

The Related Researches of Classroom Management

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Abstract: Objective: In order to provide reference for improving class management. Method: Literature research method. Result: Classroom management should be carefully organized, teachers give full play to their role, use various teaching skills to improve the level of classroom management. Conclusion: Classroom management strategies abound.

Keywords: Classroom management; Strategies; Theoretical Framework

1. Introduction

Classroom management is the foundation of teachers' activities geared towards the achievement of educational goals. The objective of implementing classroom management strategies is to enhance pro-social behavior and increase in students' academic engagement. There are many specific classroom management strategies. In a broader sense however, class management strategies are effective when they adhere to three basic principles: emphasize student expectation for behavior and learning, promote active learning, and student involvement^[1]. Classroom management should involve the establishment of procedure of student achievements, defining the role of a teacher as they should manage the curriculum and design the classroom, and using various teaching techniques^[2]. Another broad categorization of classroom management strategies is student motivation and effective learning, classroom difficulties and solutions, and disruptive-behavior and re-establishment of procedure^[3].

2. Classroom Management Strategies

A set of classroom management practices is organized into five categories: clarity of objectives, operation mode, scientific class management mechanism, full exercise of one's role as a teacher, operation mode of classroom organization.

2.1 Clarity of Objectives

Emphasizing student expectation in the classroom management is the primary consideration in the category of clarity of objectives^[1]. Here the teacher is expected to explain what is expected from the students in terms of course outputs, outcomes, and behavior. The teacher is also expected to present the objectives of each lesson to the students.

In fact, the goal clarity is grounded on the goal-setting theory (GST) which asserts that the employees' motivation encourages them to pursue clear objectives leading to their greater performance. This assertion has been integrated into public management administration's perspectives on goals to address the gaps on organizational goal ambiguity and the relationship between organizational and individual level goals.

The team of Alles, et al., investigated the clarity of objectives in classroom dialogue and effective instructions of teachers^[4]. A group of teachers was divided, observed, and assessed (pretest and post-test) to compare their goal clarity in the classroom using a video-based intervention called the Dialogic Video Cycle (DVC) and in a traditional classroom. It was evidential that teachers continuously focused on goal clarity as the content of teacher professional development (TPD) by sharing their best practices and involvement in other learning activities. Thus, goal clarity contributed to the effective TPD programs to redefine and change the teaching practice.

2.2 Operation Mode

Classroom management covers the actual instruction. It is using various teaching techniques^[2]. These techniques however must promote active learning and student involvement^[1]. The use of active learning techniques and the student-centered learning approaches are in the category operation mode.

The operation mode of practical teaching in vocational education is developmental in the professional knowledge of students in colleges and universities. The actual situation and related characteristics of professional practice in different applied universities are different. Professional practice services also operate differently.

As a result, the integrated project design which was task driven, ability oriented, and practice innovation aroused the students' learning. In particular, their innovation consciousness, teamwork consciousness, practical ability, and comprehensive quality improved, expanded, and cultivated. Hence, students' cognition and demand orientation of professional practice teaching became significant in the operation mode of the professional practice service.

Thus, the following were recommended to make effective educational planning, curriculum organization, and school management: (1) Class demonstration, team discussion and learning, school visits, and seminars should be organized for the transfer of content aside from the usual lecture method; (2) The classroom activities should be practical and experiential and techniques in lesson planning, and school planning, annual planning and evaluating should be included in the implementation.

2.3 Scientific Management Mechanism

Scientific management mechanism describes the workflows in an organization. In a classroom setting, it can be regarded as the segmentation of instruction and the proper sequencing of such. It also covers the feed back mechanism or how assessments play in improving instruction. Lastly, the interaction between teacher and student for the achievement of teaching goals is also considered. This is specific to the establishment of classroom rules in collaboration with students. This scientific management mechanism falls within the aspect of classroom management described as student involvement and establishment of procedure of student achievements^[1-2].

The principles of scientific management, also called as Taylorism, was established by Frederick Taylor which proposed that productivity of employees would increase when they have optimized and simplified jobs and when they work cooperatively with their managers. These principles relied on measurement and observation as a mechanism to build the domains of labor and leisure for the benefit of workers.

In American education, the scientific management was propagated and adopted to continuously restore order and accountability in some traditional schools. In the article of Ireh (2016), the enduring legacies of Fredrick Taylor's scientific management in American schools contended the contemporary administrative practices. American schools should be completely demystifying the taunting philosophy of Taylorism in the school management structure. This study critically analyzed the historical relationship between scientific management principles and the administration of American public education.

Based on the study, scientific class management mechanism was still used to measure the teacher efficiency at the state, local, and district levels which have created adversarial relationships between teachers and school administrators. Though it showed increasingly complex science required for managers of high intellect, it also tolerated the management to disregard the participation of the staff in academic decisions. Moreover, it introduced a paradigm in the division of labor which structured the educators' expectations for their increasingly diverse student population.

Therefore, Ireh recommended further exploration on the intricacies of human interrelations as the basis for creating and nurturing responsive, cooperative and collaborative management of teaching and learning to improve teacher and learner performances. Educational leaders were advised to harness the rewards of team work such as increased teacher motivation, success for all students, improved teacher and student performance, high morale, better community relations, and above all, a

nurturing environment for creative teaching and learning.

2.4 Full Exercise of One's Role as a Teacher

As mentioned by Scherzinger and Wettstein classroom management involves defining the role of the teacher^[2]. It can also be regarded as a set of practices aimed at motivating students, resolving classroom difficulties, disruptive-behavior of students, and re-establishment of procedure. These are the things that make up the category “full exercise of one's role as a teacher”.

The teachers are the frontliners of any educational institution. They have the lead role in the realization of the school's mission and vision. In the article of Murati , the teachers' important role was analyzed in several dimension and factors. Apparently, most of the school's notion of the teachers' problems were focused on their personality or attitude towards the students, working style and ways, teaching strategies and methodologies which were reflective on their educational background. Through their professional development, teachers were able to address these problems and become educational protagonist in changing the school's organization. The study recommended that their professional and moral preparation should be pleasant and productive as they exercise their full role as teachers. Thus, these functions and roles of teachers should be developmental and conforming to the changing demands of the society and the school.

On the other hand, the teachers' code of professional ethics is a significant contributor on their roles as educators. For Aglazor, the code of professional ethics inspires the teachers to reflect and uphold the honor and dignity of the teaching profession; identifies the ethical responsibilities and commitments in the teaching profession; guides ethical decisions and actions in the teaching profession; and promotes public trust and confidence in the teaching profession.

Contextually, the teachers' code of ethics in China was recently strengthened and aimed firm in the Chinese ideals and convictions to reinforce patriotism, ethics and virtues according to the China's Ministry of Education circular document in 2020. China's teachers code of ethics was compared to US and Australia literature on teachers' code of ethics. The major differences were classified in five aspects: beginning time, the scope of application, content, establishing institution and process, effectiveness and operability.

Therefore, the full exercise of one's role as a teacher is reflected inside and outside the four walls of the classroom which is not limited to his/her connection with the students, but also with the colleagues, administrators, and the whole school community.

2.5 Operation Mode of Organization

All the aspects of classroom management can fit the operation mode of an organization. It should be noted that operation mode of a certain organization is usually characterized by the broad processes of planning, organization and management. Here the teacher considers classroom management as a long process consisting of the individual setting during instruction. This requires an outlook of the entire delivery of the syllabus, the organization and scheduling of different activities, and the allotment of resources for such.

The class organization is a social process of individuals who are focused on undertaking all levels of operational management and achieving pre-determined goals. The Directorate of State Education, Research, and Training presented a paper with objectives and basic principles of educational planning, organization, and management in classroom processes, which consist the operation mode of class organization. This paper was helpful to understand the vision, mission and goals of an institution in classroom management and processes. It gave awareness to student teachers on the different plans and organizing skills; developed an insight into the responsibilities and helped them in becoming a leader to manage physical, human and financial resources.

Planning, organization, and management ensure the quality of primary education and develop the teacher development skills. In planning and organization, equity, equality, infrastructure, interventions, curricular areas, creativity and innovation, continuous and comprehensive evaluation, budget and personal growth were given due consideration. Next, a good plan included the purpose, goals, and coordination among stake holders in executing the plan, flexible standards that allowed

modifications/ innovations in the light of experiences. It had monitoring mechanism during implementation.

However, critics argued that the current system of planning and organization lacked clarity of vision and incomplete indication of outcome. Moreover, the academic freedom was compromised because of more authority in execution. It was also criticized to have improper and unprofessional guidance in planning and organizing the school and classroom activities. Lastly, the plans were found to have unscientific methods of monitoring and supervision.

3. The Learning Organization Theory

The learning organization theory. It was first proposed by Forrester of Harvard University in the article "New Design of Enterprises". In 1990, the famous American management scientist Peter Senge published the famous work "The Fifth Discipline", marking the formal formation of the theory of learning organization.

As for the concept of learning organization, there is no widely recognized definition at present, but international academic circles mainly define the concept of learning organization from three perspectives. First, Peter Senge proposed from the perspective of ability and skills that members of a learning organization continuously exert their abilities, create the desired results, cultivate new forms of thinking, shape the collective atmosphere, and all members learn how to learn from others.

Second, Pedler, et al. defined it from the perspective of learning and change; a learning organization is an organization that helps its members learn and constantly changes the organization itself. They believe that a learning organization is an organization that continuously learns and improves itself. Learning is continuous, and learning is strategically combined with future organizational needs.

Third, Bennett, et al., from the perspective of culture, Bennett and O'Brien the learning organization is defined as a kind of ability to learn, adapt and change, such as deeply rooted in organizational culture of the organization, the organizational culture value system, policy, practice and covered by structure can support staff to learn. Peter Hanni believes that the corporate culture of learning organizations encourages continuous improvement of corporate behavior and work practices.

As for the model construction of learning organization, Peter Senge's "Five Cultivation Model" has laid a foundation for it[5]. From the perspective of system dynamics, it is believed that learning organization can be built through self-transcendence, improvement of mental model, establishment of common vision, group learning and system thinking. Zhang Shengxiong, a famous management scientist in China, put forward six elements of learning organization based on China's national conditions: the concept and mechanism of lifelong learning; Build a diverse feedback and open learning system; Forming an organizational atmosphere for learning, sharing and interaction; Increasing learning with the realization of a common vision; work learning to enable members to live out the meaning of life; Learning and working enables the organization to innovate and develop continuously.

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