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Classroom Management and Administration; Its Goals, Principles, and Styles

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ABSTRACT

Various factors affect creating effective learning. One of the most important factors is the atmosphere in the classroom during teaching. It is observed that teachers with creative teaching methods sometimes have unsuccessful students, which shows that the learning process is not accurately implemented. The proper management of the classroom by the teacher is responsible for inducing effective learning and the achievement of educational goals. This issue is possible by knowing the goals, principles, factors affecting it, the duties of teachers at different levels of education, and most importantly, familiarity with different management styles. This study tried to collect materials related to classroom management and administration for two months using reliable scientific sources and articles. Classroom management was first defined in this study. Then, the goals, duties of teachers, and principles were examined. In the following, the different styles of classroom management were discussed with the teachers. Teachers are the first role players in the field of education. Therefore, they should be guided by knowing these things on the path of achieving the ultimate goal of education, which is the document of fundamental transformation.

Keywords: classroom administration, classroom management, management styles, classroom

INTRODUCTION

Nowadays, the progress of countries, organizations, and small and large institutions depends on science and human knowledge. The increase in science and knowledge and rapid changes have caused organizations to list education as their top priority. Respected teachers are an important class in every society and have a valuable and significant role. A teacher can effectively teach that he manages the classroom with multiple methods and drawing all the students' attention (Salehi Mobarakeh, 2018).

The classroom is the first line of educational activities and a place to prepare people for living in a changing world. A classroom is a place where direct services are provided to students to grow them personally and socially and provide a healthy and comprehensive development environment for society (Rag, 2003).

Some people may possibly think that the term "classroom management" is a metaphor for establishing authoritative relationships (McLaughlin, 1994). The teacher is considered a student controller or observer, which is not only limiting but in practice may also lead to increased problems in the field of student behavior management (Good & Brophy, 1994).

Classroom administration is mainly related to teacher-centered education because students often attend the classroom in groups in this type of education and should follow the rules of the classroom to use the teacher's teaching. On the other hand, teachers with learner-centered or student-centered methods are not so worried about the problems of the classroom and setting rules, and maintaining discipline because, in these teaching methods, students are often engaged in group work or working on research projects, writing, testing, and other individual and collective activities. In learner-centered education classrooms, special classroom rules are not as serious as they are necessary in teacher-centered education classes but behavioral disorders and abnormalities may occur in any situation. Therefore, it is necessary to observe the principles of classroom management and establish criteria for students' behaviors in this type of education (Seif, 2015).

Definition

Actions that the teacher uses to create and maintain a constructive learning environment (Festco T, McClure, 2005).

Using measures and methods is needed to create and maintain an environment in which teaching and learning take place (Cruickshank & et al, 2006).

The importance of the subject

The classroom is the first line of education, and the teacher is responsible for its administration and the realization of the educational goals. Therefore, teachers play the role of class managers. Paying attention to teachers with this approach is a new and relatively developed perspective. In this view, teachers are managers who use managerial functions to maintain order and control the classroom and educational activities. Having management skills is one of the essential abilities of a teacher's job that has not been considered as it should be (Berliner, 1988).

Correct classroom administration is one of the important educational issues because teachers can correct destructive and disruptive behaviors and increase students' participation in learning activities by creating a calm environment without tension and conflict. In addition, proper classroom administration and providing a participation atmosphere and intimacy in the educational environment increase the level of students' learning motivation (Seif, 2015).

It is observed that teachers mostly use very appropriate and creative methods to teach class materials but these methods do not have the necessary effect. After a while, the teacher becomes disappointed and does not use them when he does not see their effectiveness in practice. As investigated, one of the important reasons is that the teacher was unable to control the classroom atmosphere and order while using the teaching methods. Due to the disintegration of the order and rules governing the class, the students are unable to receive the materials, and the teaching method loses its effectiveness. (Marsh & Roche, 1997).

The management of order in the classroom makes the boundaries not so inflexible between students and teacher and students can not form close interactions with people in the class also not so open and permeable violating the rules, principles, and respect and creating inappropriate and out of the ordinary communication between students and teachers in the classroom (Artemeva, Logie, & St-Martin, 1999).



Supervision and control are one of the duties and responsibilities of teachers because order, discipline, and classroom administration are effective in creating a suitable learning environment (Mullins, 1991).

Statement of the problem

One of the most important educational issues is classroom management and administration. Sometimes teachers do not achieve the desired result even by providing appropriate and creative teaching methods because they have failed in managing the classroom atmosphere. In this way, teachers should be provided a way to facilitate effective learning by being aware of the goals, principles, effective factors, and classroom management styles. This article examines each of the items that help teachers with this serious issue.

Background

Mrs. Salehi Mobarakeh conducted a study titled "Investigation of Effective Factors in Improving Classroom Management". This study referred to teachers who do not get good results despite using creative and appropriate teaching methods. One of the causes of such an incident is the inappropriate management of the classroom atmosphere. She also admitted that this imprudence in managing the classroom is due to a lack of sufficient knowledge of the different styles in this field, and finally, teachers must be aware of these matters (Salehi Mobarakeh, 2018).

Findings

Objectives of classroom management

Classroom management aims to create and maintain a positive and productive learning environment (McLaughlin, 1994).

Classroom management is not absolute classroom control. Classroom management is not creating a passive, docile, and completely obedient class, rather, effective classroom management aims to adopt and implement measures to reduce the occurrence of misbehavior among students and to create and maintain interest and motivation in students for active and effective participation in learning activities (Curwin & Mendler, 1988).

Therefore, classroom management will focus on and emphasize activities that lead to the creation and establishment of a positive, productive, and facilitating learning environment. An environment in which the teacher always asks how management can serve learning (Evertson & Randolph, 1995).

Sometimes, we expect the behavior from children in many ways and aspects as members of a classroom that is not only non-automatic but also contrary to their natural desires. Would it be also reasonable to expect a teenage high school student, physiologically experiencing a surge of hormones and newly oriented toward his peers, to naturally and automatically pay only attention to his teacher? (Parsons et al., 2018).

Class management duties change during the following steps:

1- The first years of elementary school: the first years of school mainly aim to socialize the child to get to know his role as a student. This is what we call "schoolability". Children usually tend to be submissive to the authority of adults at this level of development.



2- Final years of elementary school: When students are in the final years of elementary school, they are more familiar with current and daily school programs and can generally have an active role in creating and maintaining a suitable learning environment.

3- High school: students in the middle school years analyze the school's daily programs. Developmentally, the attention and control of students is transferred from adults to peers. The student may limit the teacher's authority. In this course, classroom management should focus on compliance with rules and regulations rather than teaching.

4- The final years of high school: At this stage, many students become socialized and behave logically and reasonably towards the school environment except for acute issues and cases that require special attention and corrective and therapeutic measures. In other words, the students have been admitted to the school. Class management will require less time and energy except in situations such as the beginning of the school year and when student behavior fluctuates (Brophy & Evertson, 1978).

Three-layer class management plan

1- Prevention

According to the research, determining the characteristics and clarifying classroom expectations at the beginning of the year affect on creation and continuation of classroom behavior patterns (Evertson & et all, 1994).

During the rule-making process, working together and negotiating teacher and student demands can be used as a basis for "empowering" students rather than simply "powering" them. (Kriesberg, 1992).

2- Intervention

A good management program and a rich training program will minimize misbehavior, but it can not prevent it completely. We believe that the misbehavior of students is not bad, not a sin, not an abnormality. We believe that sometimes people have a bad day and may engage in activities that are considered educationally inappropriate or irrelevant. It is possible to effectively manage many off-task and unrelated student behaviors using gentle and modest management techniques. These techniques allow students to know that the teacher is aware of their inappropriate behavior and as a result, their attention may be re-focused on the learning activity. These silent reminders may include actions such as approaching the student, making eye contact, or even including some changes in facial expressions, such as frowning (Parsons et al., 2009). The negative consequences (punishment) can be effective in preventing and stopping undesirable behaviors, but they cannot be effective in teaching desirable behaviors. Therefore, your management system should not consider punishment the central point for intervention. Emphasizing positive behaviors is much more effective than emphasizing eliminating undesirable behaviors (Sulzer-Azaroff & Mayer, 1986).

3- Treatment

Students who have frequently rejected, failed, or repeatedly misbehaved may find it impossible or useless to do anything except misbehaving and failing. They may believe that they are no longer able to change themselves or their circumstances (Curwin & Mendler, 1988).

Different styles of classroom administration



The teacher plays the role of a leader in the classroom regardless of whether the teaching is teacher-centered or learner-centered because a leader is needed when a group is formed - whether formally or informally. The teacher has the responsibility of this leadership in the combination of students and the teacher (Seif, 2015).

Due to the variety of classroom situations, using each of the classroom styles in its own special situations seem useful (Child, 2004).

Authoritarian style

The authoritarian style with mutual respect and affection is the most successful management style in all social groups, including the family and the classroom. This style is also called rule-based democracy. This management style both respects human relationships among group members and relies on legal regulations (Seif, 2015).

Teachers who use this style of classroom administration prefer that their students regulate their own behavior (Snowman & et all, 2009).

Those students that study with authoritarian teachers are self-confident, do not rush to meet their needs, get along well with their friends, and have high levels of self-esteem. In classes that are managed with an authoritarian style or strategy, those students are raised that can think and act independently but still need their teacher's guidance. Authoritarian teachers encourage students to exchange ideas and treat them with kindness. They set the rules and regulations of the class according to the opinions and suggestions of the students (Santrock, 2004).

Autocratic style

In a classroom with an authoritarian or domineering style, only the teacher rules the entire class and students do not have any role. There are no rules or regulations in this style of management if there are, they are in favor of the teacher. Students in such classes do not experience freedom, equality, and mutual respect and do not learn any of these behaviors. They only learn domineering behavior and obedience from the superior and coercion to the inferior, which are characteristic of the authoritarian style (Seif, 2015).

Classrooms with an authoritarian style are restrictive and punitive. Instead of teaching and learning, these classes mainly focus on order and discipline. Authoritarian teachers impose a lot of control and restrictions on their students and do not create much verbal communication with them. Students in such classes are passive learners, do not take initiative, are always anxious, and have poor communication skills (Santrock, 2004).

Release style

There are no rules governing the behavior of students in the release style, which is also called leniency and everyone can act as they want. There is a kind of chaos in a release-style classroom because the teacher does not impose any restrictions and does not give any guidance (Seif, 2015). It is not surprising that students in such classes have insufficient academic skills and poor personal control (Santrock, 2004).

Teachers with high self-efficacy in managing classroom discipline consider four principles in dealing with students. First, they accurately identify the student's behavior and find the cause. Then, they identify the goals and motives of the student's misbehavior in facing a classroom



situation or performing a specific behavior. In the next stage, they try to have a suitable strategy to improve the student's behavior. Finally, they ask for help from their school colleagues or the student's parents to better implement their strategy (Edwards & Watts, 2010).

According to Jackson, classroom management is complex due to several characteristics of classroom teaching, which include:

The classroom is multidimensional. A classroom is a situation in which multidimensional activities are created. It includes academic activities such as reading, writing, and arithmetic and social activities such as: playing games, communicating with friends, and talking.

1. Activities occur simultaneously. Many classroom activities are done simultaneously. A group of students may be writing at their desks, another group may be narrating a story to the teacher, and another may be arguing with another.
2. Events happen quickly in the classroom. Events that occur quickly in the classroom usually require an immediate response. Like two students arguing over the ownership of the notebook.
3. Events are often unpredictable. Something will happen in class that the teacher never expected even if he carefully plans all the daily activities and has a strong organization for example, a student suddenly gets sick.
4. There are a few confidential issues. The class is a public place where students wait for the teacher to set the order and neutralize them when problems and unexpected events occur.
5. The class has a history. Students have memories of what happened in their classroom before. For example, they remember how the teacher dealt with a disciplinary problem (Marashi, 1992).

The teacher's character or personality traits are undoubtedly one of the most important factors in classroom discipline. A teacher who is well-dressed, positive, well-mannered, aware of the mental, physical, and emotional abilities and individual differences of students, faithful, truthful, honest, eloquent, and proficient in his work, prepares the physical conditions of the class in advance, knows how to evaluate and ask questions, loves students, and shows interest in his work, is certainly different from a teacher who does not have these characteristics. Therefore, teachers should reveal these qualities in themselves and improve these characteristics in the preparations for engaging in the sacred profession of teaching (Sarmed, 2009).

Discussion

This article examines the objectives, principles, and styles of classroom management. The classroom management was first defined and after stating the objectives, other aspects, especially different management styles in the class, were discussed in detail. Zahra Salehi Mobarakeh (2017) stated in an article that the teachers' awareness of the effective factors in this important matter and their familiarity with different styles can facilitate learning because education is the first line of education. While emphasizing the importance of the items mentioned in Ms. Salehi Mubarakeh's research as prerequisites in the classroom management process, this research also focused on other aspects such as goals, principles, duties of teachers in different educational levels, and most importantly, different styles of classroom management.



Due to the necessity of creating effective learning, the author suggests to teachers be aware of the correct ways of managing the classroom and its other aspects to achieve the high goals of education, which is the perfect life. In addition, it can easily prove that teachers are unfamiliar with classroom management techniques and methods of reforming and changing the prevailing atmosphere in the classroom. Therefore, it is required to train teachers in this field and employ consultants in schools.

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