



Research 1: Classroom management

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Introduction

Education is a crucial part of society's development, and for that reason raising education quality has been on the radar of most educational organizations and researchers. One of the most important factors in raising the quality of education lies within psychological factors such as classroom management; in this writing, we review the importance of Classroom Management as a Critical Part of Educational Psychology.

Problem identification

Recently, after two years of online teaching, it became hard for many teachers to maintain classroom rules for students, and it is difficult for students to go back to school regulations; as they got used to attending sessions online while eating, sleeping, or in another word: without any restrictions. In addition to the academic drop because of the different abilities and the lack of parent follow-up. Last but not least, the shortage of managerial experience for new teachers whom I was supposed to supervise and train.

The suggested strategy

This research will point out many applied ideas of classroom management to lead the learning environment, like clustering students into groups and utilizing teacher efficacy in classroom management. Also, it will emphasize the importance of executing the classroom management techniques from the beginning of the student's interaction with the teacher throughout his teaching curriculum to avoid discipline issues.

Some of the suggested definitions of classroom management: are “actions taken by the teacher to establish order, engage students, elicit their cooperation” (Emmer & Stough, 2001) and “The provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur” (Rose, 1979). Both explain why it was so important to have management skills before I started teaching. The objective of these skills is to keep students engaged in academic tasks with the minimum disruption to ensure the best academic achievement.

The importance of classroom management

The main features of classroom management are composed of: Initially, students’ psychological and learning needs, as these kids need to be in a comfortable, safe zone ready to absorb information and gain practical skills; then, positive teacher-student and peer relationships which means the positive emotions of love, respect, and understanding to achieve the learning goals with passion; next, instructional methods that facilitate optimal learning like brainstorming, hands-on activities, involve the use of technology and other methodologies; on the second stage organizational and group management like shadow teaching and working in groups, did maximize on-task behavior; finally, range of counseling to assist students with severe behavior problems.

The outcomes

On a personal level, it was so helpful for me to study the methodologies of attracting students and keeping their attention through group work and activities to plan an organized, fruitful classroom and achieve the best discipline. Cooperative learning activities and the inclusion of children attracted and encouraged them to participate in the lesson. Also, assigning

tasks for each one of the group members and a group leader to follow up with them increased their sense of responsibility and their level of enthusiasm. In this area, the teacher should know her students more than anyone and arrange good groups with various academic levels considering individual differences so they can help each other. It is proven that kids can mentor each other better than adults, in addition to involving technology in the learning process, which is a keystone of the current educational needs and desirable among students.

One of the foremost effective points causing a negative impact on classroom management is the shortage of managerial experience for new teachers, so I started in-service and preservice teacher preparation programs like demo lessons, lesson observation, and anything that could help them to skip the challenging situations, perform different classroom management techniques, and make the correct decision in real-life situations to reach “a minimum level of competency in management skills before they can develop in other areas of instruction” (Berliner, 1988).

Conclusion

Teaching is a challenging process in which teachers make decisions about their instructional and classroom management; effective teachers have a clear vision of what student behavior should be like and what outcomes to expect from each class and follow up with the rules and regulations from the beginning to the end of the academic year. Furthermore, the teacher needs to make a balanced routine in the classroom because teachers should not only be lecturing but involve each student in the learning process. And as the quote say: “Tell me, and I will forget, show me and I may remember; involve me, and I will understand.”

Finally, good Classroom management skills need experience and a lot of practice to create a healthy, safe, comfortable and productive educational environment that produces a well-educated generation.

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