Introduction:

As a student teacher it is essential to know ways to manage your classroom and learn how to control a classroom to create an effective educational atmosphere. Before starting to control the classroom, you should know your student's behavior and learn about their personalities then start choosing strategies that will work with you as a teacher and your students.

Review of literature:

Classroom misbehavior is a major source of classroom-wasted time and a situation that negatively interferes with students' opportunity to learn (Electronic Journal of Research in Educational Psychology, no.43, p:468).

Education aims at shaping the behavior in a desirable way, creating good citizens, bringing about all-round development of personality and evolving morally oriented human beings. Discipline denotes a decent and decorous conduct that contributes to harmony, respect for authority, love for orderliness, eagerness to discharge duties with regularity and efficiency, and an exalted sense of responsibility that develops a sense of social conscience. Seen in this way, discipline is important in the school system. Nevertheless, indiscipline among school students is a major problem of the day (Guru Journal of Behavioral and Social Sciences, Vol. 2, Issue. 4 (2014), p:301).

Behavior problems in a classroom increase the stress levels for both the teacher and pupils, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning (Kairaranga, Vol.13, no. 1, p: 16).

Definition:

Teacher's classroom management is classically identified as one of the most important variables to understand students' classroom misbehavior. Classroom management: refers to the set of strategies used by the teacher to increase students' cooperation and engagement and to decrease students' disruptive behaviors. Classroom management also encompasses the establishment of clear rules and procedures to coordinate classroom activities (João Lopes et al, 2017).

Reasons of students' misbehavior in the classroom:

a. Academic Reasons:

1. Misbehavior at the time of teaching.
2. Misbehavior at the time of activities.

3. Noise in the class.

4. Non attention in the class.

b. Behavioral Reasons:

1. Teachers who are boring.

2. Teachers who could not teach.

3. Teachers who made unfair comparisons.

Teachers are using disciplinary practices for both behavioral and academic reasons. The important reasons for employing disciplinary practices are at the misbehaviors at the time of teaching and at the time of activities, bad habits, character problems, noise in the class, not doing homework, and destruction of school property.

Consequences of students' misbehavior in the classroom:

1. Child repeats the problems.

2. Hate to teachers.

3. Feel hate to the subject.

4. Low self-esteem.

The main consequences according to students are shame, anger, sadness, fear, pain, tension, feeling hate to teachers, low self-esteem and hate to the subject (Mumthas et al, 2014).

Solutions for effective teaching and positively functioning classroom with low levels of disruptive behavior require planning and consistency. Factors which have been found to contribute to these outcomes identified in a literature review by kern and Clemens (2007) are:

1. Clear, simple rules and expectations which are consistently and fairly applied.

2. Predictability of events and activities through establishing routines, information, cues and signals about forthcoming transitions and changes, as well as for content, duration, and consequences for activities.

3. Frequent use of praise, both verbal and non-verbal. Teachers praise has demonstrated effects on both those earning it and those nearby. Verbal praise should be specific and descriptive. Teachers should try to provide a child with at least four praise statements for every reprimand.

4. Because disruptive behavior is often associated with learning deficits, task difficulty needs to be monitored. All students need to have the required entry skills and ability to successfully engage in assigned activities. Participation and

learning can only follow successful access to curriculum and encouragement to sustain activity.

5. Opportunities to respond and participate in the classroom activities, to use the materials and to respond to requests must be inclusive of all children in the class.

Classroom strategies:

Effective specific classroom-wide interventions include:

1. *Token economies*, which use points or tokens that can be traded for access to a variety of rewards, including activities or inexpensive items, have been used effectively to manage behavior in classrooms for many years (Sulzer-Azaroff & Mayer, 1991).

2. *The good behavior game* (Barrish, Saunders & Wolf, 1969; Harris & Sherman, 1973; Kleinman & Saigh, 2011; Medland & Stachnik, 1972) has been used effectively to manage classroom behavior by reducing disruptive behavior. The game involves establishing a small number of explicit rules which set out broad positive behavior expectations. These rules are listed and posted where pupils can read them. The class is divided into at least two teams and team points are awarded for rule compliance. The team is praised each time its points are posted on the blackboard throughout the session or school day.

3. *Noise management* reduction of noise levels in the classroom can help to make the learning environment more effective within a classroom and for classes in adjacent rooms. The device known as the "Yakker-Tracker" has been used in local classrooms to manage noise levels. The teacher can set the decibel level and the device signals the noise level via green (OK), yellow (a little over) and red (far too high) to the class and teacher on noise compliance. Rewards for compliance can be based on keeping the green light on for a required time or by limiting the number of yellow and red-light signals to less than a set number.

4. *Color-coded rules and a matching signaling system* to show which rules are in effect at any given time provided pupils with an easy guide to which standards of behavior applied to their assigned activity. (S. Barry, 2012)

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Plan:

In this study we will find the answers of two questions and they are:

1. How to control an Elementary classroom?
2. Which strategy is more effective when used in action? Why?

Methodology:

This study used the observation method on one class from grade two girl's elementary students. Apply strategies for classroom management and monitor each strategy for a week. This study will be on for four weeks and taking notes for each day, then put the result for each strategy.

Applying plan:

Collecting data:

I searched for classroom management strategies to apply it in my classroom and write the result of each strategy. In table 1 the classroom management strategies that I found and decided to apply them in my study to figure how much they are effective.

TABLE 1:

Classroom strategies		
Weeks	**The strategies**	
Week 1	Token Economies (mystery box)	Which use points or tokens that can be traded for access to a variety of rewards.
Week 2	The Good Behavior Game.	The game involves establishing a small number of explicit rules which set out broad positive behavior expectations.
Week 3	Noise Management	Reduction of noise levels in the classroom can help to make the learning environment more effective within a classroom and for classes in adjacent rooms.
Week 4	Color-Coded Rules	to show which rules are in effect at any given time provided pupils with an easy guide to which standards of behavior applied to their assigned activity.

Week1

TABLE 2:

Mystery box				
Date	Action to take	My real action	Students reaction	results
27/10/2019	Motivation (bring the box)	Motivating the pupils about the mystery box.	excited	failed
28/10/2019	Motivation (bring the box)	Motivate the pupils "giving the good pupils a gift at the end of the week".	excited	failed
30/10/2019	Motivation (bring the box)	Writing the good pupils names on the board.	Feeling happy	succeeded
3/11/2019	Motivation (bring the box)	Give the good pupils gifts. (they choose their gifts)	Enjoying their gifts	succeeded

In table 2 is the strategy mystery box which involve using a box full of gifts to motivate the students to behave in the classroom and won't disturb the other students and then choose the good students and write their names on the board and at the end of the week I let them choose their gift from the mystery box as a reward for their participation and their good behavior.

Week 2

TABLE 3:

The good behavior game				
Date	Action to take	My real action	Students reaction	results
3/11/2019	Motivation (divide the class into groups)	Motivate the pupils by making a leader for each group.	Excited to be leader.	succeeded

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4/11/2019	Motivation (divide the class into groups)	Changing the leaders every time.	Excited to be leader.	succeeded
6/11/2019	Motivation (divide the class into groups)	Changing the leaders every time.	Excited to be leader.	succeeded
10/11/2019	Motivation (divide the class into groups)	Changing the leaders every time.	Excited to be leader.	succeeded

In table 3 is the strategy the good behavior game which is based on dividing the classroom into groups and a leader for each group which is changed every day, so all students get to be the leader and control their group. This strategy will take a week to figure how much they are effective.

Week 3

TABLE 4:

The noise management "Yakker-Tracker"				
Date	Action to take	My real action	Students reaction	results
10/11/2019	Motivation (using colored signs)	Raising the sign while tapping on the table.	Responding to the signs.	succeeded
11/11/2019	Motivation (using colored signs)	Raising the sign while tapping on the table.	Responding to the signs.	succeeded
13/11/2019	Motivation (using colored signs)	Raising the sign while tapping on the table.	Responding to the signs.	succeeded
17/11/2019	Motivation (using colored signs)	Raising the sign while tapping on the table.	Responding to the signs.	succeeded

In table 4 is the strategy the noise management which is using colored signs (red for too loud, green for ok, and yellow for a little over). It works by raising the red sign and tapping on the table to alert the students that their voices are too loud and so on.

Week 4

TABLE 5:

Color-coded rules				
Date	Action to take	My real action	Students reaction	results
17/11/2019	Motivation (using colored signs related to the rules)	Using colored rules and colored signs related to each rule.	Not responding to the signs.	failed
18/11/2019	Motivation (using colored signs related to the rules)	Using colored rules and colored signs related to each rule.	Not responding to the signs.	failed
20/11/2019	Motivation (using colored signs related to the rules)	Using colored rules and colored signs related to each rule.	Not responding to the signs.	failed
24/11/2019	Motivation (using colored signs related to the rules)	Using colored rules and colored signs related to each rule.	Not responding to the signs.	failed

In table 5 is the strategy the color-coded rules which is using colored rules and colored signs to alert the students if they didn't apply the rule. Each rule has a different color and same color as the rule, and the students will recognize the signs and react accordingly.

Results

The results show the answers of the previous questions, I searched for several strategies to control Elementary classroom and choose 4 strategies to do the study. Some

of these strategies worked perfectly whereas some of them didn't work for me. As for the second question the answer is some of the strategies were more effective than the others. For example, *the good behavior game* was the most effective strategy, because this strategy based on involving and establishing a small number of explicit rules which set out broad positive behavior expectations, dividing the class into groups and each group have a leader which is changed every time. This strategy was a success because they were able to control their groups as leaders and because they were excited to be leaders of their group. And also, the noise management was successful because the students were able to notice the sign and lower their voices and tell their groups to keep quite that why I consider this strategy a success. As for *the mystery box* which use points or tokens that can be traded for access to a variety of rewards.

it was not effective at first because the students' attention was focused on the mystery box and what is inside the box and kept asking about the box in the time of the lesson which distracted them. Although the names of the good students were written on the board to encourage them to participate but this strategy was a failure and also *the color-coded rules* failed to accomplish the goal behind it because the students didn't respond to the signs.

Conclusion

As a teacher working in the field of Education, I have realized that not all strategies that worked with other teachers will work with me because each teacher has her own ways to apply these strategies and it might work with them, but it is not necessary to work with me. It is important as teachers to learn how to control a classroom and learn about classroom management to be able to create an effective environment for a productive teaching, it might look hard at the beginning but once you start to understand the techniques of the classroom management it will be easy to engage in the teaching process without any interruptions of misbehavior students'.

References

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