Effective Classroom Management Information System to Improve Teaching and Learning Approach

Hlaing Htake Khaung Tin[*], Phyu Sin Phwe, Yi Mon Thet, San Thida
Faculty of Information Science, Myanmar
Email- hlainghtakekhaungtin@gmail.com, psinphwe@gmail.com, yimonthet.ucsy@gmail.com, sthida09@gmail.com

Abstract— Effective classroom management needs good rules and procedures. Rules and procedures vary from one teacher to another and from one classroom to another. The most effective classroom management involves the design and implementation of classroom rules and procedures. The goal of effective classroom management is to create and maintain a positive, productive learning environment, to support and foster a safe classroom community, to assist students to keep task focused, to reduce distraction from learning, to organize and facilitate the flow of learning activities. Managing a classroom is not an easy task. Teacher also needs to personally connect with each student in the classroom in order to make students feel comfortable and welcome. By having a good relationship with students, teachers offer them the chance to be motivated and feel engaged in the learning process. This research is the analysis of the effective classroom management information system to improve teaching and learning approach for universities. Results of this research will help teachers learn about how an effective relationship between teacher and students can support to increase the learning process.

Keywords— effective, classroom management, analysis, learning, teaching

I. INTRODUCTION

Today's classroom management research identified classroom management as the most important factor, even above students' aptitude, affecting students' learning and academic performance. Effective classroom management is one of the most important roles played by teachers because it determines teaching success. It is needs good rules and procedures. Rules and procedures vary from one teacher to another and from one classroom to another.

Poorly managed classrooms are usually characterized by disruptive behaviors such as sleeping, late coming, noise making, miscopying of notes, eating, calling of nicknames, verbal or physical threat to fellow students or the teacher (Ekere, 2006). These disruptive behaviors disorganize learning processes and hamper academic performance of students. Effiong (2007), suggests that teachers can deal with these disruptive behaviors in the classroom and reduce them to the minimum through effective classroom management so that effective learning can take place.

The term classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities. Effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom management often creates chaos. Effective classroom management is the most important and the most difficult skill a new teacher has to master. Even veteran teachers often find themselves faced with a student or an entire class who challenges their established management skills and forces them to find new ways of dealing with classroom situations.[1]

II. RELATED WORK

The term classroom management refers to the procedures, strategies, and instructional techniques teachers use to manage student behavior and learning activities. Effective classroom management creates an environment that is conducive to teaching and learning. Ineffective classroom management often creates chaos.[2]

As an educator and administrator for over twenty years, I believe there is another factor that determines the failure or success of student achievement. It is called classroom management. Classroom management can be defined as the process by which teachers create, important and maintain an environment in the classroom that allows students the best opportunity to learn. Teachers are faced with classroom issues such as excessive talking during instruction, getting out of seat without permission, throwing objects across the room, sleeping during classroom instruction and disrespect to the teacher. It is important that teachers find creative ways to deal with the issues as well as provide quality instruction in the classroom. Classroom management and classroom instruction are connected.[3]

Curwin and Mendler (2008), there are several ways administrators can help support teachers with students who are chronically disruptive. 1) Continue to involve the parents of chronically misbehaving students. Do not be afraid to call them at home and at work when you need to. If teachers need an uncooperative parent to come to school, intercede when there is a problem and use the weight of the school to get them in. 2) Encourage teachers to try new approaches. Teachers have little to lose when trying unconventional strategies, but they often fear administrative nonsupport or disapproval. Let all teachers know that you as the administrator will support most of their plans that are nonpunitive. Administrators should ask teachers to share their ideas with them in advance. 3) Address teachers' common belief that administrators aren't tough enough.[4]

III. ANALYSIS THE EFFECTIVE CLASSROOM MANAGEMENT TECHNIQUES

The effective classroom management technique is making use of eye contact, voice control, body language, and distance management to maintain classroom control.

The first learning the effective classroom method is the (10) effective classroom management techniques for every faculty member. Faculty Focus contains a wealth of valuable material not just about classroom management, but all of today's hot button issues that are important to faculty and administrators. It's packed to its electronic rafters with ideas, best practices, analyses and other news you can use on the topics that impact your students, your school and your work, including:

- Educational Assessment
- Effective Classroom Management
- Effective Teaching Strategies
- Curriculum Development
- Instructional Design
- Faculty Development
- Faculty Evaluation
- Online Education
- Philosophy of Teaching
- Teaching and Learning

It is a special report developed to give you the strategies you need to create a positive learning environment.[5]

The second studying method from Edutopia organization, the classroom management strategies described (19) Big and Small Classroom Management Strategies.[6] There are (6) strategies in big classroom management strategies. They are:

1. Follow the first step of hypnosis.

A hypnotist's first induction technique often involves directing subjects to focus on something they're already doing. "Feel your eyes getting tired" is a good opening, because everybody's eyes feel tired all the time, but we don't notice until someone points it out. Teachers, like hypnotists, can string along a series of requests by asking students to do something most are already doing, then waiting for 100-percent compliance, and finally issuing another directive, etc. It's better for teachers to say, "Point your eyes toward me" and wait for compliance, instead of saying, "Stop talking, turn around, turn to page 237, take out a pencil, and head your paper with 'Geology Frame.'"

2. Keep your consequences as minimal as possible.

When a rule is broken, assign the smallest consequence possible and see if that gets the job done. Don't use up big consequences too fast.

3. Appropriate curriculum is a classroom management strategy.

For some, being thrown out of the room for backtalk has a lower social cost than appearing dumb in front of peers. Assigning appropriately difficult work (which often means differentiating) eliminates that risk.

4. Rehearse transitions.

Most disruptions occur before the bell rings and between activities. "Silent 30" was my signal for all students to clear their desks and sit silently within half a minute. A class reward occurred after 30 were completed successfully. My kids loved how visitors witnessing the routine would drop their jaws in surprise.

5. Anticipate problems and be creative.

At the beginning of one year, my middle-grade students charged into class like Mel Gibson and a thousand Scottish warriors. To solve the problem, I asked my kids to line up for class outside my door with their left arm against the wall and a foot of space between them and the person in front of them.

To enter class, each child had to answer either a content-related question or a random dumb question like, "What type of weapon would you use to battle Aquaman?" The dumb questions kept the line entertained. After answering, they were directed to take a seat, quiet as moonlight, and follow instructions on the board. Students talking or violating any of the protocol were sent to the back of the line.

6. Make positive phone calls home and send letters.

I used to send a positive note home to every student's guardians, and that note included a magnet (100 cost about $9.00) to encourage its placement on the refrigerator. I also left complimentary voicemails. That way, parents and kids saw me as an ally.

In small Little Things: Quick Interventions That Support Classroom Management. They are:

1. Show students that it pays to behave.

At the end of tough classes, I'd daily give out two raffle tickets one for academic effort and one for good behavior. After writing their names on the tickets, kids dropped them in a jar. On Friday, I randomly drew two student names both received candy bars.

2. Never punish an entire class.

Even when you feel like the entire class is misbehaving, there are always some kids following directions. Punishing the class as a group only incites further resistance.

3. Build content-related anticipation.

At the beginning of class, say, "Later today, I'll tell you."
- How to cure cholera (Clean water makes all the difference.)
- What most super-geniuses have in common (They burn through acolytes.)
- How the X-Wing fighters in Star Wars violate Newtonian physics (Blasters and afterburners don't make sounds in space.) The goal is to get students interested in the teacher's agenda in lieu of misbehaving.

4. Change the tone.

To interrupt a class of aggressive complainers, I cued up Katrina and the Waves on my CD player. When the first grumbling complaint occurred, I raised my palm and played "I'm walking on sunshine, woooah / And don't it feel good!" Everybody laughed. Another kid started to whine until I pressed play again. Bigger laughs. After that, complaints rarely occurred.

5. Find things to appreciate.

Instead of starting class braced for conflict, make yourself look for things to delight in: that Serena knows everything about Detroit hip-hop or that your thermos of Intelligentsia Coffee is three quarters full.

6. Ramp up your enthusiasm.

There's no downside to being 20 percent more enthusiastic.

7. Use your words.

Students sometimes miss the obvious. Say, "This class makes me glad that I teach."

8. Don't pander.

Never cueing students to meet your emotional needs is an important adult boundary. And one of life's paradoxes is that people who never obsess over being adored are often the recipients of adoration.

9. Forgive.

When students get kicked out of Katie Riley's ninth-grade English classroom, she always tells them that everything is forgiven and that the next day will be a fresh start. When a student commits a felony, he sees Ms. Riley sitting in the courtroom gallery. That's all he needs to know.

10. Give students choices.

"Do you want to do this assignment in class or as a take-home quiz?" "Should this project be group or independent work?" Choice increases students' buy-in.

11. Publicly announce classroom management goals.

Say, "Yesterday, the noise was at an 'eight' during work time. Let's shoot for a 'five' today."

12. Establish routines.

If you have a chaotic class, keep things predictable. Also post the day's schedule.

13. State the truth when things go wrong.

If students are confused and lost, don't brush over it. And when you've sent a student out of the classroom, say, "That makes me sad and frustrated, but let's get our brains focused back on the third math problem."

The third studying method of classroom management is the seven classroom management techniques teachers. Here are seven I vow to try this year. Some aren't new, but they're worth remembering and finding a fresh approach to work in your classroom.[7]

1. Make positive phone calls.

It's very easy to get into the habit of calling home to parents when there is an issue to report. While these calls are necessary and worthwhile, calls home for celebration are equally if not more important. Every parent wants to hear positive news about their child, and this reinforcement almost always makes its way back to the student. Try to make a positive call home every single day, even if it's simply to report on a nice comment a kid made in class. This means so much to parents and students. Then I promise it will translate to their behavior in class.

2. Demonstrate the behavior you want to see.

Early in the year I bring in another teacher or administrator into my class to have a conversation with as students listen. It doesn't matter what the topic of conversation is, we are just very intentional about modeling class norms in front of the students. We make eye contact while talking, do not interrupt each other, keep our phones in our pockets, respectfully disagree at certain moments, and show students what good discussion looks like. It's one thing to tell students what expectations are, but showing them has much more power.

3. Celebrate hard work.

Have something for students to work toward at least once a month. Maybe a donut party, game time, or even just a class period to rest. Whatever it is, make it clear to students that it is a reward for hard work, and hard work is required to achieve that reward. Celebrations are a great way to motivate. It's also a great way to encourage kids to stay off their cell phones!

4. Create group contracts.

If students are doing group work, have them fill out group contracts that contain expectations they have for each other in the group. For instance:
- We will not be on phone during work time
- We will check in with group members if absent from school
- We will hold each other accountable

Encourage students sign off on these agreements, and let them come up with a consequence for violating them. This will empower students to take accountability into their own hands and manage themselves. Students are much less apt to disappoint each other than their teacher, and this is something teachers should leverage in their classroom.

5. Make class engaging.

A bored student is often a misbehaving student. This is why engaging curriculum is one of the strongest tools a teacher has in a well-managed classroom. Strive to create authentic curriculum that engages kids, sparks wonder, and requires hard work. Not everything needs to burst with excitement (not realistic), but the more compelling you can make your class, the more engaged your students will be.

6. Give students the power.

Create a list of norms with your students at the start the school year. Lead them through a discussion of what the class should look like and what behavior should be expected, and record their thoughts on a poster board that can be hung on the wall for all to see. Then students create the rules and standards, and they can have ownership over them.

7. Build relationships.

There's nothing new about this classroom management technique, but it is hands down the most effective in any classroom. So if you haven't been doing it, bring it back and give it a fresh approach. When a student can trust their teacher and know that they are cared for, they will also do their part. My English teacher with the "eyebrow raise" did not threaten with her look, but was reminding us who and where we were, and because of the respect we had for her, it was all that was needed to get us back into learning mode. I may not have always cared about Language Arts in her class, but I did care about her, and because of that I was able to learn some English.

IV. CLASSROOM MANAGEMENT FOR AN EFFECTIVE LEARNING ENVIRONMENT

Classroom setup is an important component in a learning environment because it is an essential piece of classroom management to support both teaching and learning. The physical atmosphere of the classroom can help prevent behavior issues as well as promote and improve learning. The structuring of the learning environment is essential for teachers and students. In fact, studies show that the physical arrangement of the classroom can affect both student and teacher behavior, and that a well-structured classroom management plan of design has the ability to improve learning and behavior. In order to create an inviting and safe, supportive learning environment, using classroom management for the way you arrange your desks matters. A supportive learning environment can mean the difference between having a good day and a bad day.

Your classroom arrangement is the physical foundation of where your students will learn. This means that every square foot of it needs to be used for activities that support learning. The spatial structure of the classroom; where students will be seated, how the students will move about the classroom, and the whole classroom atmosphere needs to be considered, as well as how the classroom will be structured to address the academic, social, and emotional needs of the students. The physical arrangement of the classroom should also be reflective of the student body and must be consistent with the needs of all learners.

In addition to the way your classroom is physically arranged, the classroom environment as a whole needs to be considered. What you put on your walls, the classroom materials you will use, and where, and how you will set up your activities. All attributes of a structured learning environment need to be considered when setting up your classroom.[8]

V. CONCLUSIONS

As a teacher, I know how challenging classroom management can be. I'm always looking for fresh approaches to good classroom management for students and teachers. This research is the analysis of the effective classroom management information system to improve teaching and learning approach for universities. All teachers must provide students with a learning environment that is safe and enjoyable if successful learning is going to take place. The most effective classroom management involves the design and implementation of classroom rules and procedures. The teaching methods that accommodate a variety of learning styles (audio learners, visual learners, and so forth); The assignments requiring the use of computers and other new technologies. Teachers should give the activity-oriented lessons and independent study projects to their students. The most important facts are up-to-date curriculum, lesson designs, and teaching techniques. All teachers should establish authority and credibility by always keeping your promises and doing what you say you will do. "Show that you like your job and your students" is one of the important thing

REFERENCES

[1]   https://www.educationworld.com/a_curr/strategy/strategy047.shtml
[2]   https://www.educationworld.com/a_curr/strategy/strategy047.shtml
[3]   Bobby Taylor Jackson State University, "Classroom Management Impacts Student Achievement: Tip to Thrive and Survive", 2009.

[4]   Curwin, Richard L., Mendler, Allen N., and Mendler, Brian D. (2008). Discipline with Dignity: New Challenges, New Solutions. Association for Supervision and Curriculum Development: Alexandria, VA.

[5]   ]https://www.facultyfocus.com/free-reports/10-effective-classroom-management-techniques-every-faculty-member-should-know/

[6]   https://www.edutopia.org/blog/big-and-small-classroom-management-strategies-todd-finley

[7]   https://www.weareteachers.com/classroom-management-techniques/

[8]   http://www.teachhub.com/classroom-management-effective-learning-environment

[9]   Nang NweNwe Soe, April Thet Su, Poe Ei Phyu, HlaingHtakeKhaungTin, "Circumstantial Analysis of Preferred Teaching Styles (A Case Study of Computer University, Loikaw)" , International Journal of Advanced and Innovative Research (2278-7844) / # 193 / Volume 5 Issue 2, 2015.

ABOUT AUTHOR

I received the B.C.Sc and B.C.Sc (Hons:) degree from Government Computer College, Lashio, Northern Shan State, Myanmar in 2003, the Master of Computer Science (M.C.Sc) degree from University of Computer Studies, Mandalay, Myanmar in 2006 and the Ph.D(IT) degree from University of Computer Studies, Yangon, Myanmar in 2014 January. My research interests mainly include face aging modelling, face recognition, perception of human faces and information technology (IT).

I received the B.C.Sc and B.C.Sc (Hons:) degrees from University of Computer Studies, Yangon at 2006, 2007 and M.C.Sc degree also from University of Computer Studies, Yangon. Now I am teaching Database Management System and Software Engineering subjects at Faculty of Information Science, UCSY.

I received the B.C.Sc and B.C.Sc (Hons:) degrees from University of Computer Studies, Yangon at 2003, 2004 and M.C.Sc degree also from UCSY at 2009. And the Ph.D(IT) degree from UCSY at 2015. Now I am teaching Database Management System and Software Engineering subjects at Faculty of Information Science, UCSY.

I received the B.Sc(Phys:) degree from University of Yangon at 12/3/1994, BSc (Hons) Phys: from University of Yangon at 8/12/1996. And M.I.Sc(Course Work) from University of Computer Studies, Yangon at 12/2/1998, M.I.Sc(Thesis) from University of Computer Studies, Yangon at 12/5/2000. Now I am teaching Database Management System subject at Faculty of Information Science, UCSY.