

The Impact of Classroom Management on Student's learning Outcomes.

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Abstract:

The present research aims to highlight the importance of classroom management on the students learning outcomes and to study the direct connection between effective classroom management and learner's behavior toward learning. In order to show the impact of effective classroom management on student's achievement in middle school level the research has addressed questions and made interviews. The participants are teachers of English in middle school of Bastami Chouiha, the interview contained a discussion between the teachers about students' learning outcomes and the influence classroom management, it was followed with questions to each teacher concerning the field of this study.

Introduction

Background of study:

Students come to school with a great diversity of backgrounds, interests and capabilities. Meeting their needs and engaging them in meaningful learning requires care and skill. One of the first tasks of teaching is to develop an orderly learning environment so that students can engage in meaningful activities that support their learning. Teachers who are able to engage students in this learning are those who have a management plan that begins before the students arrive. An orderly learning environment exists because teachers have clear ideas of the type of classroom they want and of acceptable behaviors that assist learning. Once the class begins, effective teachers work very hard to create this quality learning environment and the Knowledge of how children learn and understand. With constitutes effective teaching. Classroom management has increased considerably over the past decades. In today's society, schools are being held accountable for every aspect of student achievement. The American Association of School Administrators, 2002; Bannon, 2010 stated that:

Classroom management plays a major role in a student's classroom achievement. Unfortunately, many of the education reforms have failed to mention or address the relationship between student achievement and student discipline.

Throughout the decades, classroom discipline has been cited as a major issue for teachers' .Schools and teachers can dramatically influence the extent and quality of learning for all students. The emphasis must be on success, rather than on failings and shortcomings. To make this possible, a learning environment needs to be created in which all children feel safe and understood, and can reach their potential. Effective teachers and classroom managers address the needs of children both in terms of what they teach and how they teach. Though teaching is generally a group activity, learning is very individual. Effective teachers are sensitive to these differences and take actions to accommodate these so that, ideally, each child is provided an optimal learning experience.

Keyword: classroom management; is set of strategies that teachers and students use to ensure a productive, harmonious learning environment to prevent disruption in the learning process).

Significant of study:

Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, teachers become the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create and the person who is most responsible for creating it is the teacher. Classroom management is essential, not only for a teacher's piece of mind and in allowing them proper control over their classroom, but it is imperative for a positive and flourishing learning environment for students. Reported by (Elina, cited in Debrbessa, 2006):

The school, administrators, experts and parents cannot adopt in students achieving level to change or cannot bring improvement on students' academic achievement alone without critical effort of teachers. So there must be planned manageable and applicable class room management from beginning to genuine near the teacher through his class room activities to create the conditions under which learning can take place.

Statement of the study:

In Middle Schools of Algeria, there is a problem with overall student discipline. The schools system has implemented several classroom management strategies with little success finding one that worked for the majority of students. An affective teaching learning process cannot take place in the context of poor classroom management. Regarding teachers developing professional abilities, classroom management is the most permanent and broadest issue in education. The majority of learning occurs in the classroom. Thus, the quality of classroom management has a major influence on student learning outcomes. Favorable classroom management strengthens student learning motivations and interests, thereby facilitating relevant teaching objectives.

Purpose of the study:

The present research has different aims:

- 1) To examine if student achievement differs by a teachers classroom management style.
- 2) To determine if student achievement differs by a teachers' classroom management style.
- 3) To manage problems of students requires insight into where these difficulties may come from and why and when they arise.
- 4) To address the teachers in terms of what they teach and how they teach through following specific strategies to achieve good result.

Research Question:

For this case study, the research addresses the following basic questions to search solutions for the impacts of classroom management on students' academic achievement to gain insight into the understanding of classroom management strategies utilized by a sample of teachers at the middle school Bastami Chouiha .As a guide to finding answers to help accomplish the overall main goal, which is student achievement.

- 1) Do you think that there is clear relation between student's outcomes and the management of the class?
- 2) What are the impacts of classroom management in academic achievement?
3. What are the main strategies of classroom management that help students to achieve their academic goals?
4. What are the main difficulties you may face in managing the classroom?

Hypotheses:

The role of classroom management could be proved when there are positive results in enhancing students learning .for that my proposed hypotheses are built on:

- 1) Classroom management impacts the student's performance toward Learning; it paves the way for the teacher to engage the students in learning.
- 2) Classroom management reduce misbehave in classroom; effective classroom management gives the student little time to misbehave.
- 3) Teachers face difficulties when classroom is disorganized; students do not know what to do, so they might get off task or cause disruption.
- 4) A teacher with strong classroom management skills creates consistency for his students; they know what to expect every day when it comes to the routine activities .students know how the classroom runs and it is practical way to make them learn actively.

Structure of the study:

The research was divided into two chapters. The first chapter is dedicated to the theoretical background of the study, in other words the findings of pervious researchers about the topic ,their point of view, and relating them to the study .the second chapter is dedicated to the practical part .it mainly dealt with the method design which includes the tools that have been used and the population of the study.

Review of literature

Many theories and researches have been proposed to show the importance of classroom management and how can affects learning outcomes.

1. Definition:

Classroom management is a skill that must be acquired during teacher training. Such management is an essential technique that teachers must use and it is a daily focus during class. Rancifer (1993) indicated that both novice and

experienced teachers become dissatisfied with teaching and inefficient when they cannot control the students in their classes.

Constructivist teachers feel that effective classroom management skills impact the way in which students learn in this case researches stated that Classroom is the procedures and routine actions used by the teacher to maintain the classroom quiet and smooth. They should follow an active way of teaching to meet the student's need to succeed in school (Palumbo and Sanacore, 2007:69).

2. The importance of classroom management:

Classroom management had the largest effect on student achievement. This makes intuitive, since students cannot learn in a chaotic, poorly managed classroom. Researches do not only support the importance of classroom management, but it also shaded light on the dynamics of classroom management ,it showed the importance of there being a balance between teacher actions that provide clear consequences for unacceptable behavior and teacher actions that recognize and reward acceptable behavior(2009). Other researchers (Emmer, Evertson, & Worshan ,2003) have identified important components of classroom management, including beginning the school year with a positive emphasis on management; arranging the room in a way conducive to effective management; and identifying and implementing rules and operating procedure with effective teachers who can have a major impact on student achievement.

3. The Effects of Classroom Management on Academics:

A study by Freiberg ,Hazinc and Templeton(2009) investigates the effects of classroom management on academics outcomes. In fourteen inner-city elementary schools; researchers discussed that when students are self-discipline, the teachers are able to use more complex instruction that includes research projects, cooperative learning, and interactive centers. These types of approaches enhance student's learning experience and allow for deeper understanding and retention of information .it was concluded that although classroom management is considered one of the most important factors that affect student learning, most of management programs lack evidence to support that they improve student's learning.

In order for students to have academic success, teachers must first create an optimal learning environment .the term optimal learning environment focuses on the way in which teaches set-up their classroom with regard to physical space, academic opportunity and social interactions and growth.

Methodology:

A) Design:

The research method employed to conduct the investigation and answer the research questions which are the descriptive method. In order to investigate the hypotheses and to obtain that information and fit the objectives of this study, the used tools are; interview and questionnaire.

B) Participants:

The participants are teachers of English of middle school Bastami Chouiha.The answers have conducted from five to seven of them due to the similar answers.

Basic information:

Teacher gender: male and female.

Teacher teaching methods: grammar translation and audio-lingual method.

School level: middle school.

C) Instruments:

The tools and the instrument that have been used in this study are interview and questionnaire addressed to teachers of English of middle school level.

The questionnaire has four concepts:

- a) The practices of classroom management.
- b) The challenges that face classroom management teachers.
- c) The impact of classroom management on the academic achievements.
- d) The main strategies of effective classroom management.

D) Procedure:

Name of school: Bastami Chouiha, 1985.

School size: number of class 24

School region: central of Djelfa, Algeria.

Date of interview: 2/4/2017. 2h

F) Discussion:

The discussion is built on the answers that teachers gave during the interview about classroom management and how it become an increasingly important strategy toward providing learning environment. The interview also discussed the impact of classroom management and the role of effective teacher in the classroom and how to enhance their student's level of learning.

Classroom management has the impact on student achievement in eras when teachers are probably the single most important factor.

E) Results:

The key results and conclusion of data analysis revealed that effective classroom management is when teachers using their teaching skills and establishing codes of conduct to control student learning in class, thereby enhancing learning effectiveness and achieving teaching objectives by using a different practices and following specific strategies.

Conclusion

This study was designed to explore the possible effects of classroom management on student's outcomes. The situations in middle schools seem worst. If one walks into any one of these schools during lesson periods. Many, if not all, may not be recognized, there may be no form of discipline in these classrooms, no form of motivation for control the activities of students in the classes which could affect the learners outcomes. Against this background the hypotheses have been established. The findings highlight the important role of classroom management through questions and the interview that had been organized.

As a conclusion, effective classroom management should be the primary responsibility of the classroom teacher with the students accepting the responsibility of their inappropriate behavior. It does not consist of just a list of rules and procedures, but the sensitivity and caring attitude of the teacher. It is very important to the teacher when he or she feels that they have the support of the school administrations. Teachers must provide student with a learning environment that is safe and enjoyable if successful learning is going to take place.

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- A. www.responsiveclassroom.org (especially the newsletter articles, which can be adjusted to teacher capacity)
- B. Building needs in other places, e.g. on "Teaching children to care"; "The power of Teacher Language")
- C. www.ascd.org (search for: "Classroom management that works"; Educational Leadership articles e.g. "The
- D. Positive Classroom")
- E. Educational Resources: data-base shared last May with all SC country education program staff in South & Central Asia.