

KEY ISSUES RELATED TO INSTRUCTION AND DISCIPLINE CONTENTS, AND SUBSEQUENT IMPACT ON CLASSROOM MANAGEMENT

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ABSTRACT

The managerial style of instructor in accordance with the age of student may develop self-guided learning. The first element is intentional design of classroom appropriating seating arrangements, display and equipment etc. to develop a welcoming room. Development of rules that promote respect, caring and community in the classroom; and at the beginning of the year behavioral expectations may be cleared; reinforcement of rules during entire course and these rules needs to be posted in a visible location. In disciplinary aspects, the teacher might be firm, fair and consistent; warning the students in the beginning confirming their knowledge for classroom rules. The teacher must stay ordered inside and out; and assignments, lesson plans, files and administrative paperwork in order that avoids waste of time in instructions in looking for materials. The teacher do not need to be flexible over content of curriculum, they are convey information as they

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think appropriate. The communication should be clear and consistent with the administration, colleagues, students and parents. Better to attain respect of peers, students, attention and parents' cooperation; and must be responsive to others' concerns; flexible and willing to have room for reasonable requests.

Keywords: *Classroom Management, Instruction, Discipline, Curriculum, Communication*

Introduction

The espousal of certain techniques and procedures in teaching that provide safe and ultimately efficient learning environment for the students is known to be the classroom management. The teacher individually may have unique management style in view of the class needs; the consistency is needed in executing the effective elements. For teachers teaching at primary level, the disciplining and behavioural expectations are of prime significance. Within the classroom settings, the orchestration of learning environment is all about the classroom management (Evertson *et al.*, 1999). In the conventional teaching scenario, classroom management had little relation with the classroom instruction. The management decisions of a teacher were sighted as instructional precursor and in the literature regarded as content-free. The teacher was the first imagination of classroom management and then began teaching or instruction with no further reference related to management decision. However, the researches about three decades before proved parity of management and instruction demonstrating that these two elements are not separate but are complex and interwoven inextricably (Brophy, 1983).

The system of classroom management of a teacher conveys knowledge in accordance with the teachers' conviction on content and the process of learning. The classroom management also confines the sort of instructions that takes place in specific classroom. The teacher in the classroom has entire liability to guide students' actions, develop a diverse learning atmosphere than teaching students and encouraged to believe responsibility for their behaviors. The content is approached and implicated variably in different settings. More wisely and intellectually develops an atmosphere for the students to perform academic

activity who create products or come across novel issues and problems needs complex management decisions. Such association of management complexity and instructional activities strengthen the organized scenery of curriculum and classroom management (Brophy, 1998).

From student perspective, it is rather easy to see the mingled environment of classroom management and execution or instruction in the classroom. Generally students place demands related to academic task and demands related to social task. In academic task demands the students understand and work with the content; while in the case of demands related to social tasks they interact with those related to that content. It suggests that the learners should work on content perception and find appropriate and efficient ways to take part to reveal such perception simultaneously. The teacher is authorized to ease academic learning and facilitate the learning related to social tasks. Hence, from student point of interest in order to be successful, instruction and classroom management cannot be parted (Freiberg *et al.*, 1995).

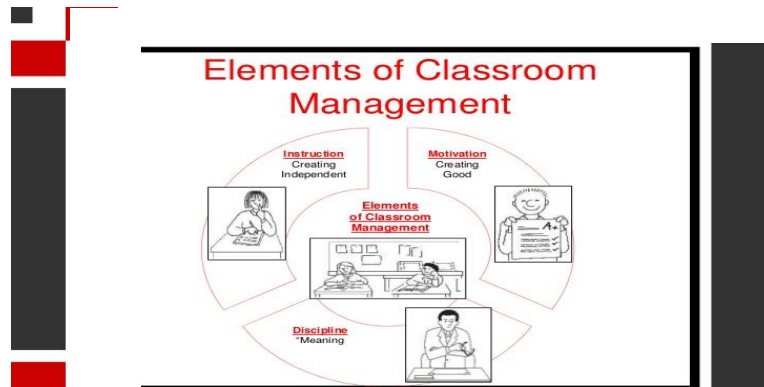
Role of Planning In Classroom Management

Planning is the first and utmost significant function of management. The planning is required at every stage of management. In the absence of planning all the activities in the classroom may become meaningless or in other words nothing is seemed to be result oriented. The importance of planning has further increased in view of increasing size of the organization and its complexities. The planning provides true direction to execute and reduces the risk of uncertainty and improves the confidence of the classroom manager. The planning also reduces overlapping and wasteful activity and promotes innovative ideas. The planning in right direction facilitates decision making and establishes standards for controlling (Brophy, 1998).

Role of Organization

The teacher must be well organized inside and outside of the class as well. The teacher should keep his students' files, lesson plans, assignments and administrative paper work well in order. This attitude will set a good positive example for the students and without waste of time they will get material looking for and without wasting instructional time. The teacher should share this system with all the students and he should set the classroom calendar, home work

schedule and assignments etc. on the board. The scholars must be allowed to notice how the teacher takes notes; so that the student could distinguish irrelevant study materials from essential details. The teacher should encourage his students for self-directed learning and provide students with their own agenda. The teacher requires his students to have their note books checked at home or during the class time (Doyle *et al.*, 1984).



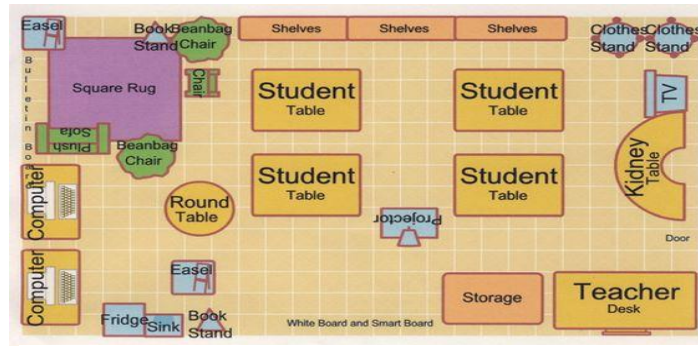
Source: <http://www.slideshare.net/AyeshaAamir1/class-room-management-iderak>

Fig. 1: Major elements of classroom management

The research in consequent to this broadened description of classroom management has stirred rather to focus on particularly controlling behaviour and such innovative classification suggested a teacher to develop, execute and maintain a scholarly atmosphere in his classroom. The teacher may have several implications to execute and manage an effective classroom in regards to create the setting, decorate room, arrange seating of students, speak to students and handle the response, put routine activities in place, implement, modify and reinstitute these, develop rules, and communicate the students for such rules to abide. This is all about the classroom management. Among a complex aspects related to classroom management, the specific elements include classroom design, rules, discipline, scheduling, organization, instructional technique and communication (Freiberg, 1999; Gump, 1982; Jones, 1996).

Classroom Design: The classroom design is although overlooked, but the intentional design is fundamental to effective learning and students' mental development. The positioning of desks for students' seating, equipment, display and storage should be maintained in such a design to make the classroom a warm

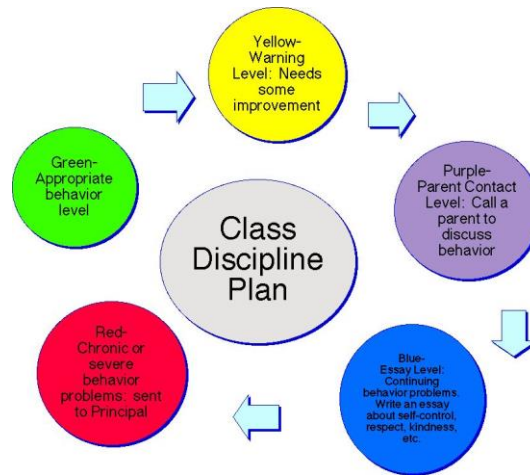
and welcoming. From the classroom, removal of all unnecessary and distracting items may be ensured. Moreover, safety hazards may also be taken into consideration (Evertson, 1997).



Source: <http://ycped200.wikispaces.com>

Rules: The classroom is a caring and controlling environment. Fig. 2: A model classroom for elementary school students. The teacher sets clear expectations for behavior by discussing the developed rules with the students. During the entire course of the class, the reinforcement of rules may be ensured and posted in a visible location (Brophy *et al.*, 1976; Evertson, 1997).

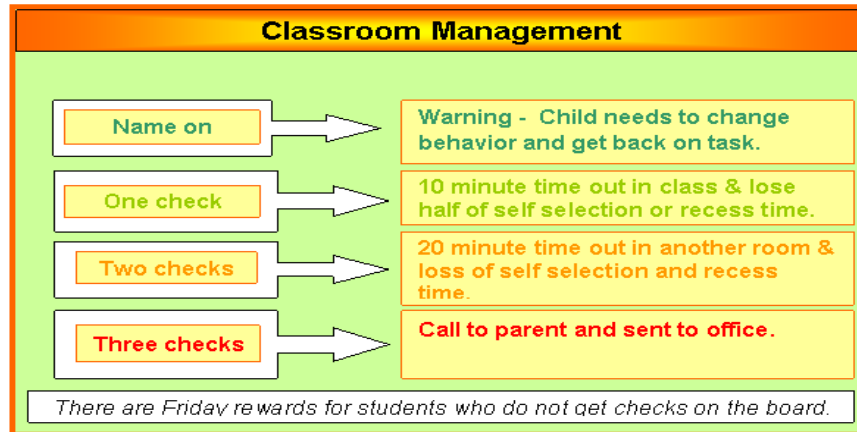
Discipline: There should be concrete consequences of classroom rules; the teacher is tested by students for his limitations right from the first school day. The teacher should be firm, fair and consistent. The teacher should start warning his students and ensure their knowledge about the classroom rules. The teacher must continue disruption and follow-up, issue demerits, detention and other official reprimands as well. It is quite prohibiting for a teacher to hit, embarrass, harass or shout at students; this is obviously unprofessional and counterproductive (Evertson, 1997).



Source:

(http://www.kirkwood.k12.mo.us/parent_student/re/koryren/Discipline.html)

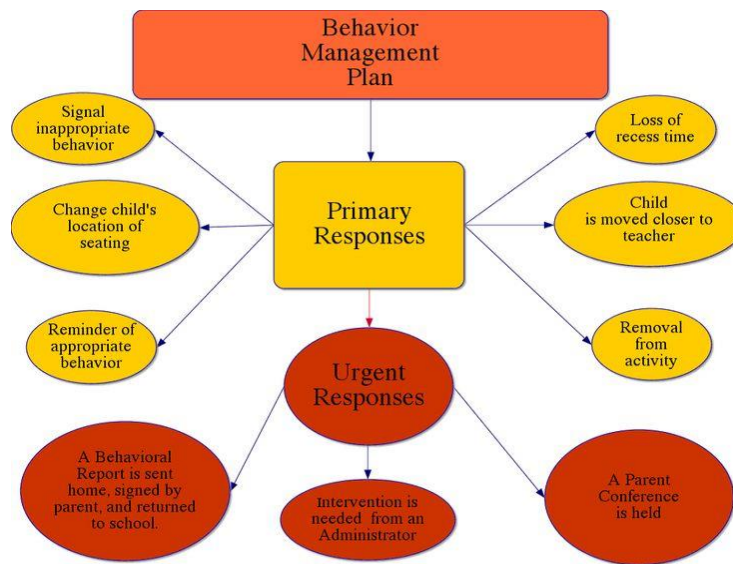
Fig. 3: Models for classroom discipline plan



Source: <https://www.pinterest.com/pin/434667801505969998/>

Fig. 4: Another model for discipline plan in the classroom

Scheduling: The teacher should keep in order his class being on time and on task as well. The teacher must get the class work done during the class time and there should be plenty of room for in-class assignments. Cramming work or instructive very close to other actions may lead the students to disrupt attitude and poor comprehension. The class rooms should be changing and there should be space before and after each room in the school. The students must be allowed recess and lunch to settle down. There may a consistent/regular daily schedule that surely will help teachers and his students for preparation of the tasks in future. The teacher should be firm but fair with the due dates; and leave room always for explanatory situations; but the teacher must not leave room for procrastination (Freiberg, 1999).



Source:

(http://www.kirkwood.k12.mo.us/parent_student/re/koryren/Discipline.html)

Fig. 5: A model for behaviors and responses in classroom

Instructional Technique: Generally, there is no need to be flexible enough over the curriculum content; the teachers should be able to communicate information as they feel most appropriate and effective. It is of great importance that the teacher should tailor his instructional technique to the grade level or class, subject and students. The teacher should change the intensity and style of his lessons; follow-up lecture-style sessions with relaxed group activities. The teacher must consult his colleagues; discuss ideas for the newer lessons. The teacher must learn about students' learning style; means the teacher must know the learning curve of the students; what way is used to maximize their learning ability and learning potential. The above observations may be taken critically into consideration when fitting teaching style to the student's needs (Evertson, 1997).

Communication: While there is discussion on the classroom management, the communication is the aspect of prime importance. There should be consistent and clear communication lines with the administration, students, colleagues and

parents as well. It is obvious that without clear communication with these stakeholders, the teacher will lose respect of peers, the students' attention and parents' cooperation. The teacher should be responsive to the concerns of others and should be flexible and willing to accept and accommodate reasonable requests (Doyle, 1990).

Creating a Learning Environment

Learning atmosphere is fundamental to produce promising students. Creating a learning atmosphere denotes watchful planning for starting the new schooling year. The learning environment essentially envisaged both in physical and cognitive space. The classroom space is arranged physically in view the teachers prepare the classroom for students. The physical condition of the room must be taken into consideration; whether the space is welcoming; and whether the room arrangement and learning philosophy of teacher matches; whether students got access to essential materials; elimination of distracting classroom features. Considering the above points in mind, the teacher should manage the physical space of the classroom (Evertson, 1985).

M LEARNING ENVIRONMENT



Source: <http://www.google.com.au/imgres?q=Personal+Learning+environments>

Fig. 6: A model for learning environment in the classroom

The cognitive space is also necessary for learning environment and the teachers must take this factor into account for optimizing and conversion of his teaching effectiveness into effective learning. This cognitive space referred to as the

expectations that teacher sets for his students and the course of developing a motivational atmosphere. The effective teacher is also thinking about his classroom and the students and believes on creativity both for effective teaching as well as effective learning. He creates and implements practices related to classroom management to promote an engaging classroom atmosphere for his learning students (Brophy *et al.*, 1976). There are two certain areas denoting cognitive space which are essential part of teaching plan of effective teachers include setting of expectations suggesting classroom instruction procedure and rules to maintain an effective classroom atmosphere; while the other one is to create an atmosphere with entire motivation towards learning (Doyle, 1986).

Setting Expectations

Both for elementary and secondary school levels the classrooms may be started with the beginning of new school year which is crucial to effective management because a complex course is to be managed. An important feature of this year start is development of teachers' expectation towards students' behavior that is apparently expressed by them through abide of classroom rules and adoption of learning procedures. The expectations are indicated by the rules for the students' behaviors in the classroom and how the students interact with respective teachers and peers. The procedure is referred to as how the things are to be done; the procedures and rules can be developed with the consultation of students that increases the compliance (Evertson *et al.*, 1992).

Eventually, the involvement or separation of students' from their input, the teacher might possess a close eye about the essentiality of code of conduct and behavior for functioning the classroom as per the teacher's desire. It is to mention that the students must be taught the rules and procedures, followed consistently enforced. Enforcement of rules and procedures develops classroom accountability system that communicates the student that how he is held responsible for the academic work that he does (Evertson, 1989).

It is confirmed by the educational researchers that successful and effective classroom managers start the school year with set of expectations. From the start of the school year, the good managers consistently analyze classroom tasks; educate skills related to going to school, perceive the classroom by student's eye and monitoring of student's behavior is ensured. The above parameters and

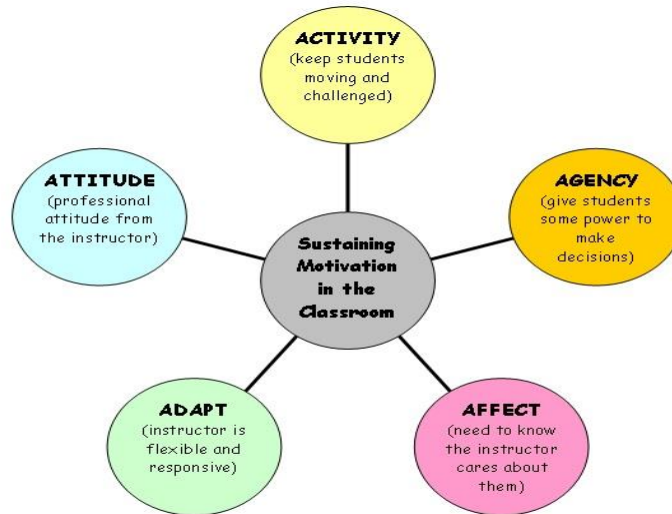
characteristics showed similarity when these are executed in the middle and junior high school levels, where effective teachers also give details of the procedure and rules, student's behavior is monitored, accountability of the student for work is developed, information is communicated and learning from the initial school day is organized (Bossert, 1979). It is proven by the research that teachers demonstrate high task involvement and academic attainment with students, put into practice a logical approach towards efficient management of the classroom at the start of the new school year. Hence, one of the crucial elements of effective classroom management, or classroom management in a way to improve learning of the students is setting expectations (Duke, 1979).

Motivational Atmosphere

The development of an atmosphere that enables teacher to encourage his students for producing optimistic learning performance in the class and excited on their learning efficacy is considered as an essential segment of the classroom organization. Generally 'value' and 'effort' are the crucial factors in development of such motivational environment. Being motivated the students recognize their classroom achievement and distinguish the comparative performance of others students. The 'value' demonstration of a teacher illustrates the worth of students' work and associates the things signify the learning and other students' interests. The effort ties the time, energy and creativity that students use for the development of 'work' to the value that the work holds (Emmer *et al.*, 1980). The teacher encourages the effort through particular praise, tells the student particularly distinguishing their work that is valuable. In addition, an obvious appreciation and perceiving value of the academic tasks and efforts obligatory to finish these chores exactly motivate the students towards learning (Evertson *et al.*, 1982).

The development of a setting is possible that emerges to be managed well where classroom management, abide of classroom rules and adoption of classroom procedures are well in execution, but little is happening for concrete learning. However, when the teachers develop order and structure in learning atmosphere as well, student feels learning excitement and success, under these situations the classroom can be considered as managed properly. In the beginning of the year, expectations should be set by the teacher and develop a true motivational and

learning atmosphere and execute an effective classroom arrangement system (Gump, 1982)



Source: <http://www.wikihow.com/Create-a-Positive-Classroom-Atmosphere>

Fig. 7: A model for motivational environment in the classroom

Maintain Learning Environment

The decisions of a class teacher for making his class more efficient and result oriented learning may not discontinue when planning and establishment is accomplished that is critical to start the schooling year. With the proceedings of the new school year, learning atmosphere processed by wise decision making related to students entails the proper management of the class.

A group of students in a classroom is taught by the teacher to maintain learning atmosphere; therefore, teachers need to center on group processes. The research findings on classroom management identify measures that use teachers to prevent problems occur on top distinguished as more efficient classroom managers. They also identify numerous approaches used by teacher to extract high ranking work involvement and low ranking of misbehaviors. These strategies involve: a) communication know-how of students' behavior; b) working on more than one objects at a time also referred to as overlapping; c) efficiency and thrust, where in and out activities are moved in a smooth manner having instructions with appropriate pace and sequence; and d) keeping students caring in a whole group

focus also referred to as group alerting. These instruments assist a teacher to sustain the instructional flow. A considerable awkward block of instructional flow is in notice to transition between actions, subjects, lessons and periods of class. The teacher likely feels less effective and dismal to maintain instructional flow (Kounin, 1970). The efficient transitions are prepared to shift student from an activity to other one, cognitively and physically. The smooth shift aims of students from one activity to another are to make sure that every student has materials and mind-sets he needs for novel assignment or activity.

The efficient teacher when works as manager with student's group, he also cares for individual behaviors of students and their learning requirements. The teacher must actively monitor his students to maintain a learning atmosphere. The classroom management suggests active monitoring that involves close watch on behavior of students individually; intervene to correct the behavioral inappropriateness before escalating, dealing with misbehavior consistently and attending to learning of the students. In relation to monitor behavior and learning of the students, the effective teachers conduct a regular survey for their group or class and watch for students' signs of confusion or inattentiveness. The maintenance of efficient management envelopes keeping close eye when student appears to punish, when the student needs help, needs redirection, correction and when he needs support and encouragement (Jones, 1996).

The managers of effective teachers also check for understanding at public as well as private levels. The manager needs to foresee action and response of the students for sustainable management system of the classroom so as to remain preventive and not reactive. Most efficient managers monitor classrooms activities mentally, anticipate aspects related to students likely feel difficulty and plan to diminish confusion and exploit success probability (Brophy *et al.*, 1976).

Planning for activities related to classrooms is executed to make sure that there has been sufficient work to perform in the classroom; that the assignments given to them reflecting students' knowledge about the attention and interests, and minimize down time among activities and assignments. There is need of purposeful orientation of classroom having lots to be done and ways and means to get these assignments accomplished (Evertson, 1997).

Occurrence of Problems

Although the efficient manager assesses and monitors the behavior of his students and learning; and deal with the misbehavior and misunderstanding to occur wisely and effectively. However, when happens the inappropriate behavior in students, effective and efficient manager's tackle the misbehavior prompt to restrain misbehave from continuity and spread. Although teachers are capable of handling most misbehavior modestly with certain measures which include physical closeness, misbehaving student needs more straight involvement. The successes of interventions depend on logical structure created and implemented at start of school year (Brophy, 1998).

In case of misunderstandings of the students in relation to academic content, the efficient manager looks for re-teaching content and to increase their communication clarity. In research studies pertinent to classroom management it is suggested that in classrooms the teachers that perform smooth score high on arrangements for instruction's clarity. They depict the objectives evidently, provide accurate instructions for assignments, and counter student questions and queries with simplified and reasonable justifications. The communication of classrooms, instruction clarity of teachers and perceiving needs of students, is specifically important to maintain instructions and management relationship. This communication is essential as the teachers and scholars make visible of all elements related to classroom to develop a learning community. The careful attention of teachers to group dynamics, needs of individual students and clear communication is combined by the maintenance of learning atmosphere (Freiberg, 1999).

For creation and supporting an atmosphere that is essential for learning where teaching for perceiving and meaning development are esteemed, the students might be comfortable feeling that the part contributed by them are valued. Moreover, the students should value others contribution, within classroom diversity is valued and best efforts are given; because they assume it as appropriate to work and something that they want to do. The distinctiveness of classroom and task complexity that is faced by teacher makes impractical to recommend certain procedure for all circumstances. In all classrooms there may be many skills, languages and tendency to oblige. The teacher, specifically beginners having no repertoire of experience and skill should teach different

classes, need support from the school administration to recognize and nurture the classroom and instruction management (Gump, 1982).

The developed programs to assist the teacher reaching to a perception what the effective classroom manager referred to. The researchers have developed numerous educational programs aiming teachers' professional development. Such programs encourage the classroom managers to produce intangible and practical perception of organization and management by exploring expectations of teacher, system of students' accountability and strategies related to institutions (Jones, 1996).

Conclusions

1. The intentional design of classroom appropriating seating arrangements, display and equipment etc. is fundamental to develop a welcoming room.
2. Development of rules that promote respect, caring and community in the classroom; and at the beginning of the year behavioral expectations may be cleared.
3. Reinforcement of rules through the course may be ensured and these rules need to be posted in a visible location on board.
4. The teacher might be firm, fair and consistent; warning the students in the beginning confirming their knowledge for classroom rules.
5. Hitting, harassing, embarrassing etc. students for any reason are unprofessional and unacceptable.
6. Scheduling is obligatory for teacher keeping the class on time and on task; class work might be accomplished during class time leaving sufficient room for in-class assignments.
7. The cramming work or instruction too close to other activities may cause disruption and weaker comprehension.
8. The teacher must stay ordered inside and out; and assignments, lesson plans, files and administrative paperwork in order prevent waste of instruction time in looking for materials.

9. Better to share classroom management system with the students; and classroom calendar, assignments and homework schedule might be posted on board.
10. Allow students know the way a teacher takes notes; that will help them distinguish irrelevant information; providing students with their own agenda is even more encouraging.
11. The teacher must not be flexible over content of curriculum; they convey information as they think appropriate. Modifying teaching technique to grade level, subject area and students is of prime significance.
12. The communication should be clear and consistent with the administration, colleagues, students and parents.
13. Better to attain respect of peers, students, attention and parents' cooperation; and must be responsive to others' concerns; flexible and willing to have room for reasonable requests.

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