UNIT 12 MANAGING INSTRUCTION

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12.1 INTRODUCTION

You have already studied quite a lot about development and transaction of curriculum in Blocks 1 and 2 of this Course. You have studied about instructional planning in Unit 10 and various teaching strategies in Unit 11 of this course. The issues discussed in Units 10 and 11 will provide a base for you to thoroughly understand the principles and practices of managing the teaching-learning process in a classroom.

Management of a classroom is a broader concept. It includes those external factors which take place out of the classroom but have a strong bearing on the student's behaviour in a classroom. Though we shall discuss all the factors related to the management of a classroom, our emphasis will remain on the internal factors which take place in the classroom while transacting curriculum.

We know that you have already been managing your classroom for quite sometime. Management of a classroom demands that the teacher be resourceful enough and this can be achieved through a deliberate attempt only. The discussion in this unit will enable you to have a fair understanding of the principles and practices of classroom management.

12.2 OBJECTIVES

As the title of the unit indicates, we shall discuss here various measures to deal effectively with the students in a classroom. The discussion presented in this unit will enable you to organise your teaching activities systematically so that the students get the maximum benefit. Thus the goal of this unit is to help you improve your managerial skills that can make your teaching more productive. After going through this unit you should be able to:

- explain the concept of classroom management,
- explain the mechanisms for effective management of instruction,
- discuss the principles of classroom management,
- explain the factors influencing classroom management, and
- explain the importance and procedure to make use of classroom time for optimum learning.
12.3 MANAGEMENT AND INSTRUCTION

The teacher is often considered to be a manager of the teaching-learning process. S/he makes efforts to organise teaching-learning resources. The main objective of managing instruction is to create a conducive classroom environment so that students learn and grow in more productive ways. We, therefore, must learn how to create conditions in a classroom wherein the students find it desirable to learn. Management and instruction are closely related in theory and practice. Good classroom managers are often good instructors. They structure classroom environment so as to maximise students' instructional opportunities.

12.3.1 Classroom Management: The Concept

You have already studied in Blocks 2 and 3 that instruction includes a number of activities to be performed by the teacher. These activities include motivating the students' explaining the concepts, managing a classroom, assigning and checking the home-work, interacting with the students (questioning, probing, commenting, evaluating, etc.). McNell and Wiles (1990) state that the teacher's personal style is reflected in the teaching related activities. Similarly the teacher's verbal fluency, intellectual competence, enthusiasm, humour, etc., determine the quality of instruction.

Managing a classroom is an integral part of the teaching-learning process. Effective management of a classroom shows the concern of a teacher for the instructional process. It is dependent on his efficiency to do the tasks more effectively. Therefore, classroom management, both as a process and as an approach, has a great impact on students' learning. It increases learning efficiency of the students. Thus classroom management has a closer relation with students' accomplishment of learning objectives (Christian, 1991).

Managing a classroom has always been a major concern of the teachers. It involves more than one skill of the teacher such as creating a teaching-learning environment, maintaining students' involvement in teaching-learning activities, establishing effective discipline and ensuring desired learning outcomes by the students. Here we want to highlight that classroom management and classroom discipline are not mutually exclusive. We should not take or study classroom management in its narrow sense. Management is a broader concept and is generally directed towards effective teaching and learning. Discipline is a concept used in the context of teacher's response to students' misbehaviour. The ultimate objective is to help students acquire maximum knowledge, attitude and skills. Although both the expressions are interrelated, the discussion in this unit focuses more on the larger context of teacher effectiveness (McNell and Wiles, 1990). This however does not mean that we are undermining the importance of discipline. Discipline is a serious problem that teachers face. It is very crucial at the secondary/senior secondary school level. Order and control should not be viewed as the ultimate goal of effective classroom management.

Classroom management refers to the shaping of learning environment in classroom. Like teaching and learning, classroom management is a complex activity. So there is no single clear-cut management procedure accepted by all. Shaping of environment takes place gradually in response to the teacher's behaviour. You might have observed that a class that is active and attentive with one teacher can be noisy or even difficult to control for another. The skilful teacher keeps his class attentive to what is being taught and involves the students in productive activities.

Classroom management has been defined as provisions and procedures necessary to establish and maintain an environment in a classroom in which instruction and learning can occur. You should remember that the primary goal of effective classroom management is not the reduction of misbehaviour or even the creation of an orderly environment. Although they are related issues, effective classroom management and establishment of order are not synonymous (Hofmeister & Lubke, 1990). Promoting student learning is the primary goal of effective classroom management. The research in this area clearly suggests that effective strategies to promote learning can facilitate order. So the primary emphasis in effective
classroom management is on the creation of a learning environment and hence on increasing appropriate behaviour in students (Hafmeister & Lubke, 1990). Teachers’ organisational and instructional skills interact in influence students’ learning.

Researchers have found that classroom management is correlated with student achievement in elementary as well as secondary schools. They have provided evidence that the teachers who are effective in promoting student achievement generally have a better classroom and fewer student behaviour problems.

To conclude, we have discussed in this section, that managing a classroom is an act or better still, an art of the judicious use of various means to achieve pre-decided objectives. It also involves the ability of the teacher to manage various skills so that the quality of teaching-learning process is maintained and it ultimately results in maximum output in terms of students performance (Christian, 1991). Classroom management depends on establishing positive teacher-student and peer relationships that help meet students’ basic psychological needs. Students learn more effectively in an environment that meets their basic personal and psychological needs.

### 12.3.2 Understanding Students’ Needs

Teaching is objective-centred. In planning teaching and training tasks, the needs of students are considered as basic inputs. The needs of the students are an important factor in managing a classroom. Every student attends a class with certain expectations in mind. If his expectations are not taken care of by the teacher, he, consciously or unconsciously, becomes inattentive and hence either disturbs other students or misbehaves with the teacher. An effective teacher, therefore, manages his/her instruction in such a way that every student gets the teacher’s personal attention. In other words, in order to manage classroom instruction the teacher should cater to the students’ needs (both academic and personal) which have an impact on student learning. For example, the teacher should repeat the concepts being discussed more frequently for the low ability learner group.

The needs that influence the student’s behaviour in the classroom by and large are psychological in nature. You as a teacher should remember that the needs of the students reveal themselves in some form or the other. One student, say Anjali, does not take part in any conversation or discussions in the classroom. She does not ask questions or seek clarifications of her doubts. The teacher has to make attempts to satisfy her needs through appropriate motivation and reinforcement. The teacher should involve her in instructional tasks and assess her understanding. You as a teacher should realise that the students want freedom from discrimination in the class. The students should not be discriminated on the basis of caste, colour, sex and economic status. In order to know your students better, you can conduct a mini need assessment by reviewing information available in the school’s office. This is important for contacting parents if need be and organising out of class activities. You may collect information about the students' previous knowledge or performance through various tests that can be used for this purpose. You may determine the range of ability of your students (e.g. reading level) so that the homework you give them is according to their ability levels.

In addition to the information regularly maintained in school record, you may like to gather some personal information about your students. For example, their attitude towards school and career, need for achievement, ability to make decisions, will for self-improvement, etc., may make it necessary for you to adopt specific strategies to manage instruction. Such information may also help you discover your students’ interests which can enable you to teach your subject more effectively. The more important point here is that the students will be amazed to learn that you know so much about them and their lives.

Level of anxiety has a direct effect on the students’ learning. Some students find, for example, evaluation and the possibility of failure so disturbing, that their ability to learn is impaired, but, for others, evaluation anxiety serves as a challenge or a greater stimulus to make them work harder. The teacher has to understand the level and type of anxiety that can help students perform. You can better serve the students by adopting instruction and
providing assistance in a variety of appropriate ways. You should have the power to establish a non-threatening and supportive classroom climate to satisfy the students' needs.

Check Your Progress 1

Notes:  
a) Write your answers in the space given below.
b) Compare your answers with those given at the end of this unit.

i) What do you mean by classroom management?

ii) Differentiate between classroom management and classroom discipline.

iii) Describe how a teacher can know about his/her students' needs?

12.3.3 Principles of Classroom Management

The principles of classroom management are linked with an effective instructional process. The instructional process is based on the teacher's personal efforts and the objectives that he and his students are supposed to achieve. The principles of classroom management reflect the concern of the teacher for his teaching task. If the teacher evinces a strong concern for his teaching and also for his students, the teacher will prove to be a successful manager. Christian (1991) talks about some major principles of classroom management. These are:

i) Principle of clarity and mastery over content: The first principle of managing classroom instruction is the teachers' command over the subject(s) s/he is dealing with. S/he should have a thorough knowledge of the school curriculum and his/her subject. Thorough knowledge implies mastery in one's subject which helps a teacher teach effectively in a classroom. The depth and grasp over the subject helps a teacher in two ways.

- The students are greatly influenced by a well-read knowledgeable and learned teacher. You might still be remembering the talented teachers you came across during your student life.
- Thorough knowledge can help you properly conceptualise the content to be covered in your lesson. The process of conceptualisation helps you arrange instructional tasks in the most appropriate order according to the needs and mental abilities of the students. This helps the teacher manage his/her instruction effectively.
ii) **Principle of involvement**: The teacher can use this principle to make the teaching-learning process more participatory. Active involvement of the students in instructional tasks is a condition of learning. The skills of questioning, receiving and providing feedback, etc., can make teaching and learning a two-way process. Interactive teaching and learning is possible only when the teacher has thoughtfully planned his teaching activities.

If the students are actively engaged in learning tasks in a classroom, they not only achieve mastery learning but also create minimum problems for the teacher. And moreover, the students' energy is channelised for productive work.

iii) **Principle of democratic behaviour**: Democracy is a way of life; a way of working together to achieve the common goal. The teacher provides equal opportunity to every student to participate in teaching-learning activities. This behaviour of the teacher develops a healthy positive attitude among the students for learning. The students learn how to find a solution to classroom problems through understanding one another's views.

Democratic teachers solicit opinion about learning tasks, try to achieve group consensus about what to do and how to do, and also allow some choice in working arrangements. Authoritarian teachers are also efficient in achieving the goals, but their students become tense and generally develop negative attitudes toward their teachers.

The democratic climate in the classroom allows the students to take initiatives about the instructional process and this ensures effective use of class time. No student feels neglected in the classroom.

iv) **Principle of teacher behaviour**: While presenting a lesson, the teacher's behaviour should display various positive attributes: confidence, determination, will-power, etc. This indirectly creates a learning environment in the classroom and thus helps manage a classroom with desired and expected learning behaviour. Positive attributes in the teacher's behaviour help develop a desirable behaviour in the students as well. This is because students always observe and analyse their teachers' behaviour and compare it with what he/she professes. You, as a teacher, should, therefore, always be conscious that your behaviour in the classroom is being minutely observed by your students. Your behaviour should not directly or indirectly have any negative impact on your students.

v) **Principle of self-control**: The teacher has to be firm and consistent in classroom behaviour. If he/she has strong convictions and has a deep commitment to the tasks assigned to him/her, he/she will be able to manage instruction effectively. The self-control of a teacher should enable him/her to control his/her behaviour. This will encourage students to develop self-control in their behaviour. Through these means the teacher can lead his students towards growth and development of internal control, self-discipline, positive attitude and work through various learning activities in the classroom.

vi) **Principle of flexibility**: The principle of flexibility is not opposed to the principle of self-control. The teacher should display flexibility in his/her behaviour and accommodate the students' ideas, plans and observations from time to time. Depending upon the requirements of the prevailing situation, the teacher should be able to make necessary changes in his/her behaviour and in the teaching-learning activities. This will help him/her evolve alternative strategies and use them to achieve the curricular objectives. By giving due importance to the ideas and observations of the students, you too can make your teaching more student-oriented and hence more productive.

vii) **Principle of personal attributes**: The personal attributes of the teacher such as warmth, sympathy, empathy, etc., have a strong bearing on students' behaviour in the classroom. The teacher's caretaking behaviour, harmony and respect for one another, show dignity of work, bring peace and self-discipline, and indirectly control the undesirable behaviour of the students. The teacher plays an important role in determining the kind of psycho-social climate that prevails in the classroom. The behaviour of
the students can be modified/controlled in very consistent ways through leadership displayed by the teacher. Researchers have found a positive relationship among academic achievement, classroom environment and the interpersonal relations in a classroom.

Effective teachers accept the feelings of their students, and are sympathetic to their problems, both academic and personal. The teacher can be a good friend of the students. He/She can interact with the students on a level which is satisfying to both parties and help them in achieving their objectives.

The personal attributes of the teacher influence the feelings, interests, values, attitudes, moods and temperament of the students. The students should not perceive the teacher as an unsympathetic adult who does not treat them as responsible individuals, who would not listen to their opinion, and who does not want to understand them or does not use their suggestions appropriately.

Students respond and perform well when the teacher is supportive and helpful throughout the sequence of learning experiences. The students' motivation is often positively affected by the teacher's sincere enthusiasm. In order to guide the student's development a teacher should be able to carefully assess the learning atmosphere in the classroom and modify his/her teaching accordingly.

Check Your Progress 2
Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

Given below are a few classroom situations wherein a teacher faces problems of management. Name the principle(s) of classroom management he should adhere to in order to overcome the problems.

a) Students exhibit undesirable behaviour towards the teacher in the classroom.
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b) Students in the classroom fail to understand the subject matter presented by the teacher.
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c) Students do not express concern for their fellow students.
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d) Students dislike the teacher because of favouritism shown by him towards some students.
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12.4 MANAGING A CLASSROOM

Managing a class and instruction is almost the sole responsibility of the teacher. It has been proved by successful teachers that ninety-five percent of all students can master the expected
skills and knowledge if learning conditions are adequately supportive. In this sub-section we will examine some factors that influence management of a classroom. You are expected to adopt these measures to ensure mastery learning and growth in your students.

12.4.1 Factors Influencing Classroom Management

Substantial research has been conducted to study the factors which influence effective classroom management. Various researchers have made insightful observations in this regard. Some of the important factors are as follows:

i) Effective Instructions: Effective instructions support a teacher’s efforts to promote both learning and discipline (order) in the classroom. Doyle (1986) suggested that effective classroom management is facilitated if the students are actively and successfully engaged in instructional activities. Therefore, well-planned instruction with appropriate pacing, guided practice, attention to individual students, effective and immediate feedback, etc., can help teachers manage a classroom and thereby ensure desired learning. On the contrary, instructional weaknesses can create disorder in a classroom and make teaching much less effective.

ii) Setting and implementing rules: Crocker and Brooker (1986) observe that classroom instruction should be undertaken in a business-like manner; that is, the teacher should try to achieve maximum learning within minimum time and without task disruption. Teachers who set clear-cut goals of instruction and show a degree of commitment to achieve those goals, can manage their instructional activities more effectively. The teacher, therefore, must demonstrate the willingness and an ability to act when the rules are broken. For example, the students should be told to raise their hands before talking or asking questions. After raising, their hands the students should wait for their turn to come for answering questions or participating in discussions. The process of setting and implementing rules has instructional as well as management value. The students learn procedures for ensuring that their participation is effective and they accept the social setting. The rules should be introduced in the same manner in which any academic concept is introduced. The rationale for implementing the rules should be made clear and the process used to present the rules should promote both understanding of and
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respect for the rules. The students need to know what will occur if they choose not to follow classroom rules and procedures.

iii) Managing intervention: The process of monitoring the students' behaviour and intervening when necessary is clearly one of the most demanding requirements for effective classroom management. The need for intervention is reduced if the rules are classified and instructional activities are appropriately implemented. Typical misbehaviours such as inattentiveness, mild forms of verbal and physical aggression, failure to bring books and complete homework, etc., should be effectively intervened.

The teacher has to exercise increased vigilance to build credibility and enhance students' learning. The teacher who, for example, initiates teaching and then, without completing what he has to say, turns to write on the blackboard invites challenges and reduces credibility. The teacher's physical movement in the classroom can create opportunities for monitoring student behaviour and managing interventions. The teacher who spends virtually all the time at the front of the class will not have the opportunity to observe what is really going on at each desk, nor will he or she be able to make the personal contact that build a productive relationship between the teacher and the students. You will appreciate that the management is easier from the back than from the front of the class.

It should, however, be noted that too many interventions may not increase student learning. They can become counter-productive. If intervention is likely to interrupt the flow of the lesson, it should be avoided.

iv) Feedback on appropriate behaviour: The student expects to receive continuous feedback about whether his classroom behaviour is acceptable or not. Success in learning should be praised by the teacher. You should, however, remember that the teacher should be judicious in his/her praise in the classroom. And praise should be linked with performance. The importance of feedback has been discussed in various units of this course.

v) Classroom environment: Classroom environment is also related to management. Many organisational factors such as direction, feedback, communication, interpersonal relations between the teacher and the students, etc., create a proper climate for learning. The students do not want to learn in a chaotic environment and the teacher who has to teach problem classes will have to work under strain. Poorly manage classes do not provide a pleasant supportive environment to teach or learn. A certain degree of calm, quiet and comfort is necessary for the teacher's as well as the students' mental health.

12.4.2 Techniques of Classroom Management

Knowledge of principles and practices of teaching and learning is essential to the teachers. It includes the ability to plan lesson, to organise and manage a classroom, and to use teaching strategies to help the students achieve terminal objectives. As you already know, proper management of a classroom means effective organisation of teaching-learning activities for optimum output in terms of student's learning and skill development. Like a manager of a business house, the teacher too has to manage classroom situations/conditions in such a way that they create a forceful (favourable) environment to motivate and direct student's learning. The teacher, therefore, has to understand the impact of various classroom related intervening factors, student's needs, attitude and behaviour, and the teacher's ability/resourcefulness to communicate with the students. The sum of these factors determines the effectiveness of management of instructional activities in the classroom. For this, the teacher has to introspect and ask himself/herself how much pain he/she is going to take in systematising the teaching-learning activities. When we use the expression 'system' (you have already studied it in Unit 5, Block 2), we make sure that teaching-learning activities are properly planned and implemented. We have already emphasised that the teacher should have a positive attitude towards the teaching-learning process. This is because what a teacher does and how he behaves has a strong bearing on his classroom management. Before we discuss specific techniques that the teachers can use to cope up with student problems' it will be useful to provide some general information regarding a student's problems at secondary/senior secondary level of school. Some students at this level become
disturbed and are difficult to control than students at the kindergarten or primary level. Some students drop out of school and those who continue their education become intellectually and socially more mature. At this level, the students start assuming more responsibilities for their behaviour and hence for their studies at school. Many students successfully learn basic skills and can manage much of their learning on their own. The teacher's primary concern at this stage is to motivate them to behave the way they should and are expected to. He should function as a manager of classroom instruction. With his ability, skills, experience and knowledge, he should be able to create an environment in which students can acquire the required knowledge, skills and attitudes without any stress and strain.

In this section you will study various management techniques for use in the classroom; the strengths and weaknesses of each technique will also be discussed. We shall not prescribe any ready made formula for managing a classroom. Ultimately you should be able to design your own plans for classroom management that best fit your instructional objectives and suit your students. All resourceful teachers adjust their teaching methods for different kinds of groups and try different systems of classroom management.

i) **Behaviour modification technique**: The basic assumption behind this technique is that student behaviour is the direct result of teacher behaviour. It is the job of the teacher to identify desirable and undesirable classroom behaviours. The teacher has to ignore inappropriate/undesirable behaviour and reinforce appropriate/desirable behaviour. According to Skinner, the teacher can use reinforcement (you will recall that reinforcement is a condition of learning) to shape the desired behaviour. For example, if the student demonstrates (verbal or non-verbal) desirable behaviour, it should be appropriately acknowledged and rewarded. In behaviour modification technique a more popular activity (such as playing or viewing of a TV programme) can be used to reinforce a less popular activity (such as learning mathematical concepts and procedures). In other words, popular activities can be used to bring about desirable changes in the student behaviour. This will lead to effective management of instruction.

ii) **Student responsibility**: Some teachers feel that the students should be responsible for their behaviour. The teacher's job is to make the student aware of the expectations and the consequences of their desirable and undesirable behaviours. This technique of managing a classroom advocates self-discipline among the students. It is the responsibility of the teacher to enable students to take up greater responsibility for their behaviour and develop a plan for modifying their unproductive behaviour. This implies that the teacher understands his/her students' problems and can help them better understand themselves and work cooperatively with the teacher and their peers. You should know that the class can be managed better through open communication and cooperative attempts at solving problems. The students need such teachers who can help them assume more responsibility for their studies; they need appropriate guidance aimed at improving their performance.

iii) **Group activities**: In order to manage their class, some teachers prefer to deal with a group of students, rather than with individual students. They see the class as a group which is influenced by peers. The students working together exhibit desired behaviour in order to gain group rewards. The students compete with each other. The teacher's responsibility here is to give the students some group activities and create a competitive environment in the class. The teacher can encourage desirable behaviour among students through appropriate rewards/reinforcement.

iv) **Skill in maintaining students' attention**: All effective teachers continuously monitor their students for signs of inattention and are sensitive to their needs. The seating arrangement should be made in such a way that the teacher can see all the students effortlessly. Besides, variation in voice, movement or pacing can be used to refocus their attention during teaching. We should guard against the tendency of creating a monotonous environment in the classroom. Sometimes humour, should be used to break the monotony and to create a lively environment. It is all the more desirable to use humour if it has some pedagogic value.

Without going into details we would like to emphasise the importance of innovative methods of teaching and using audio-visual media in managing the class. Innovative
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methods of teaching and learning ensure systematic teaching as well as active involvement of the students in teaching-learning activities. They help the teacher in creating a favourable learning environment in the class. The concept of innovative methods includes the teacher's knowledge of the subject(s) being taught, readiness on the part of the students to ensure effective communication with the teacher and use of audio-visual media. Classroom activities should be scheduled in such a way that they coincide with students' readiness to pay attention to and participate in the instructional process. Active attention of all the students is required when important information is delivered to them. For example, while teaching medieval history to grade X students, we can use a film depicting the medieval Mughal period - the troops, patriotic songs of that period (to elicit an emotional response), dates of battles, names of military leaders, etc. Moreover, the use of such a film will generate interest and curiosity among students and increase their eagerness to know more about Indian medieval history.

12.4.3 Practical Suggestions

Some researchers in classroom management have made some practical suggestions to help teachers organise and achieve effective teaching. Let us describe these in brief so that you may use them for better management of your class and thereby become a more effective teacher. Evertson and Emmer (1982) have listed the following characteristics of effective classroom managers at junior high school level.

- The effective teachers describe the rules more completely and implement them more systematically. They are likely to be more explicit about desirable behaviour (the do's, not just the don'ts).
- They monitor their students' compliance with rules more consistently, intervene to correct inappropriate behaviour more often and describe desirable behaviour more often when providing feedback.
- They present information clearly, give directions, state objectives and break down complex tasks or concepts into small and easily manageable parts. They are precise and clear when they present information and give direction to their students.
- They waste little time in getting organised or accomplishing transition between activities. They maximise student attention and task engagement during activities by maintaining appropriate lessons and using various approaches to manage instruction.

Kourilsky and Quaranta (1987) list some guidelines which promote positive environment in classroom. These are as under:

- The effective teachers provide a stimulating and appropriate learning environment which takes into account their (students) personal interests and learning styles.
- They use a variety of instructional strategies in the classroom and use novelty to break the monotony.
- They allow the students to generate the needed guidelines for proper classroom conduct, thus building the self-confidence and autonomy and increasing their awareness of personal responsibility for one's actions. They develop guidelines that enable the students to become responsible for their work.
- They treat the students with respect and kindness, express concern for their student's welfare, and provide them opportunities for success in the classroom.

McNell and Wiles (1990) investigated the secrets of the successful management of classrooms. They made the following suggestions for teachers.

- Show a caring attitude towards your students.
- Listen to the students when they tell you their concerns and viewpoints.
- Use as many first names as you can.
- Try to be positive in your attitude and approach.
- Cultivate a friendly but respectful relationship with the students.
- Know your students properly.
Check Your Progress 3

Notes:

a) Write your answers in the space given below.

b) Compare your answers with those given at the end of this unit.

i) List out various techniques of classroom management.

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ii) How do innovative methods of teaching help in better classroom management?

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12.5 TIME MANAGEMENT

Time is important not only in teaching, but in life in general. Time in the classroom can be thought of as a valuable resource to effective learning. The teacher has limited time at his disposal and he has to achieve curricular objectives within his allotted time. Extra time spent on one subject means less time available for other subjects. As teachers we should, therefore, know the techniques of managing classroom time for productive teaching. Student achievement is maximised when teachers allocate most classroom time to instructional activities that promote student achievement. The teacher should use appropriate managerial and instructional strategies to support such achievements. In other words, the effective teacher ensures that students are appropriately engaged in instructional activities for as much of the available time as possible. The amount of time that students are engaged in instructional tasks/activities is positively associated with their academic achievement, that is, learning. The impact of effective use of time depends on the extent to which the individual teacher manages and uses the classroom time.

12.5.1 Use of Classroom Time

Researchers have concluded that the amount of information learnt is a function of time allowed or what is now called opportunity to learn. The opportunity to learn depends on the amount of time a student spends on a particular subject. However, learning is influenced by other factors also such as ability of the student (aptitude), quality of teaching (i.e. organisation, clarity and focus), etc. Research on effective use of time has generated several
time management strategies (Hofmeister & Lubke, 1990; and Good & Brophy, 1987). Let us elaborate skills associated with the effective use of time. In the context of its use in a classroom, from the clarity point of view, time can be divided into six categories. These are:

- Available time
- Allocated time
- Engaged time
- Academic learning time
- Pacing (of curriculum and lesson) and
- Transition time

Let us briefly discuss each of these categories.

i) Available time: This is the time available for all the activities in school. The available time is limited by the number of days in an academic year and the number of hours (usually 6 hours a day) including interval time. But for minor variations, the available time in schools all over the country is the same. You, as a teacher, have to plan the available time in such a way that the academic goals of the curriculum are achieved. You should remember that a school is a place where students get opportunities for overall development.

ii) Allotted time: Allotted time is the amount of time assigned for instruction in a content area. The teachers vary widely in how they use their allotted time. Some teachers, for example, use 40 minutes of a 45 minutes period to develop a concept, in other classes only 20 minutes will be used for developing a concept related to the subject matter. Teachers whose students attain relatively poor achievement use more allotted class time for non-instructional activities. It has been observed that when teachers consciously and effectively devote more time to a topic or subject, students have more opportunities to learn it.

The concept of allotted time sometimes appears as a vague concept to beginning teachers - until they start planning. The planning of allotted time provides them a form of classroom activities to follow as lessons are conducted. It enables the teacher to anticipate instructional needs so that appropriate material can be gathered, organised and used. Careful management of allotted time minimises the complexity of classroom teaching. A number of external factors such as curriculum guide, tests, duration of the period, etc., influence the way you can make use of your allotted time. After providing for these factors, the teacher has the freedom to decide how much time is to be devoted to certain topics and related activities. You can decide which topic should be given more time; and which topic can be dealt with, in brief only.

Let us now change our focus from time available to time used. How we use the time we have been allotted for instructional purposes is very important in teaching.

iii) Engaged time: Engaged time is the amount of time the student is actively involved in learning tasks such as writing, listening and responding to the teacher’s questions. Engaged time does not include classroom tasks such as disruptive talk with another student, daydreaming, etc. Recent studies indicate that a student’s engaged time, or time on task, and academic learning time are more sensitive predictors of achievement than allotted time. In other words, quality of time used (how time is effectively and efficiently used) is more important than the quantity of the time used (how much time is allotted.) For example reading aloud from the textbook by one student while others listen or pretend to listen to the reader has low quality of time use compared to using the same amount of time for dictionary use wherein each student picks up difficult words from the text and writes their meanings from the dictionary.

iv) Academic learning time: You will notice that we are becoming more and more precise in our discussion on time management. Academic learning time (ALT) is the amount of time a student spends performing relevant academic tasks with a high level of success, and where the tasks are directly relevant to an academic outcome. The concept of ALT represents a considerable refinement over engaged time. Procedural activities such as taking atten-
dancing, making an announcement, coping with classroom disruptions, dealing with off-task behaviors, etc., are not to be included in ALT.

In order to determine which institutional tasks are directly relevant to learning outcomes, we should study the relationship between the tasks and the tests that would be used to measure a student’s achievement. Through this you can see the relationship between the academic learning time and achievement of the students. As a teacher you should always try to increase ALT whenever you teach.

ALT varies widely from classroom to classroom and from teacher to teacher. Teachers too vary considerably in how successfully they translate allocated time into meaningful learning and thereby into ALT. Some teachers who allocate less time for a subject have considerably higher rates of ALT because they involve students more in relevant tasks that allow them (i.e., the students) to experience higher rates of success. In some classes a large proportion of school time is lost in non-instructional activities such as lunch, recess, cleaning up, etc. Some teachers do not fully appreciate the value of allotted time; quite a few of them show no concern for effective time management. They do not seem to fully appreciate time either as a valuable resource or in terms of the impact it can have on student learning.

ALT is an important variable for teachers. **One**, it is an indication of whether the teacher is able to put his pedagogic activities together. **Second**, lack of time planning causes management problems. Classrooms with high ratio of ALT face fewer management problems. Effective implementation of academic tasks help students learn and channelise their energies into constructive work.

ALT takes allocated time and engaged time into account.

You should remember that ALT takes allotted time and engaged time into account. This statement should not confuse you. By this statement we mean that we have to make an optimum utilisation of allotted time and engaged time for boosting actual learning by the students. ALT suggests that the teacher must plan students’ actual learning time, keeping the overall allocated time available with him.

**v) Pacing curriculum and lesson:** You will be surprised to find out how pacing is related to better time management. Curriculum pacing is concerned with the rate at which progress is made through the curriculum i.e. the rate at which you cover or complete the curriculum. Lesson pacing is concerned with the pace at which the teacher conducts or teaches individual lessons. Pacing is a very important variable for effective learning. Most students learn more when their lessons are conducted at a fast and active pace because a relatively fast pace stimulates their attentiveness and participation as more content has to be covered by the students. The more the content the teacher covers, the more the students seem to learn. Pacing relates directly to the student engaged time and success. Fast pacing should not be used at the cost of low achievement rate. No one can be sure about the ideal pace for a particular lesson or a particular group of students. The ideal pace would depend on the students’ abilities and developmental levels, nature of the subject matter and, of course, the teacher’s instructional expertise. The ideal pace changes across classes. No two classes, not even two sections of the same class may have the same ideal pace. Some teachers adjust the pace in such a way that they cover only half the syllabus in a year; others finish the entire syllabus in just six months; some teachers manage to cover the entire syllabus by spreading
it almost evenly across each term. Pacing, like many other characteristics of effective instruction, has a positive effect on student achievement. Less effective teachers catch up late and then provide too much material at one time and without any practice. They are in a great hurry to cover the syllabus during the last months of the session. Pacing of lessons keeps the student engaged and increases his/her interest in learning. By implication, good pacing reduces student misbehaviour in the class.

**vi) Transition time:** Teaching involves a number of related activities such as presentation of content, discussion, questioning, demonstration, practice (guided as well as independent) and so on. Considerably time is taken up in shifting from one activity to another. This shifting or change over from one activity to another is called transition. If these transitions are not managed properly, a lot of time will be wasted.

Management of transition time does far more than just save time. Students are more likely to misbehave when there is a break in the continuity of a lesson. Management of transitions is one of the most critical tasks to be managed by the teacher. The following are some management techniques for making transitions quick and smooth.

- The teacher should have materials ready and demonstrate confidence in closing one activity and initiating the next.
- The teacher should exercise greater vigilance during transitions.
- The students should be so motivated that they enter the next activity with interest and expectation of success.

In this discussion we have highlighted the fact that the teacher should clearly mark the start of transitions and minimise the loss of momentum during transitions. Students should be given clear-cut direction about what they are supposed to do.

Pacing and transition time management contribute to greater instructional momentum. Both the teachers and the students should feel a sense of movement during the lesson. Loss of momentum usually creates problems in instruction. A prolonged loss of momentum has a negative effect on student achievement.

### 12.5.2 Practical Suggestions

The following practical suggestions can help you improve your time management skills. You should remember that these suggestions are only suggestions; you can add some measures of time management based on your observations and experience. These suggestions are based on various principles and practices of effective time management used by teachers (Lubke, 1990).

**i) Increasing allotted time**

- Keep necessary materials and equipment ready for use. Keep some extra activities for those students who complete their tasks early. Similarly, keep necessary equipment such as projector, audio or video tape-recorder, extension cords, tests, audio-visual aids, etc., ready for use. The equipment should be easily accessible to the teacher or the students as the case may be.
- Indentify the students who have completed and also those who have not completed their homework. Collect and correct their homework. If the student has not completed the homework, give him a chance to complete it. But before you ask him to do so, try to resolve his problem, if he has any, for not completing the homework. Collection and checking of the homework should not take much time.

**ii) Increasing engaged time**

- Prepare a schedule of class periods and make all the students aware of it. It can be pasted on their diary or displayed at a place where they can easily notice it. Stick to the schedule.
Welcome the students and draw their attention to the lesson. Wait until all the students are ready (physically and mentally) for the lesson and are willing to be engaged in pedagogic activities.

Start interacting with the students. Start your instruction with one or two questions and ask the class to respond. Then shift to a brainstorming session.

Use eye contact and verbal/non-verbal communication to involve your students in the teaching-learning process. Appreciate desirable/appropriate behaviour displayed by the students.

Remind them of the set of norms and rules of classroom behaviour.

Move about in the class and pay attention to those students who have some problem(s) in learning or understanding the content.

Focus students' attention on the instructional tasks. Tell them about the reinforcement they are going to get after completion of the work. For example, say, “Once you complete your assignment, you can go for play”.

If the students are waiting for your help and you are busy with other students, ask them to go to the next question/problem if they are able to solve it, so that time is not wasted.

iii) Increasing academic learning time

Try to link instructional task with actual life experiences. For example, while talking about the social impact of television, you can, for example, ask the following question. “What impact do the Zee TV programmes have on the members of your younger sister?”

Make sure that the students attend to your presentation. Strategies such as using of eye contact, giving directions, asking questions and assigning activities can be used.

Watch for students' behaviour that indicate their involvement in the lesson or instructional activities. Such behaviour includes listening, responding, reading, writing and participating in various tasks. Ask students questions that confirm whether they have been involved in the instructional tasks. Wh-questions are to be constructed and asked quickly. Wh-Qs are questions which start with Wh-words viz., why, when, what, where, how, who, whom and whose. These are also known as open-ended questions.

Find out areas of students' interest and build up instructional activities around those interests.

Outline the steps of the lesson. Pay special attention to the structure and sequence of learning experiences. To minimise errors, lessons should be planned in small steps. Students should continue to practise till they master the skill or learning. You should use concepts, vocabulary, examples, expressions, etc., that are familiar to the students. These devices should match the level of understanding and rate of learning of your students.

Use specific and concrete procedures.

iv) Pacing curriculum and lesson

Prepare a yearly schedule and term schedules for covering the required curriculum.

The amount of content to be taught should be according to the mental and maturity level of the students. Include as much material as your students can understand.

Be judicious as far as possible in your pace of teaching. Comment on the responses of the students quickly and move on the next teaching point.

Reduce the level of difficulty instead of slowing down your teaching pace.

iv) Decreasing transition time

Transition can involve a physical movement or a change in focus. Prepare students in advance about upcoming transitions. Give verbal directions to them to facilitate transitions.

Tell the students clearly what is expected of them. They should be able to make transitions without explicit direction from the teacher. The procedure set for the
students who complete their work early, will reduce the amount of time they spend waiting for their classmates to finish the assignments allotted. Reinforce such students who are fast in their work and help those who face some difficulty.

- Set rules for physical movement of the students; movement within the classroom, out of the classroom and into the classroom. Consider the number of the students involved in transition; only one student, a group of students or the entire class. Decide whether the students should move from one activity to another individually or in a group.

- Ensure discipline during transitions. The students should respond to the directions given to them.

- Avoid irrelevant and too many instructions. Do not over-teach (too many instructions).

- Be prepared to manage two types of transitions:
  - Student transitions such as sharpening a pencil, going out for drinking of water, etc., and
  - Transitions during teaching such as making material and equipment accessible to the students, setting up an experiment, developing blackboard summary, etc., accessible to the students, attending to instructions from the Principal.

- Rationalise your use of not spending excessive time with any one student. If there is some major problem with a student, he can be given remedial treatment separately.

- Hint at the consequences of inappropriate movement by students in the classroom.

Check Your Progress 4

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of this unit.

i) Distinguish between allotted time and academic learning time (ALT). How does ALT help a classroom teacher?

ii) What would you do when you shift from one activity to the other in the classroom?

12.6 LET US SUM UP

Management of classroom instruction is an important function of a teacher. The success or failure of instructional activity depends on classroom management. Classroom management means a judicious use of a variety of management techniques to achieve the pre-decided objectives. For effective classroom management, a teacher should know the principles of
classroom management such as the principle of clarity and mastery over content, involvement, democratic behaviour, self-control, flexibility; etc. The teacher should also take into account factors like instructional strengths, classroom environment, etc., while managing the classroom. Techniques like behaviour modification, group activities, assigning students' responsibility, etc., help a teacher to deal with classroom problems effectively. Time constitutes an important component in classroom management. The teacher should plan classroom time in such a way that it facilitates student learning and solves a number of managerial problems.

12.7 UNIT-END EXERCISE

While teaching your subject, you must have come across many classroom problems. Prepare a list of some important problems and describe how you managed them.

12.8 ANSWERS TO CHECK YOUR PROGRESS

1. i) Classroom management means creation of a suitable classroom environment by a judicious use of various means in order to achieve pre-decided instructional objectives.

   ii) Classroom management is a broad concept directed towards effective teaching and learning whereas classroom discipline is a concept used in the context of responding to students' (mis)behaviour.

   iii) A teacher can know his students' needs by conducting needs assessment, by contacting parents, by organising out-of-class activities, or by collecting information about their previous knowledge/performance based on tests.

2. a) Principle of teacher behaviour.

   b) Principle of clarity and mastery over content.

   c) Principle of personal attribute.

   d) Principle of democratic behaviour.

3. i) The techniques of classroom management can be many. It depends upon the teacher to evolve his own technique of classroom management. However, a few common techniques of classroom management are: behaviour modification, student responsibility, group activities, maintaining students attention, etc.

   ii) Innovative methods of teaching not only help in better classroom management but also facilitate student learning. For example, a teacher introduces the project method of teaching in this teaching. Through this project method, students get an opportunity to learn by themselves and remain engaged throughout the teaching-learning process. This helps the teacher manage students and the teaching-learning activity in a better way.

4. i) Allotted time is the time allotted to a teacher to transact teaching-learning activities. This time is generally the time of a class period which may be of 40 or 45 minutes. Academic Learning Time (ALT) is the time a student uses for academic tasks which give rise to an academic outcome. The success of an instructional system depends to a large extent on the proper use of academic learning time.

   ii) When a teacher shifts from one activity to another in the classroom, it is called 'transition'. In order to manage transition, the teacher should do the following:
   - keep materials ready;
   - demonstrate confidence in closing one activity and initiating the next;
   - exercise increased vigilance during transitions;
   - motivate students for the next task.
12.9 SUGGESTED READINGS


