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Classroom management

Classroom management is the process of organizing and running the classroom business. Many see it as maintaining order through the control of teachers. However, classroom management is much more than that. This also includes setting up and maintaining the teaching environment so that the educational goals can be achieved (Savage & Savage, 2010). Furthermore, classroom management paves the way for teachers to get students to learn, and good classroom management is more than just being strict, authoritarian, or simply being organized. It contains routines, rules, and consequences, and it creates a set of expectations that are used in an organized classroom environment.

For beginning teachers, the most difficult thing to master is classroom management, they may feel stressed, lack adequate support, and feel unprepared to solve their students' behavioral and academic problems because being an effective teacher does not just mean having a deep knowledge of the content but also, organizational, management, and communication skills. Furthermore, an effective teacher is responsible for creating a warm classroom climate and for promoting enthusiasm, motivation, and an interactive teacher-student relationship. In other words, effective teachers should provide a structured, caring environment that suits students' personal and academic needs. Bosch (2006) claims that classroom management is a skill that must be learned, practiced, assessed, and modified to adapt to the changing situation of contemporary classrooms. Too often new teachers try a management strategy and become discouraged if it does not immediately produce the desired effects. Bosch (2006) suggested therefore that new teachers need to identify their personal and professional strengths and weaknesses and examine their teaching practices. They should then develop and implement a management plan and finally evaluate and revise this plan (Bosch, 2006). Thus, when developing classroom management and classroom strategies, educators need to review their personal beliefs about classroom management.

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In this paper, I chose to talk about scheduling, discipline, and communication which I consider to be the three crucial ones amongst the seven areas of responsibility in classroom management also including rules, classroom design, organization, and instructional technique as stated by Cini (2017), every new teacher should master:

➤ Scheduling

Planning or scheduling is important not only for a teacher but also for the students. Knowing what to expect during the day and, more importantly, when to expect it can help alleviate student anxiety. When the anxiety subsides, students can focus, behavior management problems decrease, and the classroom feels much more relaxed. According to many studies, schedules and routines influence children's emotional, cognitive, and social development. For example, predictable and consistent lesson schedules in preschool classes help children feel safe and comfortable. Besides, schedules and routines help children understand the expectations of the environment and reduce the frequency of behavioral problems such as anger and aggression. Activity plans that give children choices, balanced and planned activities and individual activities lead to high children's engagement rates. Also, the length of playtime can influence children's social and cognitive forms of play (Ostrosky, Jung, Hemmeter, & Thomas, 2008, p. 2).

➤ Discipline

Discipline is defined as the practice of teaching others to obey rules or norms by using punishment to correct undesirable behavior and aims to ensure that every student gets the most out of their education. A teacher uses discipline in a classroom to ensure routine is maintained, school rules are enforced, and students are in a safe learning environment. In short, discipline is a systematic way of teaching students to take responsibility for their behavioral decisions. When some students are constantly bothering the teacher, the others in the class are affected, and when a student does not follow the rules or do class or homework,

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that student is missing out on valuable learning opportunities, and learning cannot be achieved without discipline.

While some tend to focus on what to do when children misbehave and therefore often perceive discipline techniques as something separate from teaching, only to be employed when problems arise, effective teachers create optimal learning environments by setting and enforcing rules, establishing caring teacher-student relationships, addressing problem behaviors, and using quality communication in both elementary and middle school. Students of all ages can experience behavioral, attitude, and social problems. However, older students' problems are more protracted and therefore more difficult to solve. Many middle school students defy authority and place greater emphasis on peer norms. Because most middle school students have more advanced thinking skills than younger ones, they generally ask for a more detailed and logical explanation of the rules and discipline.

➤ Communication

Communication can be described as the process by which people share thoughts or ideas. It allows students to freely discuss thoughts and ideas and creates an open environment in which to ask questions without the risk of being judged or humiliated. Besides making learning easier, communication also helps students achieve their goals. Furthermore, it increases opportunities for advanced learning and strengthens the bond between student and teacher. Communication also creates an overall positive experience, and both the student and the teacher benefit when this is effective. Also, when a teacher shows interest in a student's opinions, this latter will feel that their thoughts or ideas are valued, and this increases self-esteem and self-confidence. Based on student feedback, a teacher can judge the effectiveness of a lecture, and can also by asking questions determine if the students were able to keep the information submitted. Above all, improvements in overall class performance can be noticed by teachers who reward student communication and class participation. In short, any

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occupation requires some level of communication, and communication skills are therefore required from the earliest stages of career growth.

To sum up, classroom management has recently received increasing attention from educational leaders, reformers, and researchers who have begun to examine, analyze, and document the effective strategies of successful teachers. The growing emphasis on class management is based on the common recognition that effective teaching requires effective classroom management and that strong management skills are the foundation of good teaching.

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