disciplines, teachers make use of the psychological factor through caring and respecting students' self-esteem when transferring to the full responsibility of choosing the appropriate course of conduct. Thus, they

Creating heterogenous and homogeneous group is an effective classroom management technique as students are fully engaged in the learning process. Through heterogenous groups, teachers mingle students of above average, average and below average in one learning environment. However, they should assign specific roles for each students that facilitate learning and reduce free-riders' numbers and chances during the learning process. This type of group is exceedingly efficient as it engages both above average and below average students since the previous ones can be assigned as guides or leaders, while the second one are more

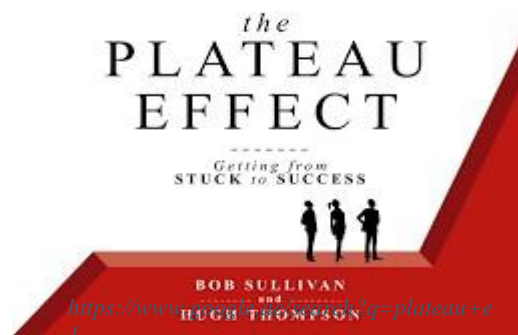
likely to learn in a free-stress environment through asking their colleagues in group is less intimidating and embarrassing than asking teachers in front of the class. By contrast, homogenous groups also have their merits since through arranging students in unified categories teachers can adopt differentiation instruction strategies that allow teachers to prepare simple convenient tasks for developing their potentials gradually and increase their learning level.

reduce the number of irresponsible behaviors to the lowest level since human psychology usually conforms with fulfilling needs and respect. However, the third stage of this approach, the desist approach, can be used at the end when all the previous ones cannot deal with the opinionated deeply-rooted classroom management problems. Teachers have the right to prescribe all the necessary rules and enforce them in order to deter any irresponsible destructive actions that might undermine the teaching and learning process as well as students' attainment(Nafa, 2017)

Effective Classroom Management Techniques

Teachers can construct an effective conducive classroom environment through adopting a diversity of techniques in terms of :

I. Multi-Tiered Groups



Moreover, homogenous grouping empowers teachers to care and work more on above-average students' points of strengths through giving them more challenging tasks. Thus, teachers will avoid the burn-out trap which results from frustration, and the plateau effect that is caused by easy tasks. These two problems may cause serious behavioral problems since if teachers adopt one dimensional class-based teaching strategies and subject matter, below average students will get

frustrated due to difficulty and the above average will get bored and disinterested owing to the triviality of the teaching materials. Thus, both cases can lead to serious detrimental behaviors that can harm classroom management and undermine the whole teaching and learning process.

2. Meticulous Purposeful Planning

Efficient lesson planning pinpoints precisely and effectively the components and the pace of the classroom progress with many multifaceted tasks and activities. Accordingly, it creates an engaging educational environment that leaves no room for misbehavior (Kounin, 1970). This supposition is supported robustly by (Glasser, Curwin, and Medler, cited in Thompson, 2007) who set some clear-cut principles for planning and conducting a successful fetching teaching and learning environment. They argue that when lectures are exact and completed meticulously, pupils will not have much opportunity to act inappropriately or cause disputes. Furthermore, when pupils are interested, they will focus more on learning and applying the lessons which prevents any disruptive issues. Another effective lesson planning strategy is to encourage students' participation in creating some self-classroom control rules or consider their interests designing and presenting the teaching materials since considering this factor keep them interested in the subject matter as well as teaching. Hence, when they are absorbed in the lesson, they will not consider misbehaving and will be concentrated on the task.

From another dimension, (Nafa, 2017) adds the brain= based approach as another psychological and physical factor that should be considered when designing a lesson plan that is supportive to classroom management. He argues that teachers should consider the brain activation and recess equation when planning their lesson by creating a balance between these variations. If

activation is more preponderance, students will become exhausted and will be no longer interested in the learning process which erupts many classroom discipline issues. By the same token, if the recess timing is prevailing, there will be an excessive time which opens the ground for irresponsible manners. However, having a balanced equation of the two variables is highly supportive as it keeps students learning and relaxed all over the teaching period.

3. Involving Parents

Parents are also a decisive factor in establishing constructive classroom management due to multiple important roles that parents paly in supporting classroom management. Firstly, a close teacher – parent relationship enables teachers to be acquainted with students' needs, so they will fulfill them. This engages both teachers and students to the classroom environment which facilitates teaching and learning, in addition to reducing classroom problems. Moreover, having a close link between teachers and parents empowers teachers to enjoy home support which prevent or reduces the possibility of misbehaving. Thus, should get inform parents of students' positive and negative behaviors continuously through emails, letters or phone calls from same day in order to reinforce positive conducts and address misconducts proactively.

4. With-it-ness

With-it-ness is a vital term for keep students' working on their classroom task since it implies teaching ability and awareness to pinpoint where a misbehavior may erupt. Kounin(1970) highlights the vitality of with-it-ness by defining it as teachers' ability to know what is going on their class, skill of keeping an eye on their students while working to determine any signs of distress or misbehavior and addressing them before they become a major issue. Chandra (2015,

P. 14) sums the concept of with-it-ness as “ ... teachers 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.”

With-it-ness can be maintained when by do not leave and blind area in their classes ,where some students are out of view, so they can see all students and spot all possible points of disruption. In addition, teachers should allocate a spacious for the “Traffic Flow” area where most classroom activities occur such as reading aloud, group works, Correct answer, computer stations and pencil sharpeners.

5. Ripple Effect

Ripple effect implies the continuous or expanding effect one single actions which can be used to enhance positive classroom managements. Teachers should make use of it by confining and preventing any negative action, phenomenon or behaviour before it has a ripple effect since allowing one student to is behave results in a serious



spread of uncontrollable classroom chaos. However, teachers can make use of the ripple effect by spreading a positive action like rewarding or encouraging a positive behavior in order to motivate other students to act accordingly.

6. Behavioral Classroom Modeling and Counseling

Teachers should model positive behaviors in classroom in order to make students aware what is expected from them. They also learn appropriate self-conduct and avoid all misbehaviors through imitating and participating in good behaviors. Furthermore, teachers can exploit classroom environment to solve many misconduct issues before expanding as a phenomenon. If a student acts irresponsibly, the teacher can sit with them alone and discuss with him the cause and the rationale behind this

behavior in order to dissuade him/ her from committing any similar action.

According to Skinner’s Behavior Modification Theory (1988), positive behavior is shaped and enhanced through systematic reinforcement, while punishment has a little impact since positivity can be boosted through fostering and growth which is aligns with the human nature. Thus, Skinner supports the proposition of discussing behaviors with students as an effective remedy for diffusing misconduct issues. Glasser (1999) supports Skinner’ theory by proposing the Theory of Choice where he confirms that human behavior is purposeful, so when misbehaves in the classroom, he must have a purpose.

Accordingly, teachers must fulfil all students needs through designing behavioral objectives that conform to their interests and needs.

Accordingly, a teacher must be assertive in creating positive teaching and learning environment where students learn in a quiet, organized, and teachers teach in also a calm free of interruption classroom. This environment can be created through having an assertive classroom that is built on close relationship between teachers and students that fosters all positive activities through mutual cooperation. Kohn (1998) sums the causes for classroom discipline problems and effective teaching by purporting that traditional education where students are mere recipient of indoctrinated skills and information that might not conform with their needs and interests is the main cause of misbehaviors. Simultaneously, he affirms that a sharing and caring educational environment where students are integrated in the educational process, respected and consulted is the most major strategy for eradicating classroom misbehaviors.

7. Intervention

Teachers' purposeful caring intervention is also a practical strategy for have an effective classroom management. It can be carried out at different levels in terms of positive intervention where teachers intervene to augment positive behaviors and building strong bonds with students. Teachers should also carry out negative interventions proactively through addressing negative behaviors, replacing challenging tasks along with correcting serious structural errors. However, negative intervention should be tackled with utmost care in terms of language and tone. Teachers should use a caring language through using clear cut strict vocabulary. They should also use the sandwich and the sugar-coated style of stating with a positive aspect, move to the negative point, and then end with a positive part. Teachers can also have a time to time intervention

that demonstrates their care and support to their students by intervening when they feel that there is a need or when they need to encourage students, or insinuate to students the way of rectifying slight errors. Moreover, teachers exploit time to time intervention to show that they are approachable for any help which boosts the psychological positivity of the classroom environment (Brophy, 2006).

Conclusion

In a nutshell, classroom management is the key backbone of the constructive teaching and learning process that secures a fruitful environment for reinforcing and increasing students' attainment and for accomplishing lessons' pedagogical objectives totally and successfully. Accordingly, teachers should master classroom management theories and approaches in order to use them effectively in managing their classes. Additionally, should have full with-it-ness of all the activities in their classes as well as the best exploitation of the intervention strategies in order to construct a highly beneficial instructional environment.

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