

## FIVE C's – AN EFFECTIVE WAY FOR CLASSROOM MANAGEMENT

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### Abstract

The term 'Classroom' refers to that place in the journey of education which is beneficial to a student for academic as well as social learning where two important activities take place, that is teaching and learning. This place fosters the learners to remain focused in order to eliminate distraction from learning, to ease the flow of learning activities and help the students to ensure that the lessons run at ease without any disruptive behavior from the learners. The teacher's role is that of a manager who devises various means to ensure that the class runs smoothly without any kind of disturbance from the learners. Classroom Management is one of the core components of effective teaching – learning process. Hence, the teacher has to use a variety of techniques and strategies to keep the students focused and attentive in order to achieve the educational goals. This can be attained by incorporating the five C's as a part of the Managerial techniques which focuses on the smooth transition in the classroom by merging several principles of Classroom Management theories.

**Key words:** - Five C's – 'Captive,' 'Cruise,' 'Clarify,' 'Classify,' 'Critique', effective, Classroom Management.



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### Introduction: -

The formal learning of the students takes place in a classroom. The students spend almost 5-6 hours in the classroom not only learning different subjects but also interacting with each other. So, there is a lot of academic as well as social learning that takes place in the

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classroom. But for this learning to be more meaningful and effective it is essential that the teachers manage their classrooms effectively. The learners are expected to behave in a disciplined manner in the classroom. They are expected to abide by the system and conduct themselves well and keep the classroom in order. The role of the teacher is of great significance at this juncture

In a class of learners with divergent kind of background, different behavioral patterns, it becomes very difficult for the teacher to go ahead with the pre- decided schedule due to behavioral problems. The question of adopting appropriate strategies for providing learning experiences and organizing teacher- pupil activities is crucial for the effective use of curricular content and achievement of curricular objectives (Mathew, 2013)

The teachers hence have to use variety of techniques and strategies and conduct activities to keep the students organized, orderly, attentive, focused on task and academically productive in the classroom.

The traditional concept of classroom management focuses on enforced discipline by the teacher and predictable obedience by the student. Thus, it is a situation where teacher dictates the rules, is strict and rigid in the approach. Naturally there is less scope for student talk and they are likely to remain passive. Unlike this the modern concept of classroom management the teacher and the students together formulate the classroom rules. The teacher is flexible and encourages discussion and expression of opinion by the students. The students are naturally more engaged, participate in group work and remain active and involved.

#### **Concept of Classroom Management: -**

The Glossary of Education Reform (2014) Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

Thomas R. Kratochwill, Rachel DeRoofs, Samantha Blair in their article mentions Classroom management is important because it helps to establish and sustain an orderly environment in the classroom, facilitates academic learning and also helps in social and emotional growth. Further since the students are academically engaged it helps to decrease negative behaviors.

Thomas R. Kratochwill, Rachel DeRoofs, Samantha Blair in 2015 Classroom Management Module: - Applications of Psychological Science to Teaching and Learning modules

According to Mishra (2007), Classroom Management is a term used by many teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is closely linked to issues of motivation, discipline and respect.

Classroom management is a multifaceted process which depends upon an engaging curriculum, student's responsibility, appropriate teaching modeling, effective instruction, and management skills to work towards conflict resolution with individuals and the whole class." (Mallory, M.2008)

Ben Johnson (2016) in his article on the 5 Priorities of Classroom Management mentions that the five components of effective classroom management that establish structures strong enough to entice and motivate student learning are:

- Developing effective working relationships with students
- Training students on how learning takes place in your classroom
- Protecting and leveraging time
- Anticipating student behaviors in well-written lesson plans
- Establishing standards of behavior that promote student learning

### **Theories of Classroom Management: -**

Different theories have been put forth by psychologists in the context of classroom management. Each has its merits and limitations but all contribute in helping the teacher to develop his own philosophy and facilitate the classroom management suitable to the classroom needs as well as his/her teaching style. Let us briefly look as some of the major classroom management strategies along with their important features.

**Skinner's Theory of Operant conditioning** is a behavioristic theory and emphasizes on the changes in overt behavior. It emphasizes on the bond that is established between the stimulus and response. Thus, according to this theory, the focus is on reinforcement and

immediate feedback for effective classroom management. Hence, the use of rewards and punishments, praise and blame, play a vital role in managing the classroom.

**Glasser in his Choice theory or Control theory** states that all our behavior is need based. Amongst the needs the most important need is the need for love and belonging. Human beings need to be connected with others for satisfying all other needs. He believed that students should accept responsibility for their own behavior and should also be responsible for the consequences. According to this theory emphasis should be placed upon establishing good relationships between teachers and students, formulation of rules and consequence determination should be done in collaboration with the students and the classroom should be a place where his/her needs are satisfied. A proper conducive environment has to be created in the classroom wherein students become responsible for one's own learning, focus on discussion, reflection and self-evaluation.

**Alfie Kohn has given 'Student directed learning theory'** where the focus is on collaborative problem solving where children learn 'with' and 'from' one another in a caring community, focus on the students' interest in learning, their desire to continue reading, thinking, and questioning by involving them around problems, projects, and questions. He emphasized that rote memorization rarely facilitates learning. Learning is effective if the students are made active participants by the teacher who is attentive to differences among students and their needs and encourages creative ideas from the students.

**Jacob Kounin has put forth 'The Ripple Effect'** where he states that the key to a successful classroom is not the way a teacher handles misbehavior when it occurs, but instead what teachers do to completely prevent classroom management problems from ever occurring within the classroom at all. The teachers need to be attentive to all aspects of the classroom and keep the students attentive and actively involved. Besides this good organization and planning are also the means to effective classroom management. Teachers should have good lesson movements. In fact, according to him effective lesson management is the key to good classroom management. Kounin's key ideas include the ripple effect, withitness, overlapping, effective transitions, smoothness, momentum and group alertness. Well established routines, consistent signals for gaining the class attention, clear directions highlighting the main task points,

preparing students to shift their attention from one task to another, helps in classroom management.

**The Responsible Thinking Process (RTP) developed by Edward E. Ford** teaches respect for others by fostering responsible thinking. It is designed to teach students to develop a sense of responsibility for their own lives and to respect the lives of everyone around them. It creates mutual respect by teaching students how to think through what they are doing in relation to the rules of wherever they are. It gives students personal accountability for their actions. The key component of this classroom discipline process is its focus on how students can achieve their goals without getting in the way of others who are trying to do the same thing. In short it teaches the learners how to respect others.

**Implications for strategies for classroom management: -**

The above theories bring to forefront the following aspects which need to be focused upon if the teacher has to manage his classroom effectively: -

- Make the classroom rules together with the students.
- Give immediate feedback
- Provide opportunities for interaction
- Keep the students focused through questioning, thinking, problem solving, etc.
- Creating a positive learning environment
- Focus on satisfaction of the needs of the students.
- Arouse curiosity in the class
- Make smooth transitions between the tasks
- Maintain a flow in the teaching-learning process
- Give assignments and feedback
- Maintain group alertness
- Make the students responsible for their own learning

**Five C's for effective Classroom Management: -** Classroom Management theories provide the anchor for best practice in the classroom. Given below is a strategy namely 'Five C's' which is designed by combining the implications of the above mentioned theories. This strategy focuses on smooth transition in the classroom by combining various principles emphasized in the above mentioned theories. The five C's are the five stages in the lesson and stand for :

- **Stage 1:- Captivate**
- **Stage 2:- Cruise**

- **Stage 3:- Clarify**
- **Stage 4:- Classify**
- **Stage 5:- Critique**

Stage	‘C’	Activities	Principle of the theories of Classroom Management
1	Captive	The teacher assesses the prior knowledge of the learners by placing them in small groups and giving them activities by remaining in being in their respectful groups and abiding by the rules laid down by them.	<ul style="list-style-type: none"> <li>➤ Arouse curiosity</li> <li>➤ Opportunity for interaction</li> <li>➤ Creating a positive learning environment.</li> </ul>
2	Cruise	The learner is provided with a common base of activities within which current concepts, processes and skills are identified and conceptual change is facilitated. Opportunity is given to generate new ideas by discussing in their groups, explore questions and possibilities, design and conduct a preliminary investigation.	<ul style="list-style-type: none"> <li>➤ Arouse curiosity in the class</li> <li>➤ Make smooth transitions between the tasks</li> <li>➤ Maintain a flow in the teaching-learning process</li> <li>➤ Focus on satisfaction of the needs</li> <li>➤ Give assignments and feedback</li> <li>➤ Maintain group alertness</li> <li>➤ Make the students responsible for their own learning</li> </ul>
3	Clarify	This phase focuses students attention on a particular aspect of their initial two phases, that is captivating and cruising experiences. It provides opportunities to demonstrate their conceptual understanding, process skills or behaviors	<ul style="list-style-type: none"> <li>➤ Give immediate feedback.</li> <li>➤ Creating a positive learning environment</li> <li>➤ Make the classroom rules together with the students.</li> <li>➤ Make smooth transitions between the tasks</li> <li>➤ Maintain group alertness</li> <li>➤ Opportunity for interaction</li> <li>➤ Make the students responsible for their own learning</li> </ul>
4	Classify	This phase challenges and extend students understanding of the concept and their skills by making them apply their understanding of the concept. They learn to accept appreciation as well as positive criticism from various members of the other groups.	<ul style="list-style-type: none"> <li>➤ Give immediate feedback.</li> <li>➤ Creating a positive learning environment</li> <li>➤ Make smooth transitions between the tasks</li> <li>➤ Maintain group alertness</li> <li>➤ Opportunity for interaction</li> <li>➤ Make the students responsible for their own learning</li> </ul>
5	Critique	In this phase the teacher assesses the progress made by the students.	<ul style="list-style-type: none"> <li>➤ Give immediate feedback.</li> <li>➤ Creating a positive learning environment</li> <li>➤ Make smooth transitions between the tasks</li> <li>➤ Maintain a flow in the teaching-learning process</li> <li>➤ Focus on satisfaction of the needs</li> </ul>

**Conclusion: -**

The suggested 5 C's for classroom management try to blend the merits of the different theories of Classroom Management. The theories will foster the teacher to run the classes smoothly by minimizing any disruptive behavior allowing quality work to be done. They help to circumnavigate through the turbulent troubled waters seen as unexpected behavior by the students which urges them to remain focused, attentive and finally reach the safe shores in the journey of learning and experience the joy by attaining the pre- decided educational goals.

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